

# The Effects of Gibberellic Acid on Wild-Type and Rosette Plants

Gonzalez, Hamill, Mackenzie

Presented in an introductory course for non-majors at Bucknell University

Layout and Appearance		
Criteria	Positive	Negative
<p><b>APPEARANCE:</b> Is the poster neatly constructed? Do the text and the figures stand out against the background? Are colors and fonts used consistently? Is the text large and legible from 3–6 feet away?</p> <p><b>SECTIONS:</b> Does each section begin with a descriptive heading? Is there sufficient space between sections? Do the sections naturally flow from top left to bottom right?</p> <p><b>BALANCE:</b> Is there a nice balance between text and figures? Is there too much text?</p> <p><b>PROOFREADING:</b> Is the text free of typos and grammatical errors?</p>	<p>Poster is neatly constructed.</p> <p>Nice use of colored paper for contrast.</p> <p>Each section has a descriptive heading.</p> <p>Good use of space.</p> <p>Layout flows from top left to bottom right.</p> <p>Good balance between text and figures.</p>	<p>Font size of body text could be larger.</p> <p>Reduce amount of text by using bullets for the main points.</p> <p>There are typos and grammatical errors in the introduction.</p>
Content		
Criteria	Positive	Negative
<p><b>TITLE:</b> Does the title grab your attention?</p> <p><b>AUTHORS:</b> Are the authors' names, affiliations, and contact information provided?</p> <p><b>INTRODUCTION:</b> Were the objectives clearly stated? Do you understand why this study was done? Did you get enough background information to understand the system? Were any abbreviations defined for the general visitor? Were the hypotheses rational?</p> <p><b>METHODS:</b> Were the methods described clearly and concisely?</p> <p><b>RESULTS:</b> Were the graphs easy to understand? Were any graphics distracting?</p> <p><b>CONCLUSIONS:</b> Do the conclusions match the data? Are reasonable ideas put forth to explain the observed patterns? Is there a clear connection between the conclusions and the original objectives?</p>	<p><b>Authors' names</b> are centered below the title.</p> <p><b>Objectives</b> are clearly stated in the introduction.</p> <p>There is a clear connection between the objectives and the conclusions. The <b>conclusions</b> are supported by the data. Reasonable explanations are given for the results.</p> <p>Potential sources of error are pointed out.</p>	<p><b>Title</b> is descriptive, but does not hint at the results.</p> <p>Use CSE in-text citation format<sup>1</sup> in the <b>introduction</b> and <b>conclusions</b>.</p> <p><b>Methods</b> are incomplete; another scientist would not be able to repeat this experiment. The first and last sentences of the methods are unnecessary.</p> <p><b>Graph format:</b> delete gridlines and gray background; choose dark colors for lines and symbols (the yellow line on the gray background is barely visible). Make the y-</p>

<sup>1</sup> Council of Science Editors, Style Manual Committee. 2006. *Scientific style and format: The CSE manual for authors, editors, and publishers*. 7<sup>th</sup> ed. Reston (VA): The Council. 680 pp.

		<p>axis scales the same for easier comparison.</p> <p>Include captions for photos 1–4. Include a ruler as a scale bar.</p> <p>Do not give raw data in the <b>results</b>. Instead, summarize the data with mean and standard deviation. Eliminate the table, as it shows the same data as the graph.</p> <p>Do not say “refer to the graphs for the results;” instead, state in words what the graphs show.</p>
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