GREEN RIVER COMMUNITY COLLEGE
IDS 103
Spring 2001
5 credits

Instructor: Dave Mullet
Sessions: Section A
in STD 32/35
(3541)

Office: STA 71
Office Hours: MTWTHF 9:00 -10:00 am; or by Appointment
Office Phone: (206) 464 - 6133 or (253) 833 - 9111 or (253) 942-0180
Ext. 4657
Voice Mail 4657 email: dmullet@grcc.ctc.edu

Required Study Materials
Course lecture text: Elements of Ecology
by Smith and Smith, 4th edition
Three - ring binder

Prerequisites: IDS 102 plus willing and able neurons......

Keys to Success in this course: You must take charge of your learning.....
1. Know what is expected of you and when. (That's why you have a syllabus!!!)
2. Don't Procrastinate: Study every day in order to keep up with the material.
3. Read up on the material to be covered in lecture before you come to class.
   - Use your books effectively: use the index, glossary, appendices & figures as well as the text.
4. Use active study techniques such as drawing pictures, writing out items and definitions, talking out loud, and using the three Rs: Rehearsal, Rehearsal, Rehearsal.
5. Make use of all the resources available to you:
   - Bring specific questions to office hours.
   - Form study groups or have a study buddy.
6. Actively participate in lecture and lab!!!!
Course Content Learning Outcomes
This is the last of the three-quarter integrated science course that involves physics, chemistry, biology and geology.
Students will acquire or improve upon the following proficiencies
1. Describe how climate and weather influence abiotic and biotic components of ecosystems, including functions, adaptations, interactions and distribution of organisms.
2. Use a computer to analyze, obtain, or present scientific data.
3. Logically apply information presented during class sessions to the solutions of open-ended questions
4. Make observations and logically link those observations to information from the course.
5. Develop skills to work effectively with peers in finding solutions to scientific problems.
   These will be demonstrated by small group work, homework, student participation, writing assignments, laboratory assignments, quizzes and exams.

GRCC outcome abilities addressed in this course
Critical Thinking
1. Students recognize and use components of effective reasoning to evaluate information and to improve the quality of their own thinking.
2. Students apply relevant criteria when evaluating their thinking as well as the thinking of others.
3. Students provide reasons for the conclusions they reach or accept and assess the relevance and adequacy of those reasons.
4. Students demonstrate active listening and reading skills.
5. Students connect past learning with current topics.
   These will be demonstrated by successful participation in class and group discussions, writing assignments, laboratory assignments, homework, and quizzes and exams.

Evaluations
Lecture/lab
a. Exams 4 lecture and 1 Comprehensive Final
b. Quizzes variable
c. Homework variable
d. Laboratory exercises variable
e. Project one
**Academic Honesty**

Academic honesty is required at all times. In addition to the colleges' policy, cheating will result in an automatic fail (zero points) for the particular test/assignment. Plagiarism, which is representing another's work as your own, is also considered to be a form of cheating.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80 - 82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77 - 79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73 - 76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67 - 69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63 - 66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60 - 62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>Below 60%</td>
<td>not passing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: To receive a P/NC grade, a student must fulfill the following two requirements:
1) submit a petition to the registrar by May 4 and
2) receive a decimal grade equal to or greater than 1.0.

Your grade in this course is a direct reflection of the quality and quantity of work you produce!!

IDS 103 Syllabus Spring 2001 (3)
Course Design

Workload:
In addition to in-class work, six to ten quality study hours per week outside of the classroom are probably the minimum necessary to satisfactorily complete this course.

Evaluation Units/Evaluation Standards:

1. **Lecture Exams** - All students are expected to take the exams at the scheduled time. No make-ups are allowed. However, in a **justifiable emergency (such as illness)** one and only one make-up exemption is given during the quarter if the student coupled with the instructor's permission has made prior notification and arrangements. (A penalty loss of 10% of the points possible on an exam will occur after the one exemption if that becomes necessary). **Note:** Vacations, work schedules, etc. are not considered justifiable emergency situations. **Prior notification** is defined as contact with the instructor in person or via voice mail prior to class time on the day of the exam. If the student has given no prior notification the exam cannot be made up. It is up to the **student to be responsible** with respect to these procedures. Exams may be a mixture of different question styles including multiple choice, fill in, matching, and/or essay (short or long). The specific mix will vary with each exam and will be announced on an exam-by-exam basis. Exams will cover text material, lecture material, and any other additional assignments given.

2. **Homework** - Due dates will be announced. There are no make-ups on homework assignments. If you miss class when a homework assignment is given, it is your responsibility to obtain the assignment and turn it in by the time it is due. **If you do not turn it in when due, it will be considered late!!** Late assignments lose 20% off the total possible per school day late. Assignments are graded on **Content and Presentation of Content.** Turn in work that is **complete, neat, legible,** and **stapled in the proper page order** (no dog ears, paper clips, or creative uses of mucus please). Assignments may be completed in pencil or pen, however **any crossing out of errors, non-stapled, wrong page order** etc. will result in the loss of 10% of the points possible on the assignment. Turn in assignments to your instructor's mailbox (STA 54 within STA 44) or the night mail drop slot in the door of STA 44.

**Note:** Assignments are graded to emphasize not only understanding of material but also to stress the importance of communication, attention to detail and accuracy, and clarity of presentation in science. You may know it all, but if you can’t cojigieon it clean and logically it meeens squat!!!!!
3. **Labs** - Due dates will be announced. Because of the nature of the labs done, most laboratory work cannot be made up. However, certain labs may be made up in justifiable emergency situations following the same procedures outlined in the lecture exam section. Grading and late criteria are the same as that outlined for homework.

4. **Lecture/Lab Quizzes and In-Class Assignments:** Quizzes or in class assignments missed because of absence, regardless of the reason, may not be made up. Lecture or lab quizzes are given and completed only during the first 10 minutes of the lecture/lab period. If you arrive to class later than the 10-minute period, regardless of the reason you may not take the quiz. Quizzes missed or in-class assignments missed are lost points to the student.

5. **Final** - Comprehensive, covering entire lecture/lab subjects and unit objectives - similar in format to lecture exams. **No make-ups.** Final option: If a student takes all four unit exams and achieves a cumulative 90% or better average on the four, she/he may opt to take their earned average as an automatic on the final exam.

6. **Project: Teaching Demonstration** - This is a collaborative project with the following objectives:
   1. to give you practice in preparing a lesson plan and teaching this plan.
   2. to develop a teaching presentation using current computer technology.
   3. to help you hone your skills of independent research, study, and presentation.

   **Project: Teaching Demonstration** - This involves developing a lesson plan based on a general theme and presenting (teaching) this lesson plan to the class. The main vehicle for your teaching demonstration will be a power point presentation that is augmented with additional teaching aids such as video, posters, an exercise, handouts, etc. This teaching presentation should be 15-20 minutes long. Group size will be two people. Each group will choose one of the major biomes listed on page 392 of your text. No two groups can teach about the same biome. The time line for this project is as follows:
   - **Week 5:** Group members names, biome chosen, references for that biome (typed and submitted by the Friday of week 5)
   - **Week 7:** Lesson plan draft (typed and submitted by the Friday of week 7)
   - **Week 10-11:** Teaching Presentation
     Groups will teach their lesson during our last two class sessions.

   **Theme** - The general theme for your teaching demonstration is
   "Describe a biome and illustrate how climate and weather shapes or influences this biome or a component of this biome (abiotic or biotic)."
**Make-ups**

Any make-up work must be completed and turned in within one week of the students return to class or by the last official day of class, whichever comes sooner.

**Attendance**

Attendance, although not mandatory, is extremely important. Recall that any quizzes or in-class assignments missed are lost points to the student. Also, if you are not present in class you will not be able to keep up with the material. If you are ill or know of an absence in advance, please notify the instructor before the class you will miss. It is the student’s responsibility to inquire about any handouts, assignments, or announcements missed because of an absence.

**Laboratory Procedures**

Lab attendance and work are important, integral parts of this course. Come to lab prepared. Carefully study the lab assignment before class so that you know what you are expected to accomplish and can more effectively budget your time. Lab procedures may be done as a team, but each person must complete an individual lab write-up, unless otherwise announced.

**American Disability Act**

If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disabled Students Services coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition, which would qualify for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me by phone at (253) 833-9111 extension 4657 or voice mail 4657. Alternatively, you can schedule an office appointment to meet me in the STA Office Building; office number 71
during my posted office hours or at another mutually determined time. If this location is not convenient to you, we will schedule an alternative place for the meeting. If you use an alternative medium for communication, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

**Classroom Behavior**

Our classroom is a learning community. I assume that students are in the classroom because they want to learn. I will treat each of you in a manner befitting that assumption and ask each of you to treat your fellow classmates with this assumption in mind.

- Be patient and courteous to other students when they are asking a question, even when the answers may be obvious to you.

- Talking to classmates during lecture distracts others.

- If you cannot be *mentally present* in class, i.e. you feel the need to read the newspaper or other irrelevant materials to the class, sleep, or be otherwise disengaged... please do not come to class. You are doing yourself no favors by wasting your time AND you are distracting others who are working hard to focus on class material.

- Absolutely no pagers or cells phones may be turned on during class time, except with prior approval by the instructor and for emergency purposes only.

- No eating full course meals. Drinking is okay if you are not a slurper.

- Please do not talk or shuffle supplies during videos.

NOTE: Should you engage in any behavior, which disrupts the learning environment of others, I will ask you to stop such behavior. If the behavior continues, I will ask you to leave the room. Refer to the WAC Student Code of Conduct in the GRCC student catalog for specific information.
Characteristics of an “A” Student

Students frequently ask the question, “What do I have to do to get an A?” There is no easy answer to that question, but perhaps the discussion below will help you.

Although excellent students are not all the same, the following are characteristics that we have noted which are almost always present in "A" students:

- they attend class every day. Absence rates among “A” students are usually very low.

- they understand the material rather than relying upon memorization for the test. They are able to apply ideas learned in other parts of the class (and other classes) to the issues they are studying.

- they are prepared for class. They have read the assigned material before the class session and are ready to ask questions and discuss the material. Their work is on time and neat.

- they have the attitude that the primary responsibility for their learning is their own, not the instructor’s. These students will do well in spite of the particular instructor in a class.

- they work well in groups. They have good communication skills and are willing to listen to the ideas of others.

- they study actively. They do not just sit and read the text. They use the study guides provided. They outline, take notes, and solve problems as they read. This helps their retention and understanding of the material.
Open Lab Time
You may not be able to complete all of your lab tasks within the scheduled lab time. Therefore, it is expected that you will spend time outside of our scheduled class time in the lab working on your own or in groups to complete the lab tasks or other assignments. The lab (STD 35) will be open during the following times for your use:

Mondays and Tuesdays: 8 am - 10 am; 12 noon - 1 pm; 3 pm - 4 pm

Wednesdays: 8 am - 10 am; 12 noon - 4 pm

Thursdays: 8 am - 10 am; 12 noon - 3 pm

Fridays: 8 am - 2 pm

During open lab time you may use the microscopes and models, but you may not conduct animal tissue dissections or wet lab experiments. You may use the Interactive CD-ROMs with Kathleen's (lab technician, STD 29) permission. My office hours coincide with some open lab times; if you need help with lab work, come and see me during office hours and we will go to the lab together to work through your question/problem.

Final Note: Have fun, work hard, learn all you can, and don't totally stress out in the process!!!!!
# IDS 103 Lecture Topics
## Spring 2001
### Tentative Course Schedule
Information covered during each lecture will depend upon the finishing point of the previous lecture.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/2 to 4/6</td>
<td>Introduction: Scientific Method /Taxonomy/ The Organism and its environment</td>
<td>Chapters 1-3 &amp; 24</td>
</tr>
<tr>
<td>2</td>
<td>4/9 to 4/13</td>
<td>Taxonomy/ The Organism and its environment</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>3</td>
<td>4/16 to 4/20</td>
<td>Climate and Light</td>
<td>Chapters 4-5</td>
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<td></td>
<td></td>
<td>Exam Unit 1 (Thursday 4/19 In Testing Center)</td>
<td></td>
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<tr>
<td>4</td>
<td>4/23 to 4/27</td>
<td>Gradients: Diffusion and Osmosis</td>
<td>Chapters 6-7</td>
</tr>
<tr>
<td>5</td>
<td>4/30 to 5/4</td>
<td>Organisms Adaptations to Temperature &amp; Moisture Climate and Periodicity</td>
<td>Chapters 6-8</td>
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<tr>
<td>6</td>
<td>5/7 to 5/11</td>
<td>Nutrients and Soil</td>
<td>Chap 9-10</td>
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<td></td>
<td>Exam Unit 2 (Tuesday 5/8 In Testing Center)</td>
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<td></td>
<td></td>
<td>Microbes</td>
<td></td>
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<tr>
<td>7</td>
<td>5/14 to</td>
<td>Organism Interactions</td>
<td>Chap 11-17</td>
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<td>Community Structure/Fire Ecology</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Reading Assignment</td>
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<tr>
<td>1</td>
<td>4/2 to 4/6</td>
<td>Diversity/Identification lab</td>
<td>Chap 1-3 &amp; 24</td>
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<td></td>
<td></td>
<td>Photosynthesis lab</td>
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<tr>
<td>2</td>
<td>4/9 to 4/13</td>
<td>Group Phylum Presentations</td>
<td>Chap 1-3</td>
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<td></td>
<td></td>
<td>Microscope lab</td>
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<tr>
<td>3</td>
<td>4/16 to 4/20</td>
<td>Des Moines Marina lab</td>
<td>Chap 4-5</td>
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<td>Seed Lab</td>
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<td></td>
<td><strong>Exam Unit 1 (Thursday 4/19 In Testing Center)</strong></td>
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<tr>
<td>4</td>
<td>4/23 to 4/27</td>
<td>Surface Area and Volume lab</td>
<td>Chap 6-7</td>
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<td></td>
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<td>Diffusion Lab</td>
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<td></td>
<td></td>
<td>Continue Seed lab</td>
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<tr>
<td>5</td>
<td>4/30 to 5/4</td>
<td>Finish See lab</td>
<td>Chap 6-8</td>
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<td>Bug lab</td>
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<td>Temperature and O₂ lab</td>
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<tr>
<td>6</td>
<td>5/7 to 5/11</td>
<td>Microbiology Lab: Isolation and Staining</td>
<td>Chap 9-10</td>
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<td>Microbiology Lab: Ubiquity of Microbes</td>
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<td><strong>Exam Unit 2 (Tuesday 5/8 In Testing Center)</strong></td>
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<td></td>
<td></td>
<td>Microbes</td>
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**IDS 103 Lab/Field Experiences/Presentations**

Spring 2001

**Tentative Course Schedule**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5/14 to 5/18</td>
<td>Finish Microbiology Lab: Isolation and Staining Fire and Biome lab</td>
<td>Chap 11-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Friday May 18th In-service Day (no day classes)</strong></td>
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<tr>
<td>8</td>
<td>5/21 to 5/25</td>
<td>Exam Unit 3 (Thursday) 5/24 In Testing Center Forest Profile: Quadrants and Transects</td>
<td>Chap 20-22</td>
</tr>
<tr>
<td>9</td>
<td>5/28 to 6/1</td>
<td>Monday May 28th Memorial Day Campus Closed Biome lab</td>
<td>Chap 23-25</td>
</tr>
<tr>
<td>10</td>
<td>6/4 to 6/8</td>
<td>Climatic Change lab Exam Unit 4 (Thursday 6/7 In Testing Center) Project Presentations</td>
<td>Chap 25-26</td>
</tr>
<tr>
<td>11</td>
<td>6/11</td>
<td>Project Presentations</td>
<td></td>
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<tr>
<td></td>
<td>6/12</td>
<td>Study Day</td>
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<tr>
<td></td>
<td>6/13</td>
<td>Final Exam (In Class - STD 32) 9 a.m. - 11 a.m.</td>
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</table>

**Student Understandings**

1. I understand the standards in this course and that I am responsible for monitoring my own learning.

2. I understand that I am responsible for establishing my priorities in order to fulfill the requirements of this course.

3. I understand that when we are working in small groups I am responsible to take an active part in advancing the assigned work of the group.

4. I understand that I will be held responsible for assessing my own work using criteria and standards discussed in class.

5. I understand that I am in control and responsible for my own learning.

6. I understand that some projects will be worked on in pairs or larger groups.

7. I understand that the work of the course requires consistent classroom attendance and active participation.
8. I understand that the choices and decisions are mine and not the instructors.

9. I understand that to insure my anonymity my grades will be posted and indexed using this four digit number_____________________

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Project - This is a collaborative project on a topic within the field of Anatomy and Physiology. It involves choosing a topic, finding references for your topic, handing in a typed draft of your project, creating a poster, presenting your poster to the class (5-15 minutes), and typing a one-page summary of your topic. Group size may range from two to four people. Two groups cannot select the topic. The time line for this project is as follows:

- Week 5: Group names, topic, references
- Week 7: Draft
- Week 10: Posters and Summary are due

Groups will present posters and summary presentations during our last lecture session. This Group Project is worth 50 points. The Final Evaluation of your project will be based upon three group evaluations and one individual evaluation covering the four criteria given below:

1) Turning in your group names, topics, and references complete and on time. (Group grade: 5 points)
2) Turning in your draft complete and on time. (Group grade: 5 points)
3) Your presentation (see criteria given below) (Group grade: 35 points)
   - Presentation Criteria: Group grade. Note: Effort is not an evaluation criterion. Performance is! Your presentations will be evaluated based upon your performance of the following:
   a) Effective use of all people in your group. Not everyone in the group needs to speak, but everyone must actively participate (i.e. do something) in your presentation. If all group members do not actively participate in the presentation the maximum a group may earn is 30 points.
   b) Effectiveness in getting your point across.
   c) Layout and design of your poster.
   d) Your one page typewritten summary.
e) Your own group self-evaluation (i.e. as a group, you should self-evaluate how many points out of the 35 possible your group has earned based on criteria a-d above)
    Note: On all Group evaluations: The grade the group earns is the grade each individual receives.

4) **Your attendance** and attention for all of the presentations given by all of the groups.
   (Individual: 5 points). In addition to giving your own group presentation it is expected that you actively listen to all other groups presentations. If you are not present for all of the other presentations you will be individually assessed a 5-point loss from the total 50 points possible.

This Group Project is worth **60 points**. The Final Evaluation of your project will be based upon **three group** evaluations and **one individual** evaluation covering the **four criteria** given below:

1) Turning in your member names, biome, & references complete and on time. (Group grade: 5 points)

2) Turning in your draft complete and on time. (Group grade: 5 points)

3) **Your presentation** (see criteria given below) (Group grade: 45 points)
   Presentation Criteria: Group grade. Note: Effort is not an evaluation criterion.
   Performance is! Your presentations will be evaluated based upon your performance of the following:
   
a) Effective use of all people in your group. Not everyone in the group needs to speak, but everyone must actively participate (i.e. do something) in your presentation. If all group members do not actively participate in the presentation the maximum a group may earn is 40 points.
   
b) Effectiveness in getting your point across.
   
c) The effectiveness of your power point. See what must be included in your power point below.
   
d) A one page typewritten summary of your topic turned into to the instructor right before you give your teaching demonstration.
   
e) Your own group self-evaluation (i.e. as a group, you should self-evaluate how many points out of the 45 possible your group has earned based on criteria a-d above)
    Note: On all Group evaluations: The grade the group earns is the grade each individual receives.

4) **Your attendance** and attention for all of the presentations given by all of the groups.
   (Individual: 5 points). In addition to giving your own group presentation it is expected that you actively listen to all other groups presentations. If you are not present for all of the other presentations you will be individually assessed a 5-point loss from the total 60 points possible.

**Power Point inclusions:** Your Power point must include the following items

1. Title slide
2. Texts slides
3. At least one Graphics slide (showing a table or graph)
4. A slide with Imported photographs and/or diagrams
5. At least one slide with Builds
6. At least one slide with animation and/or sound
7. Transitions between slides

Optional
1. Inclusion of video clips within your power point
2. Links to the internet embedded within your power point

How To Make A Great Poster

Introduction
A great poster has four primary hallmarks; it is readable, legible, well organized, and succinct. Studies show that you have only 11 seconds to grab and retain your audience’s attentions so make the punch line, i.e. your title, prominent and brief. Most of your audience will absorb only the punch line. Those who are directly involved in related research will seek you out anyway and chat with you at length so you can afford to leave out all the details and tell those who are really interested the “nitty gritty” later. For our purposes we are all really interested.

Procedure
• 1. Decide what the main message is, keep it brief, and make this your title. Use the active voice and avoid the verb “to be” whenever possible.
• 2. Lay out your elements crudely before you start making the final copy to be sure everything will fit the space you will have.
• 3. Eliminate all extraneous material that is peripheral to your focus. Remember you time constraints.
• 4. Lay out your poster bearing in mind that people approach visual information in a spatial sequence: center, top to bottom, left to right. By that principle, put your title (the punch line) at the center top in large letters. By adhering to the center-top-bottom-left-right principle, you will arrange the elements so that they are easily followed.
• 5. Remember to leave space on your poster. Posters that are crammed with information are tiring to read and are seldom read in their entirety.
• 6. Choose font, styles, and sizes for legibility. A good rule is to stand 6 feet back
from your poster. If you, a person who is familiar with the material can’t read it just imagine what an apathetic audience will be able to glean.

• 7. Use color to add interest and variation to your poster. If your poster includes color figures, be sure that they are well reproduced.

• 8. Posters should be neatly prepared, well done, and attractive. Sloppiness detracts from the poster and the presentation.

• 9. And don't forget the four hallmarks; is it readable, legible, well organized, and succinct.