

CH493: Chemistry Seminar, Fall 2021

Faculty coordinators: Das Thamattoor & Kevin Rice

Outside speakers: This semester, there will be 7-8 external professionals present seminars, both in-person and remotely. The schedule is posted at: <https://www.colby.edu/chem/2021-2022-seminar-series/>. You are expected to participate in these events not only by attending each seminar but also by going to lunches with the visitors as your schedule permits, asking thoughtful questions following their presentations, and helping out in other ways (see below). Note that we have a “three-question” rule in seminar, which means that students are expected to ask the first three questions (at least) after each talk from an external speaker. It is a privilege to hear lectures from our invited speakers as they visit our department without compensation. Please consider yourselves ambassadors of Colby and of the Chemistry Department. Stay engaged... be enthusiastic... ask lots of questions. One of these visitors might end up being your graduate school mentor or employer someday! **Please do not doze off or tend to your cell phone, tablet, or computer during the seminar. That is rude and reflects poorly on our program. It will also bear a significant grade penalty. Remember to silence your phones for the entire duration of the seminar.**

Fall semester student presentations: Each senior will give an 9-10 minute research presentation this semester. These talks include an introduction to your project explaining why the research is important, the context of your project with thorough background, and a description of how you *plan* to address what is being investigated. Please do not include any of your data/results in this talk. Results should be saved for your spring presentation. Please make sure that your presentation is loaded on the computer with a unique name and be ready to go at the start of the seminar session. The order of student talks will be determined by drawing numbers.

Crediting for juniors: Juniors do not earn a grade in seminar, but are awarded credit / no-credit. The only expectation for credit is to come every week and be engaged.

Grading for seniors: Your grade for the both semesters of this course will be decided by the entire department after completion of the spring presentations, based on the following criteria.

- **Scientific merit of your presentation**
 - Explicit rationale of experimental objective and appropriate literature context
 - Thorough description of proposed experimental plan with demonstrated understanding of underlying science and methodology
 - Appropriate for an audience of all chemistry sub-disciplines
- **Quality of Presentation Delivery**
 - Voicing/articulation.
 - Logical, smooth, and reasonably concise flow of scientific story
 - Attractive/informative/easy-to-read slides with appropriate referencing
 - Appropriate length (neither too long nor dramatically too short)
- **Participation**
 - Attended each seminar,* arrived on time, and paid attention.
 - Asked thoughtful questions
 - Hosted and/or attended lunches with speakers (excused with scheduled class conflict)

- Advertised a seminar in ColbyNow in a timely manner
 - Introduced a speaker
- * If you need to miss a seminar, you will need to attend another science seminar and write up a short summary that includes the name of speaker, title of seminar, and location (~1/2 page total). This summary should be emailed to Prof. Rice within one week after attending the make-up seminar.

Description of participation duties:

- Ask good questions: All students are expected to ask questions of our visiting speakers. Faculty members will insist that the first three questions come from students and will allow all students' questions before asking their own. So please try to avoid awkward silences after the talk. It is best to make a note of potential questions as the talk progresses. Please try to ask *thoughtful* questions rather than questions for the sake of questions (e.g. "What are the applications of this work?" -or- "Can you show me slide 6 again?"). Expectations are that you ask at least 2-3 questions per semester.
- Post announcement on ColbyNow: On the Monday preceding the seminar, post an announcement on ColbyNow under "Academic Events" that specifies the speaker, the speaker's institution, the title (if available), the date/time/room, and something clever (yet professional) that draws attention. Please ask the system to post for three successive days that week (Tues-Thurs or Wed-Fri).
- Introduce speaker: Prepare and deliver a professional introduction of the visiting speaker. Important information to include are educational background (undergraduate and graduate), professional appointments (postdoctoral and subsequent), mentors under whom the speaker worked (graduate and postdoctoral), notable achievements (if applicable), nature of research interests, and the title of the lecture. Please introduce yourself to the speaker before you make your introduction, explaining what your role is. We usually request the speaker to send us a brief bio which may be a good place to start preparing your Introduction. You can get the bio from Kimberley LaPointe or the faculty host of the speaker.
- Host lunch: Gather as many students as possible (senior chemistry majors most importantly, but not exclusively) and take the speaker to lunch in the dining hall of your choice. For 11 AM lectures, you can gather folks right from seminar ... for 3 PM lectures, you will meet the speaker in the faculty office preceding lunch according to the schedule. After lunch, please deliver the speaker to the appropriate location according to the schedule. You will be given a Colby card to use to pay for the speaker's lunch and lunches for students who do not have a full meal plan. Please share the names of all senior chemistry majors who attended with Kimberley— students attending lunch will earn participation notation as well.

Faculty member: _____

Student presenter: _____

Please identify aspects of the student's talk that were either particularly strong or in clear need of improvement. *You needn't respond to categories for which the student was simply 'good enough'.*

	Needs Improvement	Particularly Strong
Project to be studied clearly defined	<input type="radio"/>	<input type="radio"/>
Sufficient background/context provided	<input type="radio"/>	<input type="radio"/>
Experimental approach/methodology clearly explained	<input type="radio"/>	<input type="radio"/>
Demonstrated understanding of underlying science	<input type="radio"/>	<input type="radio"/>
Overall organization and flow of presentation	<input type="radio"/>	<input type="radio"/>
Presentation appropriate for a diverse audience	<input type="radio"/>	<input type="radio"/>
Visual aids attractive/effective	<input type="radio"/>	<input type="radio"/>
Oratory style smooth and free of distracting gestures	<input type="radio"/>	<input type="radio"/>
Voice audible with appropriate intonations	<input type="radio"/>	<input type="radio"/>
Answered questions effectively and respectfully	<input type="radio"/>	<input type="radio"/>

The duration of the talk was... (8-9 minutes specified to students) <input type="radio"/> Too short <input type="radio"/> About right <input type="radio"/> Too long	Did the student use appropriate referencing? <input type="radio"/> Yes <input type="radio"/> No	Suggested Grade

Comments that may be shared with student: