

San José State University
College of Science
Chemistry Department
Chem100W (Sec 03, code no. 44480), Writing Workshop, Fall 2021

Course and Contact Information

Instructors:	Dr. Brooke Lustig
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Office Hours:	T 0915-0945, TBD
Class Days/Time:	T, R 0800-0915
Classroom:	Online
Prerequisites:	See Course Description below.
GE/SJSU Studies Category:	See Course Description below.

Course Format

Technology Intensive, Hybrid, and Online Courses

Laptops or PCs are required.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking on Canvas, including Canvas Mail.

Course Description

Improvement of skills in scientific writing and speaking. 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: Must be passed with "C or better" to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

Course Goals

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.

GE Learning Outcomes (GELO)

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

1. Discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar and clarity of expression--Minor Paper (Grant Proposal); Review Paper (20-pages).
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse--Review Paper; preparing Oral and Poster presentations.
3. Organize and develop essays and documents for both professional and general audiences--Newspaper Critique; Abstract; other assignment(s) if time allows.
4. Organize and develop essays and documents according to appropriate editorial and citation standards--Minor Paper; Review Paper.
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing--Minor Paper; Review Paper.

Course Learning Outcomes (CLO)

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

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

Program Learning Outcomes (PLO)

1-Core Chemistry Ideas (Fundamentals)

PLO 1.1 Students will be able to identify, formulate, and solve a range of chemistry problems (fundamental to complex) through application of mathematical, scientific, and chemical principles.

PLO 1.2 Students will be able to recognize, relate, and/or apply chemistry terms and concepts to propose and solve interdisciplinary and multidisciplinary real world problems.

2-Experimentation/Lab Practice

PLO 2.1. Students will be able to develop an experiment to address a hypothesis using literature and execute the planned experiment using standard chemistry techniques.

PLO 2.2 Students will be able to *acquire*, record, and critically evaluate data through use of instrumentation and software, appropriate record keeping practices, figure preparation, and scrutiny of experimental results.

PLO 2.3 Students will be able to recognize and assess laboratory hazards, practice risk minimization, and conduct safe laboratory practices.

3-Community, Social, Societal Implications

PLO 3.1 Students will be able to explore, critique, and reflect on how chemistry relates to society, culture, and issues of equity and ethics that shape their scientific beliefs and identities.

PLO 3.2 Students will be able to identify as scientists within the scientific community through constructing peer reviews, engaging in collaborations, and participating in mentorship.

4-Communication Skills

PLO 4.1 Students will be able to design and deliver engaging presentations on diverse chemistry topics in a professional manner and with clear, concise organization that demonstrates mastery of the topic.

PLO 4.2 Students will be able to integrate research findings into a concise original written report that either analyzes collected data and obtained results or reviews and reflects on published scientific work.

PLO 4.3 Students will be able to identify an audience and construct a message tailored to that audience and act as a science ambassador by conveying the importance of the research or topic of study.

PLO 4.4 Students will be able to prepare professional documents, such as résumés and cover letters, that accurately represent the students' skills and knowledge for graduate/professional school or potential future employers.

Required Texts/Readings

Textbook

Not required, where relevant handouts provided, including detailed assignment sheets.

Other Readings

Supplemental Texts: *The ACS Style Guide: Effective Communication of Scientific Information*, Coghill, A. M. & Garson, L. R. Ed.; American Chemical Society: Washington, DC, 2006.

The ACS Style Guide. A Manual for Authors and Editors; Dodd, J. S., Ed.; American Chemical Society: Washington, DC, 1997 (or 1986).

Other technology requirements / equipment / material

See Course Format.

Library Liaison (Optional)

Yen Tran, (408) 808-2315, yen.tran@sjsu.edu; <http://libguides.sjsu.edu/chemistry>

Course Requirements and Assignments

Please note that the course (see detailed attached syllabus) is a Workshop w/ a mix of lectures, timed in-class (and out-of-class) writing assignments as well as on-line tasks. Moreover, most of these assignments build on earlier ones in the course.

“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.”
http://www.sjsu.edu/chemistry/Academic_Programs/Workload/index.html

Final Examination or Evaluation

As noted in syllabus, the submission and screening of the Review Paper Electronic version is considered the Final Exam. Note the following is a summary of assignments and corresponding percentage of the final grade.

Grading Information (Required)

Determination of Grades

The following is a summary of assignments and their corresponding percentage of the final grade:

Assessment Tool	Percentage of Final Grade
Preparation of a Short Oral Presentation	15%
Preparation of a Poster Presentation	15%
Review Paper	25%
In-class timed assignments (includes Future Studies portion of Minor Paper)	15%
Minor Paper (Background Section)	5%
Other Assignments (e.g. Assignment of Topic)	20%
Participation	5%

Being **prepared** and other collegial class-related behavior is **critical** and students are **responsible for material missed in any lectures or discussions**. Late assignments are also **not to be accepted** without good cause (i.e. medical and family issues), requiring documentation, or involve unforeseen class issues (e.g. instructor sick day). And there are no Make-ups for the three timed In-class assignments.

Finally, 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>). Note **no editing** of assignments by others, except for the Draft of Review Paper that is specifically limited to Instructor-approved classmates and for the Resume. Only for the Resume assignment will students be allowed to use the Writing Center (<https://www.sjsu.edu/writingcenter/>) or the Career Center (<https://www.sjsu.edu/careercenter/>). Note the culminating assignment, the Review Paper, is to be treated as a **final exam**. This includes the ability to apply all that you have learned from previous assignments for this demanding task. And it **must be complete** to be acceptable even to grade.

Though this class is listed as A, B, C, D and F, + and - grades are assigned for the first four letter grades when appropriate. Note + given for grades at top of range and – given for grades at bottom of range; exact cut-offs depend on distribution of grades in a given class. There are no extra assignments after the semester is over.

Anyone earning 93.00% or better gets an A
Anyone earning 90.00% or better gets an A-
Anyone earning 87.00% or better gets a B+
Anyone earning 83.00% or better gets a B
Anyone earning 80.00% or better gets a B-

Anyone earning 77.00% or better gets a C+
Anyone earning 73.00% or better gets a C
Anyone earning 70.00% or better gets a C-
Anyone earning 67.00% or better gets a D+
Anyone earning 63.00% or better gets a D
Anyone earning 60.00% or better gets a D-

Sometimes cutoff points above are lowered to produce more natural breakpoints and a reasonable distribution of grades, but please do not count on it. This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocol/Safe and Respectful Community

Students are responsible for all information on the syllabus and handouts. If a student misses class time it is their responsibility to obtain notes, handouts and other materials or communications provided in class. All class participants are expected to interact in a professional manner in all matters pertaining to this course.

We hope that the classroom and laboratory 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 classroom or lab is unacceptable. Students exhibiting this behavior will be asked to leave the class. 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 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 class, unless it is part of the instructional activity.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>. Make sure to review these university policies and resources.

More on University Policies

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](https://www.sjsu.edu/president/docs/PD_1997-03.pdf) at https://www.sjsu.edu/president/docs/PD_1997-03.pdf (as indicated in <http://www.sjsu.edu/gup/syllabusinfo/>) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

CHEM 100W/Writing Workshop/Fall 2021 Course Schedule (Tentative)

Course Schedule

	Date	Topics, Readings, Assignments, Deadlines
1	8/19 Thr	Introduction, Greensheet, Discuss Newspaper Critique,
2	8/24 Tue	Lecture: Research vs. review papers Chap1/1/2*
3	8/26 Thr	Writing Workshop/In-class Assign. Newspaper Critique, <i>Newsp. Critiq. due</i>
4	9/02 Thr	Assignment topics: Outline w/ 2 supporting Review Article links <i>due</i>
5	8/31 Tue	Writing Workshop, Online Plagiarism Tutorial/Quiz^ (see p4 <i>Greensheet)</i>
6	9/07 Tue	Special Lecture: Databases
7	9/09 Thr	Lecture: Figures and Tables Chap3/9/15
8	9/14 Tue	Writing Workshop
9	9/16 Thr	Lecture: References Chap2/6/14
10	9/21 Tue	Special Lecture: Resume & optional Cover Letter; <i>before 0800</i> <i>consult Career Center Resume/Cover Letter Guide#</i>
11	9/23 Thr	Writing Workshop for Resume, Resume due
12	9/28 Tue	Lecture: Oral presentations Chap7/12/na
13	9/30 Thr	Writing Workshop/In-class Assign. Abstract, <i>note Abstract w/</i> <i>annotated reference listings and DOI or other links</i>
14	10/05 Tue	Writing Workshop
15	10/07 Thr	Oral Presentation Layouts
16	10/12 Tue	Oral Presentation Layouts
17	10/14 Thr	Oral Presentation Layouts
18	10/19 Tue	Oral Presentation Layouts
19	10/21 Thr	Lecture: Poster Presentation
20	10/26 Tue	Writing Workshop
21	10/28 Thr	Writing Workshop for Poster, Poster Figure Legends and/or Table <i>Annotations (latter need only to include Table title/lead sentence(s)) due</i>
22	11/01 Tue	Writing Workshop
23	11/04 Thr	Writing Workshop for Minor Paper/In-class timed Assign. Future Studies (Minor Paper), Background (Minor Paper) due <i>that day</i>
24	11/09 Tue	Poster Presentation Layouts
	11/11 Thr	Veterans Day
25	11/16 Tue	Poster Presentation Layouts
26	11/18 Thr	Poster Presentation Layouts
27	11/23 Tue	Poster Presentation Layouts/ Writing Workshop <i>1st Draft of Review due</i>
	11/25 Thr	Thanksgiving
28	11/30 Tue	Writing Workshop, <i>exchanging 2nd Draft</i>
29	12/02 Thr	Writing Workshop for Peer Editor Corrections, Peer Editor <i>Corrections Assessment due</i>
	12/08 Wed	Final Exam Equivalent (DH503) Session starts 0715 (ends 0930), Ref. <i>Listings hard-copy due before individual assessment of Review Paper</i> <i>Electronic (start uploading on Canvas 24-hrs earlier)</i>

Bold means highest priority, where session no. is also bold font for documented in-class participation. Remember your participation is still expected at **all** sessions and italics indicate assignment that is due. Work expected before class is noted *due 0800* (or otherwise as being *before*).

* For 1986 edition of ACS Style Guide/1997 edition/2006 edition.

^ <https://libguides.sjsu.edu/plagiarism>

https://www.sjsu.edu/careercenter/docs/career-guides/Guide_Resume.pdf