

Course Syllabus
SCPS 608 Seminar in Physiology
Credits: 1 (1-0-2)
Academic Year 2024

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Instructors:

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Course schedule: From March 2025 – May 2025
Time: 13:30 – 15:00
Room: Pr.408

Curriculum: Doctor of Philosophy Program in Physiology (required course)

Semester offering: Second semester

Prerequisite: None

Course Description:

Analyzing, criticizing, presenting key findings, research rationale experimental approach, results from frontier/cutting edge articles in physiology; integrate knowledge in physiology with related discipline; techniques in discussion and question handling.

Alignment of Expected Learning Outcome (ELOs) with specific and generic learning outcomes:

ELO	Description	Teaching and Learning Approach	SS/GS/K	Assessment
ELO 1	Apply the proper knowledge in physiology with ethical mindset	1) Self-study 2) Discussion 3) Demonstrate	K2, K3	Rubrics for presentations
ELO 2	Evaluate physiological concepts for knowledge transfer and problem solving	1) Self-study 2) Presentation 3) Discussion	K4, K6, K8, K10, GS4, GS9, GS10	Rubrics for presentations
ELO 3	Apply research skills in physiology or related fields to produce publications or other research outputs	1) Self-study 2) Presentation 3) Discussion	K4, K6, K8, K10, GS4, GS9, GS10	Rubrics for presentations
ELO 5	Transfer/deliver knowledge by using various means of communications	1) Self-study 2) Presentation 3) Demonstrate	GS4–5, GS9–11	Rubrics for presentations

Course Assignments:

- Send selected article to the course coordinator one week prior to the seminar
- Submit abstract with selected figures and poster to the course coordinator one week prior to the seminar

Assessment Criteria:

Formative evaluation

- None

Summative evaluation

Category 1: Abstract and Slide preparation	10%
Category 2: Presenting skills	15%
Category 3: Organization	25%
Category 4: Interpretation	25%
Category 5: Question Handling	25%
Performance (total)	100%
● Category 1–5	95%
● Class participation	5%

Students will be graded (A = above 80%, B+ = above 75%, B = above 70%) based on student's score from the whole course.

References:

Selected research articles. Students are required to compile and integrate knowledge and discoveries from a minimum of two research articles, demonstrating the ability to cohesively link and present their findings.

Appeal Procedure:

Students can appeal about the assessment, grade or any issues directly to the instructors and/or course coordinator by direct contact, email or telephone.

Evaluation Criteria

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Abstract and Slide Preparation	<ul style="list-style-type: none"> - Lacks multiple essential components - Poorly written, unable to understand meaning - Slides do not support the topic theme 	<ul style="list-style-type: none"> - Some components are inadequately addressed - Fairly written with multiple spelling and grammar mistakes - Slides partly support the topic theme 	<ul style="list-style-type: none"> - Includes most essential components but one might be less explicitly stated - Clearly written with a few spelling and grammar mistakes - Slides mostly support the topic theme 	<ul style="list-style-type: none"> - Includes all essential components - Clearly written with no spelling and grammar mistakes - Slides perfectly support the topic theme
Presenting skills	<ul style="list-style-type: none"> - No eye contact - Inappropriate speed of speaking - Frequent mispronunciation 	<ul style="list-style-type: none"> - Occasionally eye contact - Irregular speed of speaking - Some mispronunciations 	<ul style="list-style-type: none"> - Eye contact in important points - Appropriate speed of speaking - Some mispronunciations 	<ul style="list-style-type: none"> - Properly engage with audience - Minimal mispronunciations
Organization	<ul style="list-style-type: none"> - Unable to follow and incomplete - Insufficient information 	<ul style="list-style-type: none"> - Contain most of the information - Inappropriate sequential information 	<ul style="list-style-type: none"> - Contain all essential information - Logical sequential information 	<ul style="list-style-type: none"> - Fully engage with all information - Well explained all key results
Interpretation	<ul style="list-style-type: none"> - No conclusion and/or application 	<ul style="list-style-type: none"> - Inappropriate conclusion and/or application 	<ul style="list-style-type: none"> - Inadequate conclusion and/or application 	<ul style="list-style-type: none"> - Valid conclusion and application
Question Handling	<ul style="list-style-type: none"> - Barely answer questions 	<ul style="list-style-type: none"> - Answer some questions 	<ul style="list-style-type: none"> - Answer most questions 	<ul style="list-style-type: none"> - Answer all questions with elaboration