**Principles for the TIGP-MCB Seminar Course 2017-2018**

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| **Course organizers** | |
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**Purpose**

To learn about new and exciting discoveries in diverse research fields and to improve presentation skills.

To learn how to actively lead and participate in discussions.

**General Principles**

1. Seminars will be held on every Thursday morning at 9:30-10:30 am.

2. The course organizers will invite MCB professors to provide research articles for the 1st-year students.

3. The 2nd-year students should themselves find papers for presentation with advice and consent from their advisor, who should be their coach. The professor who provided a paper chosen by a 1st-year student becomes the coach for that student.

4. All students should discuss their presentation with their coach and should invite at least one other professor (a “sit-in” professor) to attend the seminar. The students must inform the TIGP-MCB office of the sit-in professors’ name and affiliation at least two weeks before their presentation.

5. All MCB faculty members are obliged to act as coaches and sit-in professors. The respective responsibilities are described below.

**Coach responsibilities**

1. Provide one research article (not a review), published within the last two years, to the TIGP-MCB office two weeks before the beginning of each semester (one faculty credit).

2. Tutor the student who has chosen to present the paper provided by you. In particular, discuss the background and significance of the paper with the student.

3. Provide advice and assistance with the student’s preparations, such as by reviewing their PowerPoint files. It is strongly suggested that each coach asks the student to rehearse the presentation in a lab meeting in advance.

4. Recommend at least one sit-in professor for the student to invite.

5. Attend the seminar and evaluate the student’s performance (two credits for each student coached).

**Sit-in professor responsibilities (one credit for each attendance)**

1. Review the student’s paper and related literature before the seminar.

2. Participate in the seminar and ask questions, especially questions on basic knowledge and background information related to the paper.

3. Assist the coach in leading the discussion.

4. Evaluate the seminar.

**Course structure and student responsibilities**

1. Students will be divided into two classes (both the 1st and 2nd year students will be equally split between the two classes) by seminar organizers. The 2nd-year students will make their presentations first and then, after all 2nd-year presentations have been made, the 1st-year students will present later in the semester. Students will take turns to serve as moderators. Moderators introduce the speakers and control the time.

2. The following format should be adopted for 2nd-year student presentations:

The speaker should:

i. Give an introductory presentation to cover the background and significance of their chosen paper, and describe the correlations between figures.

ii. Randomly assign a student from the audience to explain individual figures.

iii. Lead the discussion among the audience.

iv. Provide answers to the questions collected by the TIGP-MCB office (see below).

Each member of the audience should:

i. Submit a question about the seminar paper to the TIGP-MCB office by the Monday prior to the presentation.

ii. Be prepared to explain any figure if chosen to do so by the speaker.

3. The following format should be adopted for 1st-year student presentations:

The speaker should:

i. Give a 45-minute oral presentation followed by a 10-min Q&A/discussion session.

ii. Collect the pre-seminar reports (see below), read and categorize the reports into either “excellent”, “good”, “fair” and “to be improved”, and give the reports to the course organizers.

Each member of the audience should:

i. Prepare a written “pre-seminar report” in the following format: 12pt font, 1.5 spacing and no more than two A4 pages. The content of the pre-seminar report should include three parts:

(1) significance/contribution of the paper in the field;

(2) uniqueness and strengths/weaknesses of the paper;

(3) at least three questions. During the seminar, write down the answers to the questions by getting the answers from the presentation or by asking the speaker directly.

ii. Submit their report to the speaker immediately after the seminar. Any reports not submitted to the speaker in the classroom will receive a score of “0”.

4. Students should attend every seminar and be present in the classroom before the start of each oral presentation. If unable to attend, students should inform the TIGP-MCB Office in advance by e-mail or telephone call. Each week’s speaker does not need to submit the pre-seminar question or the pre-seminar report.

**Grading policy**

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| 1. | The grade scale for this course is A+: 90-100; A: 80-89; B: 70-79; Fail: below 70. |
| 2. | The final grade combines the following: (1) performance as the speaker, as evaluated by the coach and sit-in professor(s) (50%); (2) class participation as a member of the audience (50%, see below). |
| 3. | A course organizer will be present at all seminars to evaluate class participation of each student as a member of the audience based on the following:   |  |  |  | | --- | --- | --- | | during 2nd-year presentations | figure explanation and participation in the discussion | 25% | | during 1st-year presentations | participation in the discussion | 15% | |  | average grade from all written pre-seminar reports | 10% |   The final grade for each student’s performance in terms of class participation will be the average of his/her scores from all seminars. |