Syllabus: Seminar (130104793) (Master)

Second Semester 2021 /2022

COURSE INFORMATION	
Course Name: Seminar **Semester:** Second **Department:** Department of Biology and Biotechnology **Faculty:** Science	**Course Code: 130104793** **Section:** 1 **Core Curriculum**:
Day(s) and Time(s): Thursday: 13:00-14:00 **Classroom:** Bio 121	**Credit Hours:** 1 **Prerequisites**: None

COURSE DESCRIPTION

COURSE OBJECTIVES

This course will enable students to:

1. Increase their knowledge base in biology and apply concepts learned in classroom to real world scenarios by listening to seminars given by experts in the field.
2. Practice listening comprehensive skills by critical evaluation of seminars and lectures.
3. Practice reading comprehension by critical evaluation of primary scientific literature,
4. Practice scientific writing and communication.
5. Effectively prepare for oral presentations.
6. Prepare an effective CV or resume and know the core tenets of interviewing efficiently for positions in their field.

Student Learning Outcomes :

Learning outcomes are what you are able to do as a result of the activities, readings, instruction , etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus .

After successfully completing this course, the student will have the ability to:

1. Comprehensively assimilate, analyze and evaluate scientific information from seminars,
2. Formulate analytical questions and propose future research ideas from scientific presentations
3. Document scientific concepts and principles through reading reaction papers and reports from
4. seminars scientific manuscripts,

5. Prepare an effective CV and resume along with a succinct introductory elevator speech in their field,
6. Effectively prepare for oral presentations,
7. Prepare an abstract for scientific publications and meetings,
8. Prepare a peer-reviewable scientific manuscript and have a working knowledge of the scientific peer-review process.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. Teaching methodology will be on campus. These will include:

- PowerPoint lectures and active classroom based discussion

FACULTY INFORMATION

Name	
Academic Title:	**Professor Khaled Husein Abu-Elteen**
Office Location:	**Bio 109**
Telephone Number:	**0797272063**
Email Address:	**salma@hu.edu.jo**
Office Hours:	**Monday** 12.20-13.20 **Thursday** 13.20-14.20 *Please send an e-mail to meet at any other time.*

REFERENCES AND LEARNING RESOURCES

Required Textbook:

There is no required textbook for this course. Course materials and lectures/seminars will be posted on Blackboard site SUGGESTED READING RESOURCES

1. A short guide to writing about biology by Jan A. Pechnik (2013), Eighth Edition, Pearson, Boston, MA ISBN-13 978-0-205-92248-2.

2. This is biology by Ernst Mayr (1997), Harvard University Press, Cambridge, MA. ISBN-0- 674-88468-X

***Rubric used for in class seminar. The rubric for the video presentation will follow this basic outline with a few adjustments**.

Presenter's name: _____

Your name: _____

Organization (20%)

20 Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	**15** Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	**10** Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	**5** Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.

Topic Knowledge (20%)

20 Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	**15** Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	**10** Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep	**5** Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.

Creativity (10%)

10 Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods.	**8** Exhibited some originality and creativity.	**5** Routine treatment, minimal thought given to originality or creativity	**3** Lacked creativity. Very ordinary and mundane.

Visual Aids (15%)

15 Simple, clear, easy to interpret, easy to read. Well coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids	**11** Usually clear, easy to interpret, easy to read. Generally well coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	**8** Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	**4** Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively

Summary (15%)

15 Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	**11** Referred to main points, recommendations weak or missing, weak conclusion or call for action.	**8** Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	**4** No summary, no recommendations, no conclusions, no call for action.

Stage Presence (20%)

20 Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.	**15** Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact	**10** Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many um's.	**5** Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um's, turned from audience to read power point, shuffled feet, fidgeted. Poor gestures.

Please do not post personal and offensive comments during discussions.

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section:
Tel:
Location:
Email:

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Your grade will be determined via a grading rubric – your in class seminar will be assessed by the audience members and me and an average will be taken. Points will be deducted for presentations not attended by you. The grading rubric for the presentation is below. I will bring copies of the rubric each week for you to complete. Rubrics will be turned into the instructor with comments. These will be compiled and given to the presenter with names removed. Student comments regarding the talks of others need to be professional and constructive.

Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Period (Week)
Organization (20)			
Topic Knowledge (20)			
Creativity (10%)			
Visual Aids (15%)			
Summary (15%)			
Stage Presence (20%)			

Grades are not negotiable and are awarded according to the following criteria:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

Student Number	Student Name	Date and Time of Seminar	Seminar Title

Professor Khaled H. Abu-Elteen