ECOSS Seminar Schedule

Spring 2018 (Thursday, 2:20 – 3:35): **Biological Sciences Rm 256**

Date	Name	Title
18-Jan-18	Elaine Pegoraro	Glucose amendment stimulates decomposition of younger carbon in permafrost soil
25-Jan-18	Haley Dunleavy	
1-Feb-18	Lissy Enright	Seasonal variation in branch hydraulic conductivity in coast redwood: the critical link between climate and tree growth
8-Feb-18	Julia Stuart	
15-Feb-18	Courtney Roush	
22-Feb-18	AJ Garnello	MODIS
1-Mar-18	Meghan Taylor	Methane
8-Mar-18	Chang Gyo Jung	How warming will change ecosystem carbon cycle in grasslands?
15-Mar-18	Vova Saruta	Post-Drought recovery of Grasslands: Ecological forecasting and data assimilation
spring break		
29-Mar-18	OPEN	
5-Apr-18	Nancy Peterson	Using Remote Sensing to Predict Avian Biodiversity in Forests
12-Apr-18	Jacob Cohen	Rhizosphere community associations in Dipterocarpaceae, a hyper diverse family of rainforest-dominant trees
19-Apr-18	Rebecca Fritz	Bugs in the gut: probing mutualism with 18O-qSIP
26-Apr-18	Emily Romano	Dissolved organic carbon from permafrost
3-May-18	Alicia Purcell	Field Measurements of Taxon Specific Microbial Growth in Soil Using Quantitative Stable Isotope Probing

BIO 698: Graduate Seminar in Ecosystem Science & Communication
College of Engineering & Natural Sciences, Department of Biological Sciences
1 credit, Meeting Time**:** Thursday, 2:20 – 3:30, Biology, Rm 256

Description:

This course trains students in research development and science communication. The format is a weekly seminar in which students formally present their research ideas to an audience of other students and faculty. The typical format will focus on presenting research ideas and results to a scientific audience (peer graduate students, postdoctoral researchers, faculty) with the specific goal of obtaining constructive and critical feedback on both the science ideas and the presentation format. The format of the presentation will be tailored by the student with a future target audience or presentation venue in mind. There is a goal of engaging the audience to provide feedback on aspects of the work that present specific problems in need of solutions. As available, presentation slots are also open to postdoctoral researchers, faculty, and other guest speakers who may also present research ideas, or may lead discussions in professional development. Professional development topics covered will be responsive to student needs, which will be assessed periodically. This course is designed to be taken repeatedly over the course of a graduate student's program. In doing so, the course provides a forum for presentation and feedback about research over the whole range of its development: from project conception and design, initial results, data interpretation and analysis, polished departmental and national science presentations, as well as broader science presentations to a range of general audiences. The course is open to any graduate student conducting research in ecosystem science.

Learning Objectives:

At the end of this course, students will be able to:

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- present original science ideas and research clearly to a scientific audience
- demonstrate best practices for presenting ideas and research to peers, including engaging the audience in structured and focused discussion
- respond to questions and constructive criticism professionally
- offer helpful and constructive feedback to other presenters
- synthesize current topics and research approaches in ecosystem science
- understand and practice effective science communication
- analyze professional issues related to progress through graduate school and professional careers in ecosystem science

Requirements:

Students will present a ~30-45 minute seminar focused on their own research topic, and tailored to a target audience of the presenters choosing. The topic should involve the student's graduate research project and/or science focus. Presentations can range in content according to the student's stage in their research development, from project conception & experimental design to a polished research seminar. All presentations are expected to be professional and scholarly. The student should prepare their presentation in consultation with others, using it as an opportunity to get advance feedback from their major advisor and/or committee members, as well as their peers in order to best utilize the opportunity. For a passing grade, students will present once during the spring or fall term, will attend the majority of seminar weeks each semester, and will participate in discussion, providing feedback to the other speakers.