

## **Syllabus Bio 380 Neurophysiology seminar course**

Fall 2014, Wednesday, 12:00- 12:50 PM, room 205 in the biology building

Instructor: Dr. Robin L. Cooper.

Web page: <http://web.as.uky.edu/Biology/faculty/cooper/default1.htm>

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Co-instructors and survey analysts:

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and

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Course web page:

<http://web.as.uky.edu/Biology/faculty/cooper/Bio380-Neurophysiology%20seminar/Bio380Fall2014.htm>

Class participation and attendance (15%). Sometime within the semester you will be required to conduct two oral presentations (in some cases this may be done with a partner). The oral presentations will be a major part of the grade (total 60%, 30% for each). Effective feedback with constructive criticism on each presentation based on presentation style as well as the scientific content (total 10%). A comprehensive Final Exam in essay format (10%). It is not so bad- easy. This will be on the subject material covered in the course, such as the major take home points of the various presentations. Participation in course survey 5% (once in the on line survey you can select not to participate as the survey will note who entered on line to take it but it will not link your answers to you individually).

You will be required to sign up on a topic, research that topic and organize a presentation in which you will then present to the class. The class will ask questions and you are to encourage a discussion of the topic and answer questions from the audience. Plan on a 20 minute presentation so then we can have 5 to 10 minutes of questions and discussion and possible get two presentation in within one class period. You can email me your topic then I will post it on the www site so others will know what topic you choose.

As for the presentations we would like two types of presentations so you can gain experience various multimedia approaches. You will be provided feedback on your first presentation in time for your second presentation. The goal here is to allow you to be comfortable in communicating in various means. As for the scientific content, since this is a biology class, you need to be able to understand the content you are presenting and be able to research a topic and be able to discuss this topic. The discussion maybe live in class, in a Skype type of presentation (you give your presentation in another room and go live for the course and then be able to answer questions, or possible a follow up discussion such as on a YOUTUBE feedback). The digital video presentations I do encourage you to present and post on YouTube or at least on our class web page. You should choose to present in different formats for each presentation.

Types of presentations:

1. Record a movie with a computer your presentation (face time for introduction, then screen capture for content). Samples shown here of a undergraduate summer researcher who worked in my lab in the summer of 2013 and of a high school student who worked in the lab. This can be prerecorded and then shown in class or out of class time.

07/31/2013: Ms. Jordan Rice. <http://youtu.be/D4Evk0b2jPI>

07/15/2013: Ms. Clara deCastro <http://youtu.be/HHVcljMbeC4>

2. A class presentation of a standard ppt or Prezi design (see example <https://www.youtube.com/watch?v=M0k3qiXi8eM> ) or a chalk talk to be recorded with a video camera and posted on line for the class participants.

3. A live Skype-type of presentation (maybe Adobe connect will also work) live with the course and feedback discussion via Skype.

4. Scribe presentation. I hope to have access for students use to scribe by the course. If I cannot provide free access then you do not have to choose this type of presentation. Here is an example of Scribe: <https://www.youtube.com/watch?v=YxW5FfuFyvc>

The 5% of the grade in your participation for the anonymous survey of the course is related to various aspects of the course. We are seeking IRB approval to use this survey for publication in educational content related to college student use in multimedia for presentations in scientific content. The topics in the survey are in understanding why you chose the type of presentations you did for the course, did you increase your knowledge in the various types of multimedia presentations, your personal experiences in multimedia and feedback on the effectiveness in types of presentations in the course.

Links for content information related to clinical neurophysiology:

Go to the UK library page and under electronic journals find related journals

<http://libraries.uky.edu/>

Select "E journals"

Type in

"Clinical Neurophysiology" or "Journal of Clinical Neurophysiology". These are two different journals on the subject.

### **Course Description:**

The primary purpose of this seminar is to prepare students to discuss science topics (Research or published works) and to learn a means to be effective in presentation via web based media. As part of the seminar, each student is responsible for selecting a topic approved by a Faculty Mentor. Presenting a research topic or paper orally in the context of the seminar is key and will be used for providing student feedback from peers and the instructors.

By the completion of this course, students will have:

1. Worked with faculty to provide a specific research or presentation topic
2. Learned to conduct a literature review relevant to the topic
3. Learned to present via web based media
4. Learned to join in a discussion board and learn to be self-critical with feedback from peers and mentors for improvement.
5. Learned to work with other students also presenting content in the course.

**Course Prerequisites:** (for Univ of KY students: BIO 150-153 or equivalent introductory biology sequence, Bio301 or consent of instructor.)

**Official Course Text:** none

### **Numerical course performance will be the equivalent of:**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

< 60% = E

### **General Course Policies**

#### **1. Missing assignments:**

A. Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.

B. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.

C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

D. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

E. Any other circumstances which the instructor finds reasonable cause for nonattendance. Students missing class-work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

## **2. Academic Honesty**

Cheating or committing acts of plagiarism on any graded material is not tolerated in this course! All students are expected to uphold a basic standard of academic honesty as outlined by the University of Kentucky Senate Rules (<http://www.uky.edu/USC/New/SenateRulesMain.htm>).

### University Senate Rules Regarding Plagiarism (SR 6.3.1)

– Plagiarism: All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

### University Senate Rules Regarding Cheating (SR 6.3.2)

--Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have

benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

### **3. Classroom Behavior, Decorum and Civility**

As a student engaging in a myriad of intellectual pursuits, you are expected to maintain a level of dignity and respect towards faculty, staff, and fellow students. You are expected to value differences among all members of our academic community. You have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Acceptable decorum and civility does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin.

### **4. Disabilities and medical conditions**

If you have a documented disability that requires academic accommodation, please contact Disability Resource Center so proper arrangements can be made. To receive special accommodations in this course you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, alumni Gym, 257-2754; email to [jkarbes@email.uky.edu](mailto:jkarbes@email.uky.edu)) for coordination of the campus disability services available to you.