

Keck School of Medicine of USC

CBG 574: Cancer Biology & Genomics Research Seminar Series

Units: 1

Fall and Spring 2021/2022, Monday, 12PM-12:50PM

Room: HMR 100

Zoom Link: See Blackboard

Course Coordinator: Josh Neman, PhD

Office: HMR 502

Office Hours: By appointment

Contact Info: ybrahim@usc.edu

Phone: 323-442-2928

Students can expect a response to emails within 48 hours.

Course Description

Welcome to Cancer Biology & Genomic (CBG) 574! This course is required for all students enrolled in the Cancer Biology & Genomic PhD program. It introduces students to a variety of current research topics and provides them with the opportunity to evaluate themselves and their peers on components of good public speaking and seminars. Upon completion of this course, students should be able to have better understanding of how to make scientific information understandable to scientists, peers, and the general public.

Learning Objectives

By the end of this course, students should be able to:

- Communicate science in a 40 minute oral scientific presentation while providing sufficient background, holding the listener's attention and interest, and closing with a comprehensive summary of the results and future directions
- Enhance a presentation by proper use of body language and tone of voice
- Design slides and visual aids effectively
- Address audience questions from an expert perspective
- Evaluate and critique peers' scientific presentations

Class Notes

This course will have the following structure:

Each week one student in the CBG program will make a 40 minutes oral presentation on his or her research problem following the criteria provided in the rubric. **Note:** since 2nd year CBG students may not have yet selected their research project, they have the choice of presenting a recent journal article which parallels their potential future research project. Student peers will listen to the presentation, ask questions as appropriate and complete a written critique. Following this, there will lead a discussion about the presentation and highlight strengths and areas of improvement.

Technological Proficiency and Hardware/Software Required

This course requires use of Microsoft PowerPoint and/or Keynote.

Required Materials

None

Description of Assessments

Oral presentation:

Students will prepare their seminars presentation to include the following criteria:

- General Aspects of Oral Presentation: Presented at level that is appropriate to the audience; clear and informative visual aids (simple with a good balance of images and text); evident that presenter has practiced
- Introduction: Sufficient background provided to set the stage for discussion of the student's research problem; unfamiliar terms introduced; appropriate literature summarized and presented clearly; hypothesis of the research study identified
- Methods: Brief overview of the equipment and materials used, and how obtained; brief overview of the methods employed and the experimental design; materials and/or equipment described; procedures followed to conduct the experiments presented
- Results: Anticipated and actual results reported; statistics clearly presented
- Discussion: Is the hypothesis supported? Implications if it is or is not supported clearly stated; limitations of study discussed; future research addressed

Peers will assess the speaker through the following:

CBG 599 STUDENT SEMINAR EVALUATION

Student Presenter: _____

Evaluator: _____

Evaluation Scale :

Inadequate	Average	Admirable	Outstanding
<29	30-39	40-45	46-52

Date _____

Evaluate the student's research presentation employing the following range-scored criteria (best is on right)					
	Inadequate	Average	Admirable	Outstanding	Score
Points allotted	1	2	3	4	
Knowledge and Content					
Organization of presentation	Hard to follow; sequence of information jumpy	Most of information presented in sequence	Information presented in logical sequence; easy to follow	Information presented as interesting story in logical, easy to follow sequence	
Background content	Material not clearly related to topic OR background dominated seminar	Material sufficient for clear understanding but not clearly presented	Material sufficient for clear understanding AND effectively presented	Material sufficient for clear understanding AND exceptionally presented	
Methods	Methods too brief or insufficient for adequate understanding OR too detailed	Sufficient for understanding but not clearly presented	Sufficient for understanding AND effectively presented	Sufficient for understanding AND exceptionally presented	
Results (figures, graphs, tables, etc.) Note, grading should not be based on the quality of the results but rather on how well they are presented.	Some figures hard to read	Majority of figures clear	Most figures clear	All figures clear	
	Some in inappropriate format	Majority appropriately formatted	Most appropriately formatted	All appropriately formatted	
	Some explanations lacking	Reasonably explained	Well explained	Exceptionally explained	
Contribution of work	Significance not mentioned or just hinted	Significance mentioned	Significance explained	Significance exceptionally well explained	
Knowledge of subject	Does not have grasp of information; answered only rudimentary questions	At ease with information; answered most questions	At ease; answered all questions but failed to elaborate	Demonstrated full knowledge; answered all questions with elaboration	
Presentation Skills					
Graphics (use of PowerPoint)	Uses graphics that rarely support text and presentation	Uses graphics that relate to text and presentation	Uses graphics that explain text and presentation	Uses graphics that explain and reinforce text and presentation	

	Inadequate	Average	Admirable	Outstanding	Score
Points allotted	1	2	3	4	
Mechanics	Presentation has more than 10 misspellings and/or grammatical errors	Presentation has no more than 5 misspellings and/or grammatical errors	Presentation has no more than 2 misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	
Guidance of Audience	Reads most slides; does not use laser pointer/guidance at all	Refers to slides to make points; occasional use of laser pointer/guidance	Refers to slides to make points; use of laser pointer/guidance majority of time	Refers to slides to make points; fully guides audience with laser pointer/guidance.	
Length and Pace	Short; less than 30 min	Short 35 min OR long >50 min	Adequate 40-45 min	Appropriate 40 min	
	Rushed OR dragging throughout	Rushed OR dragging in parts	Most of the seminar well paced	Well-paced throughout	
Total Score					

Additional General Comments:

Participation/In-class work

Students will participate in in-class discussions during and after each presentation. They will critique each presentation weekly using the Evaluation form. Students will then turn in the

Evaluation form to the presenter and instructor. If a student misses a session, he or she will be required to watch the recorded presentation and turn in the Evaluation form.

Grading Breakdown

Grading will be evaluated based on: quality of presentation, in-class participation, and evaluation forms. Grades will be recorded in the Blackboard gradebook. Students are required to make a presentation that meets the stated criteria, participate in in-class discussions by raising their hand or by posting a comment in the Chat Box (when conducted in Zoom), and by submitting an evaluation form for every presentation.

For students presenting during the semester:

Assignment	% of Grade
Presentation /Participation for attending and submitting a timely evaluation)	50%
Peer Review	50%
Total	100%

Final grade will be based upon the following percentages:

Threshold	Grade
93%	A
90%	A-
87%	B+
83%	B
80%	B-
77%	C+
73%	C
70%	C-
60%	D
<60%	F

Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)

Assignment Submission

The evaluation forms must be submitted on Blackboard and emailed to the presenter by 1 pm on the day of the presentation.

Late work

If the submission deadline for a presentation assignment is missed, the assignment may be submitted up to one week late. If you miss submitting work for an unavoidable, documented, and serious reason, discuss the situation with me during office hours.

Academic integrity

No credit will be given for submitted work that does not comply with the USC standards of academic conduct. Such work may not be resubmitted.

Attendance

You are expected to attend all class sessions, on time, for the entire course of the class. If you miss an in-class /online presentation, you will need to watch the recorded presentation and submit your evaluation to Dr. Neman and student presenter. Absence of more than 2 class sessions (without a legitimate reason) will result in no course credit.

Classroom norms

The Cancer Biology & Genomics Program follows the university rules on civility and honesty. Cheating or plagiarism by students is subject to the disciplinary process outlined in the Student Conduct Regulations. Students are expected to be polite, honest and ethical in their academic work. During presentations students need to pay attention to the speaker, not distracted by social media, texts or other distractions, and respectfully question an observation if it does not seem logical or credible.

Course evaluation

Two surveys will gather student opinions about the course: the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester. Your opinion is valued and can make a difference in how this course is conducted; please give your honest and constructive recommendations.

Course Schedule: A Weekly Breakdown

Date	Topic	Lecturer
1-10-22	Go over course requirements and finalize presentation schedule (Zoom)	Josh Neman, PhD
1-17-22	MLK Holiday-No class	Josh Neman, PhD
1-24-22	Student presentation	
1-31-22	Student presentation	Josh Neman, PhD
2-7-22	Student presentation	
2-14-22	Student presentation	Josh Neman, PhD
2-21-22	President's Day- No Class	Josh Neman, PhD
2-28-22	Student presentation	Josh Neman, PhD
3-7-22	Student presentation	Josh Neman, PhD
3-14-22	Student presentation	Josh Neman, PhD
3-21-22	Student presentation	Josh Neman, PhD
3-28-22	Student presentation	Josh Neman, PhD
4-4-22	Student presentation	Josh Neman, PhD
4-11-22	Student presentation	Josh Neman, PhD
4-18-22	Student presentation	Josh Neman, PhD
4-25-22	Student presentation	Josh Neman, PhD

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu