Course title and number
GENETICS Seminar II   GENE  482 C

Term (e.g., Fall 200X)
Offered both Fall and Spring semesters

Meeting times and location
3:50 pm Tuesdays, 106A Biochmistry/Biophysics

Course Description and Prerequisites
Student preparation and presentation of topics of interest to genetics majors
Prerequisites: GENE 481; senior classification or approval of instructor

Learning Outcomes or Course Objectives
Students will improve their ability to communicate orally by preparing and delivering a short oral seminar to their peers. Written versions of proposed presentations, of the oral presentation and abstracts for both lay and informed audiences will help students develop skills in writing for different audiences. Students will be expected to discern the relative importance and credibility of sources of information, especially with web-based material. Students will also have an opportunity to use technology as a tool to enhance learning.

Instructor Information
Name           Clint Magill
Telephone number 845 8250
Email address e-magill@tamu.edu
Office hours TBA (almost always available 7-9pm)
Office location 202H LF Peterson

Textbook and/or Resource Material
No textbook; resources include library and web materials

What to expect: We will always have a computer/projector for PowerPoint presentations. I will try to be sure the latest version of PowerPoint Reader and any available translators are available, but just in case, it is a good idea to save a second copy of your presentation in an earlier version if using a very new release. The easiest way to bring your presentation is on a USB-based FLASH drive, but you can bring a laptop if you wish. An internet connection will be available so you can store your presentation online and retrieve it for viewing using PowerPoint, or "saved as HTML" for presentation using a browser.

We can provide an overhead or slide projector if needed, but will need to know in advance. You will have to pay any expenses for slides or overheads you wish to make.

Your presentation should be designed to educate your classmates on some relatively narrow topic, since presentations should be 12-15 minutes with 5 minutes more for questions and discussion. You will be asked to propose, in writing two potential topics of your choice, which
will help prevent duplicate seminars. Those of you who are doing or have done a 485 or other research project may find that a good topic for a presentation; even if data are not available, the problem and rationale for a solution can be explained. Techniques, biographies of famous geneticists, gene-controversies etc. are all good topics. Otherwise you may want to chose a human, animal, or plant gene or chromosomal defect and describe its effects in terms of inheritance pattern, phenotype, molecular basis, gene frequencies, and treatments. Cloning/mapping strategies for specific genes can also make interesting topics.

You will have several writing assignments, including 2 short proposals for presentation topics, a written version of your presentation and both lay and scientific abstracts. You will also be asked to contribute evaluations and to provide feedback to at least three fellow students on both oral and written assignments.

Writing assignments will be graded not only for content but equally for spelling, punctuation, and grammar, so be sure to take advantage of modern tools and the editing suggestions of your classmates.

### Grading Policies

Grading will be on a 90-80-70-60 scale for A, B, C, and D, respectively. There are 100 potential points to be gained, as described below:

Grading\(^1\): 45 points - seminar presentation 12-15 minutes + Q&A broken down as to:

<table>
<thead>
<tr>
<th>Information content</th>
<th>maximum points</th>
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</thead>
<tbody>
<tr>
<td>1) suitability of topic</td>
<td>6</td>
</tr>
<tr>
<td>2) knowledge/mastery of material</td>
<td>10</td>
</tr>
<tr>
<td>3) clarity of presentation</td>
<td>6</td>
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<tr>
<td>4) level of presentation relative to audience</td>
<td>6</td>
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Presentation skills

| 1) use of visual/learning aides      | 7              |
| 2) quality speaking (no distracting mannerisms, eye contact, etc.) | 10 |

5 points: introduction and serving as moderator for a classmate

41 points based on writing broken down as:

1) proposals\(^2\) for 2 concepts for seminars (>200 words each)) 10
2) pre-seminar outline and abstract (> 150 words) 5
3) written version of seminar\(^4\) (> 700 words ) 21
4) laymans abstract/summary\(^5\) of presentation (> 200 words) 5

9 points for class participation, including asking questions, providing useful feedback to other students and editing classmates lay-abstracts

\(^1\) Because having an audience is essential to each presenter, attendance is critical. Each presentation missed will result in a 4 point grade deduction, so having more than one unexcused absence (see Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)) will lower the course grade accordingly. Making up worked missed because of a confirmed excused absence will require attending a Departmental or Faculty of Genetics seminar and submitting a written report that will be graded.
Points will be deducted from the maximum points for each category based on the average scores from at least 3 classmate evaluations and the professor. Feedback will be provided.

Two proposals for seminar topics shall be prepared, each including references, the basis for the choice of topic, why you believe it would be of interest to the class and the areas of genetics (population, cytogenetics, molecular genetics etc.) that will be included. These are to be at least 200 words each, excluding references and all or part can be in outline format. These will be presented to the class.

Seven hundred or more words at a Senior Genetics major level with an abstract and at least five references, or an electronic version of a poster suitable for presentation during student research week.

Essentially a press release with enough information that would allow an educated non-specialist to understand the significance of the topic.

Course Topics, Calendar of Activities, Major Assignment Dates

Week 1: Sign up for presentation dates and introductions; go over syllabus and expectations and types of topics to consider for presentation. Discussion/demonstration of useful/reliable sources and demonstration of the use of Endnote for referencing.

Week 2: Power Point do’s and don’ts. Familiarize students with equipment and applications. All students submit at least one draft concept for a presentation. Write a brief bio for use by a classmate for introductions.

Week 3: 2nd concept for seminar draft due; go over corrected versions of the first concept. Class members will evaluate the proposed topics and provide feedback on material that could be considered for inclusion.

Week 4: Class members will pre-grade the writing of the 2nd concept proposal and provide feedback. Presentation outlines and abstracts due one week in advance of each student’s presentation.

Weeks 5 -12: Student presentations (generally 2/week, 3 as needed if more than 14 enrolled). Powerpoints e-mailed to the instructor for instructive feedback should be sent at least one day before the class. All students will submit score sheets for at least 3 presenters, with anonymous tips and comments. Those assigned to evaluate and write critiques for each speaker will have 1 week to do so.

Week 13: Make-ups if needed; all “pre-lay summaries” of presentation due for class distribution. Each class member will evaluate at least 2 others for writing and information content and provide feedback to the author. The author will submit his/her final version and the edited copies.

Week 14: Final lay summaries submitted; final written version of presentation topic due. Class will be used to go over questions or problems from individual students.

Week 15. Return evaluation scores.
Other Pertinent Course Information

To permit the use of track changes in grading, written assignments should be submitted electronically as e-mail attachments in a word processing application.

The proposed topic papers will be pre-graded and returned for corrections. Lay-abstracts will involve input from others in the class.
There is no final exam for this course.

I will post the schedule of presentations when it is completed and a PDF version of this syllabus on the WEB at:
http://www.tamu.edu/classes/plan/magill/gene482/

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://www.tamu.edu/aggiehonor

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”