

Course Information

Chemistry 501: Graduate Seminar Spring 2018

Course: Chemistry 501 will meet each Friday from 2:00-4:00 p.m. in room Science 122.

Instructor: Dr. Laurence Angel

Office: Science 341

Office Hours: Mon-Fri: 4:00-5:00pm

Contact Information: 903-886-5391, Laurence.Angel@tamuc.edu

COURSE DESCRIPTION: Familiarize the students with chemical research, chemical publications, literature reading and to develop student's presentation skills. The student will present a 25-minute seminar on a paper from the *Journal of the American Chemical Society* published 2012-2018. You should search for a suitable article using a search engine such as the *Web of Knowledge* found on the TAMU-C library website. The seminar must be organized to fit the allocated 25 minutes. There will be additional 5 minutes for questions from the audience at the end of the seminar. *The purpose of the presentation is to educate the audience about the background, methods, results and outcomes of the article.*

1. **STUDENT LEARNING OUTCOMES:** Familiarize students with current chemical research, chemical publications, literature reading and develop their presentation skills.
2. 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.
3. The student will learn how to provide a concise abstract originally written in their own words describing the methods and findings of a research article (iThenticate will be used to identify any plagiarism).

Guidelines for presenting a topic or paper from the literature:

1. All students will present a 25-minute seminar on a literature paper: 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 or send it to me via email. *For every day late in submitting the paper for approval the student will lose 5% credit.*
2. Faculty and students will evaluate your presentation using the form illustrated on page 3 of this document.

Additional requirements for this course

1. The student will be expected to attend all Chem 501 seminars.
2. Students are required to work towards finding a paper that they can develop into an effective presentation and gain approval for the article from the instructor.
3. Students must prepare a 1-page abstract, written in their own words, describing the methods and findings of the research article and send it attached to an email to all seminar attendees by noon of the Wednesday before the Friday presentation.
4. The audience will be expected to actively participate during the seminars by listening carefully, asking questions and critically evaluating the effectiveness of the presentation.

GRADING PROCEDURE: 70% of the final grade will be based on the *Rubric for Evaluating CHEM 501 seminars* (page 3) which will be completed by faculty and students at the end of the seminar. 15% of the grade will be based on the quality of the abstract and a further 15% will be based on your *attendance and participation* during seminars, both evaluated by the instructor. *For every day late in submitting either the paper for approval or the abstract to the seminar audience will lose you 5% from the seminar grade.*

A: ≥ 85.0; **B:** 70.0 ~ 84.9; **C:** 55.0 ~ 69.9; **D:** 40.0 ~ 54.9; **F:** <40.0; **P:** ≥ 70.0; **F:** < 70.0

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

NONDISCRIMINATION STATEMENT: Texas A&M University-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.

CAMPUS CONCEALED CARRY: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Rubric for Evaluating CHEM 501 Presentations

 Seminar Speaker

 Date

Grading system (score each question on a scale of 1 to 4, 1 = poor, 4 = excellent)

1. Chemical Literature Skills

Did the seminar speaker 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 seminar speaker showed no real evidence of knowledge of previous research literature in the area.
 2= The seminar speaker showed some knowledge of previous research literature in the area but was lacking.
 3= The seminar speaker showed valuable knowledge and documentation of previous research literature in the area and benefited the project. 4= The seminar speaker 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 seminar speaker organized and developed in a way to communicate effectively to the general audience?

1= The seminar speaker was poorly organized and did not effectively communicate with the general audience. 2= The seminar speaker showed some effective communications with the general audience but was lacking. 3= The seminar speaker was well organized and effectively communicated its principle ideas to the general audience. 4= The seminar speaker 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 seminar speaker 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