

FOS 6938 - GRADUATE FOOD SCIENCE SEMINAR

Spring Semester 2026

Tuesday 3:30-4:30 PM- Room G001 McCarty
and via Zoom at <https://ufl.zoom.us/j/9136470660>
Meeting ID: 913 647 0660

Instructor: Dr. Keith R. Schneider

Department: Food Science and Human Nutrition

Office: Aquatic Foods Product Laboratory (AFPL 215)

Tel: 352-294-3910

Email: keiths29@ufl.edu

Office hours: Tues/Thurs 9:00-11:00

Teaching Assistant: Rose Omidvar

Email: rose.omidvar@ufl.edu

COURSE DESCRIPTION

This course provides a forum for graduate students to present their original research or a general topic that is relevant to Food Science. They will become more informed on various aspects of the technology in food science. This seminar series will include both student presentations and 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 enhance oral and written communication skills and inform the department about topics of interest and individual graduate research accomplishments. MS students are required to present a seminar on their MS thesis research. After the first year, PhD students are required to present one seminar annually on any relevant topic in Food Science and an exit seminar on their PhD dissertation research.

COURSE LEARNING OBJECTIVES

1. Integrate various aspects of 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

WEEKLY COURSE SCHEDULE:

Date	Speaker (Advisor)	Title
Jan 13	Schneider	First Class Meeting
Jan 20	Schneider	Do's and Don'ts of a Presentation
Jan 27	Summer Willams Food Safety Division Deputy Director, Georgia Dept. of Agriculture	TBA
Feb 3	Student 1	TBA
Feb 10	Student 2	TBA
Feb 17	Student 3	TBA
Feb 24	Student 4	TBA
March 3	Student 5	TBA

March 10	Student 6	TBA
March 17		Spring Break – No Class
March 24	Student 7	TBA
March 31	Student 8	TBA
April 7	Student 9	TBA
April 14	Student 10	TBA
April 21	Schneider	Class wrap-up (for only those registered)

One week before your scheduled presentation, abstracts are due and must be submitted directly to Dr. Schneider by Wednesday (5 pm). Slides are due on the Friday (5 pm) prior to your presentation. If possible, consider giving your research presentations prior to your thesis/dissertation defense.

GRADING AND EVALUATION

This is a one-credit graduate course with grades assigned based on class participation and attendance (10%), faculty evaluations (worth two-thirds) and student evaluations (worth one-third) of student presentations (90%). Students must submit their seminar topic during the second week of class. Students enrolled for a PhD general presentation must approve their topic with the instructor. **Performance indicators include the following**

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

Extra Credit

One of the toughest things to try to get an audience to do is to ‘engage’ in discussion. We can do this by asking questions after a presentation. As a student enrolled in this course, you are encouraged to participate and support your fellow students by listening attentively and asking thoughtful questions. Each student is allowed to ask one question per seminar. Not every student will be able to ask a question each week, but I will try to give the opportunity for each of you to earn at least 3 extra credit points each semester. This will equate to $\frac{1}{2}$ of a letter grade.

Grading scale:

A=90-100

B+=87-89

B=80-86

C+=77-79

C=70-76

D+=67-69

D=60-66

SEMINAR FORMAT:

Attendance is mandatory for all graduate students unless you have been granted permission in ADVANCE. Missing more than 1 seminar in a semester will result in a one-letter grade reduction. Students who are unable to attend the seminar because of a conflict with another class or teaching assignment must notify Dr. Schneider of the dates of their absence. Seminars can be viewed remotely via Zoom for students at Lake Alfred.

All presentations should include the following:

1. All general presentations should be original and not recycled from other classes
2. An original abstract
3. General introduction of the topic
4. The rationale for the research topic selected
5. Brief description of methods
6. Critical evaluation of results
7. Conclusion on the significance of these papers or original research
8. All presentation will be given 'live' on main campus or at CREC (This class is designed to have students experience lecturing in front of an audience. Each seminar will also be available via Zoom, for those students not on campus).

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, a brief description of your papers or research methods and results. Please include references you plan to use in your presentation. (Examples will be posted on Canvas)

PhD General Seminar. After their first year, PhD students are required to present annually a **40-minute** presentation with time for 5 minutes of discussion on a food science topic of their choice. This topic should not be directly related to their research topic, but rather an exploration of interest to them and their fellow students. The format will be 'lecture-style' and as a review of a particular topic. The presentation should include several excellent research papers that have significantly contributed to the area of Food Science. Other related or review papers should also be discussed to provide background for this paper. References should be provided during (not at the end) the presentation as the cited material is discussed. All topics must be approved for presentation by Dr. Schneider. A referenced abstract will be submitted one week prior to the presentation. Presentations will be evaluated on the basis of the quality of the selected literature, the presentation of the research material, and the integration of the material into the broader issues of Food Science.

MS Research Seminar. Students are required to give a **25-minute** presentation with 5 minutes for discussion on their MS research. This presentation should include an introduction to the research area, an overview of the literature, and the rationale for pursuing the hypothesis under investigation. Results should be presented in a format that is typical for appropriate peer-reviewed journals and includes statistical analysis. The conclusion and discussion will include how the research integrates with related research and the significant contributions of this research to advance the field of Food Science. This seminar will typically be given during the semester of graduation.

PhD Research Seminar. PhD students are also required to present a **40-minute** talk and 5 minutes for questions for their final seminar based on their PhD dissertation research. This presentation should be an extended version of the format as described above for MS. research presentations. This seminar will typically be given during the semester of graduation.

Attendance and Make-Up Work

Attendance for seminar is mandatory. Points from your participation grade will be deducted for each seminar missed without an excused absence or prior approval from the instructors. An unexcused absence will result in a 10-point deduction from your final grade. Anyone not able to

give their seminar during the normal semester class times will be given an "I" and will be allowed to present the following semester. Only one such deferral will be given.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF. Please contact UMatterWeCare for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
 - Instructure Privacy Policy
 - Instructure Accessibility
- Zoom
 - Zoom Privacy Policy
 - Zoom Accessibility

Additional information

[Optional: Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, grading rubrics, and other information that will help students succeed in the course.]