Course Information
Chem 501: Graduate Seminar

Spring 2015

Course: Chemistry 501 will meet each Friday from 2:00-4:00 p.m. in room Science 123 (the class time may change some weeks depending on the seminar speaker’s schedule)

Instructor: Dr. Bukuo Ni
Office: Science 303
Office Hours: Wednesday: 1:30 – 2:30 pm, Friday: 11:00am – 12:00pm or by appointment.
Contact Information: 903-886-5382, bukuo.ni@tamuc.edu

STUDENT LEARNING OUTCOMES: Introduce students to chemical research, chemical publications, literature reading and searching and to develop student’s presentation skills. A presentation at the beginning of the course will show students how to use the search engine Web of Science and the database Endnote. Students will be expected to use these software tools to find and save their research articles. 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. Specific student learning outcomes from this course include:

1. Students will be able to demonstrate successful chemistry literature search skills.
2. Students should demonstrate the ability to assimilate and disseminate scientific knowledge effectively.

Graduate Students
The student is required to present a 20-minute seminar on a paper from the leading chemistry journals (such as Journal of the American Chemical Society and Angewandte Chemie International Edition) within 2 years. 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 20 minutes. There will be an additional 5-10 minutes scheduled 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 20-minute seminar over literature: The student must submit the paper to the instructor at least 1 week 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. The paper should already have signed approval from one of the research professors.

Additional requirements for this course
2. The student will be expected to attend all CHEM 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 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, Gee Library Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
Rubric for Evaluating CHEM 501 Presentations

Seminar Speaker ___________________________ Date ___________________________

Grading system (score each question on a scale of 1 to 5, 1 = poor, 5 = excellent)

1. **Chemical Literature Skills**
   Did the Presentation include valuable material related to the concise discussion of previous research literature in the area? Evidence of related valuable material includes references and a clear understanding of previous contributions.
   1= The Research Project showed no real evidence of knowledge of previous research literature in the area. 2= The Research Project showed some knowledge of previous research literature in the area but was lacking. 3= The Research Project showed valuable knowledge and documentation of previous research literature in the area and benefited the project. 4= The Research Project showed an exceptional amount of knowledge and documentation of previous research literature in the area and was of great benefit to the project.

   SCORE ______

2. **Communications Skills**
   Was the Presentation organized and developed in a way to communicate effectively to the general audience?
   1= The Research Project was poorly organized and did not effectively communicate with the general audience. 2= The Research Project showed some effective communications with the general audience but was lacking. 3= The Research Project was well organized and effectively communicated its principle ideas to the general audience. 4= The Research Project showed an exceptional organization and degree of communication with the general audience.

   SCORE ______

3. **Presentation Aids**
   Were audiovisual aids effective in illustrating and clarifying points in the talk?
   1= The audiovisual aids were poorly organized and did not effectively communicate with the general audience. 2= The audiovisual aids allowed some effective communication with the general audience but was lacking. 3= The audiovisual aids were well designed and effectively communicated its principle ideas to the general audience. 4= The audiovisual aids were very clear and useful showing exceptional design to aid in communication with the general audience.

   SCORE ______

4. **Understanding**
   Did the student display an understanding of both the details and the ‘big picture’ of the research problem?
   1= The presenter showed no real evidence of knowledge of the research topic. 2= The presenter showed some knowledge of the research topic but was lacking. 3= The presenter showed good knowledge of the research topic. 4= The presenter showed an exceptional amount of knowledge of the research topic.

   SCORE ______

General comments

Evaluator’s Name: ___________________________ FINAL GRADE: _______ out of 16