



Chalk Talk Forum Overview

SPRING 2004



Frontier's Course – Spring 2004

The title of this year's Frontier's course is

The logistics, rhetoric, and etiquette of conducting, analyzing, and communicating science

The two main objectives of the course are for students

1. To learn what it means to critically evaluate scientific data in written and oral presentations by participation in class, seminars, and Chalk Talk
 2. To read and understand current NIH guidelines for submitting a fundable R01 application in order to learn current expectations of scientists in the United States
-

Course Focus

To facilitate dialogue between students with a wide variety of backgrounds and research interests, course readings and assignments will be focused on a common theme:

Hormones

- As molecules
- As effectors of function with an organism, and
- The impact of synthetic analogues on human physiology and the environment

The overall goal is to expose students to key hypotheses, methodologies, the presentation of data, and the basis for conclusions or alternative interpretations of data derived from studies in different areas of research

Course Agenda

- The course will meet from 2-5 on Fridays.
 - Chalk Talk and Friday Seminars will be an integral part of the course to provide opportunities for the exchange of ideas between research students, faculty, invited speakers, and guests from other area institutions.
 - Four speakers, whose research involves hormones, have been invited from outside institutions to spend the day at TSU interacting with students and faculty.
 - Researchers from Meharry and MTSU have also been invited to participate in discussions throughout the semester
-

Speaker's Schedule

Invited seminar speakers will spend the day at TSU

- 9-10 Meet with Asson-Batres
 - 10-11 Meet with undergrad students
(Ms. Nekeshea Glenn will organize this activity)
 - 11-12 Prepare for Seminar
 - 12-1 Formal Seminar
 - 1-2 Lunch with Faculty and interested students
 - 2-3 Tour Campus – or – meet with interested faculty
 - 3-5 Informal Discussion with faculty and students at Chalk Talk
-

Request for Assistance Hosting Invited Speakers

- Transportation
 - Lunch
 - Tour of Campus
 - Personal meeting with speaker
-

Chalk Talk Schedule

Eight Chalk Talk Sessions are scheduled for Spring 2004
Fridays 3-5PM

Jan 16	Introduction
Jan 30	Departmental Meeting
Feb 6	Conn
Feb 20	Departmental Meeting
Mar 15	Departmental Meeting
Mar 19	Terwilliger
Apr 2	Johnson
Apr 16	Taylor

Chalk Talk Purpose and Focus

Purpose:

- Information Sharing – Grants, Programs, Facilities, Equipment
- PhD Candidate Progress Reports
- Research Faculty Presentations
- Forum for informal discussion with invited speakers and guests

Focus of Departmental Sessions:

- | | | |
|----------|---------------------------------|--------|
| • Jan 30 | Systematics/Phylogenetics | Ganter |
| • Feb 20 | Signal Transduction | Whalen |
| • Mar 15 | Protein Analysis and Processing | Karim |

**Related Departmental Research Discussed
on Relevant Days – Please sign up**

Chalk Talk – Invited Speakers

Focus of Invited Speakers' Presentations

Feb 6 Michael Conn, PhD
Oregon Health & Science University
*Gonadotropin-Releasing Hormone Receptor-
Therapeutic Rescue of Misfolded Gene Products*

Mar 19 Nora Terwilliger, PhD
Univ of Oregon Institute of Marine Biology
*Hemolymph Proteins and Molting in Crustaceans and
Insects*

Chalk Talk – Invited Speakers

Focus of Invited Speakers' Presentations

The Controversy of Hormone Replacement Therapy

Apr 2 Karen Johnson, MD

The University of Tennessee Health Science Center
*Risks and Benefits of Estrogen Plus Progestin in
Healthy Menopausal Women – Principal Results
from the Women's Health Initiative*

Apr 16 Eldred Taylor, MD

Medical Director, The Women's Wellness Group
and Assistant Clinical Professor, Emory University.
Are your hormones making you sick?

What Chalk Talk is and is Not

It is not about the controversy of HRT

The aim of Chalk Talk is to create an environment of scientific inquiry and exchange.

We all have research that is sufficiently different and we share little common ground.

This makes it difficult to support the aim of Chalk Talk

After speaking with all of the research faculty, I have put together a Chalk Talk program based on individual interests and input

Success

Participation by graduate students and research faculty is essential to achieve the stated aim of ChalkTalk –

*to create an environment
of scientific inquiry and exchange.*

Importance of modeling the process of scientific inquiry

How were we trained?

Importance of learning by doing

Importance of getting students to talk science with their peers

What do we want to do?

Participation?

Presentation?

Reading ahead of time?

What do we want to discuss informally
with our speakers?
