FOOD 4120: Food Science Seminar (3 credits)

Course Syllabus – Fall 2017

COURSE DETAILS

Course Title & Number: FOOD4120 Food Science Seminar
Number of Credit Hours: 3
Class Times & Days of Week: Tuesday and Thursday, 10:00 – 11:15 a.m.
Location for classes/labs/tutorials: #244 Ellis Bldg.
Pre-Requisites: Must be enrolled in 4th year undergraduate program
Voluntary Withdrawal Date: November 18, 2017

INSTRUCTOR CONTACT INFORMATION

Instructor(s) Name: Chyngyz Erkinbaev
Office Location: 244 Ellis Bldg.
Office Hours or Availability: By appointment (Tuesday, 11:15a.m.-12:15p.m.)
Office Phone No. 204 474 7292 (attn. Chyngyz)
Email: chyngyz.erkinbaev@umanitoba.ca
All email communication must conform to the Communicating with Students university policy.
COURSE DESCRIPTION
This course is designed to improve the oral communication skills of undergraduate students. It is also designed to provide students an opportunity to familiarize themselves with the literature relating to food science and technology, and the techniques used to prepare this material for oral reports. Essentials and details of effective presentation graphics and design, and oral presentation elements are emphasized throughout the course. Communication skills are practised with short- and long-format presentations.

COURSE OBJECTIVES
Upon completion of this course, students should be able to:
The goal of this course is for students to develop competence and confidence in technical scientific communication, particularly in the oral format in the context of Microsoft PowerPoint presentations.

By the end of this course, students should be able to:
- recognize and understand the many skills necessary for effective oral communication
- know how to organize and prepare an effective technical presentation
- know how to prepare effective presentation graphics
- gain competence in using Microsoft Word and Excel
- gain competence in using Microsoft PowerPoint
- feel more comfortable delivering a technical presentation
- present a seminar that is well organized, informative, interesting and technically sound

TEXTBOOK, READINGS, MATERIALS
- Required textbook – None
- Supplementary readings –
  Buckley, J. 2004. Fit to Print, 4th ed. Harcourt Brace

- Books are available in the UofM libraries, peer-review articles are available via UofM library system or journal publishers.
- Recommended or required materials: laptops, smart phones, tablets, etc. for access to the Internet for on-line marking. Flatbed scanner will be available at FHNS department for scanning images for students’ presentations.

COURSE TECHNOLOGY

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student can use all technology in classroom setting only for educational purposes approved by instructor and/or the University of Manitoba Disability Services.

Students will be provided instructions via PowerPoint slides how to use UofM library database and other available sources for searching peer-reviewed research journals related to Food and Human Nutrition topics. Students will be informed to use their UM login accounts to use these services.

During the course UM Learn will be extensively used for submission of assignments. Students will be provided detailed step by step information on uploading files to the system. It will be also presented during introductory lecture.

POLICY ON CLASS COMMUNICATION

The University requires all students to activate an official University email account. For full details of the Electronic Communication with Students please visit:
http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf

Please note that all communication between me and you as a student must comply with the electronic communication with student policy (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_comm
You are required to obtain and use your U of M email account for all communication between yourself and the university.

E-mailing rules:
- Use UofM assigned email only
- Subject line “FOOD4120-your name in full given name, family name”

**RECORDING CLASS LECTURES**

The presenter, Chyngyz Erkinbaev and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Chyngyz Erkinbaev Course materials (both paper and digital) are for the participant’s private study and research.

Student presentations can be digitally recorded if he/she will give permission. Recordings must not be uploaded to anything other than the presenter’s own computer.

**USING COPYRIGHTED MATERIAL**

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at [http://umanitoba.ca/copyright/](http://umanitoba.ca/copyright/) or contact um_copyright@umanitoba.ca.

**PLAGIARISM AND CHEATING**

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic
honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/ herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called “duplicate submission” and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

---

**STUDENTS ACCESSIBILITY SERVICES**

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

*Student Accessibility Services* [http://umanitoba.ca/student/saa/accessibility/](http://umanitoba.ca/student/saa/accessibility/)

520 University Centre
204 474 7423
[Student_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

---

**OTHER STUDENT SERVICES**

**Writing and Learning Support:**
The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.
These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: 
http://umanitoba.ca/student/academiclearning/

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML):
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject or by name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Student Counselling Centre (SCC):
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. Student Counselling Centre: http://umanitoba.ca/student/counselling/index.html

474 University Centre or S207 Medical Services
(204) 474-8592

Student Support Case Management:
Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SCCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant http://umanitoba.ca/student/case-manager/index.html

520 University Centre
(204) 474-7423

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

University Health Service:
Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service http://umanitoba.ca/student/health/

104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness:
Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.
Health and Wellness Educator http://umanitoba.ca/student/health-wellness/welcome.html
Katie.Kutryk@umanitoba.ca
469 University Centre
(204) 295-9032

Live Well @ UofM:
For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:
http://umanitoba.ca/student/livewell/index.html

Your Rights and Responsibilities:
As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school. The Academic Calendar http://umanitoba.ca/student/records/academiccalendar.html is one important source of information. View the sections University Policies and Procedures and General Academic Regulations.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information including appeal deadline dates and the appeal form http://umanitoba.ca/registrar/

- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support http://umanitoba.ca/academicintegrity/ View the Student Academic Misconduct procedure for more information.

- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include:
  

  Student Discipline http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

  Violent or Threatening Behaviour http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience Sexual Assault or know a member of the University community who has, it is important to know there is a policy that provides information about the supports
available to those who disclose and outlines a process for reporting. The Sexual Assault policy may be found at:

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

More information and resources can be found by reviewing the Sexual Assault site
http://umanitoba.ca/student/sexual-assault/

- For information about rights and responsibilities regarding Intellectual Property view the policy
  http://umanitoba.ca/admin/governance/governing_documents/community/235.html

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site
http://umanitoba.ca/faculties/

Contact an Academic Advisor within our faculty/college or school for questions about your academic program and regulations http://umanitoba.ca/academic-advisors/

Student Advocacy:
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

http://umanitoba.ca/student/advocacy/
520 University Centre
204 474 7423
student_advocacy@umanitoba.ca

Expectations: I Expect You To

- Attend all classes
- Submit all 8 assignments as required
- Participate in discussion and evaluation
- For more details on presentations see Course Evaluation methods, assignment descriptions.

Expectations: You Can Expect Me To

- Arrange the schedule, chair and evaluate students’ presentations.
- Compile peer-reviewed evaluations and use to derive an appropriate grade for the course.
- Provide feedback to students on assignments.
- To ensure that the discussion is constructive and designed to provide indicators for improvement of subsequent presentations.
## Class Schedule

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the – ROASS Procedure.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Required Readings or any Pre-class Preparation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 7</td>
<td>Introduction to course; course rationale and objectives; review course content; self-evaluation of current presentation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Due date for initial PowerPoint &amp; Thinking exercise <strong>A#1</strong>: PowerPoint list of key points for a successful presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Wrap up general aspects of course, if necessary Instructor presents key points for successful seminar Determine order of the three presentation assignments Review searching scientific literature using e.g. Web of Science Start lecture on Effective Slide Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Lecture: Effective Slide Design – Visual Aids, Getting it Right; PowerPoint slide assignment <strong>A#3</strong> posted on UML</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Submit <strong>A#3</strong> PowerPoint Assignment – 8 slides based on assigned article and instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Submit <strong>A#2</strong> of, suggested titles and scope of seminar Submit two possible journal articles for <strong>A#5</strong>; Results of student selections of seminar titles and journal articles will be reviewed and discussed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Continue with lecture materials: Visual Aids Done Right; Review (time permitting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Deadline for acceptance by instructor of Journal article for <strong>A#5</strong> Deadline for acceptance by instructor of Seminar topic for <strong>A#7</strong> Review final selections for above Posted to UML - Document: “How to prepare and organize a successful seminar presentation”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 28,</td>
<td><strong>A#4</strong> brief oral presentation exercise on newspaper article, 10 – 11 presentations each day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 3, 10</td>
<td><strong>A#5</strong> Journal article presentations; 5 presentations each day. All students must attend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct., 12,</td>
<td><strong>A#6</strong>, submit detailed outline of seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Review requirements for seminar (checklist for slides), including abstracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 9, 14</td>
<td><strong>A#7</strong>, Seminar presentations (with Abstract <strong>A#8</strong>); typically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16, 21, 23, 28, 30, Dec 5 4 presentations each day.
Dec. 7 Course wrap-up; self-evaluation of presentation skills, and SEEQ Evaluation

**Laboratory Expectations**

N/A

**Lab Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lab Content</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Lab Content</th>
<th>Required Readings or Pre-Class Preparations</th>
<th>Evaluation</th>
</tr>
</thead>
</table>

**Course Evaluation Methods**

A#1 Submit PowerPoint file w/list of points for successful seminar 3%
A#2 Submit title/scope of seminar 2%
A#3 PowerPoint slide exercise 10%
A#4 1st oral presentation (3-5 min), exercise based on newspaper article 15%
A#5 2nd oral presentation (7-8 min); journal article 25%
A#6 Hand-in detailed outline of seminar 5%
A#7 3rd oral presentation (12-14 min), seminar 30%
A#8 Seminar Abstract (~ 250 words, excluding references) 8%
Attendance 2%
Total 100%

**Grading**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage out of 100</th>
<th>Grade Point Range</th>
<th>Final Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>4.25-4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>A</td>
<td>87-94</td>
<td>3.75-4.24</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>80-86</td>
<td>3.25-3.74</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>72-29</td>
<td>2.75-3.24</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>65-71</td>
<td>2.25-2.74</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>2.0-2.24</td>
<td>2.0</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum Score</td>
<td>Minimum GPA</td>
<td>Maximum GPA</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Less than 2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Less than 50</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Referencing Style**

Assignments should use the APA reference style as outlined in the text:

**Assignment Descriptions**

List of Assignments – Outline (refer to additional details below and schedule for assignment due dates)

**Assignment #1**  
PowerPoint slide set with prioritized list of perceived skills for a successful seminar presentation.

**Assignment #2**  
Suggested titles (no more than 2 titles) and scope of final seminar (assignment #7); expected start date of seminar presentations is the beginning of November.

**Assignment #3**  
PowerPoint exercise: prepare slides based on assigned article.

**Assignment #4**  
Oral presentation diagnostic - brief PowerPoint presentation of newspaper article on topic related to food (science, technology or health): 3-4 min oral presentation

**Assignment #5**  
Brief presentation of journal article (related to seminar topic); 7-8 min oral presentation

**Assignment #6**  
Detailed outline of seminar

**Assignment #7**  
Seminar; 12-14 min oral presentation

**Assignment #8**  
Abstract for seminar; ~ 250 words
List of Assignments - Details

Assignment #1, 15 key points you think are required for a successful seminar presentation.

Due date: Sep. 14
Submission: Upload PowerPoint file on UM Learn Dropbox (no exceptions, no submissions after the deadline).
File name: “A#1-given name, family name”.

Slide requirements:
1st slide only contains exercise title and your name
Remaining slides (maximum of 2 additional slides) contain answer to assignment.
List first five points in order of perceived importance; 1st slide point being most important, etc.

NB. Prepare slides using elements you think are appropriate for effective communication. These elements include such aspects as conciseness of text, choice of background colour or graphics (if any), font choice, font sizing, animation of text, use of space, etc.

Assignment will receive a grade based on presentation quality and content of slides.
Assignment #2, Suggested titles and scope of seminar (no more than 2 suggestions)

Due date: Sep. 21
Submission: A) Upload softcopy (PowerPoint file) on UM Learn Dropbox (no exceptions, no submissions after the deadline), B) Hand a hardcopy in the class (print handout 3 slides in 1 page).
File name: “A#2-given name, family name”.

Before you select a topic, you need to carry out a Web of Science search (via UofM library link to data bases) from 2005 to the present, related to your candidate seminar topic to determine if there is sufficient and satisfactory literature available in peer-reviewed journals.

Slide requirements:
1st slide only contains exercise title and your name
2nd slide proposed seminar title (max 2 topics)
3rd slide provide explanations for the following items that are to be used as section headers/titles in the document:
  ➢ why I chose this topic/title
  ➢ what main message I expect to communicate and expected scope of seminar
  ➢ why I think students and staff attending the seminar will find the topic interesting List the number of references found for your topic search in Web of Science, and precisely specify
  ➢ the text string used for your search.

Regarding the seminar title, it should indicate the narrow topic (not a general topic) and should include mention of the basic experimental focus or hypothesis. Review titles of past seminars posted on UML for ideas and/or guidance only (submission of topics from previous year will be resulted in 0 mark). The seminar must have an experimental focus, and not merely a compilation of descriptive results. Refer to Assignment#7 details below.

Poor Titles
  Coffee and phenolic compounds
  Omega-3 fats in seafood
  Irradiation and food quality

Better Titles (note that the experimental aspects are stated and clear)
  How roasting coffee affects phenolic compounds and sensory evaluation of bitterness
  Effects of diet on omega-3 fatty acid composition of Atlantic and Pacific Salmon
  Chemical and sensory quality changes of ostrich meat treated by gamma irradiation
Assignment #3 - PowerPoint exercise: prepare slides based on assigned article.

Due date: Sep. 28
Submission: Upload PowerPoint file on UM Learn Dropbox (no exceptions, no submissions after the deadline)
File name: “A#3-given name, family name”.

Note several files needed for this assignment will be posted in UM Learn. Using the supplied journal article, prepare a set of PowerPoint presentation slides that could be used for an oral presentation of the paper. Adopt style and design features for optimal slide effectiveness. Pay careful attention to the following instructions.

The presentation should consist of the following slides:

1st slide – 3 lines: your name, course number, and assignment number
2nd slide- title slide with name of paper’s 1st author only, and affiliation information
3rd slide- bullet slide with no more than 3-4 main points of the paper (refer to Abstract and implicit conclusions on the final page of the paper).
4th slide- et seq (max 8 slides) further details to be provided.

The slide set should be designed with appropriate layout, fonts, font sizing, colours, and animation, etc. to obtain full marks.

Rubric for Slides in PowerPoint Assignment #3

Criteria (as appropriate for different slides):
Overall impression
Effective layout of slide elements
Effective use of colour and graphics
 Appropriately styled and sized text in bullet slides as well as charts
Appropriate amount of text in bullet slides; avoid redundant text
Effective use of bullets in text slides and annotations of charts
How well you followed instructions
Assignment #4 - Oral Presentation Diagnostic- Brief Presentation and Critique of Newspaper Article on Food Science Related Topic

Due dates: Sep. 27, Oct. 2, 9
Presentation dates: Sept. 28, Oct. 3, 10
Submission: Upload PowerPoint file on UM Learn Dropbox (no exceptions, no submissions after the deadline)
File name: “A#4-given name, family name”.

Find a newspaper article on a food science or food and health related topic. Good information sources include most national online newspapers such as the Globe and Mail, National Post, New York Times, etc. The William R. Newman Library maintains a collection of agriculture-oriented newspapers such as The Western Producer and Manitoba Cooperator which may also be good resources.

Based on this article and some independent thinking (and some limited research if necessary) on your part, prepare a 3-4 minute (no longer) oral presentation that explains:

- The main message point(s) of the article
- How that message was communicated (e.g. by subjective viewpoint, reference to key authorities or science facts)
- Your thoughts on how effective the article was in communicating its message and its accuracy

These three points or aspects of your talk should be adapted for use as slide titles of your presentation. Ensure that there is a reasonable balance of coverage of these three aspects.

Use of PowerPoint for your presentation is expected. In order to use class time effectively, at least one day prior to the presentation date provide instructor with the following:

1. A copy of the article you used. Include the source and date of publication. Your name should be clearly indicated on the top margin of the article.
2. PowerPoint presentation: this is important so that all presentations are ready to go at the start of class.

NB: late or last minute submission or changes of your presentation at the start of class, e.g. on a memory stick, will result in one mark deduction (e.g. A to B, etc.) of the overall mark of the assignment.

This assignment will be evaluated by the instructor as reflected in the evaluation rubric at the end of this document. Your presentation will be also digitally recorded and made available to you by transferring to your own flash drive. You will be required to assess your presentation based on this recording. Please complete a Speaker’s Self-Evaluation Form which will be given to you by the instructor, and must be submitted on-line before the next class following your presentation or a one mark deduction will be applied. The self-evaluation must include comments for each category of the presentation.
Assignment #5 – Short Presentation of Journal Article as your own work

Due dates: Oct. 11, 16, 18, 23, 25, 30, Nov.1
Presentation dates: Oct. 12, 17, 19, 24, 26, 31, Nov.2
Submission: Upload PowerPoint file on UM Learn Dropbox (no exceptions, no submissions after the deadline)
File name: “Number of your presentation-A#5-given name, family name” (i.e. 04-A#5-Chyngyz Erkinbaev)

Find a scientific journal article on any food science topic that you and the class might find interesting, and is related to the topic of your seminar to be presented later in the course.
NB. the article/paper must come from a peer-reviewed journal, and must NOT be a review paper.

Preferably, you should select a journal article that contains technical information about a topic with which you are familiar at least, if not knowledgeable.

The selection of your journal article must be approved by the instructor; the deadline date to obtain approval is specified in the Schedule of Important dates at the end of this document. This is the same deadline date for approval of your seminar topic which should be related to the topic of your selected journal article for Assignment #4. Based on this article, prepare a brief (7-8 minute - no longer) oral presentation using PowerPoint for your slides. Presentation in a time frame significantly less than 7 minutes (e.g. 6 minutes or less, suggesting insufficient content) or significantly more than 8 minutes (e.g. 9 minutes or longer, suggesting poor preparation and/or organization of information) will receive a discounted mark in proportion to the time infringement. The oral presentation should include the following elements:

1. Introduction, including background or rationale, and objectives (you need to clearly communicate some or all of the following: why the study was done related to its technological, scientific and/or practical significance; why the study was done in the context of related work). Note that the title slide, i.e. the opening slide, should include the names of the author(s) of the journal article and their affiliations, not your name, i.e. not the student’s name.
2. Experimental, i.e. material and methods. You need to be very careful in communicating these aspects without jargon or highly technical terms or too many details. Also only the most pertinent experimental aspects should be described in keeping with the time constraints of this exercise.
3. Results and discussion or interpretation. Only the most interesting and significant results should be presented and discussed. Those results, if using charts, will need to be customized for your slides to accommodate readability requirements of your slides, e.g. for axes labels, axes numbers and legends if any. If you choose to present tabulated results from the paper, those results should be presented preferably as charts, in order to more easily reveal patterns of variation in the data to the audience.
4. Summary and conclusions. Not only summarize the study, but try to point out the scientific principles or generalizations shown by the work; this is a good place to indicate what the study has proven, and its practical significance if any.

Use a sufficient number of slides in your presentation to highlight the information in these major headings. The presentation must be appropriate for a general Food and Human Nutritional Sciences
Department audience. Therefore, you need to avoid the use of specific terminology and/or highly technical jargon, and/or very carefully explain unavoidable technical content to the audience. A brief question period, in which the class is expected to participate, may follow your presentation.

This assignment will be evaluated by the instructor as reflected in the evaluation rubric provided at the end of this document. If you wish your presentation to be digitally recorded then please ask a classmate, friend etc. to sit at the front and record you on your/their smart phone or tablet. You can use this to assess your presentation based on this recording.

In order to use class time effectively, at least one day prior to the presentation date provide your PowerPoint presentation to instructor via UM Learn Dropbox. Late or last minute submission or changes of your PowerPoint presentation, will result in mark deduction (20-50%) of the overall mark for the assignment.
Assignment #6 – Detailed Outline of Seminar

Due date: Oct. 31
Submission: Upload MS Word file on UM Learn Dropbox (no exceptions, no submissions after the deadline)
File name: “Number of your presentation-A#6-given name, family name”.

Submit no more than two pages single spaced; point form as appropriate, providing evidence that seminar is well organized. Areas to be outlined include the following:
• rationale behind this topic
• opening
• introduction
• main message points
• list of examples in support of message from scientific publications; include references
• conclusions

Include at the top of page 1, the course and assignment number, your name, and title of presentation. This assignment will receive a letter grade based on sufficiency of content (required elements), clarity, correct grammar and spelling and overall appearance/layout. Late submission of assignment will result in one mark deduction per calendar day after the due date (e.g. A to B).
Assignment#7 – Seminar presentation (14 minutes maximum)

Due date: Nov. 8, 13, 15, 20, 22, 27, 29, Dec. 4,
Presentation dates: Nov. 9, 14, 16, 21, 23, 28, 30, Dec. 5,
Submission: Upload PowerPoint file on UM Learn Dropbox (no exceptions, no submissions after the deadline)
File name: “Number of your presentation-A#7-given name, family name” (i.e. 28-A#5-Chyngyz Erkinbaev)

Both the quality and quantity of the information communicated are important. Seminars presented in a time frame less than 12 minutes (suggesting insufficient content) or significantly more than 14 minutes (e.g. 2 minutes longer, suggesting poor preparation and/or organization of information) will receive a discounted mark in proportion to the time infringement.

If a health related food topic is selected, then the seminar needs also to focus on one specific chemical constituent in a common type of food with similar attributes in relation to one specific health outcome that can be documented with science. In this regard, selecting a topic similar to those immediately below is NOT acceptable:

“Antioxidants in fruits promote health”; too vague & too broad
“Antioxidants in fruits (or in wine or in grains) improve heart health”; still too vague and broad
“Fibre in vegetables reduces colon cancer risk”; still too broad (which vegetable focus?) “Wine (or green tea) is good for your health”; too vague and too broad
“Phenolics in red wine reduce the risk of atherosclerosis: evidence from a selection of animal studies”; acceptable topic

Seminar topics must be selected in consultation with the instructor and be approved by the instructor.

A list of seminar titles used previously in the undergraduate and graduate Food Science Seminar courses is presented in a separate document that is posted in UML. Note especially how the greater majority of those seminar titles are written; they clearly inform about the seminar topic and also supply a basic message.

Students should include sufficient background information and an ample number of examples (i.e. charts, tables and illustrations in general) of information corresponding to the main message points of the seminar. Excluding background information, those charts, tables and illustrations should derive from a minimum of three peer-reviewed research papers. None of these research papers shall be review articles on the subject of your seminar. The journal article you selected for assignment #5 is permitted to be used for the seminar presentation. Emphasis on current peer-reviewed literature (past decade) is expected. Internet sources that are not journal sources are to be used sparingly or not at all to prepare the seminar.

Seminars will be marked based on sound organization, sufficiency and clarity of content, properly designed visual aids, and effective presentation style. An example evaluation sheet is provided at the end of this document. As with previous oral assignments, you will be required to assess your presentation based on the digital recording. Please complete a Speaker’s Self-Evaluation Form which
will be given to you by the instructor, and must be submitted before or on the next class following your presentation. The self-evaluation must include comments for each category of the presentation.

The seminar, as with the other presentation assignments, will be prepared using Microsoft PowerPoint to accommodate the use of a digital projector.

**30 copies of the abstract** are to be provided to the instructor before the start of the class in which you are presenting. **Your PowerPoint slide presentation in digital form is to be provided to the instructor at least one day prior to the seminar.** If any of these submission requirements are not submitted on time, or if late changes are made to the PowerPoint file (e.g. the morning of the seminar), it will result in mark deduction (20-50%) of the overall mark for the assignment.
Assignment #8 – Abstract for Seminar

Due dates: Nov. 8, 13, 15, 20, 22, 27, 29, Dec. 4,
Presentation dates: Nov. 9, 14, 16, 21, 23, 28, 30, Dec. 5,
Submission: A) Upload softcopy (MS Word file) on UM Learn Dropbox (no exceptions, no submissions after the deadline), B) Hand a hardcopy in the class (2-side printed).
File name: “Number of your presentation-A#8 GIVEN name, family name” (i.e. 24-A#5-Chyngyz Erkinbaev)

For the seminar, ~250 word (225 to 275 word) abstract plus references (single-spaced, one physical page, use duplex printing (2 sided) if necessary, i.e. printing on both sides) is required along with all references used to prepare the seminar. This abstract is to be submitted to the instructor with the PowerPoint of your seminar presentation (see above). Late abstracts will not be accepted. References should not be cited in the body of the abstract. This assignment will receive a letter grade based on content (required elements), clarity, flow, correct grammar and spelling, and properly formatted references.
Example - Evaluation of 1st Oral Presentation on Newspaper Article

Speaker’s Name __________________________________________ Date: ___________, 2017
Presentation Topic __________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impression of overall presentation:</strong> good organization, clarity of content, effective use of visual aids, satisfactory presentation style; correctly addressed assignment instructions</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Organization:</strong> effective opening &amp; closing present; did speaker address all three objectives of the exercise - explicitly with slides 1) main message points of article 2) how that message was communicated 3) personal view on article effectiveness &amp; accuracy</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Content:</strong> clarity and flow, evidence of independent thinking, effective coverage of 3 objectives of the exercise, satisfactory balance of content 1) main message points of article, 2) how that message was communicated 3) personal view on article effectiveness &amp; accuracy</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Visual aids:</strong> overall value, effective background, appropriately-sized text &amp; bullets, appropriate amount of text, effective use of space, animation, colour or graphics, clear/informative slide titles, etc.</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Voice &amp; Manner:</strong> confidence, enthusiasm, eye contact, clarity, volume and posture, pace and flow</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/50</td>
</tr>
</tbody>
</table>

**Rating guidelines:**

Outstanding (10) Performance in this category is worthy of special praise
Very good (9) No major issues, a few minor points need to be addressed
Satisfactory (8) Attention required to correct a significant or consistent flaw
Marginal (7) Marginally satisfactory; needs significant improvement in this category
Low mark (≤ 6) Not satisfactory; needs considerable improvement in this category
Example - Evaluation of Presentation on Journal Article

Speaker’s Name: _______________________________  Date: __________________
Presentation Topic: ________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impression of overall presentation: organization; appropriate content; overall clarity; effective use of slides; presentation style; response to questions if any</td>
<td>/10</td>
</tr>
<tr>
<td>Organization: effective opening &amp; closing; study rationale and objective(s) explained in introduction; appropriate weight to materials/methods, results, summary and conclusions (if any)</td>
<td>/10</td>
</tr>
<tr>
<td>Content: effective flow and transitions; clarity of slide titles; clarity of study rationale, objectives, materials/methods, results, conclusions; overall clarity</td>
<td>/10</td>
</tr>
<tr>
<td>Slides: overall value; effective design; appropriately-sized text and bullets; appropriate amount of text; effective use of space, animation, colour, charts and/or tables</td>
<td>/10</td>
</tr>
<tr>
<td>Presentation style: confidence, enthusiasm, eye contact, voice clarity, volume and posture, pace</td>
<td>/10</td>
</tr>
<tr>
<td>Total</td>
<td>/50</td>
</tr>
</tbody>
</table>

Rating guidelines:
Outstanding (10)  Performance in this category is worthy of special praise
Very good (9)     No major issues, a few minor points need to be addressed
Satisfactory (8)  Attention required to correct a significant or consistent flaw
Marginal (7)      Marginally satisfactory; needs significant improvement in this category
Low mark ($\leq$ 6) Not satisfactory; needs considerable improvement in this category
### Example - Evaluation of Seminar Presentation

**Speaker’s Name:** ___________________________  **Date:** ___________________________

**Presentation Topic:** ________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impression of overall presentation:</strong> within time guidelines, effectively organized, clarity and coherence of content, effective use of slides, satisfactory presentation style, response to questions</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Organization:</strong> engaging opening, effective closing, topic rationale, main message &amp; overview explained in introduction, background &amp; major points effectively presented, good flow and transitions, conclusions stated, a coherent presentation</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Content:</strong> content matched title, overall clarity, appropriate scope and depth, main messages well supported by content, sufficient coverage of examples from literature, satisfactory connections between papers covered, evidence of independent thinking</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Slides:</strong> overall value, effective &amp; appealing slide design, appropriately-sized slide elements, informative slide titles, appropriate balance of text and graphic content, effective use of abbreviations, colour, graphics, space and animation</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Presentation Style:</strong> confidence, enthusiasm, eye contact, clarity, volume, posture, pace of delivery, use of laser pointer</td>
<td>/10</td>
</tr>
</tbody>
</table>

**Total** /50

### Rating guidelines:

- **Outstanding (10)**: Performance in this category is worthy of special praise
- **Very good (9)**: No major issues, a few minor points need to be addressed
- **Satisfactory (8)**: Attention required to correct a significant or consistent flaw
- **Marginal (7)**: Marginally satisfactory; needs significant improvement in this category
- **Low mark ($\leq 6$)**: Not satisfactory; needs considerable improvement in this category
Schedule “A” Policies and Resources, references to specific course requirements for individual work and group work, such as:
   (i) Group projects are subject to the rules of academic dishonesty;
   (ii) Group members must ensure that a group project adheres to the principles of academic integrity.
   (iii) Students should also be made aware of any specific instructions concerning study groups and individual assignments;
   (iv) The limits of collaboration on assignments should be defined as explicitly as possible; and

Assignment Grading Times
Students will receive grades and comments for assignment after 1-2 weeks of submission via UM Learn. Grades and comments for assignments A#4, A#5, and A#7 will be provided to students after all students presentation day.

Assignment Extension and Late Submission Policy
Late or last minute submission or changes of your PowerPoint presentation, will result in mark deduction (20-50%) of the overall mark for the assignment.