1. Course Description
This is a course that trains students to present an in-depth examination of a scientific topic through the delivery of a professional seminar and to observe and listen to how scientific research is presented.

2. Course Learning Outcomes
Students completing the course are expected to:
1) have a practical understanding of the use and function of the biological literature (PLO 7a);
2) show competence in reading and understanding up-to-date articles in peer-reviewed journals and specialized publications in the general area of biological sciences (PLO 7);
3) have developed and demonstrated the ability to construct and deliver successfully an oral presentation of the chosen article(s) to a peer audience (PLO 7);
4) become more experienced in listening to seminars, participating with questions and comments and evaluating presentations (PLO 7d).

3. Course Structure
With the course being one credit, the class meets once a week for a 50 minute period. Student numbers are limited to 12 per section such that students will have to present their seminars weekly, with each weekly class being dedicated to one seminar. Initial classes are dedicated to preparing and advising students on how to proceed with choosing their topics, preparing their seminars, and evaluation criteria. Students are expected to submit to the instructor the following: Copies of the articles being presented, an electronic copy of the presentation where applicable, plus a summary of the presentation including student’s name, date, presentation title, abstract, outline and bibliography.

4. Seminar Topics
Any topic which falls within the vast domain of biological sciences is appropriate for a presentation in this course. Students are strongly advised to avoid articles and sources that are too general or superficial in nature. Review articles of topics that are very popular and much of which is common knowledge should also be avoided. It is expected that students will seek to present a primary research paper from peer-reviewed biology journals. Where reviews are chosen, these are also expected to be from peer-reviewed journals and that they should represent up-to-date summary and analysis of findings of biological research. Choice of article to be presented requires the approval of the instructor.

5. Grading Policy
In addition to being graded on choice of topic, preparation and the presentation itself, a significant element of such a course is the contribution of students by their presence, attention and discussion during seminars. The following grading scheme is meant to reflect the various components of student performance:

- Preparation and documentation: 15%
- Understanding of presented material: 15%
- Participation in class: 20%
- Presentation: 50%
- Total: 100%
6. Plagiarism

Students’ attention is drawn to the AUB’ Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html ), and in particular section 1.1.B which reads as follows “Whenever students draw on another’s work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person’s documented ideas or expressions in one’s writing without acknowledging the source constitutes plagiarism.”