## Outline of the End of Quarter Presentation

### Overview of Due dates:

|  |  |
| --- | --- |
| **Timeline for the Group Presentation**  | **DATE** |
| Find a Partner, select a Paper, and Sign up.  **Preferred:** Choose one of the Papers that Prof. Lowe-Power includes in the Box folder **Optional:** Select your own paper. If you do this, ask Prof. Lowe-Power on Slack if you  can use the paper. Some papers are not good, so Prof. Lowe-Power will look it over.  *See Part 1 and Part 2 below* | xxx |
| Develop your slides.Practice your presentationEdit your slidesPractice your presentationUpload your slides  **Preferred:** Choose one of the Papers that Prof. Lowe-Power includes in the Box folder **Optional:** Select your own paper. If you do this, ask Prof. Lowe-Power on Slack if you  can use the paper. Some papers are not good, so Prof. Lowe-Power will look it over.  *See Part 3-5 abelow* | xxx |

### Part 1: Find a partner who is interested in working on a similar type of paper.

Some categories of papers:

* Type of organism: Fungi, Bacteria, Oomycete, Virus, Nematode
* Type of approach: Molecular/Basic, Translational/field, Ecological, Epidemiological, Genomics, etc.

How to find a partner:

* You can directly ask classmates
* You can find a partner with a similar interest (i.e. the focus organism or the type of approach in the paper). State your preferences on the #**3-Presentations** channel on the class slack and pair up. Reminder: [ucdPLP100w2022.slack.com](file:///C%3A%5C%5CUsers%5C%5CTiffany%20Lowe-Power%5C%5CAppData%5C%5CRoaming%5C%5CMicrosoft%5C%5CWord%5C%5Cwww.ucdPLP100w2022.slack.com)
* Discuss with classmates before/after class

### Part 2: Select a paper and sign up on the Presentation Sheet

I have compiled over 25 plant pathology papers that I think are interesting. However, you are welcome to do your own literature search & find primary research papers (I.e. not “Reviews”, “Commentaries”, “Perspectives” or “Book Chapters”) that you would like to focus on. Primary papers should have methods and data that is presented in figures and graphs. If you select your own paper, (1) make sure it focuses on a Plant Pathology topic, and (2) ask Professor Lowe-Power if it is acceptable. Some papers are not very good, and Prof. Lowe-Power prefers that you spend your time on things that are valuable for you.

You can find my paper suggestions on Box via this link: <https://ucdavis.box.com/s/nmlresjx51vwcxbgs4l0m79lzkqu0wo7>

Only **one group** can work on each paper. As soon as you have a choice, please sign up for it on the Presentation Sign Up Sheet. https://docs.google.com/spreadsheets/d/10Pygy5uG-wGJcGxdmCWEDSZLjywuWrDpF0V4dDXyOHw/edit?usp=sharing . If another group already selected your paper, you need to choose another.

### Part 3: Read your paper in detail, read background information, design your presentation

Your goal is to teach your classmates something new and interesting.

**Read the paper.** Identify the main findings from the paper. Determine how the scientists discovered the findings, i.e. what was the experimental approach, how do the methods/experiments/assays work, and how do the results/data visualizations convey the finding?

Based on my experience, you will need to read the paper several times. I recommend that both partners read the papers once. Then have a meeting to choose your favorite figures to teach. Then read the paper 1-2 more times to make sure you understand it. If you are confused by your paper, come to student hours (see times on the Course Admin document).

**Choose 1-2 figure panels** that you think are most interesting and/or important to teach your classmates. These panels should show *experimental results* (The first or last figures in paper sometimes show cartoon models. Don’t use these). Dissect these figures in detail by closely reading (1) The figure legend, (2) the results paragraphs that discuss the panels, (3) the relevant sections of the methods and (4) outside websites like Wikipedia, Khan Academy, Addgene, or other websites if you do not know the techniques, i.e. qPCR, Western Blots, CRISPR, etc.

**Develop your presentation.**
The rubric (last page) is heavily based on the paper “Ten simple rules for effective presentation slides” by Kristen M. Naegle (Available on Perusall or at [doi.org/10.1371/journal.pcbi.1009554](https://doi.org/10.1371/journal.pcbi.1009554) ). I recommend you read this paper.

**Content**:

* Title Slide: Include your full names
* **An Introduction.** You should develop the introduction by reading background information beyond the primary paper. You can focus your introduction on pathogen biology, the relevance of the plant hosts to One Health, or on how an experimental technique works. Your introduction should be 3 slides or less, so you probably cannot cover all these topics.

-To find **background information on a biological topic** like a pathogens’ impact on plant health/nature/human society, I recommend finding “Review Articles” on the pathogen. To find Reviews, I like to use PubMed <https://pubmed.ncbi.nlm.nih.gov/> and select the “Review” Filter under the “Article Type” (left hand panel after searching a keyword on PubMed). Reviews are written for different purposes. Skim a few to find one that has useful good information & then read that one closely.

-To find background information on a technique, you can use websites like Wikipedia, Addgene, iBiology.org, Khan Academy, or companies that sell reagents for experiments (e.g. Life Technologies, NEB, Illumina, etc.) If you find good websites, share them with your classmates on the Class Slack. 😊
* **1 slide with the Paper’s title.** When presenting this slide, read the title. Tell the class the motivation for the paper and the major findings from the paper.
* **Results from the paper (2 Figure panels).** One Figure panel per slide. The title should say the main point. Annotate the Figure with arrows / text / shapes to help you teach the figure to the class. During your presentation, make sure to describe the figure i.e. what do the Axes mean? How does the data show the result?
* I highly recommend that you make cartoon visuals for your background information or to help annotate the results from the paper, there are many excellent icons on BioRender (<https://biorender.com/> )

### Part 4: Practice your Presentation.

Write a script for yourself. Practice it with your slides. Time yourself. After practicing, you probably will want to change your slides so that you can present the information more clearly. A good presentation usually requires a few iterations of practice + edit

### Part 5 Upload to Box

**Upload the presentation** to the shared box as “Group 1 w2023.pptx”, “Group 2 w2024.pptx”, etc <https://ucdavis.app.box.com/f/aef32b2c1e86456b98f45f0d8dfc2a95>

**Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Scoring Criteria | Total Points | Score |
| **Content**(50 points) | Introduction is attention-getting, lays relevant new information, and establishes a framework for the rest of the presentation. | 20 |  |
| Main findings from paper are accurate & concise | 10 |  |
| Results / 2 Figure Panel are taught to the class well.  | 20 |  |
| **Slide Design follows** “Ten simple rules for effective presentation slides” by Kristen M. Naegle(18 points) | Include only one idea per slide | 3 |  |
| Make use of your heading | 3 |  |
| Highlight essential points | 3 |  |
| Use graphics effectively (e.g. BioRender or other) | 3 |  |
| Design to avoid cognitive overload | 3 |  |
| Design the slide so that a distracted person gets the main takeaway | 3 |  |
| **Time Management / Following Instructions**(22 points) | File is named correctly& first slide has full names | 5 |  |
| Uploaded on time? | 5 |  |
| Presentation was 8 minutes (-1 pt per 30 seconds over time.) | 12 |  |
| **Delivery**(10 points) | Speaker is well-prepared to present. There is evidence that student planned what to say & rehearsed.  | 5 |  |
| Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). | 1 |  |
| Speaker uses a clear, audible voice. | 1 |  |
| Delivery is controlled and smooth. | 1 |  |
| Information was well communicated. | 2 |  |