Next Time:
Our first two sets of group presentations

10-Sep	Best Practices with Lab Notebooks 50% after Oct 22	University Safety Requirement
15-Sep	MOKE Hands-On Demonstration	
17-Sep	VSM Hands-On Demonstration 50% after Oct 13	Important Papers. Why? (2-5)
22-Sep	How to Give Peer Feedback and Group Project Planning	ZERO after Nov 17
24-Sep	Planning Group Oral Reports and Peer Grading	Mini Reports (in class)
29-Sep	Group Project Planning and Refinement	Quality Reading on Perusall
1-Oct	Assessing the Quality of Materials	Project Proposal
6-Oct	Best Practices with Graphing	Good/Bad Graphs
8-Oct	Fall Break (No Class)	
13-Oct	Introduction to Excel: Spreadsheets, Graphing and Fitting	10 points
15-Oct	Understanding and Processing Your Data	Lab Notebook Check-In
20-Oct	Building a Story with Your Data When It Isn't Obvious	50% after Nov 5
22-Oct	Check-In and How Are Materials Grown	ZERO after Nov 17
27-Oct	How to Give a Good Talk	
29-Oct	Peer Evaluation of Lab Notebooks (Bring Notebooks)	
3-Nov	Election Day (Vote If You Can)	
5-Nov	Project Speed Dating: Share Your Project with Others	Graphs of Your Data 10 points
10-Nov	Time for groups to Discuss Presentation/Data Planning	40 points
12-Nov	10-15 Min Group Presentations FeS/LSMO	Presentations No Bonus
17-Nov	Rest	Presentations No Bonus
19-Nov	How to Write a Good Abstract	
1-Dec	Ask Your Final Questions of Instructor, Partners or Class	5% on time bonus
3-Dec	Discussion of Research and Scholarship Opportunities	Abstract & Notebook
		40 points 30 points

Will I still accept this assignment?

Assignment	Total Points	Late Penalty (already)	**Last Date to Get Any Points**
Safety Requirement	6	50%	December 10
Important Papers. Why?	10	50%	Nov 17
Lab Notebook Early	10	50%	Nov 17
Graph Your Data (Paper Practice)	10	50% after Nov 12	Nov 19

Group presentations: November 12 and 17, the next two classes

What is included in a good talk?

1. Motivation:
    a) Why should tax dollars go into solving this problem?
    b) Establish the context of your research question.

2. Spoil the punchline: Give the final results right away.

3. Background: Cover only that necessary to understand your novel results.

4. Data and Analysis:
    a) Present data clearly
    b) Describe how/why the conclusions were made.

5. Conclusion(s): Why are these results potentially important?
    Describe what would be helpful next steps.

	Far below threshold (1)	Below the threshold (2)	Meets the threshold (3)	Exceeds the threshold (4)	Score
Title Effectiveness	Title is unrelated to the research or too vague to provide useful information (e.g. magnetization versus field measurements)	Title is present but too broad, overly generic, or unclear in its connection to the project. It may include filler words or lack specificity.	Title is relevant, mostly clear, and communicates the general topic or purpose of the research.	Title is concise, specific, and clearly reflects both the purpose and scope of the research. It is informative and attention-grabbing without exaggeration.	
Visual Presentation	Many slides look like they were done in a hurry. Possibly multiple typos. Things may be hard to read.	Most slides look good, but several have way too many words, formulas, graphs or data. There may be several typos.	Slides look mostly professional, but there are a couple slides that **way too many words**, graphs or data are presented at once. Typos minimal. References listed.	Slides look professional and not filled with multiple full sentences. You don't try to put too much on each slide. References listed on slides they appear and at the end.	
Speaking Clarity and Engagement	Speech is hard to understand; frequent fillers, low volume, or reading from slides.	Mostly clear speech, but some mumbling, filler words, or lack of engagement.	Maintains eye contact. Speaks clearly and uses suitable volume and pace.	Effectively uses eye contact. Speaks clearly, effectively and confidently using suitable volume and pace.	
Audience Awareness (Avoid Jargon)	The presentation assumes too much background knowledge or is filled with jargon. Little to no effort is made to make the material accessible to classmates.	Some attempt is made to explain concepts, but explanation are inconsistent or unclear. Jargon is present and not always defined.	The talk is mostly appropriate for a peer audience. Technical terms are defined or explained. Concepts are generally accessible.	The group clearly tailors the presentation to fellow students. Explanations are clear, relatable, and free from unnecessary jargon. Complex ideas are broken down effectively.	
Introduction/ Motivation/ Goals	No clear introduction; audience is left unsure what the project is about or why it matters.	Gives very little background or information. May include the main question(s) or issue but does not identify the purpose for addressing them. Does not preview the results and conclusions	Gives a listing of the facts and previous work but does not tie them together well and show how they lead to the purpose of the present work and the questions being addressed.	Presents the background information and procedure in a concise manner that directly leads into the question(s) being addressed and the purpose of the research.	
Description of the Uniqueness of the Material	The uniqueness of the material selected is not addressed, or is very general, such as saying it hasn't been studied before.	There is a reasonable attempt to discuss the uniqueness of the chosen material, but it's not really clear why it would be valuable to study	It is communicated what is unique about the material that was selected by the group and at least one application of the material is discussed	It is well communicated what is unique about the material that was selected by the group and the potential applications of the material are discussed	
Visual Representation of the Results	Figures are missing information and are inaccurate. Figure descriptions are absent or inaccurately/ incompletely describe the figures.	Data appear accurate, but figures are difficult to understand. The figures are not clearly and completely described.	Data is accurate and presented in a clear fashion. Some key take away points are discussed.	The figures contain all the information needed to understand the data. Clear labeling. **The main take away(s) is/are clear.**	
Interpretation of the Results	The data measured are not presented well or are confusing. No attempt or inaccurate attempts are made to express the importance of the findings.	The data measured are discussed and shown, but either there are no takeaway points discussed or it is not clear why these findings are important	The students communicate what they observed, and they explain why it is important (but limited to why it might be important for this material, and not the big picture).	The students nicely communicate both visually and orally what they observed and why that is important to the big picture scientific community is addressed.	
Citing References	No sources are mentioned, or cited information is used without any attribution. It is unclear where any non-original material comes from. There should be some.	Some information is cited, but inconsistently or vaguely (e.g., "we found online..."). Visuals may contain copied material without attribution.	While references are in a nice list and near where the information is mentioned, it could be more clear exactly what information is taken from the reference.	References are cited inline with short names (such as "NIST"), enabling the reader to easily trace information and a full reference list occurs elsewhere.	
	[illegible]	D: 8-14	B: 22-29	**Total Score**	