



PLEASE TYPE.

DATE 19 December 2016

ACADEMIC UNIT Natural Science Division

FACULTY Elizabeth K. Sutton

Discipline	Course # Section	Title of Course	Credit Hours	Cross Reference (if applicable)
CHE	380-01	Junior Seminar	1	n/a

TEXTBOOK [X] Required [] Not Required

Author Beal and Trimbur Title A Short Guide to Writing About Chemistry, 2nd ed

Publisher Pearson Education Date of Publication 2001

WORKBOOK [] Required [] Not Required

Author _____ Title _____

Publisher _____ Date of Publication _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

- DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
- STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)
- COURSE OUTLINE: Outline the topics/units that are to be taught.
- EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
- REQUIREMENTS:
 - Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
 - Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
 - Supplemental reading assignments or outside work required.
 - Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
- BOOKLIST

DEAN

Date Copy Received _____

VICE PRESIDENT FOR ACADEMIC AFFAIRS

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I. TITLE: CHE 380 Junior Seminar, one credit hour

II. COURSE DESCRIPTION: This course will consist of a survey of topics of current interest in chemistry.
Prerequisites: Junior standing, CHE 315 or consent of instructor.

III. TEXT: *A Short Guide to Writing about Chemistry*, 2nd Ed. (Beal and Trimbur), Pearson Education. 2001.

IV. COURSE OBJECTIVES:

- A. General Education Curriculum Objectives (GECO):** (numbered to correspond to the objectives listed in the University catalog.)
2. Critical Thinking: Students will demonstrate the ability to reflect on theories and issues in a systematic fashion.
 4. Ethics: Students will demonstrate an understanding of Christian values and ethical standards in order to make mature and informed decisions concerning moral issues.
 5. Oral and Written Communication: Students will demonstrate the ability to express ideas, beliefs, and information in an organized, precise, and persuasive manner.
 6. Quantitative Literacy: Students will demonstrate the ability to understand and utilize mathematical and/or logical relationships to analyze data, to construct and assess arguments, and to make sound judgments in quantitative situations that arise in daily life.
 7. Social Responsibility and Citizenship: Students will demonstrate an understanding of personal and social responsibility in a changing global environment so that students can make contributions to their respective discipline and to society as a whole.
- B. Student Learning Outcomes (SLO):** Students will demonstrate their laboratory skills and problem solving ability in this course. (Numbered to correspond to the pertinent General Education Curriculum Objective [GECO]).
1. The student will recognize how chemistry provides solutions to contemporary, historical, technological, and societal issues. (GECO 2, 4, 6, 7; Evidence: career, literature and abstract projects)
 2. Students will develop an awareness of how a basic understanding of chemistry, the proper application of that knowledge, and the interaction between chemistry and other fields of study and careers is important to personal and social issues. (GECO 4, 6, 7; Evidence: career project, job application assignment)
 3. Students will follow ethical practices when conducting research, writing reports, using sources and when working with others. (GECO 4; Evidence: ethics assignment)
 4. Students should be able to read, understand, and apply scientific information through thinking more critically, discussing more meaningfully, arguing more persuasively, and writing more effectively. (GECO 2,5; Evidence: literature search assignment, abstract assignment)
- C. Program Learning Outcomes (PLO):** (numbered to correspond to the listing in the program assessment document)
1. The student will be able to demonstrate a solid understanding of the core principles in the traditional subdivisions of chemistry: Analytical, Inorganic, Organic, and Physical.
 4. The student will be able to articulate chemical information/data/ideas clearly and effectively in speech and in writing in an acceptable presentation format.
 6. The student will demonstrate critical thinking skills in chemistry: interpretation, evaluation, explanation, and critical inquiry; how to ask appropriate questions, gather relevant information efficiently and creatively, and reason logically from this information to make reliable conclusions.
- D. Course Specific Objectives (CSO):** The primary objective of this course is to provide an opportunity for the student to explore areas of chemistry in which he/she has a personal interest. In addition, students will learn to properly search the body of scientific literature and to present a scientific seminar.

V. COURSE OUTLINE

Effective communication of a chemist's knowledge to a variety of audiences is just as important as the knowledge of chemical concepts and facts and the application of these facts to solving problems. This course is designed to help you improve your written and oral communication skills in chemistry. It serves as a prerequisite to CHE 480, a

course that will require you to deliver a seminar and write a paper based on the primary chemical literature. CHEM 380 is specifically designed to help you:

- Learn about different forms of scientific writing
- Learn how to read the scientific literature
- Learn how to search the chemical literature
- Improve your writing skills
- Learn what plagiarism is and how to avoid committing plagiarism
- Learn about ethical issues relevant to science
- Learn how to deliver an interesting, organized seminar based on the scientific literature
- Learn how to construct a well-organized, informative resume and write an effective cover letter for a job or professional school application
- Complete some reading and writing assignments
- Make a short oral presentation, based on a scientific article of your choice, to the class
- Attend a student presentation in seminar and submit a written evaluation of the seminar to your instructor.
- Attend a seminar given by an external speaker and submit a written evaluation of the seminar to your instructor.
- Write a 1-2 page overview (excluding figures) of your planned CHEM 480 seminar

VI. COURSE EVALUATION:

The standard ten-point grading scale will be used for assigning grades. [A = 91-100, B = 81-90, C = 71-80, D = 61-70, F = below 60] If, for any reason, you cannot continue to attend this class, be certain you DROP IT OFFICIALLY. Otherwise you will automatically receive a failing grade.

Junior Seminar: Your course grade will be based on attendance and completion of assignments. The assignments include: Job application essay (15 %), Career project (15 %), searching the chemical literature (15 %), Ethics (including plagiarism) (15 %), Journal article and abstract project (20 %), Seminar Attendance (20%).

VII. COURSE REQUIREMENTS:

A. **Attendance:** The attendance policy of the University will be strictly enforced in this class.

B. **Numbers to Remember:**

1. **Campus Security Cell Phone: 270-403-3611**
2. **Campus Security Office Phone: 270-789-5555**
3. **Natural Science Office: 270-789-5065**

C. **Classroom Behavior:**

1. Guests are only allowed in class at the discretion of and with prior approval from the instructor.
2. Electronic recording devices of any kind are not permitted except in special circumstances and with the specific permission of the instructor.
3. While you are expected to attend and participate in this class, your cell phone, computer, and MP3 players are **not**. Pagers, cell phones, and similar items are disruptive to the entire class and **must be turned off** during class. **The owner of any such device that activates during class will be immediately excused from class and counted as absent for the entire period.**
4. Use of cell phones, computers, and MP3 players during examinations and quizzes will be considered academic dishonesty, which will result in a zero being awarded for the quiz or examination (No exceptions!).
5. Hats and caps are to be removed prior to entering the classroom.
6. Take care of any physiological needs *before* coming into the classroom.
7. Unacceptable student behaviors:
 - a. Sleeping during class
 - b. Chronic tardiness. Be here ready to learn when class begins.
 - c. Reading, studying or working on materials for other classes.
 - d. Chatting with your classmates when the instructor or other classmates are speaking.
 - e. Prematurely packing up your books and bags before class has been dismissed.

D. **Academic Misconduct:** Students in this course will be working toward mastery of the material to satisfy the course objectives. ***This class is held to an honor system, meaning that cheating, allowing someone to cheat, or failing to report known cases of cheating are all considered academic misconduct. The Division of Natural Science Academic Integrity Policy will be followed in this class.*** Be aware that aggressive methods are used to protect the majority of you who are honest. For information about plagiarism and how to avoid it, consult the following website: <http://www.indiana.edu/~istd/>. Students will be asked to sign an integrity statement on each examination and quiz. The following statement reads as follows:

“I pledge on my honor that on this assignment/examination/quiz I have neither received nor given nor have I seen any dishonest work.

Signature _____ Date _____

- E. **Seminar Attendance:** The chemistry department has introduced a seminar attendance policy in each of its courses. Each student in a chemistry course is required to attend a certain number of natural science seminars. The actual number is determined by the course instructor. **For this course you will be expected to attend two (2) natural science seminars this semester.** Be sure that your attendance at the seminar is recorded. After attending the seminar, you will write and turn in a one-page typewritten critique/summary of the seminar. The format of the critique/summary will be discussed in lecture.

VIII. BOOK LIST

- A. The ACS Style Guide: Effective Communication of Scientific Information (Anne M. Coghill and Lorrin R. Garson, eds.)
B. *Nontraditional Careers for Chemists* (Lisa M. Balbes)

IX. DISABILITIES

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

X. ACADEMIC SUPPORT

The Academic Support area, located in the Badgett Academic Support Center (BASC), exists to help students. At certain times, most students need some help with studying, choosing a career, major/minor, or assistance in a difficult course. The following services are available Career Services, Disability Services, tutoring, and the Citizens Bank & Trust Writing Center. *These services are provided at no extra cost to the student.* Space is also available for individual and group study, and laptop computers are available for students to check-out and use within the building. Information about these services is accessible by clicking on the “Current Students” tab on the University website at www.campbellsville.edu. Information is also available by calling the Office of Academic Support at (270) 789-5064.

XI. TITLE IX

Campbellsville University and its faculty are committed to assuring a safe and productive environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Campbellsville, KY 42718

Administration Office 8A

Phone: 270-789-5016

Email: twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX