

**Course Subject, Number, and Title**

BIOCHEM 729.001, "IPiB Seminar"; meets with BMOLCHEM 901

**Credits:** 1

**Canvas Course URL:** N/A

**Course Designations and Attributes:** N/A

**Meeting Time and Location**

Fall and spring semesters, 12:00pm to 1:00pm Fridays, 175 Biochemistry Labs (Khorana Auditorium, 433 Babcock Drive)

**Instructional Mode:** In-class

**Specify how credit hours are met by the course**

The course meets for one hour each week during the fall and spring semesters with the expectation that students will work on course learning activities outside of the classroom for at least two hours per week. The outside learning activities primarily consist of reading assigned papers, selected by the course instructors and the student-speakers, that are relevant to the student-speaker's research presentation.

**Instructors**

The Departments of Biochemistry and of Biomolecular Chemistry jointly run this course in alternating years. For Biochemistry, the instructors are Professor Margaret Clagett-Dame and Associate Professor Alessandro Senes; for Biomolecular Chemistry, the instructors are Professor Catherine Fox and Associate Professor Melissa Harrison.

**Instructor Availability**

By appointment.

**Instructor Email / Preferred Contact**

Professor Margaret Clagett-Dame, [dame@biochem.wisc.edu](mailto:dame@biochem.wisc.edu), 262-3450

Professor Catherine Fox, [cfox@wisc.edu](mailto:cfox@wisc.edu), 262-9370

Associate Professor Melissa Harrison, [mharrison3@wisc.edu](mailto:mharrison3@wisc.edu), 262-2382

Associate Professor Alessandro Senes, [senes@wisc.edu](mailto:senes@wisc.edu), 890-2584

**Teaching Assistant / Office Hours / Preferred Contact:** N/A

**Course Description**

The IPiB seminar is a weekly seminar series in which IPiB students, typically dissertators in their fourth or fifth year of study, present their thesis research progress to faculty and fellow students. IPiB students are required to enroll in this course twice during their graduate studies: once for participation only and

once for presentation and participation. "Participation" includes reading provided background materials outside of class, participation in class discussion, mandatory attendance, and written evaluation of student presenters after each seminar. Course instructors meet with the presenters before they present to guide them in the preparation of their presentations and the selection of relevant background materials, and after they present to share and discuss an anonymous summary of the evaluators' comments. The instructors also provide the class with generic feedback on the usefulness of their evaluations and how they can improve.

**Requisites:** Graduate or professional standing

### **Learning Outcomes**

- Gain exposure to a variety of relevant research topics, potentially leading cross-disciplinary, collaborative research opportunities
- Learn principles and best practices for preparing and presenting a seminar
- Gain experience in evaluating and critiquing research presentations in light of those principles and best practices
  - Was the speaker well prepared?
  - Was the presentation organized in a clear and logical fashion?
  - Did the speaker engage the audience – how or how not?
  - What suggestions might help the speaker improve?
  - Did the speaker effectively communicate their science to a diverse audience?

### **Indicate how the course is graded and relative weights of assessments**

Note: This course is currently under review by the Biochemistry Curriculum Committee with the intent to separate the evaluator and presenter aspects into two distinct courses. The evaluator course (proposed as Biochem/BMC 920) will be graded S/U. The presenter course (proposed as Biochem/BMC 921) will be graded A-F.

#### Current Grading Scale for Evaluators

Satisfactory / Unsatisfactory based on:

1. Participation in class discussion (100%)
2. No more than two excused absences and no unexcused absences (required)
3. Completion of an evaluation form for each student presenter (required)

#### Current Grading Scale for Presenters

96 – 100 points = A

91 – 95 points = AB

86 – 90 points = B

81 – 85 points = BC

Less than 81 points = C

A-F letter grade based on:

1. Clear background information that provides context and significance to the specific research questions (25 pts.)

2. A logical presentation of the experimental data, interpretation and discussion of its relevance (25 pts.)
3. Sufficient explanation of the major experimental methods used in the research for a broader audience (25 pts.)
4. Concluding remarks that provide relevance to the findings in the broader research field, with discussion of potential future directions (25 pts.)
5. No more than two excused absences and no unexcused absences (required)
6. Completion of an evaluation form for each student presenter (required)

### **Seminar Structure**

The research seminar takes about an hour and covers background literature relevant to the student's research, research progress to date, and future research plans. About half of the seminar (20 to 25 minutes) should be devoted to background, such as literature relevant to the student's research, past research in the lab relating to the student's project, etc. The next half (about 20 to 25 minutes) should describe the student's research progress (experiments, data, techniques, etc.), and about 5 minutes should be devoted to future research directions and plans. As usual, the student should allow 10 minutes at the end of the seminar for audience questions.

### **RULES, RIGHTS & RESPONSIBILITIES**

Every member of the University of Wisconsin-Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. See [Rules, Rights and Responsibilities](#).

### **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **DIVERSITY & INCLUSION**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

<https://diversity.wisc.edu/>