Seminars and practical trainings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| №  | Topic of the training | Content of topics | Hours | Week |
| 1 | Linguistic and psychological foundations of abstract and annotation. | Sphere of communication, as the primary means of which is the natural language, is characterized by two trends - the desire for redundancy (deployment), which ensures the reliability of communication and perception of messages, and the pursuit of failure, saving speech means (compression), providing increased "capacity" information channels . | 2 | 1-2 |
| 2 | Information. Types of informative abstract and ways of disclosure of the contents of texts | In the field of information services compression of the  information is considered in its three main types - documentary service, factual and concept graphic. | 1 | 3 |
| 3 | Abstract and text activity (syntax, functional, communicative, informative text structure) | Text becomes the object of attention not only stylists, literary but also linguists and psychologists. The problem of text comes to one of the first places in linguistics. | 2 | 4-5 |
| 4 | Lexical-semantic compression of texts (suppression, compression, compensation) | Type of compression. Compression Method. Sphere of application.  | 1 | 6 |
| 5 | Logical principle of evaluation of text abstract of scientific literature | Any text is the result of the speech act, expressing certain mental processes, of which perhaps the most important place is thinking. | 2 | 7 |
| 6 | Secondary documents and ways of their creation.  | Types of secondary documents - factual descriptions (references, tables, articles in reference books, papers, abstracts reviews). The main function of the number of secondary documents - the orientation of consumers in the information flow (i.e. a set of facts and concepts without regard to the specific source documents). | 1 | 8 |
| 7 | Language and style of the scientific literature.  | Scientific text, which has the main purpose to convey to the reader some scientific content in the most clear, precise, and logical form, is a word in the typical environment of a language and, thus, a kind of "fixes" one word at a time. As a result, we are in the functional style of the member not in word, but in a variety of complex functional equivalent of the word. | 2 | 9 |
| 8 | Types of secondary documents in the field of document service.  | Contributed papers, review papers, tutorial papers. | 1 | 10-11 |
| 9 | Analysis of the abstract in comparison with other types of secondary texts. | When characterizing abstract from an educational point of view, it is important, on the one hand, to identify common feature of all the text associated with the analytic-synthetic processing of information, on the other hand - to set specific features abstract, make it a special kind of text. | 2 | 12-13 |
| 10 | Abstract model of the formation of linguistic skills for the students of linguistic specialties | The main purpose of pre abstracts analysis is to identify functional-semantic structure of the text, and therefore is to introduce the primary source of information and understanding of the whole. | 2 | 14-15 |
|  |  |  | 15 | 15 |

Sample of abstracts

ABSTRACT GUIDELINES: Abstracts must include sufficient information for reviewers to judge the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. The abstract should summarize the substantive results of the work and not merely list topics to be discussed. An abstract is an outline/brief summary of your paper and your whole project. It should have an intro, body and conclusion. It is a well-developed paragraph, should be exact in wording, and must be understandable to a wide audience. Abstracts should be no more than 250 words, formatted in Microsoft Word, and single-spaced, using size 12 Times New Roman font. Abstracts highlight major points of your research and explain why your work is important; what your purpose was, how you went about your project, what you learned, and what you concluded. If your title includes scientific notation, Greek letters, bold, italics, or other special characters/symbols, do make sure they appear correctly. List all additional undergraduate co-authors, whether they are or are not presenting, if applicable. List additional faculty mentors, if applicable.

SIX SAMPLE ABSTRACTS (Previous Participants) GRADUATE LEVEL Researcher: Rita Asgeirsson

Presentation Title: An Analysis of Yukon Delta Salmon Management Research focus: Fisheries management related to Bering Sea fisheries and Yukon River salmon populations. School: Western Washington University Student Level: Masters Presentation Type: Oral Presentation Abstract: An Analysis of Yukon Delta Salmon Management Rita Asgeirsson, Western Washington University The broad range of Pacific Alaskan salmon has resulted in the creation of a complex and multiorganizational system of management that includes the state of Alaska, various federal departments, a Congressionally-mandated fishery council, and a number of commercial and nongovernmental fish organizations. In the Bering Sea salmon are caught by the commercial groundfish fleet as by-catch. On the Yukon River salmon are commercially and traditionally harvested for both economic and cultural sustenance by the Yup’ik residents of the Yukon Delta. Declining salmon populations has driven scientific research which considers the effects of Bering Sea salmon by-catch. My research findings indicate that Bering Sea fisheries occur where juvenile salmon mature, directly impacting Yukon River salmon populations. Further, the research reflects that although Yukon salmon populations have plummeted, a recent effort was made to open the northern Bering Sea, which includes the Yukon River coastal shelf, to deep-sea commercial fishing. By researching the relationship of policy to cultural salmon dependence, it becomes evident that Alaskan salmon-tribes are excluded from salmon management and decision-making. Legal research reflects that three basic federal Indian concepts – inherent rights, Indian Country, and tribal right of occupancy – emerge as potential foundations that may allow Alaskan salmontribes to begin sharing legal responsibility over salmon. Yukon River salmon are an international and anadromous species that require multiorganizational management. My research reflects that current management favors the Bering Sea commercial fishing industry, despite data indicating Bering Sea fisheries impact Yukon salmon populations and an overall downward trend in Yukon salmon populations. \*\*\*\*\*\*\*\*\*\*

Researcher: Alexandrea Bowman Presentation Title: Using GIS Site Suitability Analysis to Study Adaptability and Evolution of Life: Locating Springs in Mantle Units of Ophiolites Research focus: BioGeoChemistry and Computer modelling School: University of Rhode Island Student Level: Masters Presentation Type: Poster Presentation Abstract: Using GIS Site Suitability Analysis to Study Adaptability and Evolution of Life: Locating Springs in Mantle Units of Ophiolites Alexandrea Bowman, University of Rhode Island GIS is a powerful tool that can be used to locate springs sourced in ophiolites. The unique features associated with these springs include a reducing subsurface environment reacting at low temperatures producing high pH, Ca-rich formation fluids with high dissolved hydrogen and methane. Because of their unique chemical characteristics, these areas are often associated with microbes and are thought to be similar to the features that enabled life to evolve on Earth. Locating and sampling these springs could offer a deeper look into Earth's deep biosphere and the history of life on Earth. Springs have tradiitionally been located using expensive and time consuming field techniques. Field work can be dangerous. The goal of this study was to develop a model that could locate these unique geological features without first going into the field, thus saving time, money and reducing the risks associated with remote field localities. A GIS site suitability analysis works by overlaying existing geo-referenced data into a computer program and adding the different data sets after assigning a numerical value to the important fields. For this project, I used surface and ground water maps, geologic maps, a soil map, and a fault map for four counties in Northern California. The model has demonstrated that it is possible to use this time of model and apply it to a complex geologic area to produce a usable field map for future field work.

UNDERGRADUATE LEVEL Researcher: Deneen Cole Presentation Title: Characterization of Iron Deposition in Recombinant Heteropolymer Ferritins Research Focus: Chemistry School: SUNY Potsdam Presentation Type: Poster Presentation Abstract: Characterization of Iron Deposition in Recombinant Heteropolymer Ferritins Deneen Cole, Dr. Fadi Bou-Abdallah, SUNY Potsdam (NY, USA), Dr. Paolo Arosio, University of Brescia (Italy), Dr. Sonia Levi, Vita-Salute San Raffaele University (Italy) Ferritin is a ubiquitous iron storage and detoxification protein found highly conserved in species from bacteria to plants to humans. In mammals, ferritin is composed of two functionallyand genetically distinct subunit types, H (heavy, ~21,000 Da) and L (light, ~19,000 Da) subunits which co-assemble in various ratios with tissue specific distribution to form a shell-like protein. The H-subunit is responsible for the fast conversion of Fe(II) to Fe(III) by dioxygen (or H2O2) whereas the L-subunit is thought to contribute to the nucleation of the iron core. In the present work, we investigated the iron oxidation and deposition mechanism in two recombinant heteropolymers ferritin samples of ~20H:4L (termed H/L) and ~22L:2H (termed L/H) ratios. Data indicates that iron oxidation occurs mainly on the H-subunit with a stoichiometry of 2Fe(II):1O2, suggesting formation of H2O2. The H/L sample completely regenerates its ferroxidase activity within a short period of time suggesting rapid movement of Fe(III) from the ferroxidase center to the cavity to form the mineral core, consistent with the role of L-chain in facilitating iron turn-over at the ferroxidase center of the H-subunit. In L/H, Fe(II) oxidation and mineralization appears to occur by two simultaneous pathways at all levels of iron additions: a ferroxidation pathway with a 2Fe(II)/1O2 ratio and a mineralization pathway with a 4Fe(II)/1O2 resulting in an average net stoichiometry of ~3Fe(II)/1O2. These results illustrate how recombinant heteropolymer ferritins control iron and oxygen toxicity while providing a safe reservoir for reversible uptake and release of iron for use by the cell. \*\*\*\*\*\*\*\*\*\*

Researcher: Joaquin Ray Gallegos Presentation Title: An Assessment of Oral Health on the Pine Ridge Indian Reservation Research Focus: Oral Health School: University of Colorado Denver | Anschutz Medical Campus Presentation Type: Poster and Oral Presentations Abstract: An Assessment of Oral Health on the Pine Ridge Indian Reservation Joaquin R Gallegos, Terry Batliner, DDS, MBA, John T Brinton, MS, Dallas M Daniels, RDH, BS, Anne Wilson, DDS, MS, Maxine Janis, MPH, RDH, Kimberly E Lind, MPH, Deborah H Glueck, PhD, Judith Albino, PhD. Centers for American Indian and Alaska Native Health, University of Colorado, Colorado School of Public Health We assessed the oral health of the Pine Ridge Oglala Lakota people, described a new oral health assessment tool for Indigenous people, and suggested ways to improve Native oral health. The Check Up Study team of dentist and dental hygienists performed examinations of teeth and oral soft tissue for a convenience sample of 292 adults and children. Screening personnel counted the number of decayed, filled, sealed and total teeth, used probes to measure periodontal disease, and screened for oral lesions. Half of adults had 27 or fewer teeth. Sixteen percent of adults had at least one tooth with a pocket depth > 6mm. Participants had higher numbers of decayed teeth (p<0.0001), and lower numbers of filled teeth (p<0.0001) than those reflected in Indian Health Service cross-tribe aggregated data from 1999. Amongst Lakota people of Pine Ridge, our study documented a high prevalence of caries and periodontal disease, numerous people with missing teeth, and many unmet dental needs. Future studies of oral health related behaviors, and access to oral health care are needed to explain the dental, periodontal, and soft tissue problems that adversely affect the Oglala Lakota. \*\*\*\*\*\*\*\*\*\* HIGH SCHOOL

Researcher: Wyatt Dunham Presentation Title: The Citrus Solution: Phase II Research Focus: Utilizing citrus pectin and citrus peels as filtrates for heavy metal pollutants found in a Superfund Site and the effects on Daphnia magna before and after filtration. School: Grove High School Presentation Type: Poster Presentation Abstract: The purpose of this experiment was to test the effectiveness of composite filters made from citrus peels and citrus pectin along with charcoal and sand on removing heavy metal pollutants from the waters of Tar Creek. A toxicity test was also done before and after filtration using Daphnia magna. Charcoal and sand were used as filtrates to decrease the TDS and neutralize the pH of the water after filtration. Daphnia magna were used as toxicity test before and after filtration. It was hypothesized that the composite filters (citrus + sand +charcoal) will decrease the heavy metal concentration, neutralize the pH, and decrease the TDS after filtration. It was also hypothesized that a higher percentage of Daphnia magna will survive in the filtered water as compared to the unfiltered water. Water samples were collected from four different sites at Tar Creek. Each water sample went through four different citrus filters plus one control (sand + charcoal). All the citrus filters decreased the heavy metal concentration after filtration. All of the filters neutralized the pH. The citrus peel filters for Site 4 were the only filters to have a pH of 7 after filtration. Only 25% of the citrus filters decreased the TDS after filtration, while 50% of the control filters decreased the TDS after filtration. A higher percentage of Daphnia magna survived after filtration. The orange peel had the overall highest survival of Daphnia after filtration. The correlation observed before and after filtration was cadmium was most toxic to Daphnia magna. \*\*\*\*\*\*\*\*\*

\* Researcher: Oletha Hope Gould Presentation Title: Insect Repellant Potential of Juniper Berry (Di'zad' - Navajo name) Essential Oil Research Focus: Medicine and Health Science School: Newcomb High School Presentation Type: Poster Presentation Abstract: The Southwest shrub Juniperus communis (Juniper Berry) has many significant medicinal value in the Native American culture that has not been proven scientifically. One of the popular uses of Juniper berries aside from its detoxifying action is its potential to repel insects. This study focuses on the development of insect repellant from its essential oil obtained through steam distillation. 50 g of fresh berries was collected and dried for 5 days and is placed in a still tank with 100 mL of water for steam distillation using the Flinn Scientific Borosilicate Lab Kit. Gather the extracted oil and dilute 70% in three separate containers to be transferred into spray bottles. Testing involved the spraying of the dilute sample into a class jar with Anopheles juidthae (common NM mosquito) and compared this to the effect of a commercial insect repellant. After testing and comparing the result, the commercial insect repellant significantly showed that it is a better insect repellant compared to the J. communis diluted essential oil. However, the essential oil has also an insect repellant potential.

Practical talks

Always give a practice talk before you present in front of an audience. Even if you have read over your slides and think you know how the talk will go, when you speak out loud your ideas are likely to come out in a different or less clear way. (This is true about [writing](https://homes.cs.washington.edu/~mernst/advice/write-technical-paper.html), too: even if you know what you want to say, it takes several revisions to figure out the best way to say it.) In fact, you should practice the talk to yourself — speaking out loud in front of a mirror, for example — before you give your first practice talk. In such a practice session, you must say every word you intend to in the actual talk, not skipping over any parts.

It can be a good idea to keep your practice talk audience relatively small — certainly fewer than 10 people. In a large group, many people won't bother to speak up. If the pool of potential attendees is larger than 10, you can give multiple practice talks, since the best feedback is given by someone who has not seen the talk (or even the material) before. Giving multiple practice talks is essential for high-profile talks such as conference talks and interview talks. Avoid a small audience of people you don't trust, who might be unanimous in a wrong opinion; getting a balance of opinions will help you avoid making too many mistakes in any one direction.

Consider videotaping yourself to see how you come across to others. This information can be a bit traumatic, but it is invaluable in helping you to improve.

When giving a practice talk, number your slides (say, in the corner), even if you don't intend to include slide numbers in your final presentation.

When giving a practice talk, it is very helpful to distribute hardcopy slides (remember to include slide numbers) so that others can easily annotate them and return them to you at the end of the talk. (Also, the audience will spend less time trying to describe what slide their comment applies to, and more time writing the comment and paying attention to you.) For non-practice talks, you generally shouldn't give out hardcopy slides, as they will tempt the audience to pay attention to the piece of paper instead of to you.

Go to other people's practice talks. This is good citizenship, and cultivating these obligations is a good way to ensure that you have an audience at your practice talk. Furthermore, attending others' talks can teach you a lot about good and bad talks — both from observing the speaker and thinking about how the talk can be better (or is already excellent), and from comparing the the feedback of audience members to your own opinions and observations. This does not just apply to practice talks: you should continually perform such introspective self-assessment.

Tasks for self control and preparation for the exams, including tests.

* tests

1. What is the main purpose of verbal communication?

a) the assimilation of new knowledge

b) expression of intent

c) the expression of feelings and emotions

d) the exchange of information of various kinds;

e) the development of thinking

2. The most powerful expressive means of any language are \_\_\_?

a) syntactic

b) phonetic

c) lexical

d) semantic

e) no correct answer

3. Reading for thorough comprehension is

a) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

b) quick reading, understanding of the general information;

c) quick reading aimed at the search of specific information;

d) reading the text without understanding the main idea

e) no correct answer

4. Automatic translation is called:

a) accelerated process of translation;

b) translation skills brought to the automatism;

c) computer translation

d) translation at which the translator ignores the context;

e) interpretation of the original text.

5. Skimming reading is

a) quick reading, understanding of the general information;

b) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

c) quick reading aimed at the search of specific information;

d) reading the text without understanding the main idea

e) no correct answer.

6. The term *bilingual communication* means

a) type of communication with the simultaneous use in the society of two different languages ​​used in the same type of functional areas;

b) type of communication with the simultaneous use in the society of two different languages ​​used in various functional areas;

c) use in society historically replacing each other two different languages ​​used in the same type of functional areas;

d) use in society historically replacing each other two different languages ​​used in various functional areas;

e) the communication process in two unrelated languages​​.

7. Scanning reading is

a) quick reading aimed at the search of specific information;

b) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

c) quick reading, understanding of the general information

d) reading the text without understanding the main idea

e) no correct answer

8. Translation as deliberate form the socio-linguistic activity originated

a) in the twentieth century;

b) in the nineteenth century;

c) in the Middle Ages;

d) in the Renaissance

e) in antiquity (Greco-Roman antiquity).

9. Abstracts are classified according to \_\_\_ parameters:

a) 3

b) 5

c) 4

d) 2

e) 6

10. Simultaneous translation - is

a) simultaneous reading of the written text

b) consistent implementation of listening of text

c) simultaneous implementation of listening of text

d) sequential reading of a written text

e) simultaneous reading of the written text of original and the written design of text

11. Consecutive interpretation - is

a) written translation of text after its listening (or reading);

b) interpretation of the text after its listening (or reading);

c) the literal translation of the text after its listening (or reading);

d) Adapted translation after its listening to (or reading);

e) free translation of text after its listening (or reading).

12. Adapted translation - is

a) translation, in which the complexity of the structure and content of the text are implemented earlier

b) translation, in which the simplification of the structure and content of the text

c) simultaneous implementation of listening of text

d) simultaneous reading of the written text of original and the written design of text

e) the literal translation of the text after its listening (or reading);

13. Literary translation is called

a) translation any text to exert artistic and aesthetic impact on the reader;

b) free translation of any texts that involve adding artistic detail;

c) translation of works of literature, that is texts, the main function of which is to exert the artistic and aesthetic impact on the reader;

d) ) translation, in which the simplification of the structure and content of the text

e) the literal translation of the text after its listening (or reading);

14. Informative interpretation is called

a) translation of political, scientific, technical and formal business texts, i.e. text, whose main function is to transmit any data.

b) translation any text to exert artistic and aesthetic impact on the reader;

c) the literal translation of the text after its listening (or reading);

d) free translation of any texts that involve adding artistic detail;

e) simultaneous implementation of listening of text

15. When did the first scientific journals appear in Russia?

a) 20-30 years of the XVIII century

b) 20-30 years of the XVII century

c) 20-30 years of the XV century

d) 20-30 years of the III century

e) 20-30 years of the XIII century

16 The essence of annotation and reviewing is:

a) to enumerate the main aims of the text.

b) to influence the reader.

c) to minimize the source of information while maintaining its substantive content.

d) to transfer information to the reader or the listener

e) no correct answer

17. Abstract is:

a) Retelling the text

b) the short idea of the text

c) no correct answer

d) a compressed summary of the basic information of the primary source on the basis of its semantic processing

e) the shortest set out the primary document giving a general idea of topic.

18. Annotation is:

a) a compressed summary of the basic information of the primary source on the basis of its semantic processing

b) the shortest set out the primary document giving a general idea of topic.

c) a use of clichés in the text.

d) Retelling the text

e) no correct answer

19. According to the content and purpose annotations are divided into:

a) reference and recommendatory.

b) general and specialized

c) vision and group

d) classified and non-classified

e) no correct answer

20. According to the completeness of coverage and content of annotated documents as well as reader's purpose annotations are divided into:

a) reference and recommendatory

b) vision and group

c) general and specialized.

d) classified and non-classified

e) no correct answer

21. Leading schools of translation in Russia are

a) Moscow and St. Petersburg;

b) Perm and Novosibirsk;

c) Tver, Perm;

d) Moscow and Novosibirsk;

e) St. Petersburg and Tver.

22. Which type of annotation characterizes the subject of the document, according to any information about it but do not give its critical evaluation?

a) general

b) non-classified

c) group

d) reference

e) recommendatory

23. Communicative competence involves the ability of an interpreter

a)to perceive the meaning of text and send it by means of the mother language;

b)take the form of text and select translation compliance;

c) evaluate the ability of the recipient perception of the text and the addressee, and pick up translation of compliance;

d)to perceive the meaning of text, to compare the ability of the recipient of the perception of the text and adjust the addressee and linguistic expression of the text for a better perception of the addressee;

e)to perceive the meaning of the text and create an equivalent translation.

24. Which type of annotation characterizes the document generally and are designed to a wide range of users.

a) specialized

b) general

c) classified

d) non-classified

e) reference

25. The complex knowledge required to the translator includes:

a) basic and background knowledge;

b) core and non-core knowledge;

c) the necessary knowledge and secondary knowledge;

d) required and optional knowledge;

e) professional and lay knowledge.

26. Bilingualism of an interpreter consists

a) only in the knowledge of two languages ​​- native and foreign;

b)not only in the knowledge of the two languages, but also in the knowledge of history;

c)not only in the knowledge of the two languages, but also in the knowledge bases of speech;

d)not only in the knowledge of the two languages, but also the ability to find the communicative equivalent means of these languages for a given act of communication;

e) not only in the knowledge of the two languages, but also in the knowledge of speech etiquette.

27. According to the reader's intended purpose reviews are divided into:

a) general and specialized.

b) reference and recommendatory

c) vision and group

d) classified and non-classified

e) no correct answer

28. The norm of translation speech is formed:

a) Requirements to be met by language of interpreter;

b) Requirements to be met by the language of the original text;

c) Requirements to be met by the language of the text-translation;

d) Requirements to be met by language of author;

e) requirements to quantify volume of translation in one hour.

29. On the target (intended purpose) reviews can be divided into:

a) bibliographic, reviews for popular-scientific journals and educational

b) recommendatory and reference

c) general and specialized

d) informative and indicative

e) monographic and overviews

30. \_\_\_\_\_annotations characterize document only in certain aspects and are aimed at a narrow circle of specialists.

a) general

b) reference

c) recommendatory

d) specialized

e) non-classified

* Tasks for midterm control.

Midterm 1

1. Linguistic and psychological foundations of abstract and annotation.
2. Information. Types of informative abstract and ways of disclosure of the contents of texts
3. Abstract and text activity (syntax, functional, communicative, informative text structure).
4. Lexical-semantic compression of texts (suppression, compression, compensation).
5. Logical principle of evaluation of text abstract of scientific literature.
6. Secondary documents and ways of their creation.
7. Language and style of the scientific literature.
8. Types of secondary documents in the field of document service.
9. Analysis of the abstract in comparison with other types of secondary texts.
10. Abstract model of the formation of linguistic skills for the students of linguistic specialties.
11. The cognitive approach to understanding and processing of scientific information.
12. Application of frame approach for solving problems related to the abstract of the scientific literature.
13. General issues of using of information and communication technologies in education the mediated communication.
14. Internet resources in teaching foreign language communication.

Midterm 2

1. Informative, logical and compositional aspects of text coherence.
2. Logical principles of converting text.
3. Modeling of texts aimed at the transfer of intellective information.
4. Approximate stage in the formation of abstract language skills for the students of linguistic specialties.
5. Laws of simplification, composition and conjunctive tautology.
6. Annotations in terms of analysis and evaluation of the original document and subject coverage of the material.
7. Compression in the field of information communication.
8. The main stages of abstract of the scientific literature.
9. Text, text-forming characteristics.
10. Classification of the main types and methods of text compression.
11. Compliance with the rules of logic in the construction of a secondary text.
12. The results of philological research in modeling of registers of studied language.
13. Communicative meaning within larger units.
14. Characteristics of written mediated scientific communication.
15. Texts related to the analytic-synthetic processing of information.
16. Technology textual activity in the modeling of indirect communication.