

ENTO 3000
UNDERGRADUATE ENTOMOLOGY SEMINAR
Spring 2007

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Office: 415 Biological Sciences Bldg

Credits: 1
Schedule: Monday, 11:15am – 12:05pm
Location: 404A Biological Sciences Building

COURSE DESCRIPTION

Weekly entomology seminars will be presented by invited expert scientists detailing cutting edge entomological research from Academic Departments and Industry throughout the United States and abroad. Topics to be presented may include: insect molecular biology, systematics and taxonomy, evolution, applied ecology, pest management, agricultural ecosystems, medical/veterinary or vector biology, science education, extension, public service and outreach.

COURSE OBJECTIVES

This course is intended to expose undergraduate students to a wide variety of recent research in entomology and to teach them critical thinking and writing skills in science.

GRADING

Seminar Attendance	260 pts (20pts/each x 13 seminars)
Weekly Written Assignments	390 pts (30pts/each x 13 seminars)
Review Summary	350 pts
Total	1000 pts

A = 951 - 1000 points
A- = 900 - 950 points
B+ = 851 – 899 points
B = 800 – 850 points
B- = 751 – 799 points
C+ = 700 – 750 points
C = 651 – 699 points
C- = 600 – 650 points
D = 551 – 599 points

SEMINAR ATTENDANCE and SEMINAR EVALUATION FORMS

The Entomology Department Seminar Series is attended by this class, as well as Entomology graduate students, staff, and faculty members to highlight cutting edge entomological research. Please be respectful of the speaker and others at all times.

Seminar Evaluation Forms will be available weekly in 404A Biological Sciences Building and are to be returned IMMEDIATELY following seminar. These Evaluation Forms will be used to determine your attendance points. Of the 13 possible weekly seminars, 20 attendance points will be distributed for each seminar attended with a maximum of 260 seminar attendance points possible.

If for some reason you cannot or do not participate in seminar, you can submit an evaluation form explaining the situation to earn **half** of the attendance points.

WRITTEN ASSIGNMENTS

Each student is responsible for submitting a **one page single spaced typed** summary detailing the previous week's seminar including **two (2)** references.

Each assignment must be turned in at the beginning of class the following week to receive full credit. The summary should be critical, thorough, thoughtful and clearly describe the research presented in the seminar with supporting references.

Each weekly written assignment must include citations from **one (1) primary reference** (books, peer-reviewed journals, etc.) and **one (1) secondary reference** (web, non peer-reviewed journals, newspapers, etc.) in the general area of research presented. Utilize the speaker's website and publications. University Libraries (Galileo and E-Journals), Google Scholar, etc. are examples of sites where you can research the topic to find publications and references for your weekly written assignments. See the **CITATIONS** section of the syllabus for additional information on referencing.

If for some reason you cannot or do not participate in seminar, you can submit a **one page single spaced typed** summary of the speaker's research to earn **half** of the written assignment points. Follow the same reference requirements.

Each summary must have three sections:

Introduction and Background

What is the speaker's name, affiliation, and seminar title?

What is the background and purpose of this research?

Seminar Summary

What were three significant points from the seminar?

Discussion

What did you like best/least about the seminar?

How could this research topic be applied?

What is the relevance of the research?

Grading Rubric for Weekly Written Assignments

1=not present 2=needs extensive revision 3=satisfactory 4=effective 5=strong

Description of Seminar	1	2	3	4	5
Organization	1	2	3	4	5
Integration of source materials and use of citations	1	2	3	4	5
Grammar and mechanics	1	2	3	4	5
Word Choice	1	2	3	4	5
Sentence Fluency	1	2	3	4	5
Comments:					
Final Grade ____					

SEMINAR REVIEW SUMMARY

Each student will submit a Seminar Review Summary at the end of the semester for your final grade. Think about the seminar series, the research and methods discussed and the speakers themselves. This should be an approximately **three page single spaced typed** summary.

SEMINAR SERIES SCHEDULE

Access the seminar series schedule at the Entomology Department's website <http://www.ent.uga.edu/> for information about dates, speakers, topics and titles. Students should access the website PRIOR to seminar weekly to become familiar with the speaker's research interests. Students are expected to attend class even if no formal speaker is listed.

January 8

First Day of Classes

January 15

MLK Holiday

January 22

Ashley Lamb, Department of Entomology, Virginia Polytechnic Institute and State University

January 29

Jeremy Greene, Department of Entomology, Soils & Plant Sciences, Clemson University

February 5

John Wise, Michigan State University, Michigan Agricultural Experiment Station

February 12

Keith Douce, Department of Entomology, University of Georgia, Tifton

February 19

Amanda Hodges, Entomology & Nematology Department, University of Florida/IFAS

February 26

Mickey Taylor, UGA AgTech – Insectigen

March 5

Southeastern Branch ESA Meeting, no seminar

March 12

Spring Break, no seminar

March 19

Mike Ielmini, USFS National Invasive Species Coordinator 9

March 26

April 2

H.O. Lund Seminar

April 9

John Capinera, Entomology & Nematology Department, University of Florida "Invasive Insects: The Source of Our Problems"

April 16

Laurent Keller, Department of Ecology and Evolution, Université de Lausanne

April 23

William Conner, Department of Biology, Wake Forest University "Sound Strategies: The Acoustic Interactions of Bats and Moths"

April 30

Last Day of Classes

Example Only



ENTOMOLOGY SEMINAR EVALUATION

(Turn in Weekly Immediately Following Seminar)

Name _____

Date _____

Speaker Name and Institution _____

Highest ratings in each case will appear on the right of the scale and lowest on the left. An average rating will be 4, in the center of the 7 point scale.

- | | | | | | | | | |
|----|--------------------------------------|--------------------------------------|----------------------------|---|----------------------------|----------------------------|--------------------------------------|----------------------------|
| 1. | Presentation of Material | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | unclear & uninteresting presentation | | fairly clear & interesting presentation | | | clear & interesting presentation | |
| 2. | Visual Aids | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | few used, poor quality | | adequate | | helpful | clear, high quality used effectively | |
| 3. | Stimulation of Interest | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | little interest aroused | | sometimes allows interest to lag | | | enthusiastic, stimulates interest | |
| 4. | Organization of the seminar | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | poorly organized | | moderately well organized | | very well organized | | |
| 5. | Overall Rating of the Seminar | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | very poor | poor | fair | average | good | very good | excellent |

COMMENTS ON SEMINAR:

What is the title of the seminar?

Describe two points from the speaker's presentation and research.

Overall, how do you think the seminar could be improved (i.e. speaker's style, presentation, etc)?

CITATIONS

HOW TO CITE SOURCES IN THE TEXT

In the sciences, sources of information (references) may be identified in the text of the paper rather than in footnotes. The in-text reference information you provide leads the reader to the "Literature Cited" section at the end of your paper, where complete information is provided.

WORK BY ONE AUTHOR:

The most recent study...(Scipione 1995) suggests that...

The presence of hairs on a leaf can increase...(Cunningham 1966).

WHEN THE AUTHOR'S NAME IS PART OF THE SENTENCE:

In Chandler's (1993) study of...

WORK BY TWO AUTHORS:

Other researchers (Silsby and Dunkle 1981) have suggested....

WORK BY THREE OR MORE AUTHORS:

White-lined bark beetles...(Zorn and others 1992).

MULTIPLE WORKS BY THE SAME AUTHOR:

The circulatory system...has been described...by Wylie (1978, 1980, 1983).

MULTIPLE WORKS BY DIFFERENT AUTHORS:

Many different models have been proposed...(Watson 1977, 1979; Kim 1988; Cox 1992).

ARTICLE OR CHAPTER IN AN EDITED VOLUME:

Cite the author of the material you are referring to, not the editor(s) of the entire book

WORKS YOU HAVE NOT CONSULTED DIRECTLY (try to avoid doing this!):

Arcari (1954, cited in Castrodale 1985) reported that...

Note: list both sources in the Literature Cited section

WHEN NO AUTHOR IS GIVEN:

This species has been reported...(Anonymous 1986).

UNPUBLISHED MATERIAL (including e-mail):

D. Craine (personal communication; unreferenced) has suggested....

This species has also been found...(L Urban, 2000, unpublished data; unreferenced).

Note: Unreferenced material will not be listed in the Literature Cited section

THE LITERATURE CITED SECTION

(also called References or References Cited)

The Literature Cited section at the end of your paper includes all, and only, those sources cited in your paper. Journal articles, books, documents, and unpublished works all appear in the same list, alphabetically by author's last name (if there is no author, the item is listed as "Anonymous"). Punctuation and abbreviations are important!

JOURNAL ARTICLE BY A SINGLE AUTHOR:

Sacher DB. 1994. Budesonide for inflammatory bowel disease: is it a magic bullet? *N Engl J Med* 331:873-4.

JOURNAL ARTICLE WITH TWO OR MORE AUTHORS:

Binder V, Hendriksen C, Kreiner S. 1985. Prognosis in Crohn's disease--based on results from a regional patient group from the county of Copenhagen. *Gut* 26:146-50.

BOOK WITH AN EDITOR:

Danforth DN, editor. 1982. *Obstetrics and gynecology*. 4th ed. Philadelphia: Harper and Row. 1316 p.

ARTICLE OR CHAPTER IN AN EDITED VOLUME:

Petter JJ. 1965. The lemurs of Madagascar. In: DeVore I, editor. *Primate behavior: field studies of monkeys and apes*. New York: Holt, Rinehart and Winston. p 292-319.

ORGANIZATION AS AUTHOR:

[ICPO] International Committee for Preservation of Odonata. 1995. *Guidelines for evaluating dragonfly habitats as conservation areas*. Boston: Entomological Pub Co; 12 p.

CITING ONLINE SOURCE

Worldwide Dragonfly Association [homepage on the Internet]. Hamilton (NY): International Network of Odonatological Information (INOI); 1998, c2003 [updated 2005 Feb 2; cited 2005 Apr 8]. Available from: <http://powell.colgate.edu/wda/dragonfly.htm>

Information about influenza pandemics [Internet]. Atlanta (GA): Centers for Disease Control and Prevention; [updated 2005 Mar 8; cited 2005 11 Apr]. [about 2 p.]. Available from: <http://www.cdc.gov/flu/avian/gen-info/pandemics.htm>

ELECTRONIC VERSION OF JOURNAL ARTICLE ALSO AVAILABLE IN PRINT:

St. John RK, King A, de Jong D, Bodie-Collins M, Squires SG, Tarn TWS. Border screening for SARS. *Emerg Infect Dis* [serial on the Internet]. 2005 Jan [cited 2005 Apr 8]; 11(1): [about 10 screens]. Available from: <http://www.cdc.gov/ncidod/EID/vol11no01/04-0835.htm>

ARTICLE IN ELECTRONIC JOURNAL (Internet Only):

Nuorti P, Kotilainen P, Lappalainen M. Travel associated probable case of SARS, Finland, with commentary from Health Canada. *Eurosurveillance Wkly* [serial on the Internet]. 2003 May [cited 2005 Apr 12]; 7 (22): [5 p.]. Available from: <http://www.eurosurveillance.org/ew/030529.asp>

ARTICLE FROM ONLINE JOURNAL DATABASE:

Kingsolver JC, Srygley RB. 2000. Experimental analyses of body size, flight and survival in pierid butterflies. *Evol. Ecol. Res.* [online];2:593-612. Available from Biological Sciences database. Accessed 2000 Oct 3.