

MCB530 / ANSC590 / NUTR591
Reproductive Physiology Seminar,
Syllabus Spring 2024

COURSE COORDINATORS:

Dr. Matthew Dean
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Dr. Ayelet Ziv-Gal
Assistant Professor, Department of Comparative Biosciences
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Dates: January 16th to May 1st, 2024
Time: 4:00 PM – 4:50 PM
Format: In Person (VMBSB 3526)

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.

BASIC REQUIREMENTS

A) Attendance

Students registered for the seminar 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 the presentation of a paper, or research experiments that require absolute attention and cannot be delayed.

Students are permitted only **two excused** absences.

B) Seminar Presentations / Seminar Summaries

C) 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 (1 CR) or six (2 CR) seminars of choice, to be turned in at the end of the semester. Please combine all summaries into one document. A seminar presentation may be 20-25 minutes or 40-45 minutes, with an additional 5-10 minutes for questions and answers.

D) Introduction of a Speaker

Students will be **randomly** assigned a speaker to introduce and moderate 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).

E) Participation

Students are encouraged to participate in the seminar by providing constructive comments to fellow trainees and by asking questions at the end of each presentation. Students may be asked to complete a short evaluation form for each seminar given by students. 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 credit hours will be given a U if they have no more than two excused absences.
- B) Students that have registered for 1 credit will either:
- Give a seminar presentation. Grades will be based on the quality of the presentation (slides, content, hypothesis formulated, conclusions, ability to answer questions).
 - Write summaries of three seminars of choice. Grades will be based on the quality of the summaries. Each summary should be on one page, double-spaced, and 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 should be combined into a single document. Summaries are due on **May 3rd, 2024**, no later than 5:00 PM. Turn them into Drs. Dean or Ziv-Gal 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. Combine all summaries into a single document before submitting them. Note to students who wish to register for 2 credit hours; you must register through ANSC 590 or NUTR 591.
- 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 1-2 sentences). I.e., "Good afternoon, my name is _____, and I am an (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 seminar title, CV, and any other relevant information that the 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 responsibility to watch the time so that each presentation starts and ends on time. This also provides a good experience for moderating sessions at future scientific meetings.

Ideas for introducing the speaker and moderating

- Ask the speaker to send you the 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 Johns 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. Be polite
2. Ask for questions from students first
3. Do not let one person dominate
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

University Policies

Academic Integrity. The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity (<http://studentcode.illinois.edu/>). Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy (<http://studentcode.illinois.edu/>). Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity. Generally, unless told otherwise, all of the assignments of this course are to be your own independent work.

Americans with Disabilities Act. To obtain disability-related academic adjustments, auxiliary aids, and/or any other assistance/support to participate in this class students should contact Disability Resources and Educational Services (DRES; <http://www.disability.illinois.edu/>) and the instructors as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail disability@uiuc.edu. We will try to meet all accommodations once the process has started. Please note that accommodations are not retroactive to the beginning of the semester but begin the day you contact your course coordinator with a current letter of accommodation from DRES.

Family Educational Rights and Privacy Act (FERPA). Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.

Religious Observances and Practices. Students are required to submit the Request for Accommodation for Religious Observances Form ([Request Accommodation for Religious Observances Form](#)) to their instructors and the Office of the Dean of Students requesting accommodation by the end of the second week of the course. Requests that are not submitted within this timeframe may not be granted. Information about accommodations can be found in the Student Code: <https://studentcode.illinois.edu>.

Recording and Posting Course Material. The course material is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only. Video recordings of any kind are strictly prohibited. Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited. Posting or redistributing of course material in any format is strictly prohibited.

Sexual Misconduct Policy and Reporting. The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which can include harassment, sexual assault, sexual exploitation, dating violence, domestic violence, and stalking—to the University’s Title IX and Disability Office. As your instructors, we are required to report any incidents of sexual misconduct that are directly reported to us, or of which we are somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. 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 here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://oiir.illinois.edu/sites/prod/files/SexualMisconduct_ResourceGuide.pdf

University Police Department, Emergency, 9,-911; Non-emergency, 217.333.8911

Counseling Center, 110 Student Services Bldg., 610 E. John St., 217.333.3704

McKinley Health Center, General Information, 217.333-2701

McKinley Mental Health Center, 1109 S. Lincoln, 217.333.2705

Dean of Students, 300 Turner Students Services Bldg, 610 E. John St., 217.333.0050

Local Sexual Assault Center, RACES, 217.384.4444

Women’s Resources Center, 703 South Wright Street, 2nd Floor, 217-333-3137

For campus assistance and support:

The Office of Diversity, Equity and Access (ODEA): <http://diversity.illinois.edu>

Discrimination & Harassment Prevention, Title IX, Accessibility & Accommodations, Inclusive Illinois.

Emergency Plans.

Run, Hide, Fight Schematic (<https://police.illinois.edu/dpsapp/wp-content/uploads/2017/08/syllabus-attachment.pdf>).

Review Building evacuation assembly locations (https://mediaspace.illinois.edu/media/t/1_bbt3ec5).

Emergency Response Recommendations. Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency/>. We encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency/floorplans/>.