

MCB 530 / CB 590 / ANSC 590
Reproductive Physiology Seminar, CRN 30558
Syllabus Spring 2022

COURSE COORDINATORS:

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Dates: Wednesdays, January 19th to April 27th, 2022

Time: 4:00 PM – 4:50 PM

Format: In-person and ZOOM hybrid

In-person: Room 3526 VMBSB

Zoom Meeting URL:

<https://illinois.zoom.us/j/81863651407?pwd=NU1zWlY5dTR2VDFSWnlvVHJaM3RlOQT09>

Meeting ID: 818 6365 1407

Password: 258051

CREDIT: 0-2 Semester Hours

All trainees are encouraged to present seminars of their research proposals, progress reports, and/or completed studies. **Students also have the option of giving a seminar on a journal article relevant to their research area.** Participation from all reproductive labs would be excellent.

With your cooperation we'll have a great seminar series.

BASIC REQUIREMENTS

A) Attendance

Students registered for the seminar for credit are required to attend **all** seminars unless prior permission is granted for an excused absence. Excused absences are sometimes given for illness, family emergencies, travel to a scientific meeting for presentation of a paper, or research experiments that require absolute attention and cannot be delayed.

Students are permitted only two absence without an excuse.

B) Seminar Presentations / Seminar Summaries

Students that have registered for credit must sign up for a seminar presentation during the semester or write a one-page summary (no more than 250 words) for three seminars of choice, to be turned in at the end of the semester. A seminar presentation may be 20-25 minutes or 40-45 minutes, with an additional 5-10 minutes for questions and answers.

C) Introduction of a Speaker

Students will be **randomly** assigned a speaker to introduce, and moderate for, at one point during the semester. It is the student's responsibility to contact the speaker prior to the seminar to get relevant introductory information (i.e. CV, background). An updated syllabus will be emailed out with presenter information and introduction assignments.

D) Participation

Students are encouraged to participate in the seminar by providing constructive criticism to fellow trainees and by asking questions at the end of each presentation. Students are expected to complete a short evaluation form for each seminar. This will also serve as a way to take attendance. Bringing a pen and paper to class for questions is recommended.

GRADING

- A) Students registered for 0.0 credit hours will be graded either S or U. To receive an "S" grade, a student must attend all of the seminars.
- B) Students that have registered for 1 credit will either:
- Give a seminar presentation. Grades will be based on quality of the presentation (slides, content, hypothesis formulated, conclusions, ability to answer questions), as well as overall attendance.
 - Write three summaries of 250 words or less. Grades will be based on the quality of the summaries. Each summary should be on one page, double spaced, no more than 250 words. One summary should span the entire seminar period. If two presentations are given on the same day, the summary should cover both presentations. Summaries are due on **April 27th, 2022**, no later than 5:00PM. Turn them in to either Dr. Qiao or Dr. Wang by email or in person.
- C) Students that have registered for 2 credits will give a seminar AND complete 3 summaries. Alternatively, a 2 credit student can complete 6 summaries.

- D)** Students will be assigned to moderate a seminar. On the day assigned, the trainee will introduce the speaker(s) and will direct the following question/answer session(s).
- At the beginning of the introduction, begin by introducing yourself (no more than a few sentences). I.e. “Good afternoon, my name is _____, and I am a (MS/PhD/Graduate) student working under the direction of Dr. _____ in the department of _____. It is my pleasure to introduce ...”
 - It is important to know about the speaker prior to the introduction. Please contact the speaker should you need his or her CV and any other relevant information that speaker would like to share.
 - When the presentation is finished, the moderator thanks the speaker and then stands and directs the question and answer portion. The moderator acknowledges people who are asking questions, with attention given to questions from students first, then faculty. It is also the moderator’s job to watch the time, so that the presentation starts (and ends during days of two presentations) on time. This also provides good experience for moderating sessions at future scientific meetings.

Ideas for introducing the speaker and moderating

- Ask the speaker to send you introduction information. Double space it and print it in a large, easily readable font.
- Maintain the audience’s attention while being friendly and courteous.
- Know more about the speaker than you present.
- Speak loudly and clearly.
- Acknowledge the speaker when it is their turn to present, but do not be flippant.
- Make it short and quick: no more than one minute for students or two minutes for a celebrity.

Example Introductions:

“My name is Gregor Mendel and I am a PhD student in Dr. Barbara McClintock’s Lab. Our speaker today is Dr. Indiana Jones. Dr. Jones has been a postdoctoral fellow in Dr. Shapiro’s Laboratory since 1865. He received his PhD in Biochemistry from Cornell in 1855 and his BS in Zoology in 1851. He has recently published an excellent review article on life in eternal graduate school, which we all should consider pursuing. The title of his seminar today is “The Discovery of Estrogen in Women.”

“Hello. I am Rip Van Winkle and I am a graduate student in Dr. Bahr’s lab. We are pleased to have with us Dr. Frederick vom Saal, Professor of Zoology at the University of Missouri. Dr. vom Saal received his BS degree from Oxford in 1980 and his PhD from John’s Hopkins in 1988. His research has recently been featured in the Chicago Tribune and he has had a major impact in the field of environmental toxicology for the past several years. His discoveries on the low dosage effects of the endocrine Bisphenol A have changed views worldwide. The title of his presentation today is “Toxicity is Everywhere.”

Question/Answer Period:

1. Ask for questions from students first
2. Do not let one person dominate
3. Be polite
4. Prepare at least two questions for the speaker during his/her presentation
5. Watch the time and move along unless the topic is hot

SCHEDULE

Reproductive Physiology Seminar - Spring 2022

Wednesdays 4:00 - 4:50 PM Room 3526 VMBSB / Zoom

<https://illinois.zoom.us/j/81863651407?pwd=NU1zWlY5dTR2VDFSWnlvVHJaM3R OQT09>

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Week	Date	Seminar 1	Seminar 2 (opt)	Introduced by	Lab Link
1	Jan 19	Organizational Meeting			
2	Jan 26				
3	Feb 2				
4	Feb 9				
5	Feb 16				
6	Feb 23				
7	Mar 2				
8	Mar 9				
9	Mar 23				
10	Mar 30				
11	Apr 6				
12	Apr 13				
13	Apr 20				
14	Apr 27	<i>Seminar Summaries due by 5 PM</i>			

Reproductive Biology Seminar Series

Evaluation Form

Date: ____/____/____ Speaker: _____

Presentation's title: _____

 Strongly disagree ———▶ Strongly agree 

	1	2	3	4	5
The presentation was logically organized.					
The introduction provided sufficient background to understand the topic.					
The study design/methodology was adequate for answering the study questions.					
The conclusions were consistent with the results presented.					
The presentation enhanced your understanding of the topic.					
The visual aids were easily read and appropriate for the information presented.					
The speaker used voice inflections to maintain audience attention.					
The participants' questions were answered satisfactorily.					

What did you like best?

What changes would improve the presentation?

ACCOMMODATIONS

To obtain disability-related academic adjustments and/or auxiliary aids, students should contact both the instructor and the Disability Resources and Educational Services (DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, IL 61820, (217) 333-1970, or via email at disability@illinois.edu.

STUDENT BEHAVIOR

Student Conduct

Students are expected to behave in accordance with the penal and civil statutes of all applicable local, state, and federal governments, with the rules and regulations of the Board of Regents, and with University regulations and administrative rules.

For more information about the student code and handbook, see the [CITL Course Policies page](#).

Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found at <https://wecare.illinois.edu/resources/students/#confidential>.