

RESEARCH ORIENTATION AND PRESENTATION

Goal: Provide students with knowledge, skills, and experience to support development of graduate research project proposals and communicate research effectively to scientific audiences via oral, poster, and summary written means, culminating in successful formal presentations of project proposals.

Approach: The course is divided into seven topics that alternate through the semester (A. literature reviews, B. title/abstracts/keywords/authorship, C. posters, D. oral presentations, E. displaying results, F. short orals, and G. research proposal seminars). Each topic begins with an introduction to the general principles of that research communication form. Class discussions, expected to involve all students, focus on personal experiences/ideas as well as critiquing examples of communication pieces including student-submitted assignments and presentations. For each class, the instructor will be primarily responsible for presenting topics and guiding discussions.

Expected student learning outcomes

Student learning outcomes from this course:	Course topics/dates:	Evaluation of outcome:
Develop and present a cogent and well-organized seminar for their graduate research proposal	Topics A – G in schedule	Weekly assignments; final research proposal seminar at Expo
Prepare a literature review outline that provides the foundation to their proposed graduate research project	Topic A: “Critical literature reviews” 21 Jan	Literature review outline assignment due 20 Mar
Write a clear, concise, and effective abstract and title for a scientific study	Topic B: “Titles, abstracts, and keywords” 28 Jan and 11 Feb	Title and abstract assignment due 7 Feb
Design and present compelling research and proposal posters	Topic C: “Posters” 4 Feb and 18 Feb	Draft and final research proposal poster due 10 Mar and 7 April, respectively
Appraise options for displaying scientific data suitable to the communication avenue and audience	Topic D: “Displaying results” 25 Feb	Own poster assignment; research proposal seminar
Prepare and deliver an effective short oral presentation in the form of a “Three Minute Thesis”	Topic F: “Three minute thesis” 10 Mar and 14 April	Three minute thesis presentation on 14 April
Improve their peer evaluation skills	This is addressed throughout the semester for each topic	Student self-assessment; instructor evaluation of student participation
Improve their ability to communicate scientific research	This is a central theme for HORT 508 and is addressed throughout the semester, for each topic	Student self-assessment, each assignment throughout the semester

Instructor

Dr. Matthew Whiting, Room 203, South Building, IAREC, Prosser, (509) 786-9260

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Office hours: by appointment

Class times and venues

Tuesdays 2:10–4:00 pm

Pullman: Terrell Library 24; Prosser, Wenatchee & Mt Vernon: local AMS room

2 credits

No prerequisite courses

No required textbook

Weekly class schedule

Wk	Date	Topic	Assignment
1	Jan 14	Course introduction & experimental design	Research seminar (due Apr 21)
2	Jan 21	A. Critical literature reviews	Lit review outline (due Mar 20)
3	Jan 28	B. Titles, abstracts, keywords	Title & abstract (due Feb 7)
4	Feb 4	C. Poster	Poster - common (due Feb 17)
5	Feb 11	B. Titles, abstracts & keywords discussion	
6	Feb 18	C. Posters (common, peer review)	Poster - own (draft due Mar 10)
7	Feb 25	D. Displaying results (incl. discussion)	
8	Mar 3	E. Orals	
9	Mar 10	F. Three minute thesis	"Three Minute Thesis" (April 14)
<i>Mar 16-20 Spring vacation week</i>			
10	Mar 24	C. Poster presentations (own, peer review)	Poster for Expo (due April 7)
11	Mar 31*	G. Research seminar concerns/practice	
12	Apr 7*	G. Research seminar concerns/practice	
13	Apr 14	F. Three minute thesis presentations	
14	Apr 21*	RESEARCH EXPO: Student seminars presented	
15	Apr 28*	TBD	
<i>May 4 – May 8 Exam Week - no exam for this course!</i>			

*Class length may be extended depending on the number of students enrolled

Expectation of student effort

Most of the weekly assignments will require work outside class time. It is expected that students will need 4 to 6 hours of work outside class time each week to complete these assignments.

Absences

Absences because of illness, personal and/or family crises, mandated court appearances, or similar reasons will be accommodated as long as such absences are not excessive and notification is provided to the instructor *in advance*. Excused absences should be arranged prior to any known or planned event. Required University activities will be excused

absences if an official Class Absence Request form signed by the sponsoring faculty or organization is given to the instructor before the event.

Assessment

Assessment item	Points	Submission date: method
Participation	50	All semester: in class and Blackboard course space
Assignment: Abstract & title (common paper)	50	Feb 7: Blackboard
Assignments: Poster (common paper), (own research proposal*)	25 100	Feb 17: Blackboard Draft Mar 10: Blackboard Final Apr 7 : Blackboard
Assignment: "Three Minute Thesis"	75	April 14: slide 9 am, Blackboard; presentation in person
Assignment: Literature review outline*	50	Mar 20: Blackboard
Expo seminar* (graduate research project proposals)	150	Seminar drafts Mar 31, Apr 7: in person Seminar Apr 21: in person
Total	500	

*It is expected that students will work with their major advisors on content for assignments noted

Participation: Attendance and participation in class discussions and activities is not only expected, it is graded. Participation includes contributions to critiquing submissions and presentations of other students. Points assigned to each student will also reflect adequacy of preparation for classes by completing homework assignments (some of which will be ad hoc). (Exceptions will only be made for officially excused absences.)

Assignments: "Title & abstract", "Lit review outline", and "Drafts for Expo" will be submitted to the Blackboard course space and, ahead of the next class, all students may be asked to review each other's submissions. "Poster - common" will be submitted on Blackboard by 9 am on the due date; students will present posters in class and all students will discuss. "Three Minute Thesis" will be presented to the class in Wk 13. "Poster - own" will be posted on a course website for faculty feedback.

Seminar at Research Expo: At the end of semester, a Research Expo will involve each student presenting their research proposal seminar to the whole Department. Faculty in attendance will use a rubric (provided to students in Wk 10) to score presentations. Most importantly, faculty will provide valuable feedback on the scientific merit of proposals (including feedback on each online poster). The course instructors will grade presentations according to technical aspects as taught through the semester, not scientific content.

Grading scale

100 - 93% = A	86 - 83% = B	76 - 73% = C	65 - 60% = D
92 - 90% = A-	82 - 80% = B-	72 - 70% = C-	≤59 = F
89 - 87% = B+	79 - 77% = C+	69 - 66% = D+	

Final grades will be rounded to the nearest full percentage point (i.e., 86.5 – 86.9 will be rounded to 87; 89.1 – 89.4 will be rounded to 89).

Late assignments

Specific due dates for each assignment are noted on the class schedule. Late work will not be accepted. If you encounter an emergency situation and cannot attend class it is your responsibility to provide a written explanation for the absence as soon as it is reasonable to do so and reasonable arrangements will be made for any missed work. If you will be participating in a University Sponsored Activity you should obtain an official Class Absence Request form in accordance with Academic Regulation 72 (<https://registrar.wsu.edu/academic-regulations/>). If you will be absent for a University Sponsored Activity you must submit work prior to leaving for the event.

Students with Disabilities: Graduate students with identified disabilities should contact the Access Center before the semester that they plan to attend and initiate the accommodations process. Accommodations are unique for each individual and some require a significant amount of time to prepare for, so it is essential that students notify the Access Center as far in advance as possible. Students with a disability that is identified during the semester should contact the Access Center as soon as possible to arrange for an appointment and a review of their documentation by an Access advisor. All accommodations must be approved through the Access Center located on each campus. Contact information for the Access Center at each campus can be found at the following websites: accesscenter.wsu.edu ;<https://gradschool.wsu.edu/rights-and-responsibilities/>

Plagiarism (WAC 504-25-310)

Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgment of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one's own work the work of a "ghost writer" or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Academic Integrity: Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Student who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a failing grade for the assignment, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Reports of Academic Dishonesty (WAC 504-35-320)

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Conduct.

Safety

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “[Run, Hide, Fight](#)” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at [MyWSU](#). For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page provost.wsu.edu/classroom-safety.