Course Information
Chemistry 501-001: Graduate Seminar

Spring 2013

Course: Chemistry 501 will meet each Friday from 2:00-4:00 p.m. in room Science 122 (the class time and location may change some weeks depending on the seminar speaker’s schedule)

Instructor: Dr. Laurence Angel
Office: Science 341
Office Hours: Mon-Fri: 4:00-5:00pm or by appointment.
Contact Information: 903-886-5391, Laurence.Angel@tamuc.edu

GOALS OF THE COURSE: Introduce students to chemical research, chemical publications, literature reading and searching and to develop student’s presentation skills. The course will give students knowledge on how to assimilate scientific information, develop an organized scientific presentation and present it to a broad scientific audience.

Graduate Students
1. The student is required to present a 25-minute seminar on a paper from the Journal of the American Chemical Society published 2008-2013. You can search for a suitable article using the Web of Knowledge search engine found on the TAMU-C library website. The seminar must be organized to fit the allocated 25 minutes. There will be an additional 5 minutes for open discussion with the audience at the end of the seminar. The purpose of the presentation is to teach the audience about the background, methods, results and findings of the article.

Guidelines for presenting a topic or paper from the literature:
1. Students presenting a 25-minute seminar over literature: The student must submit the paper to the instructor at least 2 weeks in advance of the seminar for final approval. Place the article in my mailbox in the chemistry office. For every day late in submitting the paper for approval the student will lose 5% credit. Faculty and students will evaluate your presentation using the form illustrated on page 3 of this document.

Additional requirements for this course
2. The student will be expected to attend all Chem 401/501 seminars. Some of the presenters will be outside speakers who hold academic, government, or industrial positions. Attendance at these seminars will expand students’ knowledge of current research interests and topics and will help the student be more prepared for their future career.
3. Seminar speakers normally will set aside one hour to talk to students either right before or after the seminar or at lunch time; all students are required to attend those sessions.
COURSE REQUIREMENTS, ASSIGNMENTS AND GRADING:
Students are required to attend all seminars, work towards the preparation of their seminar, and make an individual presentation on the selected paper or topic approved by the instructor during the semester.

GRADING PROCEDURE:
Seminar presentation (80%), attendance (20%). Seminar presentation grade is based on faculty and student feedback. For every day late in submitting topic for approval = minus 5% from the seminar presentation grade.

A: ≥ 90.0; B: 80.0 ~ 89.9; C: 70.0 ~ 79.9; D: 60.0 ~ 69.9; F: <60.0; P: ≥ 70.0; F: < 70.0

ATTENDANCE POLICY:
All students are expected to attend classes on a regular basis. The Department of Chemistry adheres to the attendance policy set by the University as stated in the most current Undergraduate Catalog. The attendance record is kept by roll check. Being more than 5 minutes late for seminars or the discussion sessions with seminar speakers is equivalent to being absent. Excessive absence is defined as missing more than 10% of the classes without excusable reasons. Excessive absence will be reported to the Dean of the College and the Dean of Students. In addition, according to the TAMU-Commerce Procedure A13.02, if a student has excessive absences, the instructor may drop the student from the course. The instructor will only excuse an absence if the student provides, with appropriate documents an excusable reason allowed by the TAMU-Commerce Procedure A13.02.

STUDENT CONDUCT POLICY: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student’s Guidebook, Policies and Procedures, Conduct). Any student engaging in disruptive behavior will be dismissed from class on the first offence. A second offence may constitute dismissal from the course with a failing grade.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Halladay Student Services Building
Room 303 A/D
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Spring 2013 schedules will be dropped for students who have not paid the balance due on their accounts. Check the status of your account on MyLeo. It is available 24/7 at https://leo.tamu-commerce.edu/login.aspx. If you need assistance to pay the balance, please contact the Bursar’s Office (903-886-5051).
STUDENT SEMINAR, CHEM 501, Grading Form

Seminar Speaker ___________________________ Date ________________

Grading Form for Evaluation of Presentation, and Understanding
Grading system (score each question on a scale of 1 to 5, 1 = poor, 5 = excellent)

<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ out of 5</td>
<td>1. Was the topic described and detailed for an audience with a broad background in various subdisciplines in chemistry?</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>_____ out of 5</td>
<td>2. Was the seminar organized, coherent, and developed to make the presentation understandable?</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>_____ out of 5</td>
<td>3. Were audiovisual aids effective in illustrating and clarifying points in the talk?</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>_____ out of 5</td>
<td>4. Was the style of the presentation acceptable in speech, pronunciation, terminology?</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>_____ out of 5</td>
<td>5. Did the student display an understanding of both the details and the ‘big picture’ of the research problem?</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

FINAL GRADE: ___________ out of 25

General comments

Evaluator’s Name: ____________________________________________