

STUDENT RESEARCH POSTER PRESENTATION GUIDELINES

Saturday, March 31, 2012

Albany Marriott ~ Albany, New York

The following criteria have been developed to guide the planning and development of student research poster presentations. **Please note that there will only be 90 poster abstracts accepted.** Due to an increase in the number of students and institutions desiring to participate in the poster presentation competition, **only 2 posters from each institution will be accepted.** Poster abstracts will be **accepted on a first come first serve basis** until all the spaces have been filled.

Institutions may submit a third abstract as an alternate. Alternate abstracts will only be accepted if all 90 spaces have not been completely filled by the **February 3, 2012 deadline.** Provided that spaces are available, alternate poster abstracts will be accepted on a first come first serve basis. Institutions will be notified by February 17, 2012 if alternate abstracts are accepted for participation in the competition. February 24, 2012. **Students are strongly encouraged to conduct actual research before submitting a project for this competition. All abstracts must be submitted by 4:00pm February 3, 2012!**

Institutions should not submit more than 3 abstracts for the poster competition. Institutions that exceed the submission limit will have all abstracts returned and be eliminated from the competition.

1. Poster Requirements

- A **poster display is mandatory** for the Student Research Poster Competition.
- 36 x 48 inches (Tri-fold Display Board) – Posters that exceed these measurements will have **FIVE (5) points deducted** from the final score.
- The display board should be freestanding.
- Each student is allowed a maximum of **ONE (1) POSTER**, and is responsible for **any special equipment** (i.e. display boards, extension cords, laptops, LCD Projector, Internet access, etc.).

2. Abstract Information

- Each abstract should be one (1) page, double-spaced, have one-inch margins, 12-point Times New Roman font, and should **not exceed 150 words.**
- Abstracts that are **more than 150 words in length will not** be accepted for the competition. Abstracts will be returned and eliminated from the competition.
- Include presenter's name, co-presenters, project title, institution name, grade in school, Poster Abstract Number (**1, 2, or Alternate**) poster division (**see section 3**), judging category (**see section 4**), faculty sponsor, and abstract word count.
- Include a **problem statement, methods, materials, results, conclusions, and references.**
- **Complete a Student Poster Competition Registration Form.** Form should be submitted with the abstract. Abstracts **will not be accepted** without this form.
- Please send the **Student Research Poster Competition Registration Form as a Microsoft Word Document.** Forms sent as **PDF files will be returned** and the poster abstract removed from the competition.
- *Poster abstracts **will ONLY** be accepted as e-mail attachments (Microsoft Word Document).*
- Abstracts should be *e-mailed to Dr. Leonese Nelson at lenelson@syr.edu by 4:00pm on February 3, 2012.*
- **Abstracts and Student Research Poster Competition Registration Forms faxed** to Syracuse University's STEP Office **will not be accepted** for the student research poster competition.
- *** Institutions submitting more than one abstract for the poster competition should place all abstracts into one e-mail. ***

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The Basic Components of an Abstract

- (1) Problem Statement:
 - a. Why is this a relevant research project?
 - b. What practical, theoretical, or scientific gap is your research filling?
 - c. What is the problem or question to be addressed in the project?
- (2) Methods/Procedures:
 - a. What steps did you take to complete this research project?
 - b. What did you do to analyze your data?
- (3) Results/Findings:
 - a. As a result of completing the above procedures, what did you learn, invent or create?
- (4) Conclusion/Implications:
 - a. What were your research findings? What are the larger implications of your findings?

3. Poster Division

Posters will be judged in three divisions. Please select **one of the three divisions****:

- **Middle Division** – Students in grades 7 and 8.
 - **Junior Division** – Students in grades 9 and 10.
 - **Senior Division** – Students in grades 11 and 12.
- } Divisions *may be combined* based on the number of poster entries.

**** If multiple grade levels present a project, the division will be assigned based on the highest-grade level.**

4. Category of Presentation

Students must **choose one of the following FIVE categories** for presentation entry. **Categories may be combined based on number of entries.**

(1) Biological/Life Sciences

Projects that investigate some aspect of life—Biology, Botany, Ecology, the Environment, Molecular and Cellular Biosciences, etc.

[Example: Genetics and Heredity or The Effect of Sound on Plants]

(2) Human Services

Projects that study human conditions pertaining to diseases, families, children, safety, wellness, aging, human service agencies and the impact on the community, etc.

[Example: Health Department’s Study about Bacterial Meningitis and teenagers]

(3) Physical Sciences

Projects that research modern findings in Astronomy, Chemistry, Earth Science, Material Sciences, Physics, the history and policy of science, etc.

[Example: Observation of Freezing Rates of Water on Different Starting Temperatures]

(4) Social Sciences

Projects that explore important subject matter in Anthropology, Sociology, Psychology, Political Science, History, Geography, etc.

[Example: Violence in Middle and High Schools or The Effects of the Media, Politics, Pop Culture and Violence on Students]

(5) Technology

Projects that analyze technological advances such as robotics, fiber optics, computer science and programs, computer games, engineering, architect, engineering technology, Computer Aided Design (CAD), graphics, etc.

[Example: Virtual Homework Lockers for Students and Teachers]

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5. Judging Criteria

There will be a team of judges for each category. Criteria for judging will include, but may not be limited to the items listed below.

Overall Project

- Statement of Purpose
- Documentation/Impact
- Significance/Impact
- Creativity or Initiative
- Methodology

Exhibit or Display (*A Poster Display is mandatory for the Student Research Poster Competition.*)

- Poster should be 36x48 inches (Tri-fold Display Board) – Posters that exceed these measurements will have **FIVE (5) points deducted from the final score.**
- Visual appearance of project display

Presenter's Oral Discussion of the Project

- 2 – 3 minute overview of project
- 2 – 3 minute question and answer session
- Presenters should **practice his/her presentation** to remain in the time limit.

Rating Scale

- Judges will use **the enclosed rubric** to rate students' presentations in the following areas:
 - Abstract
 - Research Design
 - Visual and Verbal Presentations
 - Conclusion
 - Bibliography/References

Failure to include a list of references will result in a **FIVE point** deduction from the project.

6. References/Bibliography

- Each student must provide a **list of references** that has been used to complete his/her project. Failure to include a list of references/bibliography will result in a **FIVE point** deduction from the project.

7. Reminders

- Poster abstracts **WILL ONLY** be accepted as e-mail attachments (Microsoft Word Documents) this year.
- Abstracts should be *e-mailed to Dr. Leonese Nelson at lnelson@syr.edu by 4:00pm on February 3, 2012.*
- Abstracts **faxed to Syracuse University's STEP Office WILL NOT be accepted** for the Student Research Poster Competition.
- **Abstracts will not be accepted without** a completed Student Research Poster Competition Registration Form and Institutional Conference Registration Portfolio.



ABSTRACT SUBMISSION FORMAT CHECKLIST

To *expedite the processing of abstracts*, students are strongly encouraged to include *all of the information* listed below in their submissions.

- ✓ Primary Poster Presenter's Name and Grade in Middle or High School
 - ✓ Co-Presenter(s) Names and Grades in Middle or High School (*when applicable*)
 - ✓ Institution Name
 - ✓ Abstract Number (*1, 2, or Alternate*)
 - ✓ Poster Division
 - Middle Division Students in grades 7 and 8.
 - Junior Division Students in grades 9 and 10.
 - Senior Division Students in grades 11 and 12
- ** If multiple grade levels present a project, the division will be assigned based on the highest-grade level.*
- ✓ Poster Category
 - Biological/Life Sciences
 - Human Services
 - Physical Sciences
 - Social Sciences
 - Technology
 - ✓ Faculty Mentor or Teacher's Name and Affiliation (*when applicable*)
 - ✓ Abstract Word Count (*please **do not include** the poster title or references in this count.*)
 - ✓ Poster Presentation Title
 - ✓ Abstract
 - Each abstract should be one (1) page, double-spaced, have one-inch margins, 12-point Times New Roman font, and should **not exceed 150 words**.
 - Abstracts that are **more than 150 words in length will not** be accepted for the competition. Abstracts will be returned and eliminated from the competition.
 - ✓ References/Bibliography

The Student Research Poster Competition Registration Form must be submitted with EACH abstract. Please send the **Student Research Poster Competition Registration Forms and Poster Abstracts as Microsoft Word Documents**. **Poster abstracts and Registration Forms** sent as **PDF files will be returned** and abstracts excluded from the competition.

WHAT IS AN ABSTRACT?

An **ABSTRACT** is a brief summary of your project. It summarizes very clearly the main points of your experiment. **Abstracts should include problem statement, methods, materials, results, conclusions, and references.**

The Basic Components of an Abstract:

(1) Problem Statement:

- a. Why is this a relevant research project?
- b. What practical, theoretical, or scientific gap is your research filling?
- c. What is the problem or question to be addressed in the project?

(2) Methods/Procedures:

- a. What steps did you take to complete this research project?
- b. What did you do to analyze your data?

(3) Results/Findings:

- a. As a result of completing the above procedures, what did you learn, invent or create?

(4) Conclusion/Implications:

- a. What were your research findings? What are the larger implications of your findings?

SAMPLE ABSTRACT

Up and Down: Seasonal Temperature versus Sun Ray Angle

The **purpose of this project** was to find out whether the angle of the Sun's rays at noon affects seasonal temperatures. The experiments involved measuring the air temperature and the angle of the Sun's rays at noon during different seasons. This was done by recording air temperature and measuring the angle of shadows at noon on the first day of the month from October through April.

The **measurements confirmed my hypothesis** that as the angle of the Sun's rays decreases during the year, the outdoor temperature increases. These **findings** led me to believe that seasonal temperatures are the result of the difference in the angle of the Sun's rays. As the ray angle decreases, sunlight is more concentrated on an area, resulting in a higher temperature.

I discovered that during seasons with high temperatures, the angle of the Sun's rays is lower than during seasons with low temperatures.

Sources: *Janice VanCleave's Guide to the Best Science Fair Project*. Janice VanCleave (John Wiley & Sons, Inc., 1997) and www.discoveryschool.com.

USEFUL WEBSITES:

- www.sterlingpublishing.com/kids
- www.science-fair-projects-online.com
- www.eskimo.com~billb/amasci.html
- www.charterhouse.net/fair
- www.discoveryschool.com

STEP Student Research Poster Presentation Rubric

CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
ABSTRACT GUIDELINES				
Format	Abstracts follow all formatting rules: 1 page, double-spaced, one-inch margins. Font size 12 in Times New Roman; Does not exceed 150 words; Includes: Presenters name, Grade in School, Institution Name, Abstract Number, & Project Title	One or two elements of formatting rules (see left) are incorrect	More than one or two elements of formatting rules (see left) are incorrect	The student did not follow several of the formatting rules.
CONTENT				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Description the problem but makes only implicit or superficial connections between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or why the work was needed; Does not make connections between the problem, the context and the purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.

STEP Student Research Poster Presentation Rubric

CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem. Does not make recommendations for future work.

STEP Student Research Poster Presentation Rubric

CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
POSTER GUIDELINES				
CONTENT				
Introduction & Hypothesis	Background information was relevant and summarized well. Clear connections to previous literature and broader issues. Had a goal or a logical hypothesis that showed clear relevance. Broad impact beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections were not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods & Experimental Logic	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures were used correctly; Adequate discussion of controls or comparative groups; lacks some controls or comparative groups.	Procedures were not always followed consistently; Controls or comparative groups not adequately described; some controls or comparative groups missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented; sufficient to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems and alternative approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data were lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.

STEP Student Research Poster Presentation Rubric

CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
Discussion & Conclusions	Reasonable conclusions were given and strongly supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent.

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CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
VISUAL PRESENTATION				
Organization	All expected components are present, clearly laid out, and easy to follow in the absence of the presenter.	All components are present, but layout is crowded or confusing to follow in absence of presenter.	Most expected components are present, but layout is confusing to follow in the absence of the presenter.	Some of the expected components are present, but poorly laid out and confusing to follow.
Background and Graphics	Text is clear and readable at a distance of three feet. Background is unobtrusive. Figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding and enhance visual appeal.	Text is relatively clear & most is readable from a distance of three feet. Background is unobtrusive. Most figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding.	Text is relatively clear, but font may be distracting or too small to read at 3 feet. Background may be distracting. Figures and tables not always related to text, are not appropriate, or are poorly labeled. Photos, tables & graphs limited and do not improve understanding.	Text is hard to read due to font size or color. Background may be distracting. Figures and tables poorly done and do not relate to the text, are not appropriate or are poorly labeled. Visual aids are limited or absent & do not improve understanding.

STEP Student Research Poster Presentation Rubric

CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
ORAL PRESENTATION GUIDELINES				
NON-VERBAL SKILLS				
Eye Contact	Holds attention of audience with the use of direct eye contact, seldom looks at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Student displays relaxed, self-confident nature, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
VERBAL SKILLS				
Enthusiasm	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms; All audience members can hear the presentation.	Student's voice is clear, & pronounces most words correctly. Most of audience can hear the presentation.	Student's voice is low; Incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrect pronunciation, speaks too quietly for most of audience to hear the presentation
CONTENT				
Subject Knowledge	Student demonstrates full knowledge; answers questions with explanations & elaboration.	Student is at ease with expected questions, does not elaborate on answers.	Student is uncomfortable with information; Able to answer only rudimentary questions.	Student does not have grasp of information; Cannot answer questions about subject.
Organization	Student presents information in logical, interesting sequence which follows the abstract. Helps audience understand relationships among ideas by using organization aids (announcing topics, transitions, summarizing).	Student presents information in logical sequence which follows the abstract. Audience has no difficulty understanding relationships among the ideas. The ideas in the message can outlined easily.	Organization is incoherent. Audience has difficulty following; Student jumps around and does not follow the abstract; Audience must make assumptions about relationships among ideas.	Audience cannot understand presentation because there is no clear sequence of information. The message is so disorganized the audience cannot understand most of the message.

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Awareness of Audience	Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	Raises audience understanding & awareness of most points; Clear point of view, development or support is inconclusive or incomplete.	Raises audience understanding and knowledge of some points. Point of view may be clear, but lacks development or support.	Fails to increase audience understanding of knowledge of topic; Fails to effectively convince the audience.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling, and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.	The submission is completely unclear: there are missing sections, several points are not clearly described. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.
CONTENT				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Comprehensiveness	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.

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CATEGORY	4 = Excellent	3 = Good	2 = Satisfactory	1 = Needs Improvement
References/ Bibliography	Information is supported by authentic print resources; All resources are cited correctly, using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.
Originality and Creativity	Excellent original thinking or creative innovation of technique. Very original presentation of material; Captures audience's attention.	Good original thinking and creativity; Good variety and blending of materials & media	Minimal original thinking or creativity. Little or no variation; material presented with little originality or interpretation	No original thinking or creativity. Repetitive with little or no variety; insufficient use of materials or media

SAMPLE FORM

14TH ANNUAL STEP STATEWIDE STUDENT CONFERENCE

March 30, 2012 to April 1, 2012 at the Marriott Hotel – Albany, New York

STUDENT RESEARCH POSTER PRESENTATION REGISTRATION FORM

Submission Deadline: Friday, February 3, 2012 by 4:00pm

* Confirmation letters and information about the competition will be sent to the Project Coordinator/Director listed below. **Please Type Clearly!**

PRIMARY PRESENTER: (FIRST NAME, LAST NAME)	April Jones		GRADE IN SCHOOL: 10
CO-PRESENTER(S): (FIRST NAME, LAST NAME)	Arthur Quincy Eve		GRADE IN SCHOOL: 9
INSTITUTION NAME: New York State Science University	POSTER ABSTRACT NO. (Select One) Abstract # 1 Abstract # 2 Alternate Abstract	POSTER ABSTRACT NO. Abstract # 1	
PROJECT COORDINATOR/DIRECTOR: Peter Citizen	TELEPHONE NUMBER: (212) 123—4567	FAX NUMBER: (212) 891-011	E-MAIL ADDRESS: pcitizen@anymail.com
POSTER PRESENTATION TITLE:	“Up and Down: Seasonal Temperature versus Sun Ray Angle”		
POSTER DIVISION: (Please select ONLY ONE division.)	Junior Division		
CATEGORY OF POSTER: (Please select ONLY ONE category.)	Physical Sciences		
ABSTRACT WORD COUNT: (Abstract should not exceed 150 words.)	148 words		
WILL YOU NEED AN ELECTRICAL OUTLET FOR YOUR PROJECT?	NO		
DID YOU RECEIVE ASSISTANCE WITH THIS PROJECT?	▪ YES <u>Dr. Mae Green Jamison (Faculty Member)</u>		

- ✓ When applicable, **each program is responsible** for providing their students with display boards, laptops, LCD Projectors, handouts, models, Internet Access costs, etc.
- ✓ Students must provide **a list of references** that they used to complete their projects with their abstract. Failure to include a list of references/bibliography will result **in a FIVE point deduction** from the project.
- ✓ Abstracts that are **more than 150 words in length will not** be accepted for the competition. Abstracts will be returned and eliminated from the competition.
- ✓ The **Student Research Poster Competition Registration Form must be submitted** with EACH abstract.
- ✓ **Institutions should not submit more than 3 abstracts** for the poster competition. Institutions that exceed the submission limit will have all abstracts returned and eliminated from the competition.
- ✓ *Poster Abstracts and Student Research Poster Presentation Registration Forms will ONLY be accepted as e-mail attachments (Microsoft Word Document).* Abstracts and forms **sent as PDF files** will be returned and excluded from the competition.

Abstracts should be *e-mailed to Dr. Leonese Nelson at lnelson@syr.edu by 4:00pm on February 3, 2012.*

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Submission Deadline: **Friday, February 3, 2012 by 4:00pm**

* Confirmation letters and information about the competition will be sent to the Project Coordinator/Director listed below. **Please Type Clearly!**

PRIMARY PRESENTER: (FIRST NAME, LAST NAME)		GRADE IN SCHOOL:	
CO-PRESENTER(S): (FIRST NAME, LAST NAME)		GRADE IN SCHOOL:	
INSTITUTION NAME: (PLEASE DO NOT LIST THE NAMES OF PRESENTERS' MIDDLE AND HIGH SCHOOLS.)	POSTER ABSTRACT NO. (Select One) Abstract # 1 Abstract # 2 Alternate Abstract		POSTER ABSTRACT NO.
PROJECT COORDINATOR/DIRECTOR:	TELEPHONE NUMBER:	FAX NUMBER:	E-MAIL ADDRESS:
POSTER PRESENTATION TITLE:	_____		
POSTER DIVISION: (Please select ONLY ONE division.)	<ul style="list-style-type: none"> ▪ Middle Division – Students in grades 7 and 8. ▪ Junior Division – Students in grades 9 and 10. ▪ Senior Division – Students in grades 11 and 12. 		
CATEGORY OF POSTER: (Please select ONLY ONE category.)	<ul style="list-style-type: none"> ▪ Biological/Life Sciences ▪ Human Services ▪ Physical Sciences 	<ul style="list-style-type: none"> ▪ Social Sciences ▪ Technology 	
ABSTRACT WORD COUNT: (Abstract should not exceed 150 words.)			
WILL YOU NEED AN ELECTRICAL OUTLET FOR YOUR PROJECT?	<ul style="list-style-type: none"> ▪ YES or NO 		
DID YOU RECEIVE ASSISTANCE WITH THIS PROJECT?	<ul style="list-style-type: none"> ▪ YES If yes, who? _____ ▪ NO 		

- ✓ When applicable, **each program is responsible** for providing their students with display boards, laptops, LCD Projectors, handouts, models, Internet Access costs, etc.
- ✓ Students must provide **a list of references that they used to complete their projects with their abstract.** Failure to include a list of references/bibliography will result **in a FIVE point deduction** from the project.
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Abstracts should be *e-mailed to Dr. Leonese Nelson at lnelson@syr.edu by 4:00pm on February 3, 2012*