

## HOS 6931: Horticultural Science Seminar Spring 2023

**Course Description:** 1 credit, Grading Scheme: S/U. Oral presentations of material in one or more of the following areas: research proposal; literature review related to student's research; research results; or topic of relevance to horticulture. Subject matter determined by instructor. Offered in spring.

**Course Organization:** Monday; Periods: 8-9 (3:00-4:55pm); Location: PSF 5 or Zoom for REC's

<b>Instructor:</b>	Dr. Héctor E. Pérez ( <a href="mailto:heperez@ufl.edu">heperez@ufl.edu</a> ); 352-273-4503
<b>Office Hours:</b>	Monday 1:55-2:45pm or by appointment. I am delighted to have students come by individually or in groups to clarify points, expand on discussions, and talk about how to integrate concepts covered in class with real world experiences. Please do not consider office hours exclusively as time to address difficulties in the course. You do not need a crisis to make productive use of office hours. Remember, we are here to help you succeed!
<b>Office Location:</b>	Bldg 0550; campus map link <a href="http://campusmap.ufl.edu/">http://campusmap.ufl.edu/</a> (type 0550 in search bar)
<b>E-learning:</b>	Go to <a href="http://lss.at.ufl.edu/">http://lss.at.ufl.edu/</a> and enter your Gatorlink username and password into the boxes. Students must have an active GatorLink ID to access E-Learning. Students who do not have GatorLink IDs, who cannot remember their GatorLink login information, who experience difficulties with Canvas, or whose IDs do not work, should contact the GatorLink website <a href="http://gatorlink.ufl.edu">http://gatorlink.ufl.edu</a> or to the UF Computing Help Desk for assistance: Hub 132 or 392-HELP.
<b>Required Texts:</b>	Atkinson, Cliff. 2018. Beyond bullet points. 4 <sup>th</sup> Ed. Pearson Education Inc. pp. 319. Duarte, N. 2008. Slide:ology – The art and science of creating great presentations. O'Reilly Media, Sebastopol, CA. pp 274. Reynolds, G. 2012. Presentation Zen. 2 <sup>nd</sup> Edition, New Riders, Berkeley, CA. pp 296.
<b>Recommended Texts:</b>	Barber, C. 2015. What's your message? Public speaking with twice the impact, using half the effort. Vivid Learning, Victoria, Australia. Pp. 254. Duarte, N. 2010. Resonate: Present visual stories that transform audiences. Wiley, Hoboken, NJ. pp. 248. Knafllic, C.N. 2015. Storytelling with data A data visualization guide for business professionals. John Wiley & Sons, Hoboken, NJ. pp. 274. Reynolds, G. 2014. Presentation Zen Design A simple visual approach to presenting in today's world. 2 <sup>nd</sup> Ed. New Riders, Berkeley, CA. pp 277.

**Course Goal:** The goal of HOS 6931 is to prepare graduate students for delivery of outstanding oral presentations by exposing them to aspects of effective content development, design, and story telling that enhance visual communication.

**General Course Learning Objectives and Outcomes:** Conscientious students should be able to achieve the following objectives and outcomes by the end of the semester:

- Discriminate between production of a document and a presentation
- Plan and develop an attention-sustaining message
- Apply graphic design concepts to enhance message and presentation
- Provide audience-centered presentations
- Actively engage audience members
- Create and ask thought-provoking questions of colleagues delivering presentations
- Generate and deliver a concise yet informative speaker introduction

**Course Expectations:**

- Arrive to class on time
- Be prepared by digesting assigned materials ahead of time
- Be engaged by sharing questions, perspectives, and ideas during and outside of class
- Convey superior work ethic and perform to high standards
- Practice thinking within the framework of visual communication
- Keep an open mind

**Instructional Philosophy:** My role as an instructor for graduate level courses is to act as a catalyst for new knowledge and understanding. I work cooperatively with students to guide their thinking when necessary and create an open learning atmosphere where: 1) calls for clarification of ideas and concepts are expected; 2) free expression of divergent viewpoints are necessary; and 3) robust interchange occurs between all members of the class. In short, I expect students to take full responsibility for their education. I will work hard to enhance your education by using a variety of teaching methods designed for actively engaging students in course concepts.

**Attendance and Make-up Policy** – Attendance is the student’s responsibility. It is in your best interest to participate during every class period. If you miss class, it is your responsibility to talk with other students to discuss what you missed in class.

- All deadlines outlined in the syllabus are firm and may only be changed at the discretion of the instructor
- Two or more unexcused absences may result in a U grade.
- Late assignments are not accepted
  - Your instructor will consider cases of emergency, serious illness, bereavement, or activities that fall under the Twelve-Day Rule for make-up work. You must provide official documentation for all cases.

Requirements for class attendance and make-up exams, assignments and other work are consistent with UF policies found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Assessments & Grading:

Assessments	Points
Presentation on Topic of Interest	40
Research Proposal or Non-thesis Project Presentation	60
Speaker Introduction	
Introduction #1 (Topic of Interest)	5
Introduction #2 (Seminar)	5
Video Reactions (7 total)	140
<b>TOTAL</b>	<b>250</b>

Grading Scale	Points
A	≥ 232.50
A-	232.49 – 225.00
B+	224.99 – 217.50
B	216.99 – 207.50
B-	206.99 – 200.00
C+	199.99 – 192.50
C <sup>1,2</sup>	192.99 – 182.50
U	< 182.50

<sup>1</sup>A grade of S is equal to a C or better.

<sup>2</sup>The only passing grades for graduate students are A, A-, B+, B, B-, C+, C and S.

**Grades and Grade Points:** For more information on current UF policies for assigning grade points see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#suooption>  
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**Electronic Device Policy:** Using electronic communication devices and laptop or tablet computers during class is disruptive. Therefore, we prohibit the use of cellular telephones, messaging devices, and other electronic devices during class. In class, students are required to put phones and messaging devices on silent mode and turn off other devices. Please store all electronic devices, including computers, during class unless specified otherwise by the instructor.

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

**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.

**University of Florida Counseling Services:** Students experiencing crisis or personal problems that interfere with their general well-being are encouraged to utilize the University's counseling resources. The Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance.

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress
- *Counseling & Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center,* call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- *Career Connections Center,* Career assistance and counseling services. Reitz Union Suite 1300, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Services for Students with Disabilities:** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Online Course Evaluation Process:** 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/>

**In-class Recording Policy:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper,

leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Course Schedule (\*\*Subject to change at instructor's discretion\*\*)**

**Module 1 – Developing Your Story**

January 9

Assigned Content

Beyond Bullet Points: Introduction, Chapters 1 and 2; Presentation Zen: Chapters 1 and 2; Slideology: Chapter 1

Select and watch **one** bonus video from the assigned list

Activities

Upload 3-4 minute reaction video for assigned content by 1:00pm on 08-Jan (**note that due dates/time change for subsequent weeks**)

Group discussions on assigned content; micro-lecture (cognitive load theory); split attention exercises; creating audience personas

January 16 – Holiday (no class)

Assigned Content

Presentation Zen: Chapters 3 and 4; Slideology: Chapters 2 and 3

Select and watch **one** bonus video from the assigned list

Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 15-Jan

Brainstorm for topic of interest presentation (print several copies of storyboard template [see course website] or use sticky notes. Bring your completed brainstorming materials to class on 23-Jan.

January 23

Assigned Content

Beyond Bullet Points: Chapters 3, 4, 5, and 6; Video: The Secret Structure of Great Talks; Stop Beginning Your Speeches with Good Morning and Thank You and Start with This Instead

Suggested Content (just in case you need more convincing about applying the ideas presented in class to scientific presentations): Scitable Units: 1.1, 1.2, 1.3 and 4.1

Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 22-Jan

Group discussions on assigned content; begin developing your story for topic of interest presentation (bring copy [digital or hard copy, your choice] of BBP Story Template available at <https://cliff-atkinson.mykajabi.com/beyond-bullet-points#downloads>)

## Module 2 – Designing Your Slides

January 30

### Assigned Content

Presentation Zen: Chapters 5 and 6; Slideology: Chapters 5 and 6

### Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 29-Jan

Group discussions on assigned content; Continue working on BBP story template

February 6

### Assigned Content

Beyond Bullet Points: Chapter 7

### Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 05-Feb

Group discussions on assigned content; Sketching graphics for topic of interest presentation (print out slides generated from BBP story template and bring to class)

February 13

### Assigned Content

Slideology: Chapters 4, 7, 8, and 9; Beyond Bullet Points: Chapter 8; Presentation Zen: Chapter 7 (No worries...this chapter is heavy on very nice examples and light on text)

### Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 12-Feb; Download GIMP software (<https://www.gimp.org/>)

Group discussions on assigned content; Topic of interest presentation: search for and add graphics to your slides, apply layouts and other design components (bring presentation file and laptop to class)

## Module 3 – Delivering Your Presentations

February 20

### Assigned Content

Slideology: Chapters 11 and 12; Presentation Zen: Chapters 8, 9, and 10

### Videos

Must Watch: Seven Secrets of the Greatest Speakers in History

Select 2 of the following: How to Introduce Speakers Effectively; How to Give a Great Speaker Introduction; Introducing Guest Speakers; How to Introduce Speakers on Zoom

Suggested Content: Links in Canvas to Additional Resources

### Activities

Upload 3-4 minute reaction video for assigned content by 11:59pm on 19-Feb

Group discussions on assigned content; Continue working on topic of interest presentation; Share draft with Dr. Pérez for feedback; Collect information from person you will introduce next week

## Module 4 – Bringing it All Together

Feb 27 – Topic of Interest Presentations

Students will present on their Topic of Interest during class. Upload your **final** presentation file to Canvas by 11:59pm on February 26, 2022

March 6 – Topic of Interest Presentations (remaining presentations if necessary) and Creative Space Workshop for Proposal/Project Presentation

We will use class time to work on your proposal/project presentations. Students will share ideas/presentation drafts with Dr. Pérez and receive feedback. Gainesville students bring laptops to class. REC students will share presentation via Zoom.

March 13 – Spring Break (no class)

March 20 – Creative Space Workshop for Proposal/Project Presentation

March 27 – Creative Space Workshop for Proposal/Project Presentation

April 3 – Creative Space Workshop for Proposal/Project Presentation

April 10 – Creative Space Workshop for Proposal/Project Presentation

Week of April 17 – Proposal/Project Presentations

Week of April 24 – Proposal/Project Presentations

Class ends after discussion of final presentations