

WTSM 100L Fall 2007 Poster guidelines
Poster session: 3:30-5:30 pm, Thursday, December 13

You or your group should have a poster prepared (see below) that summarizes and provides visuals (graphs, pictures) related to your project. You will also give a presentation summarizing your project and its results.

Information on putting your poster together:

Size of poster: approximately 48" wide by 36" high (I'll provide the posterboard; let me know if you need help with other materials).

- The purpose of a poster is to tell the story of your work in a way that's easy to comprehend, while still conveying all of the key points.
- People will spend only a few minutes looking at your poster, so use charts, graphics, and short bits of text to convey your message. There's no need to write in complete sentences.
- Everything should be large enough to be seen clearly from several feet away.
- The poster should have the following pieces:
 - Title
 - Author
 - Abstract (a brief summary of what you did and the main conclusions)
 - Background—give enough information about your topic so we can understand what you've done. Don't use specialized vocabulary without defining the terms.
 - Experiment/Calculations/Research/Computer examples
 - Findings/main results
 - References (for any information, images, and data that you didn't create yourself).
 - Acknowledgements (if anyone helped you with equipment, software, etc.)

If you need advice on laying out your poster, look at the (amusing) sample poster below (from <http://www.cchem.berkeley.edu/chem4b/SpecialProjects/Posters/Posters.html>), and/or ask to see the exemplary posters from last year.

Pathological Behavior of Chemistry Students Under Stress

Abstract
The reaction of chem students to stress was studied by subjecting them to a heavy work load which included demanding experiments...

Experimental Procedure
One hundred and twenty students were tested, in seven groups. The behavior of each group was observed by a graduate student trained in both chemistry and clinical psychology...

Conclusions
Based on the results of this study, I conclude that chemistry students should not have to work so hard in the lab...

References
Phillips, D. *Stress*, 2000, 21, 122
Sveun, N. *Sweat and Pain*, 2001, 55, 3304
Welch, E. *Instrumental Malaise*, 2002, 77, 4
Tuleky, E. *No ennui here*, 2002, 7, 105
Day, D. *Ball and Carbon Chain*, 2002, 5, 10
Beltran, L. *Student in a Box*, 2002, 6, 11
Fosmo, N. *Spectro Smack Down*, 2002, 4, 1

Acknowledgments
Thanks to the College of Chemistry for supplying the test subjects, and to Brandon Connolly for installing the hidden cameras.

Introduction
It is well known that chem lab is a source of great anxiety to many, many students...

Results
A variety of disturbing behavior patters were observed in response to the heavy work load. These included speaking in tongues (see Fig. 1), rocking in the fetal position, development of multiple personalities, and spontaneous combustion. The incidence of these behaviors increased exponentially during the term as shown in Fig. 2...


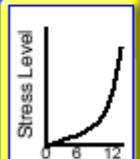
Fig. 1


Fig. 2


Colonel Long
Chem 4B, Spring 2003
TA: Telly Koffas

Information on the presentation:

At the start of the poster session, all posters will be on display (note that this implies that your poster should be already assembled at the beginning of the session). We'll let everyone walk around and look at all the posters first, then we'll begin the presentations. Each group will then give a 5-10 minute presentation on their poster, allowing the rest of the class to ask questions at the end. (The bigger the group, the longer the presentation should be. Every member of the group must participate in the presentation.)

In your presentation, explain the main points of your project (what it's about, enough background so the audience has a context for it, what you did, and your results/conclusions). The presentation doesn't have to exactly match what's on the poster, since some details may be better presented on the poster, whereas other details may be easier to explain in your presentation.

You may supplement your poster with a computer demonstration if you wish. You may bring your own laptop, or you can talk to me about loading your program/demo on the Physics department laptop before the session. If you have physical objects (such as models or artwork) to show, you may bring those too.

Grades:

You will be graded on the quality of the poster and on the presentation (approximately equal weights). Criteria that count here include: an appropriate amount and level of content; organization and clarity of presentation, and organization and appearance of poster; ability to answer questions; overall effort on project, poster, and presentation. Groups will be given a grade that's a combination of a group grade (70%) and an individual grade (30%, based on individual contributions as reported by members of the group).

Not mandatory but definitely a good idea: Make someone else look at your poster and sit through a practice of your presentation before the poster session.