

## Course Description/Syllabus - Organic Seminar CHM 6390/6391

**K. S. Schanze, Instructor, AY – 2015/2016**

The Student Organic seminar consists of two 25 minute talks during each session. All organic graduate students are expected to attend seminars every week. Organic graduate students in their 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years will give one 25 minute 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 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years who are presenting seminars must register for CHM 6390 (graded option); 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students who are attending only must register for CHM 6391 (S/U option).*

### Location of Seminars and Refreshments:

Seminars will be normally held on **Thursday at 4 – 5 pm in LEI 207**. However, on weeks when we have a visiting speaker, the student seminars will be held on an alternate day of the week. This alternate day is planned to be on **Tuesday at 4 – 5 pm in LEI 309**. In the attached calendar, the Tuesday dates are highlighted in yellow. Note that this is subject to change pending room availability.

The presenting students are responsible for refreshments. 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 2<sup>nd</sup> 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.

**3<sup>rd</sup> and 4<sup>th</sup> Year Students (3-R and 4-R):** Students in their 3<sup>rd</sup> and 4<sup>th</sup> 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 - Times is 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 2<sup>nd</sup> 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 6390/1) is mandatory for graduate students in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years, but all students, including those in their 1<sup>st</sup> year are strongly encouraged to attend and participate in the discussions. Students that present a seminar during the term will receive a letter grade based on their presentation and their attendance record. Students that are registered for 6390 but do not present in the term will receive an S/U grade based on attendance. A grade of U will be posted if a student's attendance drops below 75% of the Tuesday/Thursday seminars in any semester. For students who present and have attendance of less than 67%, they will receive one grade lower than that assigned on the basis of their presentation. The only exception is a teaching assignment with a written statement sent to Kate Kovalenko not later than the first Wednesday after the start of the semester.

Grading in the seminar delivery will be based on quality of delivery and of overheads, clarity and comprehensibility, timing, and having given proper notice of title. The title of the seminar must be provided to Kate Kovalenko 10 days prior to the presentation date. The students will be graded by the group of faculty present at the seminar. Feedback can be obtained from the instructor by appointment within one week following the seminar.

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