# 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:




(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. Breezea,*, A.P. Baileyb, K.G. Balcombec, S.G. Pottsa, Agriculture, Ecosystems and Environment 142 (2011) 137–143
journal homepage: 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 a, *, C. A. Tosh a, M. N. Bester a, E. Z. Cameron a, b, T. McIntyre a, I. S. Wilkinson c,1, Animal Behaviour 82 (2011) 445e451
journal homepage: www.elsevier.com/locate/anbehav, he 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, doi:10.1016/j.pedobi.2008.10.005

| | |
|---|---|
| **Title:** | Every Child Matters: discourses of challenging behaviour. |
| **Authors:** | Wright, Anne-Marie1 *a.wright@chester.ac.uk* |
| **Source:** | 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 SatisfactionClothing 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
© 2011 Institute of Food Technologists®
Issue, JOURNAL OF FOOD SCIENCE
**Volume 77, Issue 1, pages H31–H35, January 2012**

**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 | **Cluttered or sloppy** appearance. Gives the impression of a solid mass of text and graphics, or pieces are scattered and disconnected. Little white space. | | **Pleasant** to look at. Pleasing use of colors, text, and graphics. | **Very pleasing** to look at. Particularly nice colors and graphics. Easy to understand and follow main ideas of the project/article. |
| White Space | **Very little**. Gives the impression of a solid mass of text and graphics. | | **OK**. Sections of the poster are separated from one another. | **Lots**. Plenty of room to rest the eyes. Lots of separation. |
| Text/Graphics Balance | **Too much text**. The poster gives an overwhelming impression of text only. **OR Not enough text**. Cannot understand what the graphics are supposed to relate. | | **Balanced**. 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 | **Too small** to view comfortably from a distance of 1-1.5 meters. | (0.5) Main text OK, but **text in figures too small**. | **Easy to read** from 1-1.5 meters. | **Very easy to read**. |

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