

## CALL FOR ABSTRACTS

Sixth Annual Augusta State University  
Student Research and Fine Arts Conference

# Celebrating Student Success

Wednesday, March 16, 2005

Sponsored by the Augusta State University Chapter of  
The National Honor Society of *Phi Kappa Phi*

The Celebrating Student Success conference is an opportunity for all students at Augusta State University, regardless of discipline, to showcase their scholarly and artistic endeavors. The program of presentations will be competitively selected on the basis of anonymously reviewed abstracts submitted by the deadline of Friday, 28 January 2005, 4:30pm. Presenters and their faculty sponsors will be notified of acceptance by email by Tuesday, 15 February 2005.

### General Instructions for Submission

Presentations must be made by an Augusta State University undergraduate or graduate student who is currently enrolled or who completed graduation requirements since May 2004. Each abstract must have the endorsement of at least one Augusta State University full-time faculty member. This sponsor may make introductory comments and may be listed as a co-author, but a student author must be the primary developer and presenter. Students and faculty sponsors may be listed on more than one abstract, but students are limited to making one presentation. Students and faculty sponsors are not required to be members of *Phi Kappa Phi*. As a restricted local event, this conference permits the inclusion of projects previously presented elsewhere or expected to be presented elsewhere.

All abstracts must be submitted as an MS-Word document on computer disk, together with a completed and signed *Abstract Information Sheet* (form attached), to Dr. Paul Harris not later than 4:30pm on Friday, 28 January 2005 (Allgood Hall, office N-310). Abstract guidelines are attached. Please follow them precisely as off-standard abstracts cannot be considered for selection.

The format of the abstract will vary across disciplines, but a typical sequence for a research abstract is: (a) problem, (b) method, (c) results, (d) interpretation. Abstracts for the visual, performing, dramatic arts, etc., should be suitably altered to permit reviewers to assess the intent and quality of the proposed work. The abstract should contain sufficient detail to permit reviewers to understand and evaluate the overall quality of the project. Keep in mind that this is an interdisciplinary conference. Your abstract should therefore avoid technical language where possible. Students should discuss the intended form of presentation (oral or poster presentation, fine arts performance, etc.) with their faculty sponsor(s).

#### *Enclosures:*

- Abstract Information Sheet
- Abstract Guidelines
- Sample Abstract

## Abstract Information Sheet

Mail or hand-deliver one copy of this form,  
together with a computer disk of your abstract to  
Dr. Paul Harris, Allgood Hall, Room N-310

**Deadline: Friday, 28 January 2005, 4:30 pm**

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Phone: \_\_\_\_\_ Student's Email: \_\_\_\_\_

Faculty sponsor: \_\_\_\_\_ Department: \_\_\_\_\_ Email: \_\_\_\_\_

Preferred type of presentation:

\_\_\_\_\_ Paper (oral) presentations are limited to 12 minutes, followed by a separate question-and-answer period. Scheduling restrictions may require our requesting that some abstracts submitted for oral presentation be resubmitted for presentation in poster form (see below).

\_\_\_\_\_ Poster presentations will be included in sessions lasting from one-and-a-half to two hours, with the 15 minutes preceding the session used for set-up on the provided tack boards or tables. For tips on preparing effective posters see <http://www.aug.edu/pkp/000120Myers/index.html>. Please check: ' need panel backboard ' need table

\_\_\_\_\_ Symposia will be reserved for multiple paper presentations on a highly integrated topic. To propose a symposium, submit all abstracts (and information sheets) in a package, together with a symposium title and a brief, one paragraph description of how the projects are related. A symposium might include another student or a faculty sponsor as a discussant, but care should be taken in confining all components to the time allotted (60 minutes).

\_\_\_\_\_ Other presentation formats might include recitations, musical performances, displays of artwork, dramatic scenes, and readings of original creative writing. In addition to the abstract itself, you should take an additional to-the-point paragraph to explicitly describe the format, anticipated time required, type of room preferred, and any other necessary accommodations you need, so that we may make appropriate arrangements.

*We, the undersigned, attest that this project is principally the product of student effort and that it conforms to the professional standards of the appropriate discipline (including human and animal research requirements, if applicable).*

\_\_\_\_\_  
First student author \_\_\_\_\_ Date

\_\_\_\_\_  
Faculty sponsor \_\_\_\_\_ Date

The fine print: The Program Committee, with the assistance of a Selection Committee, will develop the conference program based on the quality and variety of submissions, the goals of the conference, and availability of time and space. Decisions by the Program Committee are considered final.

## Abstract Guidelines

All abstracts submitted must conform to these guidelines.

1. The abstract must be submitted on computer disk in Microsoft Word, using Times New Roman type font, with 1" margins, throughout.
2. Title: in upper and lower case letters; 10-word maximum; 14-point boldface type; centered.
3. Student name(s): center directly below title, 11-point type, include student's department.
4. Faculty sponsor(s): center directly below student's name, 11-point type, type in "Faculty sponsor:."; sponsor's name should include academic title and department.
5. Body: leave one blank line between heading and abstract; abstract should be left-justified; 11-point type; single-spaced; single space between sentences;
6. Length: one paragraph abstract; including headings, do not exceed 500 words (and, in any case, not more than a single 8-1/2" x 11" page); do not include bibliography or reference list; do not include charts, tables, or graphs.

## Sample Abstract

### **Failure to Find Fluoride-Induced Learning Deficits in Rats**

Terry S. Lovett, Aimee R. Lombard, Erica L. McKnight, and A. Rene Monfort, Psychology  
Faculty Sponsors: Dr. Stephen H. Hobbs, Psychology, and Dr. Gary M. Whitford, School of Dentistry,  
Medical College of Georgia

The practice of adding fluoride (F) to drinking water to reduce dental carries has enjoyed widespread acceptance in this country. For example, a 1995 study by Mullenix, et al. concluded that exposing rats to elevated F levels in their drinking water produced possibly toxic F accumulations in CNS tissue, accompanied by behavioral changes that might indicate learning deficits. The authors expressed concern about learning and cognitive impairments in children from municipalities with fluoridated water. The present study was undertaken as a systematic replication of Mullenix. Thirty-two weanling female Spague-Dawley rats, initially housed at the Medical College of Georgia, were randomly divided into 4 groups. Rats were fed a special low-F food together with varying doses of sodium fluoride (NaF) via their drinking water. Group dose levels were as follows (mg NaF/kg body weight): Control Group-0, Low Dose Group-3.3, Intermediate Dose Group-8.5, and High Dose Group-15.6. After seven months, the rats were relocated to the Animal Vivarium. Rats were put on a reversed light-dark cycle (12:12 LD, with lights on at 1800h), with testing occurring during the dark phase. Rats had restricted access to food to increase response motivation on the food-reinforced operant conditioning task. Rats were not permitted to lose more than 10% of pre-experimental weight. Rats were shaped to press a lever in an operant chamber to receive reward pellets to a criterion of 75 or more times on two consecutive days or after 5 days of shaping. Animals were subjected to five consecutive days of fixed ratio (FR) responding, with the reinforcement requirement increasing each day (FR2, FR4, FR6, FR8, FR10). Finally, rats were put on ten days of a differential reinforcement of low rates of 20 sec (DRL-20). Experimental results were analyzed by parametric statistical tests. When checked at the termination of the study, rats in the High Dose F Group weighed significantly less than the Control Group or the Low Dose Group. There were no differences among the groups on the number of days taken to meet the criteria for lever pressing or on the amount of responding upon reaching criterion.

(For your information: this abstract is 391 words long.)