Course Description
This course provides a forum for graduate students to present their research or papers related to important research. They will become more informed on various aspects of the technology in food science. A series of food science seminars will be presented that include student presentations, as well as invited speakers selected from outstanding professionals in the areas of Food Microbiology, Food Chemistry, and Food Processing. The purpose of the course is to increase awareness of current issues, research, and careers in food science. Student presentations will build oral and written communication skills and inform the department on topics of interest and on the individual graduate research accomplishments. M.S. students are required to present one seminar on their M.S. thesis research. After the first year, Ph.D. students are required to present one seminar annually on any relevant topic in Food Science and an exit seminar on their Ph.D. dissertation research.

Course Objectives
1. Integrate various aspects of Food Science, including Food Microbiology, Food Chemistry, and Food Processing
2. Increase student awareness of important and topical issues in Food Science
3. Build oral presentation and written communication skills
4. Improve skills for conducting literature searches
5. Enhance preparation for careers in food science

GRADING AND EVALUATION **PLEASE NOT CHANGES IN FORMAT AND TIMING OF GENERAL SEMINARS***
This is a one credit graduate course with grades assigned based on class participation (10%), abstract (10%), and faculty evaluation of student presentations (80%). Students enrolled in course must submit their seminar topic during the first week of class. For PhD General Seminars, students are required to submit their selected article for presentation in the first two weeks of the semester—no later than June 28. All papers must be approved for presentation by their major advisor and by the instructor. Students are required to submit a written abstract on the topic of their presentation one week in advance of their presentation to the instructor, their major advisor, and to the assistant graduate coordinator, Marianne Mangone marianne@ufl.edu. Attendance is mandatory unless you have extenuating circumstances or have been granted permission in advance. Missing more than 1 seminar in a semester will result in a letter grade reduction of the final grade for the course. Abstract style should be similar to the type of abstract that would be submitted to a national meeting of a food science society such as IFT http://www.ift.org, ASM http://www.asm.org, or IAFP http://www.foodprotection.org/annualmeeting/. Content should include an introduction to your topic, brief description of your papers or research methods and results, and conclusion and significance of these papers or research. Citations for papers should be submitted with abstract.
M.S. Research Presentations. Students are required to give a 25-minute presentation on their M.S. research. This presentation should include an introduction to the research area, an overview of the literature, and the rational for pursuing the hypothesis under investigation. Results should be presented in a format that is typical for appropriate peer-reviewed journals and include statistical analysis. Conclusion and discussion will include how the research integrates with related research and significant contributions of this research to advancing the field of Food Science. This seminar will typically be given during the semester of graduation.

Ph.D. Research Presentation. Ph.D. students are also required to present a 50-minute final seminar on their Ph.D. dissertation research. This presentation should be an extended version of the format as described above for M.S. research presentations. This seminar will typically be given during the semester of graduation.

Ph.D. General Presentation. **Note this is a change in format from prior formats** After their first year, Ph.D. students are required annually to present a 25-minute presentation on a food science journal article of their choice. The format will be similar to a “journal club” and should focus on presentation on one research paper that has significantly contributed to the area of Food Science. Other related or review papers may also be discussed, but your presentation should include the following:

1. General overview of the topic
2. Rationale for why the paper was selected
3. Description of methods and results
4. Critical evaluation of results
5. Summary of what future work needs to be done in this area

Presentations will be evaluated on the basis of the quality of the selected literature, the presentation of this research material, and the integration of the material into the broader issues of Food Science.

GRADING SCALE: A=90-100, B+87-89, B=80-86, C+=77-79, C=70-76, D+=67-69, D=60-66

PERFORMANCE INDICATORS

- Course attendance
- Class participation
- Ability to perform literature searches
- Written abstract
- Improved oral presentation skill
- Faculty and student evaluations

COURSE MATERIALS

- No textbook for this class.
- The total grade will be based on performance evaluation, class attendance, and participation.
- Student presentations and or papers that are selected must be approved to ensure they are related to topics presented in class.
## EVALUATION SHEETS FOR RESEARCH PRESENTATIONS

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Score (Possible)</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation skills</td>
<td>Is the speaking style cohesive and clear? Do slides enhance the presentation? Is the timing appropriate? Does the presentation engage and stimulate questions from the audience?</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Abstract writing skills</td>
<td>Is the abstract clearly written to adequately describe the presented material?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Is the research rationale and hypothesis justified and supported by prior data</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>Are methods appropriate and explained in sufficient detail?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Results and Conclusion</td>
<td>Are results and statistics presented in a clear and concise manner and do they justify conclusions?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response to questions</td>
<td>Do the answers to questions demonstrate mastery of the research area?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Scientific Merit</td>
<td>Overall, does this research make a significant contribution to science?</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Out of a possible 100 points Total Score:
## EVALUATION SHEETS FOR GENERAL TOPIC PRESENTATIONS

<table>
<thead>
<tr>
<th>Component</th>
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<th>Score (Possible)</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation skills</td>
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<td>20</td>
<td></td>
</tr>
<tr>
<td>Abstract writing skills</td>
<td>Is the abstract clearly written to adequately describe the presented material?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Is the research topic appropriately introduced and supported by prior data</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Scientific merit of papers</td>
<td>Does the selected paper have merit? Is rationale for selection explained in sufficient detail to understand the methods and results?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Are the conclusions justified and demonstrate critical thinking by the presenter?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response to questions</td>
<td>Do the answers to questions demonstrate mastery of the research area presented?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Critical assessment of papers</td>
<td>Overall, does this presentation clearly describe the scientific merit and scientific contribution of the selected paper?</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Out of a possible 100 points

Total Score:
NOTICES  ACADEMIC HONESTY  As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University”. Plagiarism is illegal and is clearly against the rules of the University of Florida. For purposes here, plagiarism is defined as copying more than three consecutive words without credit to the original author. See the course outline about academic honesty.

UF COUNSELING SERVICES  Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:
1. University Counseling Center, 301 Peabody Hall, 2-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 2-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 2-1161, sexual assault counseling;
4. Career Resource Center, Reitz Union, 2-1601, career development assistance and counseling

Students with Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.