

Abstract and Poster Preparation

University of South Alabama
UCUR Program
Anne Boettcher

Summer Activities in the Bridges to the Baccalaureate Program

Roger Bauer, Ph.D. and Henry Fung, Ph.D.
College of Health Sciences and Health Studies
California State University, Long Beach

Summer Bridge Activities
The Summer Bridge Program is designed to help students who are at risk of dropping out of college to complete their degree. The program provides a supportive environment where students can receive academic and personal assistance. The program is open to students who are currently enrolled in college and are at risk of dropping out. The program is open to students who are currently enrolled in college and are at risk of dropping out.

Discontinuation of Summer Bridge
The Summer Bridge Program is designed to help students who are at risk of dropping out of college to complete their degree. The program provides a supportive environment where students can receive academic and personal assistance. The program is open to students who are currently enrolled in college and are at risk of dropping out. The program is open to students who are currently enrolled in college and are at risk of dropping out.

Celebrating Institutional Success
The Summer Bridge Program is designed to help students who are at risk of dropping out of college to complete their degree. The program provides a supportive environment where students can receive academic and personal assistance. The program is open to students who are currently enrolled in college and are at risk of dropping out. The program is open to students who are currently enrolled in college and are at risk of dropping out.

Activities Underwritten by the Bridges to the Baccalaureate Includes:
The Summer Bridge Program is designed to help students who are at risk of dropping out of college to complete their degree. The program provides a supportive environment where students can receive academic and personal assistance. The program is open to students who are currently enrolled in college and are at risk of dropping out. The program is open to students who are currently enrolled in college and are at risk of dropping out.

2018 Bridges Alumni Survey 2018 - 2019

Year	2018	2019
Number of Alumni	100	100
Number of Responses	80	80
Number of Completed Surveys	70	70
Number of Surveys in Progress	10	10
Number of Surveys Not Started	0	0

Administrative

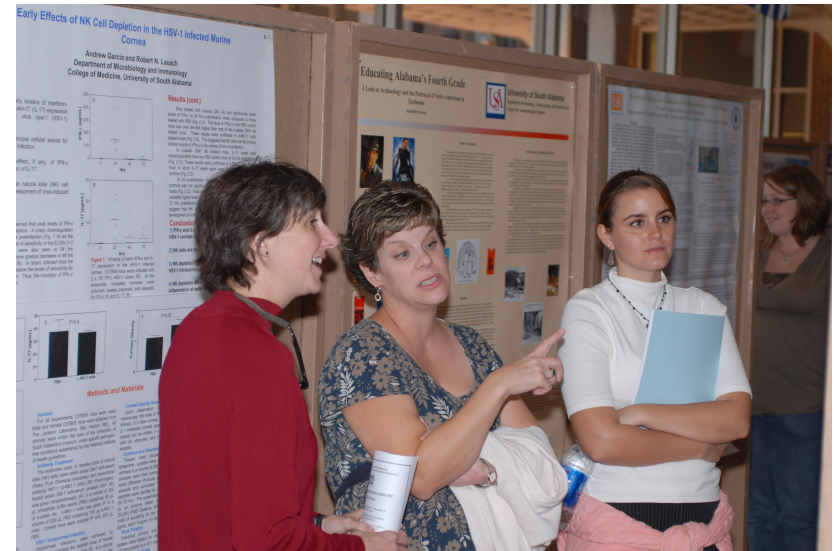


General Rules

- Follow the directions given
 - Space limitations
 - Length
 - Format
- Proofread
- Check with all authors

Who is your audience?

- University community as a whole
 - Students, faculty, administrators, and staff from all discipline
- Interested public
- Think about how you explained your project to your UCUR discussion group





What is an abstract?

- Stand-alone statement
- Brief overview of project - highlights
- Concise and clear
- Include only the essentials



How do you write an abstract?

- What is the main objective of your project?
- Why is this of importance/interest?
- What approach was taken?
 - Brief
- What were the main conclusions/results/products?
- What are the implications?
- What are future directions?

USE YOUR UCUR PAPER AS A STARTING PLACE

Abstract suggestions

- Firsts and last are key to conveying your project
- Revise and edit
 - Clear
 - Concise
 - Essentials

To name or not to name?

Dayrat, Benoît

Department of Invertebrate Zoology and Geology, California Academy of Sciences,
875 Howard Street, San Francisco, CA 94103, USA. Email: bdayrat@calacademy.org

The fact that many species have been described under multiple names is a major problem: it makes the selection of names for well-delineated entities very difficult; it jeopardizes the estimation of alpha-biodiversity; it slows down the discovery of new species; it makes people wonder whether alpha-taxonomy is a science. A taxonomic revision of the 75 *Discodoris* species (Gastropoda, Euthyneura, Nudibranchia, Doridina) was performed, which involved 1 500 specimens dissected or examined (including all types available), 2 000 anatomical drawings, and 4 000 SEM pictures. Besides establishing synonymy or re-describing poorly known species, I identified four common mistakes explaining why so many species have been described under multiple names. New names have been created: 1) without considering all existing species; 2) without examining type material of existing species; 3) on the basis of incomplete (or erroneous) anatomical descriptions; 4) without taking into account individual infra-specific variation. One should not repeat these mistakes in the future if one wishes that alpha-taxonomy could become (and be perceived as) a rigorous discipline. In particular, it is critical that no new names could be introduced unless the anatomy of a species has been completed and character variation thoroughly addressed. Also, I will argue that in the future new names should be created only if type specimens are preserved in a way that makes DNA extraction and sequencing possible (so that one will be able to introduce type specimens in future phylogeography studies). Although 19 new morphotypes have been discovered during the present taxonomic revision, only a very few new species names will be introduced. Alpha-taxonomy needs a change in mindset: describing morphological diversity does not require naming any single set of specimens that differ from known species; taxonomists' interests should shift from the creation of names to species delineation and character variation.

Specifics for UCUR

- Includes

- Title
- Authors: First and last names, Department, college, university (with student and mentor(s) identified)
- Text
 - 240 words or less
- Photo of you – (due tomorrow)
- Abstract Due Thursday September 5th, 9:00 AM

Posters

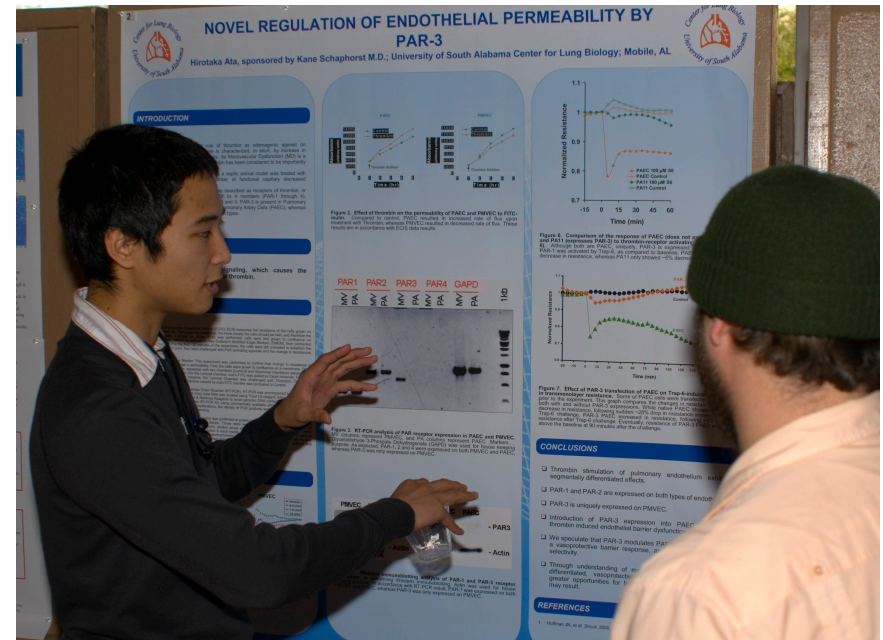
- Oral and written format
- Multiple presenters
- Individual attention

- Make the sell
 - Limit the amount of information
 - Arrange advantageously



What is a poster?

- Stand-alone
 - Self explanatory
- Synopsis
 - Well organized
 - Headings
- Visually appealing
 - Balance of text and visuals
 - Uncluttered



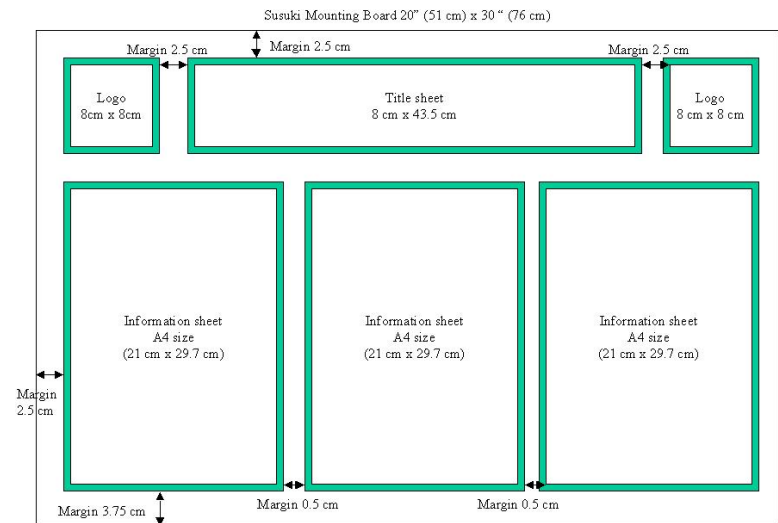


Do NOTS!

- Do not simply reprint your paper in poster format!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Do not cover every space with text and pictures
- Do not make the poster text heavy
- DO NOT WAIT UNTIL THE LAST MINUTE

Getting Started

- Plan your time
 - Meet with mentor
 - Plan for editing
 - Plan for printing
- Determine format
 - UCUR Website – Links – Power-point
 - Color/Design
 - KEEP IT SIMPLE
 - Outlines
 - White
 - Grey
- Drafts in text editor (Word)



All colored backing sheets extend 1 cm on all sides beyond the text sheets



What is your take-home message?

- Theme of your poster - UNIFIED
 - Title
 - Focus
 - Conclusions
 - Images

- Posters tell stories
 - What
 - Why
 - How



Title – Draws the crowd

- Indicate clearly and concisely objectives and findings/product
- Large font
 - ~60 point
- Authors and Institution
 - ~44-48 point
- Logos
 - UCUR, University, Departmental



Sections – organization key

- Use headings and subheadings (~44 point)
 - Abstract
 - Introduction/Background/Objectives
 - Approach/Methods
 - Results/Products
 - Summary/Conclusions
 - Literature cited
 - Acknowledgements
- Use text boxes, picture framing, flow diagrams
- Use white areas

Text

- ~22 point or larger, clean font
 - Need to be able to read at ~2 x arm length
- Consider use of bullets to minimize text
- Use flow charts/diagrams to minimize text
- Break-up text with images
- Unity



Images

- Clear, clean lines, frame
 - Background color
- Not too many colors (2-3)
- Assure enlargement does not blur
- Stand-alone



Abstract

- Can be a variant of original
- Allows reader full view of project



Introduction/Background/Objectives

- Justifies your project
- Introduces importance
- Introduces goals
- Usually contains references



Methods/Approach

- BRIEF (unless this is a technique poster)
 - Summary, not details
- Linked to objectives



Results/Product

- Use short dialog blocks intermixed with images
- THIS IS WHERE YOU GET TO DEMONSTRATE YOUR ACCOMPLISHMENTS
 - Make sure you clearly label, link to objectives
 - Parallel subheadings to methods/approach helps
- Can be linked to Conclusions/Implications



Conclusions/Implications

- Bulleted summaries
- Key points
- Future directions

DO NOT FORGET

- Literature Cited
 - Often a smaller font
- Acknowledgements
 - Individuals providing assistance not included as authors
 - Funding Sources
 - UCUR
 - Alabama Space Grant
 - Ask your mentor
 - Program, agencies, department



Plan, organize, proof-read

Work with your mentor

PRINTING

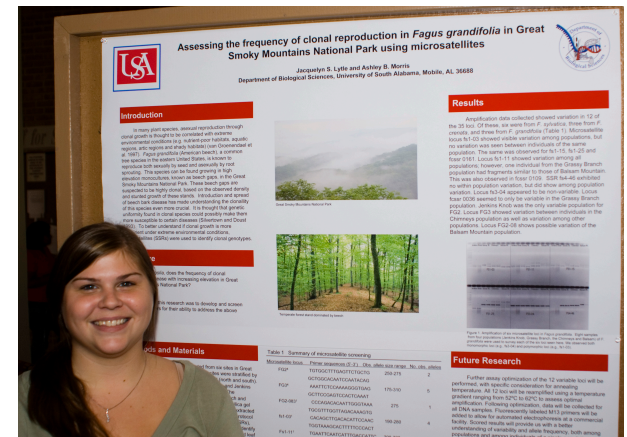
- UCUR
 - USE MODEL TEMPLATE
 - PROOF READ
 - Sign-up for time
 - e-mail

- Other
 - Check with your mentor

Symposium

- Tentatively
 - Thursday - mid to late October
 - 1-4 PM

- Have fun
- Be professional
- Be prepared and try to relax
 - Do a run through with your peers and mentor
 - Think about potential questions
- Take time to look at other posters and attend symposium events



Sources

- Pechenik, JA. 2010. A short guide to writing about biology, 7th ed. Pearson, Longman, NY.
- AAAS Pacific Division. 2004. The Poster Session: A guide for preparation. <http://www.sou.edu/AAASPD/PosterPrep.html>. July 5, 2012.
- UNC Graduate School. 2011. Poster and Presentation Resources. <http://www.sou.edu/AAASPD/PosterPrep.html>. July 5, 2012.
- University of Wisconsin-Madison. 2010. Undergraduate Symposium 2012, Creating a poster. <http://www.learning.wisc.edu/ugsymposium/poster.html>. July 5, 2012.
- Forrest, D. Texas Tech University. 2010. Presenting Conference Papers and Posters in the Humanities. <http://www.tlpd.ttu.edu/teach/TLTC%20Teaching%20Resources/PresentingConferencePapersAndPostersInTheHumanities.asp>. July 5, 2012.
- University of Missouri-Columbia. 2007. How to make a research poster using PowerPoint. undergradresearch.missouri.edu/resources/powerpoint-video.php. August 26, 2008.