

San José State University
Science/Chemistry
Chemistry 100W, Writing Workshop, Section 01, Spring 2021

Course and Contact Information

Instructor:	Dr. Gilles Muller
Office Location:	DH 412A
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Virtual Office Hours:	T, Th, 10:00 am - 11:00 am (<i>other times by appointment</i>)
Class Days/Time:	T, Th, 8:30 am - 9:45 am
Classroom:	Virtual
Prerequisites:	GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. CHEM 055 or CHEM 112A (with grades of "C" or better; "C-" not accepted). Allowed Declared Majors: Chemistry, Biochemistry. Note: This course must be passed with "C or better" to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

Students must **provide proof** of having passed the Writing Skills Test (WST). Chem 100W is **not** an English class, but rather is a chemistry class in technical communication. Students are expected to have a proficient knowledge of English before entering Chem 100W. Students requiring remedial work in English will not be considered to be sufficiently prepared to satisfy the requirements in Chem 100W. This is **not** an English class, but rather is a chemistry class in technical communication.

eCampus Course Page

Course materials such as pdf articles, handouts, and updates to this syllabus may be obtained by logging into Canvas from the [MySJSU](http://my.sjsu.edu/) homepage at <http://my.sjsu.edu/>. You are responsible for regularly checking with the messaging system in Canvas to learn any updates or changes in the schedule.

Course Description

This course is a **workshop** and **not** a **lecture** designed to improve skills in scientific writing,

speaking and data presentation. The emphasis will be to further develop technical writing and oral presentation skills within a chemistry context. Students will develop and improve these skills by writing a substantial review article on a scientific topic. In addition, an oral presentation and a poster presentation of the review topic will also be prepared. Since Chem 100W is not designed as a lecture class, these skills are to be developed by a series of writing and presentation assignments involving individual interaction such as editorial feedback and peer reviews.

Note the following key learning benchmarks:

1. Incorporate information and communicate effectively, via **reading/writing** and **orally**.
2. Cite and reference the relevant literature in the field.
3. Think critically and analyze complex and abstract ideas.

Course Goals and Learning Objectives

Program Learning Outcomes (PLO)

[PLO's](https://www.sjsu.edu/chemistry/Academic_Programs/Undergraduate_Programs/ProgramLearningOutcomesandCurriculumMapforBAandBSDegreesinChemistry2014.pdf) for the BS and BA degrees in Chemistry may be found at the following URL: https://www.sjsu.edu/chemistry/Academic_Programs/Undergraduate_Programs/ProgramLearningOutcomesandCurriculumMapforBAandBSDegreesinChemistry2014.pdf

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- 1) Effectively present a scientific paper in a poster session, as per at an American Chemical Society (ACS) symposium.
- 2) Effectively present a scientific paper orally, as per at an American Chemical Society (ACS) symposium.
- 3) Write a formal scientific laboratory report, using the format and style of an article in a peer-reviewed American Chemical Society (ACS) journal.

Student Learning Outcomes (SLO) for Chem 100W

Upon successful completion of this course, students will be able to:

SLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar and clarity of expression

SLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences

SLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards

SLO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Required Texts/Readings

Supplementary Text(s)

- *The ACS Style Guide: Effective Communication of Scientific Information*, Coghill, A. M. & Garson, L. R. Ed.; American Chemical Society: Washington, DC, 2006. ISBN: **9780841239999**
- *The ACS Style Guide. A Manual for Authors and Editors*; Dodd, J. S., Ed.; American Chemical Society: Washington, DC, 1997 (or 1986). ISBN: **0841209170**

Other Materials

- Class Notes: Handouts provided by Dr. Muller, including detailed assignment sheets.

Primary literature will be essential for the topic in this course. You should have a student library account with the King Library that allows you access the [library electronic databases](https://libguides.sjsu.edu/az.php) (<https://libguides.sjsu.edu/az.php>) such as [SciFinder](https://scifinder.cas.org/) (<https://scifinder.cas.org/>). There is also a special [CHEM 100W Library Research Help](https://libguides.sjsu.edu/chem100W) guide (<https://libguides.sjsu.edu/chem100W>) that is of interest. If you plan to access the library services from off-campus, you may need to obtain a password and/or proxy to do so. Check the Library website for information.

Library Liaison

The Chemistry Library Liaison is Yen Tran (yen.tran@sjsu.edu)

GE Learning Outcomes (GELO)

1. This course must be passed with a C or better as a CSU graduation requirement.
2. Diversity: Issues of diversity shall be incorporated when addressing historical issues of physics and chemistry.
3. Writing: The minimum writing requirement is 8000 words for this course. Writing assignments will include both in-class and out-of-class writing, with frequent feedback from the instructor and peer-review assignments throughout the semester. Your writing will be assessed for grammar, clarity, conciseness, and coherence. The major writing assignment will be a review paper. The Review Paper should be written consistent with the ACS Guidelines and must be a minimum length equivalent to 20 full, double-spaced pages with imbedded citations.

The last page of this syllabus lists all the assignments and the due dates. The major assignments, the word totals, and the relevant SLO being assessed are summarized in the section below: Course Requirements. The points totals and grade percentages for each assignment are summarized in the Grading Policy section. These assignments are designed to help you accomplished the learning outcomes.

Course Requirements

This is a three-unit, graded GWAR course, which requires a graded writing assignment that is individually developed and submitted by the student.

At the end of this syllabus, a summary table with list of all the assignments for the semester and their respective due dates can be found. All the assignments are designed to gradually build the necessary skills to write scientific papers that are well researched and appropriately referenced. Details for each assignment will be provided and discussed in lecture and later posted on Canvas.

The goal of these assignments is to learn to locate relevant research papers, analyze and criticize the ideas presented, organize your findings into a review paper, and communicate your finding effectively via oral and poster presentations.

Breakdown of Chem 100W Assignments to Achieve the SLO:

- a) The main paper you will be writing for this course is an ACS style review paper (approximately 6000 words not including references). You will write a review article covering a particular area of molecular science, one that involves the study of atoms and/or molecules. The area that you choose should be broad enough to have a number of references (with different authors, e.g., work done in several independent research laboratories), yet sufficiently narrow or specific so that you can effectively review this area of research in your paper. The purpose of a review article is to review the literature, so at least twenty references are to be cited, with at least fourteen research articles.

The submission and screening of the Review Paper submitted to Canvas is considered the Final Exam. The review paper will be 90 points, 30 % of total course grade. You will have an opportunity to peer review your classmates review paper and receive feedback.

- b) Other major projects include: writing an abstract for an oral presentation (approximately 300 words), designing a cover letter (1000 words) for applying to a current science job posting, composing an effective resume (approximately 700 words), and writing an introduction for a poster presentation (approximately 300 words).
- c) In addition to the writing assignments, you will have an oral presentation and a poster presentation in this class. You will teach your classmates and the department about your topic while building effective communication skills.

You will receive instructor feedback for all the assignments with an opportunity to resubmit for additional comments, but no grade will be changed.

Grading Policy and Criteria

Short Oral Presentation	45 points (15% of total course grade)
Poster Presentation	45 points (15% of total course grade)
Review Paper	90 points (30% of total course grade)
<u>Writing assignments and peer reviews</u>	<u>120 points (40% of total course grade)</u>
Total	300 points

Letter grades will follow a traditional curve, the top 3% earning a plus grade and the bottom 3% earning a minus grade within each decade: 97.0-100% (A+), 92.0-96.9% (A), 89.0-91.9% (A-), 85.0-88.9% (B+), 80.0-84.9% (B), 77.0-79.9% (B-), 72.0-76.9% (C+), 65.0-71.9% (C), 61.0-64.9% (C-), 57.0-60.9% (D+), 54.0-56.9% (D), 50.0-52.9% (D-), below 50% (F). The instructor

reserves the right to lower the grading curve at the end of the semester if he deems it to be appropriate.

Your grades for all the assignments will be posted on Canvas. You have only 9 days from the day a grade is posted to ask for a regrade. I will not do regrades after nine days have passed.

*Please note no late submission will be accepted. Being **on time and participation are critical** and students are **responsible for material missed in any lectures or discussions**. Late assignments **are not to be accepted** without good cause (e.g., medical and family issues), requiring documentation, or involve unforeseen class issues (e.g., instructor sick day).

Plagiarism and any other cheating will not be tolerated, leading to a minimum penalty of an F for the particular assignment and, given the proper circumstances, an F or equivalent for the entire course. See SJSU plagiarism policy, interactive tutorial and the relevant quiz (<https://libguides.sjsu.edu/plagiarism>).

Incompletes: An incomplete will only be given under the following circumstances: (1) you have completed at least two-thirds of the course work with a grade of C or better, and/or (2) the reason that you cannot complete the course is due to an extreme emergency with appropriate documentation.

Students who wish to receive an incomplete and have not fulfilled the above requirements will receive a grade appropriate to their totals. If you decide to quit the class without taking the final exam, you will receive a WU grade, equivalent to an F with the option to repeat the class. Consult with your advisor and/or refer to SJSU Course Catalog for specific details.

Classroom Protocol

Because this class is a workshop, virtual class attendance and participation are essential. You should plan each week to be in class for the entire 75 minute workshop time period (twice per week), to maximize use of the virtual workshop time period, to work on your assignments. Any assignment not completed or turned in will result in a zero grade. If the student misses virtual class it is their responsibility to obtain notes, handouts and other materials or communications provided in class. A tentative course outline is found at the end of this syllabus. All virtual class participants are expected to interact in a professional manner in all matters pertaining to this course.

We hope that the virtual class will serve as an environment that will promote learning and the development of new ideas, as well as be a safe and respectful community. Behavior that interferes with the normal academic function in a virtual class is unacceptable. Students exhibiting this behavior will be asked to leave the virtual class and will not be given the opportunity to make up the time. The university has a [brochure on student conduct](https://www.sjsu.edu/studentconduct/docs/SJSU-SCED-Brochure-English.pdf) that you can view at <https://www.sjsu.edu/studentconduct/docs/SJSU-SCED-Brochure-English.pdf>. Examples of such behavior include:

- a) Persistent interruptions or using disrespectful adjectives in response to the comments of others.
- b) The use of obscene or profane language.

- c) Persistent and disruptive late arrival to or early departure from virtual class without permission.
- d) Physical threats, harassing behavior, or personal insults (even when stated in a joking manner).
- e) *Other inappropriate behavior e.g.* yelling directed at classmates and/or faculty.
- f) Use of personal electronic devices such as pagers, cell phones, PDAs in virtual class, unless it is part of the instructional activity.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance Policy

Beyond the initial day of class, roll will not be taken. However, attendance of the virtual lectures is mandatory. If you miss a virtual lecture, you are still responsible for all the material discussed in lecture (some of which may not be in the text). Note we will cover a significant amount of material during each class meeting. If you miss class meetings, it will be difficult to catch up due to the volume. A tentative course outline is found at the end of this syllabus.

Be on time to virtual class period and stay the entire time from 8:30 am to 9:45 am as a courtesy to the instructor and your colleagues. Cell phones and other devices should be turned off for class, unless they are being used to take notes. Please engage with the instructor and your colleagues as this way you will gain the most from it.

Email Policy

I receive a lot of emails, so to be sure that I see your email, all Chem 100W emails should have [Chem 100W] in the subject line. I will do my best to respond to class-related emails within 1 business day of receiving them, however, keep in mind that this may not always be possible, especially during high volume times (around exams). Office hours are the best way to get timely answers to more complicated questions.

University Policies (Required)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

Tentative Course Schedule, Chem 100W, Section 01 (check Canvas for updates and pdf files)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	Overview of Course, Writing Center Resources, and Introduction
2	Feb 2 Feb 4	SJSU Library Resources – Yen Tran <i>WST and prerequisite course documentation due on Feb 2*</i> Plagiarism Discussion and Online Tutorial
3	Feb 9 Feb 11	SJSU Career Center – Judith Garcia <i>plagiarism tutorial completion due on Feb 9*</i> Lecture: Abstracts/References, Discussion of Research and Review Papers
4	Feb 16 Feb 18	LinkedIn – Judith Garcia <i>abstract analysis with reference part #1 (two references for the review paper) due on Feb 16*</i> Writing Workshop: Resume/CV
5	Feb 23 Feb 25	Writing Workshop: Cover Letter <i>Resume/CV due on Feb 23*</i> Writing Workshop: Reference Paragraphs <i>draft cover letter due on Feb 25*</i>
6	March 2 March 4	Lecture: Introduction and Outline <i>reference part #2 (five references and five paragraphs) due on March 2*</i> Writing Workshop: ChemDraw <i>cover letter peer review due on March 4*</i>
7	March 9 March 11	Lecture: Oral presentation/Word Document <i>cover letter due on March 9*</i> Writing Workshop: Oral Presentation Abstract & Organizing Oral Presentation <i>outline of review paper topic due on March 11*</i> <i>short oral presentation outline and abstract due on March 12*</i> <i>short oral presentation PowerPoint document due on March 15*</i>
8	March 16 March 18	Short Oral Presentation Session #1 <i>oral presentation peer assignment – day 1</i> Short Oral Presentation Session #2 <i>oral presentation peer assignment – day 2</i>
9	March 23 March 25	Short Oral Presentation Session #3 <i>oral presentation peer assignment – day 3</i> Short Oral Presentation Session #4 <i>oral presentation peer assignment – day 4</i>
10	March 29 April 2	Spring Break Week (no classes held)
11	April 6 April 8	Short Oral Presentation Session #5 <i>oral presentation peer assignment – day 5</i> <i>short oral presentation peer assessment due on April 7*</i> Consultation, Oral Presentation Feedback <i>reference part #3 (ten references embedded in your research topic outline) due on April 8*</i>
12	April 13 April 15	Lecture: Poster Presentation Writing Workshop 1: Poster Presentation and Review <i>poster figure legends and/or table annotations due on April 15*</i>
13	April 20 April 22	Lecture: Tables and Figures <i>draft of poster due on April 20*</i> Writing Workshop 2: Poster Peer Review and Review Paper Edits <i>first draft of review paper due on April 22*</i>
14	April 27 April 29	Writing Workshop 3: Review Paper Peer Assessment <i>draft poster peer assessment due on April 27*</i> <i>first draft review paper peer assessment due on April 28*</i> Writing Workshop 4: Review Paper Peer Reviewer Comments and Edits <i>Poster PowerPoint document due on April 29*</i>

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 4	Poster Session #1 <i>poster presentation peer assignment – day 1</i>
	May 6	Poster Session #2 <i>poster presentation peer assignment – day 2</i>
16	May 11	Poster Session #3 <i>poster presentation peer assignment – day 3</i> <i>second draft of review paper due on May 11*</i>
	May 13	Consultation, Poster Feedback, and Semester Review <i>poster presentation peer assessment due on May 13*</i> <i>second draft review paper peer assessment due on May 14*</i>
Final	May 20	Review Paper in lieu of Final Exam due on May 20 by 8:00 am*

* Assignment files are always due before or by 8:00 am on the date stated (loaded on Canvas)