Course Syllabus  
FDSC 5001  
Food Science Seminar  
Fall, 2016  

Instructor: Griffiths G. Atungulu, PhD  
Assistant Professor  
N-222 Food Science  
Food Science Department  
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Graduate/Teaching Assistants: Shantae Wilson (saw012@uark.edu)  

Office hours: Open Door Policy  

Catalog Description: Presentation and discussion of graduate student original research work.  

Definition: Seminar: “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions”.  

Course Objectives:  
1. To strengthen knowledge, skills and confidence in preparing and giving oral scientific presentations  
2. To strengthen critical thinking skills and active participation in discussions  
3. To learn new information from presentations.  
4. To strengthen ability to write a concise, informative abstract  

Class Period: Mondays 3:05-3:55 PM in FDSC D1/D2.  

Course Assessment:  

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>83-86</td>
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<tr>
<td>Below 60</td>
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Percentage Grade
Abstract 5% (10 points)
An abstract is a brief summary of a research article, thesis, review, conference proceeding, presentation or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the purpose.

Format for abstract:

Food Science Proposal, Research, or Exit Seminar
Food Science Room D2
Date and Time
(List your type of seminar)

Center Your Title, Use Bold Upper and Lower Case as Appropriate
Use Two Lines If Necessary

Your Name

The page should have one-inch margins all around. Text should be justified. Use 12-point font. Keep all of the text in one paragraph. The abstract should include the following components: Justification, Objectives, Methods, Results, Significance of the research to the field of food science. The abstract should not exceed a maximum of 1500 characters (not including spaces). Approval by your major advisor to submit an abstract is mandatory. Your abstract must be submitted to the seminar advisor by way of an email carbon copied to the major advisor as a proof that he/she is aware of the contents you intend to present. The abstract must be submitted at least 3 business days before the date you are scheduled to present.

Attendance 10% (20 points)
You are permitted to miss one seminar with an excused absence (Please advise well in advance if you are planning to attend a conference that will prevent you to attend). For each seminar missed, 2 points will be deducted from your attendance score.

Participation 15% (30 points)
You are expected to participate in the discussions by asking at least 6 questions (5 points each) throughout the seminar. You will also be asked to introduce the speaker for the student seminar following/preceding your seminar (failure to do so, without an excused absence, will result in a loss of 5 points).

Evaluation of Peer Presentations 20% (40 points)
You will be required to complete evaluations for each student presentation given during the semester. For each evaluation not completed, 4 points will be deducted from your evaluation of peer presentations score.

Presentation/Seminar 50% (100 points)
It is highly recommended that you review your seminar with your major advisor before presenting. Approval by your major advisor to present your work is mandatory. Your presentation slides must be submitted to the seminar advisor by way of an email carbon copied to the major advisor as a proof that he/she is aware of the contents you intend to present. The presentation slides must be submitted at least 3 business days before the date you are scheduled to present.

50% of this score will come from an average of the faculty evaluations of your presentation. The remaining 50% of this score will be an average of peer evaluations.

Style and content of your seminar will be assessed using the following criteria:

A. Research/Design
Originality of problem and citation of hypothesis 10 points
Relevance of problem 10 points
Quality/Quantity of research or proposal 10 points
Quality of discussion 10 points
Was a logical experimental design followed? 5 points
Was statistical analysis included?  5 points

B. Presentation
   Oral summary of research  15 points
   Response to questions  15 points
   Clarity and legibility of presentation  5 points
   Organization of presentation  5 points
   Appropriateness of the visuals  5 points
   Overall impression  5 points

Types of Student Seminars

1) Proposal Seminar
Typically, a proposal seminar consists of an introduction, hypothesis, statement of objectives, materials and methods, and expected results.

MS
~15-20 minute presentation with 5-10 minutes for questions/discussion

PhD
~35-40 minutes presentation with 15-10 minutes for questions/discussion

2) Research or Exit Seminar
This seminar is usually given after you accomplish part of your research (Research Seminar) or finish your research project and before your defense (Exit Seminar). Either seminar typically has updated versions of the introduction and objectives that were presented in the proposal seminar. The materials and methods section should be concise (unless your research involved developing new methods) and the bulk of the seminar should be the results and discussion that support the conclusions.

MS
~15-20 minute presentation with 5-10 minutes for questions/discussion

PhD
~40-45 minute presentation with 10-15 minutes for questions/discussion

Academic Honesty: This course will follow University rules and regulations concerning academic honesty. They are contained in the undergraduate catalog, and you are expected to be familiar with them.

Plagiarism: According to the University of Arkansas Catalog of Studies, plagiarism is “the offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another (in print, electronic, or any other medium) are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is not sufficient to provide a citation if the words of another have been reproduced – this also requires quotation marks. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.”

Course Communication: Course related information will be shared with students enrolled in the course via e-mail (uark.edu or email.uark.edu addresses, only). This includes any unforeseen changes in schedule and posting of grades. If you need to contact the instructor directly, please use the above contact information. If you would like to set up an appointment with the instructor, please send an email with at least three times that you would be available to meet, and I will respond to confirm the time and meeting location.

Students with Disabilities: If any student needs accommodations due to a physical or learning disability, make arrangements to discuss this with the instructor within the first week of the semester.

University of Arkansas Inclement Weather Policy:
See the University’s Inclement Weather Policy at http://emergency.uark.edu/11272.php. You may check the University of Arkansas Weather Hotline (479) 575-7000 for recorded messages giving information about delays and University closings. The policy for this class is that if the Fayetteville Public School System is cancelled due to
Disruptive Behavior:
“Disruptive behavior may best be defined as any of the following:
1. Generally, disruptive behavior is any behavior that inhibits a faculty member or TA’s ability to conduct class or limits other students’ ability to benefit from instruction.
2. Conduct, speech or activity that interferes with the learning activities of other students.

Behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to an absolute minimum.” Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to an appropriate administrative office.

“Note: It is important to remember that emotional and/or mental distress, or psychological disorders are not legitimate excuses for disruptive behavior in the classroom or in an academic setting. Disability claims and accommodations should be discussed with the Center for Educational Access (CEA) at 575-3104. There are established procedures that should be followed if reasonable accommodations are required.”

Emergency Procedures:
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):
Follow the directions of the instructor or emergency personnel. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors

Violence/Active Shooter (CADD):
CALL- 9-1-1. AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police. DENY- Barricade the door with desk, chairs, or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe. DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.