

Chemistry Seminar, Chem 4112 Spring 2017 CRN 27622 (UCA core, Z)

Fridays 1:00 – 2:50 or 2:00 – 2:50 pm

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<http://faculty.uca.edu/patrickd/chem4112/main4112.htm>

Office hours Drop in times: Mon 9-10a, 12-1p | Tue 4-5p | Wed 9-11a

Other times available by appointment.

Use this time. It works best if you come prepared to my office with specific questions.

Materials Nothing to buy. Must have access to MS Powerpoint (own a copy or use UCA access).

Course Description Formal presentation and discussions of current topics in chemistry by faculty and upper-division chemistry students. One hour of lecture per week. Prerequisite: CHEM 4450 or 4460. This course is the department's capstone course (Z). Therefore you must (1) write well, using sound grammar in a clear style, (2) relate knowledge obtained in previous courses to the topic of the seminar, (3) be substantive to illustrate a better understanding of the topic presented, and (4) use a relevant resource to back up their opinion of the quality of the research presented by each speaker. Two of your assignments will require you to do this.

Course Objectives Develop skills in formal oral presentation of chemical information, including original research and information from the primary chemical literature.

Departmental Seminar Chemical professionals will be presenting seminars throughout the semester. Consult the course website for the most current schedule. These talks enrich the department by presenting some of the latest concepts and research from academic laboratories and industry. These professionals also offer the opportunity for personal discussion of their work and their profession with seminar attendees. Free pizza lunches are available for students to converse with these speakers on the days of their seminars.

Seminar Topics The best seminars result when speakers are intimately connected to their subject matter. Therefore, research students must present summaries of their original chemical research with faculty at UCA. Students working for the same faculty mentor must present different talks. Students not conducting research may choose a topic based on primary literature sources. You are encouraged to use faculty in the department for feedback and to help formulate your topic. All seminar titles, topics, abstracts must be approved by the instructor.

Primary Literature Resources Your tuition is paying for subscriptions to ACS journals in electronic format. These can be accessed through the library website under "databases." Other databases are also available through the Torreyson website: Scifinder, Pubmed, etc. Multiple primary literature sources (articles), not Wikipedia, are required and must be referenced.

Policies 1. Attendance

Watching other people present is one of the most effective ways to plan your own presentation. Attendance is therefore an integral part of your development as a speaker and therefore also your grade in this course. Students may miss no more than one external Friday seminar and one peer seminar. Additional absences will result in point deductions.

2. Academic misconduct

Sources of information and assistance must be referenced. Acknowledge the helpful input of peers and faculty mentors. Do not present artwork or figures from web sources without referencing the URL source.

Responsibility as audience member Proper attention given to seminar speakers is a minimum expectation and professional courtesy. This includes arriving on time, turning off communication devices, and being attentive during all presentations.

You must sit in the first three rows of the classroom. No lurking in the back.

You are expected to ask questions during seminars of your peers. Students will be "volunteered" to ask questions if no one speaks up.

Critiques Of external speakers

Brief critiques of all external speakers are due to me by 6 pm the Monday immediately following a seminar. These must be submitted using the form linked to my course page

Each critique will consist of:

1. Your thoughtful general impression of the presentation, its organization and flow, and quality of the slides.
2. Something new you learned during the talk.
3. One thing you might change if *you* were presenting the same talk yourself.

Two of these critiques require a bit more to satisfy your chemistry (Z) capstone experience. See online form.

Your Formal Presentation

Deadlines:

- Topic selection cleared with me: Jan 27
- Title and 150 word abstract submitted online: Feb 10
- Final presentation submitted online as a virus-free MS PowerPoint file: Mar 10

Your peers from previous semesters developed an excellent list of criteria to judge talks. This resulted from them in the audience and grew from their likes and dislikes. These are summarized on the course website. You should seriously address these as you prepare.

Logical flow: Great science poorly presented is diminished. A complete talk usually begins with background, leading into the presentation of pertinent results, and followed by the important conclusions that can be drawn from those results. Background information must give context for the work. Why is this work important to the chemical community or the greater world? What problem(s) is this work addressing? It should describe any experimental techniques or methods that might not be common to the experiences of a typical chemist or your particular audience. Pertinent results should be presented in an organized manner, including clear spectra or summary tables. A running outline is one way to maintain organization during a talk. Plan smooth transitions between a slide just presented and the next one about to appear. You must present clear conclusions that logically flow from the talk. Acknowledge help from peers and faculty mentors.

Reach the audience: Know your audience. Remember what you appreciate when *you* are in the audience. Avoid overly busy slides and excessive tables of results. One effective method is to plan your talk around what you anticipate would be likely questions to arise from the audience. Make eye contact with your audience as you speak to the whole room.

Questions: Questions are *desirable*. An audience with questions demonstrates that you reached them and piqued their interest. No questions means you took too long, boredom set in, you missed the audience, or you didn't draw them in.

Practice (!!): Practice with your peers, with supportive faculty mentors, with me. Use my office time.

Time: 20 min \pm 2 min, including time for questions. *Plan* therefore on speaking for about 18 min.

<u>Formal presentation grading:</u>	Aesthetics/Organization	50 points
	Knowledge of subject (as communicated)	50
	Speaking ability (eyes, voice, hands)	40
	Development of Concepts (logical flow)	20
	Time (20 min \pm 2 min, relaxed or rushed)	20
	Questions	20

Overall Course Grade

• fix these slides	5 % of overall grade
• 3-slides, 3-min presentations (2)	10
• attendance at external talks	10
• critiques of external talks	10
• formal critiques, Z experiences (2)	10 (one of an external speaker, one of CNSM poster in April)
• attendance/participation at peer talks	10
• formal presentation	45
total	100 % possible

Grades: **A** 100 – 89% **B** 88 – 79 % **C** 78 – 69 % **D** 68 – 57 % **F** <57 % of possible

UCA adheres to the requirements of the Americans with Disabilities Act. A student with a documented disability (e.g., physical, learning psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must at the beginning of the semester contact the instructor and UCA Office of Disability Services at 450-3135.

Class Schedule see online announcements for additional information

Date	Spring 2017	Major Deadlines
Jan 13	Introduction, semester plans, advice	
20	Aime Franco UAMS 2:00 – 2:50 pm	
27	3 min general chemistry	Topic cleared with me
Feb 3	Xiaohua Huang University of Memphis 2:00 – 2:50 pm	
10	Ingrid Fritsch Univ. of Arkansas, Fayetteville 2:00 – 2:50 pm	Title, Abstract submitted
17	Mikhail Barybin University of Kansas 2:00 – 2:50 pm	
24	3 min student choice	
Mar 3	Anindya Ghosh UALR 2:00 – 2:50 pm	
10	Trevor Creamer University of Kentucky 2:00 – 2:50 pm	Complete talk submitted
14	(Thu) Paul Adams Univ. of Arkansas , Fayetteville 1:40 – 2:30 pm X-period Room 102	
17		
24	SPRING BREAK	
31	3 student seminars	
Apr 7	3 student seminars	ACS National in San Francisco Apr. 2-6
8	Saturday at UCA campus, CNSM poster session*	
14	3 student seminars	
21	3 student seminars	
28	STUDY DAY no class	

*This requires a formal critique.

University Academic Policies

Academic Integrity The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Disabilities Statement The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.

Building Emergency Plan An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Title IX Disclosure If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

Course Evaluations Evaluations are kept completely confidential. Your thoughtful feedback is highly valued and cannot negatively or positively affect your course grade. Over the years this information has changed and improved the instruction of this course.

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button in the top right.



2016-17 Student handbook



Laney Manion Hall
Building emergency plan