

Syllabus - Organic Chemistry Seminar CHM 6390

B. S. Sumerlin, Instructor, AY – 2018/2019

The Student Organic seminar consists of two 25 min talks during each session. All organic graduate students are expected to attend seminars every week. Organic graduate students in their 2nd, 3rd and 4th years will deliver one seminar each year, either during the fall or spring term according to the schedule constructed by the instructor and circulated at the beginning of each semester.

Students in their 2nd, 3rd and 4th years who are either presenting or attending seminars must register for CHM 6390.

Location of Seminars and Refreshments:

Seminars will be normally held on **Thursday at 4 – 5 pm in 221 JHH**. However, some seminars may be held on alternate days of the week. In most cases, the alternate day is planned to be on **Tuesday at 4 – 5 pm in 221 JHH**, but for special seminars (e.g., Tarrant Lectures), other days, times, and rooms may be selected. The seminar schedule circulated at the beginning of the semester should be consulted for all times and locations of seminars. Note that this is subject to change pending room availability.

Students who present are responsible for refreshments on the day of their presentation. Gwen McCann will typically prepare coffee, and the students should assist her with bringing the coffee to the seminar room. The presenting students should bring cookies and cold drinks for the group.

Content of Seminar:

2nd Year Students (2-L/R):** Students in their 2nd year of graduate study will be presenting seminar for the first time. The focus of this seminar will be on the student's own research, and it will be 25 minutes in length + 3 minutes for discussion. The talk should consist of a balanced presentation which first presents relevant background from the literature and/or the relevant prior research in the advisor's laboratory (this presentation is abbreviated as "2-L/R" in the schedule, to indicate balanced literature/research presentation). With this perspective, then the presentation should turn to the student's own project, giving the objectives and results that have been accomplished to date. The balance of background and research results will depend on the student's research progress, but the spirit of the presentation should be to focus on the research project and not simply be a literature survey.

3rd and 4th Year Students (3-R and 4-R): Students in their 3rd and 4th year of graduate study will give a 25 minute seminar that is primarily focused on their own research project. The seminar should provide relevant background for the work, drawing from the literature and/or relevant related research in the advisor's laboratory. The presentation should clearly outline the objectives and significance of the research and then give a clear update of the progress, summarizing what is new with respect to the results that are presented.

All presentations are expected to be of high quality, using PowerPoint, ChemDraw and other professional graphics tools. For PowerPoint, avoid using too much text in the slides and

construct the graphics so they are clearly legible. Use a presentation friendly font - serif fonts are to be avoided; use Arial or Calibri instead. Slides should be not too sparse, but not too congested. A well-prepared slide is easily understandable by a reader without the need for too much additional explanation. This means that graphics need to be properly annotated. Tables are discouraged, but if absolutely necessary they need to be annotated and constructed to draw the observer's attention to the most important points and trends that are to be presented. In many cases, graphs are better than tabular listings to present data. Where results from the literature are presented, the full citation should be provided (ACS publications format), including the authors, article title, and citation.

** For the purpose of the seminar course, students who enter the organic graduate program in January will be considered as 2nd year in their first fall semester. The seminar instructor will make every effort to schedule January entering students to present in their 2nd spring term, but those students should register for the seminar course (CHM 6390) starting in their first fall term.

Seminar Grading and Feedback:

Seminar attendance and course registration (CHM 6390) is mandatory for graduate students in the 2nd, 3rd, and 4th years, but all students, including those in their 1st year are strongly encouraged to attend and participate in the discussions. Grades will be assigned in the course according to the following criteria. All seminars listed on the schedule circulated at the beginning of the semester will be used to calculate the percentage of seminars attended, unless specific seminars are explicitly identified on the schedule as not being required.

- Students presenting during a given semester are assigned a grade of A-E based on quality and delivery of slides, clarity and comprehensibility, timing, and having given proper 10-day advanced notice of their title to Frank Farley (f.farley@ufl.edu). The grade for the semester is reduced by one letter grade for presenters whose attendance is 60-80% of all seminars, two letter grades if attendance 40-59%, three letter grades if attendance is 20-39%, and four letter grades if attendance is $\leq 19\%$. Failure to provide a title to Mr. Farley 10 days ahead of the scheduled seminar date will result in an additional reduction of one letter grade.
- Students not presenting during a given semester (*i.e.*, attending only) are assigned a grade of A-E based on attendance, with a grade of A for attendance of 81-100%, B for 60-80%, C for 40-59%, D for 20-39%, and E for $\leq 19\%$.

Presenting students will be graded by the instructor, with advisement from the group of faculty present at the seminar. Feedback can be obtained from the instructor by appointment within one week following the seminar