



UM | Faculty of Agricultural
and Food Sciences

Syllabus

HNSC 7200 Seminar in Foods and Nutrition Research
(M.Sc.)

HNSC 7200 Advanced Seminar in Human Nutritional
Sciences (Ph.D.)

(2020-2021)



TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

COURSE DETAILS

Course Title & Number:	HNSC 7200 A01 (Fall and Winter) or A02 (Fall only): Seminar in Foods and Nutrition Research (for M.Sc. students) HNSC 7200 T01 (Fall and Winter) or T02 (Fall only): Advanced Seminar in Human Nutritional Sciences (for Ph.D. students only)
Number of Credit Hours:	3
Class Times & Days of Week:	Tuesdays – 3-5 pm. Sept 15 – Dec 8, 2020; Jan 19 – Apr 13, 2021
Location for classes/labs/tutorials:	UMLearn online/Cisco Webex
Pre-Requisites:	Must be enrolled in HNS Graduate program

Instructor Contact Information

Instructor(s) Name &	Harold Aukema
Office Location:	W573 (Aukema) Duff Roblin Building
Office Hours or Availability:	By appointment
Office Phone No.	204-474-8076 or 204-258-1364
Email:	Harold.Aukema@UManitoba.CA
Contact:	Email

Course Description

U of M Course Calendar Description

A critical study of selected topics in food and nutrition research involving oral presentations and discussions. This is a required course for all M.Sc. and Ph.D. students in Human Nutritional Sciences.

General Course Description

All students must give one oral and one poster presentation and participate in chairing sessions, evaluating presentations and in discussions while enrolled in the course.

Course Goals

1. To develop the student's ability to assemble, synthesize, organize and critically evaluate research literature.
2. To enhance students' skills in communication of scientific material of interest to professional audiences through poster and oral presentations, and to give students experience in responding to audience questions and in discussion of controversial issues.
3. To develop students' ability, when part of the audience, to ask relevant questions and to have the confidence to discuss research issues with a presenter.
4. To expose students to research areas outside their own and of the Department.

Course Learning Objectives

Students will give one oral and one poster presentation and participate in chairing sessions, evaluating presentations and in discussions while enrolled in the course.

Textbook, Readings, and Course Materials

None

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 UMLearn), 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/> or contact um_copyright@umanitoba.ca.

Course Technology

The class syllabus and presentation evaluation forms can be found on UMLearn. Classes will be held virtually using Cisco Webex. Links to each class session will be given in the announcements for each class or possibly in classes set up in UMLearn. Below are 2 videos that describe how to access the class this way.

https://www.youtube.com/watch?v=mLOj42_UG9g&feature=youtu.be

https://www.youtube.com/watch?v=Gx2h81iSx_s&feature=youtu.be

Expectations: I Expect You To

- Attend all classes
- Give one oral and one poster presentation while in the course.
- Participate in discussions, chairing and evaluations
- For more details on presentations and chair responsibilities, see Course Evaluation Methods, Assignment Descriptions and Appendices 1 and 2.
- Follow the [Respectful Work and Learning Environment Policy](#).
- Follow these policies around Class Communication, Academic Integrity, and Recording Class Lectures:

Class Communication:

You are required to obtain and use your University of Manitoba email account for all communication between yourself and the university. All communication must comply with the Electronic

Communication with Student Policy:

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

Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Recording Class Lectures:

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission {YOUR NAME.} Course materials (both paper and digital) are for the participant's private study and research.

Student Accessibility Services:

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers 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

520 University Centre

Phone: (204) 474-7423

Email: Student_accessibility@umanitoba.ca

Expectations: You Can Expect Me To

- Arrange the schedule of presentation, chairs and evaluators.
- Compile evaluations and use to derive an appropriate grade for the course.
- Provide evaluations to students in a timely manner.
- To ensure that the discussion is constructive and designed to provide indicators for improvement of subsequent presentations.
- To ensure that the evaluations are conducted fairly and consistently.

CLASS SCHEDULE AND COURSE EVALUATION

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 ROASS](#). Classes are held on Tuesdays from 3-5 pm (Sept 15 – Dec 8, 2020 and Jan 19 – April 13, 2021).

Grading

Literature review	35%
Poster presentation	35%
Participation	30%

The participation grade will be assessed on the basis of attendance at regular seminar classes, participation as chair, discussant/evaluator and audience during regular seminar classes. With complete attendance (including reports as needed) 20% of the participation grade will be awarded. For each seminar that a student does not attend, 2% of the overall grade will be deducted. If medical or compassionate excuse(s) is/are given for missing class(es), attendance of approved outside seminar(s), with report handed in within one week of the seminar(s) may be substituted for the class(es) missed. The remaining 10% of the participation grade will be assessed by the course coordinator based on participation as chair, evaluator/discussant and as audience participant.

Full-time MSc students must attend class for 2 years; full-time PhD students must attend class for 3 years. If a student transfers to the PhD program from the MSc program, they must attend the class for 3 years. Part-time MSc students are required to attend a minimum of 52 seminars during their graduate program; part-time PhD students are required to attend a minimum of 78 seminars during their graduate program. If a student does not complete their literature review and poster presentation within the above timelines, they must continue attending seminar until they complete these 2 presentations.

Letter Grade	Percentage out of 100	Final Grade Point
A+	90-100	4.5
A	80-89	4.0
B+	75-79	3.5
B	70-74	3.0
C+	65-69	2.5
C	60-64	2.0
D	50-59	1.0
F	Less than 50	0

Voluntary Withdrawal

The Fall 2020 VW date with a refund is September 22, 2020 and the last date to VW (with no refund) in the fall semester is November 23, 2020. Students who do not drop the course by the VW date (with no refund) will be assigned a final grade that will be recorded on official transcripts. See the [Registrar's Office](#) web page for more information. Note that the course instructor is willing to discuss student's progress and strategies for improvement at any time.

ASSIGNMENT DESCRIPTIONS

Students will deliver two presentations: 1) an oral presentation of a literature review and the student's proposed research, and 2) a poster presentation of the student's research. Each presentation should be coherent, informational, instructional (when not all of the audience is well read in the area presented), and convincing (when describing the importance of a research area, thesis research rationale, hypothesis and study design or critiquing the literature). Students must obtain the input of their thesis supervisor in preparing these presentations. Assistance and advice as necessary are also available from the seminar coordinator.

Presentation 1. LITERATURE REVIEW AND RESEARCH PROPOSAL

The student will present a detailed review of the literature relevant to the topic selected for her/his thesis project. This presentation must be done within the first 9 months of being in the graduate program. A review of literature outlines what has already been done or is known about the topic and identifies what remains to be done or explained. The information presented should justify the planned thesis research. Questions that need to be answered in order to extend knowledge in the area should be identified, and the main research hypothesis stated. The presentation should contain enough detail to provide the basis for the thesis project, and enough background information to be understood by someone in the audience not familiar with the topic. The presentation will include the research design (See Appendix 1 for guidelines).

Presentation 2. POSTER PRESENTATION

The student will present a portion of their thesis results in a poster, using the form typical for a poster that would be presented at a conference in the discipline. At the scheduled time, the student will be expected to make a 5 minute presentation based on a maximum of 5 slides to the class, after which the class will view and discuss the poster. One session (or more) for poster presentations will be set for each term, and all poster presentations for the term will be given at these sessions (See Appendix 2 for guidelines).

Scheduling Seminar Presentations: Students will receive an email from the course coordinator requesting students to sign up for the literature review presentation (in the first 9 months of their program) and for the poster presentation. Dates must be approved by the thesis advisor. Once the dates have been set, these should be seen as a firm commitment. Changes in the dates for presentation will only be made at the coordinator's discretion.

Seminar Discussants and Evaluators: Students will take turns serving as a seminar chair and as evaluators/discussants. Faculty members also will serve as evaluators at each student seminar.

Evaluation of Seminars: Evaluation forms will be distributed to the evaluators at the time of the seminar. The chair will indicate that all completed forms are to be returned to the course instructor within 3 days. Student presentations will be evaluated by the course coordinator, two faculty members and two graduate students. Evaluations will be used to create a composite evaluation and to grade the presentation.

SEMINAR PARTICIPATION

Regular Seminar Classes

Students will be required to attend and participate in all regular seminar classes as outlined above in the Grading section. In these seminars students also will have duties as chair, discussant and evaluator, as assigned by the seminar coordinator.

If there is no seminar scheduled, students must attend an outside seminar in nutrition and food science that is approved by the instructor. The following are approved by the instructor:

- 1) All thesis defenses within the department (defenses for students who are being supervised by your supervisor do not count)
- 2) FAFS seminars
- 3) Food systems seminar series
- 4) FGS professional development workshops (maximum 1)

In cases where attendance at seminar is interrupted for legitimate reasons (illness, conference participation, conflict with other courses, etc), students will be required to make up missed seminars by attending outside seminars/workshops as indicated above. In such a case, you must email the instructor at least 1 week prior to missing the seminar for approval (in the case of illness or other compassionate reasons, email the instructor no later than 24 hours after the seminar). The email must include the reason for the request to substitute an alternate seminar, accompanied by evidence, and must be cc'd to your supervisor and include the statement "My supervisor approves of this request".

In either case, for outside seminars, students are required to write a report that lists 3 things learned from the presentation or (not for FGS workshops) write out 1 question you asked and the answer that was given. You must include your name, the title or name of the workshop, speaker's name, and time and place of the presentation. You also must spell out the name of and obtain the speaker or chairperson's signature (or provide other evidence) that attests to your attendance. This must be emailed to the course instructor within one week. Students must fulfill the seminar attendance requirements within each semester.

RESPONSIBILITIES OF A SEMINAR CHAIR:

1. At least 1 day before the scheduled seminar, send an email reminder to faculty and student evaluators of their responsibilities and provide them with an evaluation sheet (available in UMLearn).
2. Obtain the presenter's brief biography from speaker before the day of presentation.
3. Start the class promptly.
4. Introduce the seminar speaker.
5. Give the speaker a 5 minute warning before the end of the allotted time. End the presentation if it exceeds the allotted time by more than 5 minutes.

6. Lead the discussion period by:
 - a. Ensuring that the questions and comments are directed in an orderly fashion;
 - b. Controlling members of the audience who speak out of turn;
 - c. Ending the discussion period 5 minutes before the end of the 60 minute allotted time (per presentation).

Please note that the order of questioning is: Student evaluators; students; faculty evaluators; guests in the audience; faculty. **Each evaluator is limited to 2-3 key questions, to allow for sufficient time for everyone the opportunity to ask questions.** The presentation can then be opened for further discussion if time allows.
7. Thank the speaker. Ask for or make any announcements. Remind evaluators that they must email completed forms to the coordinator after class within 3 days.

RESPONSIBILITIES OF SEMINAR EVALUATORS:

Complete the evaluation form and return to the course coordinator within 3 days. Note good aspects of the presentation and make suggestions for improvement where possible. Comments made should help explain the grade given. Consider what the audience learned from the seminar. Please note that the evaluations are a key component of the course and make up part of the participation evaluation, and should be formulated with care. Note that a summary of the evaluations only will be returned to the student presenter.

RESPONSIBILITIES OF THESIS ADVISOR:

1. Approve the scheduling of seminars to be given by the student during enrolment in the course.
2. Provide technical advice on the seminar topic by directing the student to appropriate background material, giving additional contexts to the topic and explaining relevant controversies, if requested by the student.

Referencing Style

Referencing style should be a style that is commonly used by major journals in your field. The formatting should be consistent throughout the presentation.

Assignment Feedback

Grades will be available to students one week after all evaluations have been received by the course instructor.

Assignment Extension and Late Submission Policy

Students must continue attending class until they have completed their presentations and have attended classes for the required time.

Once scheduled, presentations cannot be postponed without obtaining permission from the instructor. Since the class depends on the presentations and would be cancelled if a postponement occurs, permission will not be granted without documented university sanctioned excuses.

UNIVERSITY SUPPORT OFFICES & POLICIES

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 205 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: <http://bit.ly/WcEbA1> or 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.

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

Student Counselling Centre

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. SSCM 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

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 [peer support from Healthy U](#) or 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 <https://umanitoba.ca/student/health-wellness/welcome-about.html>

britt.harvey@umanitoba.ca

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>

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

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) <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 to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

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

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/media/Intellectual_Property_Policy_-_2013_10_01.pdf

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

APPENDIX 1 – LITERATURE REVIEW AND RESEARCH PROPOSAL

RESPONSIBILITIES OF STUDENT PRESENTING SEMINAR:

1. Arrange for the scheduling of the presentations, including providing a title of the presentation before the beginning of the semester. Note that scheduling will normally be well in advance of the semester so that outside speakers can be scheduled within class periods.
2. Prepare each presentation and, if necessary, consult with Seminar/Thesis Advisor on content.
3. Provide an abstract of no more than 300 words to Emily Gregorchuk and to the instructor at least 1 week prior to the presentation. This will be circulated along with the seminar announcement.
4. Prepare a biography for the seminar chair at least one day prior to the presentation.

The objectives of this seminar are:

1. To give the student some experience in developing a lengthy presentation in an informative, evaluative, convincing and coherent manner.
2. To give the student experience in giving an oral presentation and in discussing research issues relevant to their thesis research.
3. To evoke a discussion with fellow graduate students and Department members.
4. To communicate the student's thesis research topic to the rest of the Department.

The format of the seminar is a 30-35 minute oral presentation, followed by a 15-20 minute question and discussion period. It is important for the presentation to be within this time frame: for every minute that the presentation is less than 30 minutes or more than 35 minutes, 1% will be subtracted from the grade.

As part of identifying an area of research and a research problem, students should conduct a survey of the literature to gain knowledge of relevant theory and of past research. This enables the student to formulate the problem more precisely. Further reading of the literature should help limit the scope of the problem, and to focus on specific questions that need to be answered. The literature review should uncover what has been done in the area, what remains to be done, and what are the critical questions that must be answered to develop a relevant hypothesis or lead to a solution of the problem.

Steps in preparing the literature review and research proposal:

1. Identify terms and definitions important to the area of research.
2. Consult peer-reviewed literature and other references for basic information.
3. Identify more specific key terms and concepts that are critical to the research problem.
4. Search indexes, abstracts, and available databases for useful reviews, research articles and monographs.
5. Search for recent theses and presentations at conferences on the topic.
6. Summarize information.
7. Organize the material gathered by sub-topic.
8. Prepare an outline of the sections of the review.
9. Organize and write the review of literature and research proposal.

The literature review must address all of the points below and include at least one slide that addresses and is entitled with each of the underlined words/phrases below. You will have other slides that are optional, but ones containing the underlined words are mandatory.

- Importance: Why is this project an important area of research? Why is it interesting?
 - You can introduce your general topic and its importance, your specific thesis area, your approach to the seminar (outline) and then begin the review of the literature.
- What is already known about this area?
 - Provide details of published research that contributes to the field (identify key papers but do not restrict the review to these papers).
 - Enough detail should be given to make your points valid, but it should be a critical assessment, not a summary of studies.
 - Detailed assessment of an entire study normally is not necessary.
 - Summary of what is known (critical review)
- Research Gap: What is the research gap that you are going to address?
- Hypothesis or Theoretical Framework: What is your research question or what do you hypothesize, or what is theoretical framework that is guiding your work? The rationale for this should be obvious from the preceding discussion. In other words, the hypothesis or theoretical framework should follow logically from the critical review of the literature. It also should be meaningful and testable.
- How will you approach the hypothesis (research question)?
 - Objectives – are they clear and do they clearly follow the hypothesis?
 - Population/model and sample size – is the justification clear?
 - Design and timeline – is it clearly explained and justified?
 - Methods/Analyses – are they explained in sufficient detail to show that you understand what you are doing and what results you can expect from these analyses?
 - Expected Outcomes – these should follow logically from the methods/analyses
- How will your research provide a Contribution to the research area?
- What are the potential Applications or Research implications for food and/or nutrition research?
- Include acknowledgements and have a slide of the full references available in case someone wants to know more. Within the presentation, the references should be abbreviated.

Preparation of the Abstract: Summarize the points made in the oral presentation, including key references. It should have a title. The body of the abstract should contain the following 5 sections, labelled as such: background, hypothesis/objectives or theoretical framework, methods, results and conclusions. Use the referencing style outlined by the Journal of Nutrition Guide for Authors. It should be no more than 300 words (excluding title, name, date and reference list). Ensure that your name, the date and course number are included.

APPENDIX 2 – POSTER PRESENTATION

The objectives of this presentation are:

1. To give the student experience at preparing and presenting a research poster.
2. To give the student experience in presenting a short summary of research findings, in a way that is now frequently being done at conferences.
3. To provide an opportunity for the presenter to discuss the research with members of the audience.

The format of the poster presentation:

The poster will be prepared according to guidelines suitable for your research area. Specific guidelines for the poster can be obtained from your Thesis Advisor, or the Course Coordinator.

On the day of the poster presentations, each presenter will give a 5 minute (maximum) presentation based on a maximum of 7 slides (see below) that help you convey the key points of the poster, emphasizing the results and conclusions of the research. If the presentation is longer than 5 minutes, 1% will be deducted for the first minute over, and 2% for every minute over after that. Note that this should not be just a slide presentation of your whole poster. As a guideline, you should have the following slides:

1. The title of the poster and the hypothesis you are testing
2. Summary of the background explaining why the hypothesis is important, or what research gap it addresses
3. Key methods
4. Key results. This can be up to 3 slides, but each slide must have only 1 key result and must be presented in the form of a figure or graph that depicts that point (and only that point – i.e. it cannot be a graph from your poster that includes a lot of information that is not necessary to make your point)
5. Conclusions

Once all students have presented, the evaluators and audience will have an opportunity to view the posters and discuss them with the presenter.

As a guideline, a poster should include:

1. Title and list of authors
2. Abstract (optional – as this will be circulated)
3. Brief introductory sentences (bullet points) indicating the reason for, and importance of the research
4. Objectives
5. Brief outline of materials and methods and research design
6. Table(s) and figure(s) presenting the main research findings
7. Brief discussion of the results

8. Conclusions
9. Research funding sources and acknowledgements.

Posters must be well focused since this format allows only a limited amount of data to be presented. The results must support the conclusion(s). One of the most common problems is that too much information is presented on the poster. Remember that time precludes everyone from reading each poster, so restrict the information to only the most important. Figures and graphs are usually preferable to tables of data. The poster does not have to cover your entire graduate thesis work, but it should be a complete study.

Please note that poster presenters must email the Instructor and Emily Gregorchuk with the title of the poster **at least 2 weeks** before the poster session, for circulation. The abstract must be emailed to Emily Gregorchuk and the Instructor **at least 1** week prior to the poster presentation.