ES 6216 – Isotope Geochemistry

Student Presentation Guidelines

Percentage of Final Grade: 25%

Description:
A group comprised of two students will be in charge of preparing, presenting, and leading discussion on a topic of their choice. The topic can derive from material covered in class or from an area of isotope geochemistry not covered in class (students are discouraged from selecting the principal isotope system involved in their research). I recommend discussing your proposed topic with me ahead of time, to ensure that you are addressing a topic with the appropriate scope. Ideally, the presentations should blend original research (from at least five scientific papers) with background information. Each presentation will be video-taped, and each student will receive a copy of his/her presentation.

The tasks can be delineated as follows:

1. **Distribute one article to the class one week before your presentation.** Ideally, the article will familiarize the class with the general subject area, as well as provide a common platform of knowledge for discussion afterwards.

2. **Prepare lecture notes for distribution on the day of your presentation.** These notes should contain copies of any figures that you use during your presentation, as well as the key equations/reactions/concepts that you cover. My standard lecture notes are a good model.

3. **Deliver your presentation to the class.** Aim for a 20 minute presentation, with ten minutes for discussion and questions afterwards. A very good rule of thumb is to allot two minutes per slide. The most common mistake when giving presentations is to attempt to cover too much information in too much detail. Students are encouraged to practice their presentation with other students prior to class. Please send me your presentation file by e-mail no later than 1pm on the day you are presenting.

4. **Lead an in-class discussion.** Prepare a list of discussion questions/topics that you will use to lead a lively post-presentation discussion.

5. **Create a problem to include in student problem set.** Submit a problem (either quantitative or essay form) to be included in a problem set distributed at the end of the student presentations. Due the class period following your presentation.

Grading criteria:
You will be evaluated according to how well you accomplish the following goals:

1. delivery of material in a clear, concise, and professional manner (applies to both notes and presentation)

2. your fellow students (and perhaps even your professor) learn something new and relevant to environmental science, broadly speaking

3. appropriate balance of background information and concepts with cutting-edge research

4. foster in-class discussion (during and after talk)
**NOTE:** All students will be responsible for material covered in all the student presentations for the final exam.