

# Module 5 – Poster Creation & Presentation

## Assignment:

In groups of three or four, students will translate a paper into a poster. Students can work on their own, but are advised to work with other students who have read the same paper. Students will also need to give a brief (1-3 minute) presentation of their poster at the end of the lab.

**Preparation:** A reminder that all students should come to the lab HAVING READ a paper of their choice so that they are ready to spend the majority of the lab time on the creation of their academic poster.

## Article Choices:



**CCVO**  
CALGARY  
CHAMBER of  
VOLUNTARY  
ORGANIZATIONS

(For CSL Students) *Points of light: The State of the Alberta Non Profit Sector.*


*Pollination services in the UK: How important are honeybees?* T.D. Breeze<sup>a,\*</sup>, A.P. Bailey<sup>b</sup>, K.G. Balcomb<sup>c</sup>, S.G. Potts<sup>a</sup>, Agriculture, Ecosystems and Environment 142 (2011) 137–143

journal homepage: [www.elsevier.com/locate/agee](http://www.elsevier.com/locate/agee), 2011 Elsevier B.V. All rights reserved.  
doi:10.1016/j.agee.2011.03.020

*Sex at sea: alternative mating system in an extremely polygynous mammal* P. J. N. de Bruyn<sup>a,\*</sup>, C. A. Tosh<sup>a</sup>, M. N. Bester<sup>a</sup>, E. Z. Cameron<sup>a,b</sup>, T. McIntyre<sup>a</sup>, I. S. Wilkinson<sup>c,1</sup>, Animal Behaviour 82 (2011) 445e451

journal homepage: [www.elsevier.com/locate/anbehav](http://www.elsevier.com/locate/anbehav), the Association for the Study of Animal Behaviour. Published by Elsevier Ltd. All rights reserved. doi:10.1016/j.anbehav.2011.06.006

*Separating the effect* of crop from herbicide on soil microbial communities in

glyphosate-resistant corn, Miranda M. Harta, , Jeff R. Powellf, Robert H. Guldene, Kari E. Dunfieldd, K. Peter Paulsb, Clarence J. Swantonb, John N. Klironomosa, Pedro M. Antunesf, Alexander M. Kocha, Jack T. Trevorsc, *Pedobiologia* 52 (2009) 253—262 [www.elsevier.de/pedobi](http://www.elsevier.de/pedobi), doi:10.1016/j.pedobi.2008.10.005

<b>Title:</b>	<b>Every Child Matters:</b> discourses of challenging behaviour.
<b>Authors:</b>	Wright, Anne-Marie1 <a href="mailto:a.wright@chester.ac.uk">a.wright@chester.ac.uk</a>
<b>Source:</b>	Pastoral Care in Education; Dec2009, Vol. 27 Issue 4, p279-290, 12p

- Jiyun Kang and
- Haesun Park-Poaps

Motivational Antecedents of Social Shopping for Fashion and its Contribution to Shopping Satisfaction  
*Clothing and Textiles Research Journal* October 2011 29: 331-347, first published on October 11, 2011 doi:10.1177/0887302X11422443

- [Abstract](#)



- [Full Text \(PDF\)](#)
- [References](#)

## The Association between Perceived Sweetness Intensity and Dietary Intake in Young Adults

1. Sara Cicerale,
2. Lynnette J. Riddell,
3. Russell S.J. Keast

Article first published online: 2 DEC 2011

DOI: 10.1111/j.1750-3841.2011.02473.x

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**Assignment:** Create an Academic Poster (based on a peer-reviewed academic paper)

**Rubric:** Note, this rubric is a guideline to help you include the important

elements within your poster. **Note** the requirement to accurately CITE your references, images and/diagrams using APA or other academic referencing style.

Rating Criteria	0	0.5	1	2
Overall rance	<b>Cluttered or sloppy</b> appearance. Gives the impression of a solid mass of text and graphics, or pieces are scattered and disconnected. Little white space.		<b>Pleasant</b> to look at. Pleasing use of colors, text, and graphics.	<b>Very pleasing</b> to look at. Particularly nice colors and graphics. Easy to understand and follow main ideas of the project/article.
White Space	<b>Very little.</b> Gives the impression of a solid mass of text and graphics.		<b>OK.</b> Sections of the poster are separated from one another.	<b>Lots.</b> Plenty of room to rest the eyes. Lots of separation.
Text/Graphics Balance	<b>Too much text.</b> The poster gives an overwhelming impression of text only. <b>OR Not enough text.</b> Cannot understand what the graphics are supposed to relate.		<b>Balanced.</b> Text and graphics are evenly dispersed in the poster. There seems to be enough text to explain the graphics.	
Professionalism	Images are inappropriate, wording is slang and/or unprofessional.			Images and wording are all cited appropriately and are professional.
Text Size	<b>Too small</b> to view comfortably from a distance of 1-1.5 meters.	(0.5) Main text OK, but <b>text in figures too small.</b>	<b>Easy to read</b> from 1-1.5 meters.	<b>Very easy to read.</b>

Organization and Flow	<b>Cannot figure out</b> how to move through poster.		<b>Implicit.</b> Headings (Introduction, Methods, etc) or other device implies organization and flow.	<b>Explicit</b> numbering, column bars, row bars, etc.
				Text follows/illustrates idea development.
Author Identification	None	Difficult to find this information - too small etc.	<b>Partial.</b> Not enough information to contact author without further research. This includes missing zip codes on addresses	<b>Complete.</b> Enough and easy to read and find the information to contact author by mail, phone, or e-mail without further research.
Research Objective	Can't find one.		<b>Present</b> , but not explicit. Buried at end of "Introduction", "Background", etc.	<b>Explicit.</b> This includes headings of "Objectives", "Aims", "Goals", etc.
Main Points	Can't find.		<b>Present</b> , but not obvious. May be imbedded in monolithic blocks of text.	<b>Explicitly labeled</b> (e.g., "Main Points", "Conclusions", "Results").
Summary	Absent		"Summary", "Results", or "Conclusions" section <b>present</b> .	

