In this extraordinary time of COVID-19 pandemic and social distancing, our course has to take shape in the form of remote meetings. Despite our physical distance, I am confident that we can make good use of our time together to enhance skills for communicating effectively about research, and more specifically, supporting everyone in designing clear, informative, and engaging first-year project presentations. I am committed to this being a valuable learning experience for all, and know you will join me in fostering the ongoing sense of intellectual community that we’ve already forged over the previous two terms together.

LEARNING OBJECTIVES:
To enhance general skills for communicating effectively about research, and support one another in designing clear, informative, and engaging first-year-project presentations. Due to the COVID-19 pandemic, we’ll be convening for class via Zoom. I imagine there will be some “growing pains” as we get used to the remote format and get up-to-speed with Zoom. I welcome all input and suggestions that you may have along the way to improve how things are going in our on-line sessions. I will contact you all soon with a Zoom link that we will use for class meetings, and additional Zoom links for my office hours. I encourage you most heartily to take advantage of my office hours if there is any way I can help you as a sounding board, to brainstorm ideas, or just to try out some new slides or visualizations.

COURSE DESCRIPTION:
This term the course is devoted specifically to developing first-year-project presentations. Our first session we’ll check in and get organized for the term, and our second class meeting we are fortunate to have Dr. Daniel Anderson from the UO College of Education joining us via Zoom to coach us about designing effective data visualizations. In the remaining weeks, each of you will give two presentations about your FYP research to the class via Zoom. You will receive substantive feedback on the content of your presentation and skills feedback on your presentation strategy. Providing structured feedback to others in the class will also help you develop your skills as a colleague and mentor.

COURSE ASSIGNMENTS/REQUIREMENTS:
1. Participation. As I mentioned earlier, due to the pandemic, we’ll be meeting via Zoom. Given the focus on practicing FYP presentations and providing feedback, it’s important to join our Zoom-based
class meetings on time for the full session if you possibly can. However, accessibility issues may well arise, and for this reason I’ll be posting a recording of all our class Zoom sessions on Canvas as soon as possible after the session ends. As well, if you anticipate connectivity problems, there is always the option to post your talk as a video rather than presenting it “live” via Zoom. All presentations must last no longer than 15 minutes, with 5 minutes for questions.

2. Your fellow students depend on your crucial input; for this reason, a requirement of the course is that you post feedback for all speakers (in your team for weeks 3-4, in the class for weeks 5-10) after every class session to Google Drive (https://drive.google.com/drive/folders/1w0A66QwIYVAkk-HbiafKBOBH_VWsq ?usp=sharing). A template for your feedback is available in that same course Google Drive folder (“FYRS Feedback Template 2020.docx”) as well as on our Canvas website.

3. Scheduling two presentations: your presentations will happen several weeks apart, in order to give you time to revise your presentation in relation to feedback from your team. As soon as possible within the next several days (latest by Sunday, Apr 5), please sign up for your two presentation slots. The sign-up sheet is in the Google Drive folder mentioned above: https://docs.google.com/spreadsheets/d/1Py1r3_vboem0Sto3Wv4m5rSXLn0C8mijVjMkPE67OdA/edit?usp=sharing

4. Feedback-team workshopping: You will each be assigned to a team of four. In weeks 3 or 4, everyone will present to their team in “breakout rooms” on Zoom, and every team will workshop all other team members’ presentations across those two weeks. In the ensuing weeks, team members will assist each other in interpreting collective feedback, revision, and general support.

5. Collective feedback: In Weeks 5-10, everyone will present a revised version of the presentation to the whole class via Zoom, with everyone else in the class using the FYRS Feedback Template 2020 to provide written feedback to every presenter.

6. Editorial work: As mentioned earlier, everyone will provide feedback to all team members in Zoom “breakout” sessions in Weeks 3 and 4, and everyone will provide feedback to all presenters in Weeks 5-10. All our regular class Zoom sessions will be recorded, so you can check back to the recording if by any chance you missed a session, missed a talk, or missed something during the live discussion.

7. Grading option: Pass/No-Pass only. This course is all about working together to become collected, articulate, engaging science communicators.

EXPECTED LEARNING OUTCOMES:
In this course you will gain skill in a) designing and delivering an effective presentation about your scientific research, and b) providing feedback in order to assist others toward that same goal.

ESTIMATED WORKLOAD & GRADING:
This course is worth one credit, or 30 hours for the term. Half of that is spent in class. The other half consists of preparation of slides and talking points for your two Zoom-based in-class presentations. Grading is Pass/No-Pass based on participation in the learning process.

INCLUSION & COMMUNITY:
The effectiveness of a course oriented toward collective skill acquisition relies on thoughtful listening and participation by all. The facilitation team structure will promote active guidance of the learning process. People will begin at different levels of skill and readiness to present; regardless, there is much to be learned from the collective feedback. It is of course crucial that we all work to provide feedback in a way that is inclusive and constructive. Together, let’s all practice open-minded, respectful listening, share our best thoughts, and encourage everyone in the lifelong journey of gaining skill at science communication.

I’m very invested in this course providing valuable assistance to you all in communicating effectively about your research, and gaining skills in scientific communication more generally. Please don’t hesitate to ask for any assistance that you feel will help you to achieve this. I will be holding regular Zoom-based office hours,
and I encourage you to join for those so that we can work one-on-one together.

**SCHEDULE of TOPICS:**

**WEEK 1, April 1:**
Check-in and getting organized

**WEEK 2, April 8:**
Daniel Anderson, College of Education: Data visualization

**WEEK 3, April 15:**

**WEEK 4, April 22:**

**WEEK 5, April 29:** Ben, Peeta

**WEEK 6, May 6:** Elizabeth, Amanda

**WEEK 7, May 13:** Kavya, Futing, Megan

**WEEK 8, May 20:** Scott, Michael, Victoria

**WEEK 9, May 27:** Raleigh, Lindsay, Bernice

**WEEK 10, June 3:** Ann-Marie, Zach, Vinita