

Science of Contemporary Issues I – 3275  
CHEM 1001 Section 3  
Autumn Quarter, 2021



*Welcome to Science of Contemporary Issues I! CHEM 1001 is the first class in a three-quarter sequence focused on real-world applications of chemistry. The first quarter focuses on sustainability, pollution, and climate change. To understand these topics, we will explore the behavior of gases, properties of solutions, chemical reactions in the atmosphere, and acid-base chemistry.*

**Lecture Instructor:** Professor Bryan J. Cowen; **Laboratory Instructor:** Professor Emily Barter

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**Office:** Seeley G. Mudd, Room 132 and Zoom

**Lecture:** TR 12:00 p.m. – 1:30 p.m., Sturm Hall 151

**Office Hours:** By appointment. Please e-mail me at least one day in advance.

**Textbook:** *Chemistry in Context, Applying Chemistry to Society*, 10<sup>th</sup> edition by Bradley D. Fahlman, Kathleen L. Purvis-Roberts, et al. (and others)

**Clicker:** A Turning Point cloud access subscription is required and available online through the bookstore.

**Calculator:** A non-graphing, scientific calculator is required for the course.

**Canvas:** The University of Denver uses Canvas as its learning management system. You may log in to <https://du.instructure.com> with your DU ID number and PioneerWeb password to access the course. Please ensure your settings allow for e-mail announcement notifications. Here are some helpful Canvas resources to get you started:

*Canvas Student Quickstart Guide:* <http://guides.instructure.com/m/8470>

*Canvas Student Guide:* <http://guides.instructure.com/m/4212>

**Academic Integrity:** I have high expectations for each and every one of you as students at the University of Denver. While I encourage group study sessions outside of class, I expect you to work independently during in class examinations. Any deviations from this policy will not be tolerated. For more information, please see the University of Denver's official Honor Code at: <http://www.du.edu/studentlife/studentconduct/>

**Science and Engineering Center:** Need extra help? The Science and Engineering Learning Center is a collaborative space staffed by undergraduate and graduate learning assistants (LAs) trained to assist students with some first and second year biology, chemistry, physics, computer science and engineering courses. Our goal is to help students grow as problem solvers by assisting with homework

sets, lab reports, and preparing for exams. Students can access help by going to <http://portfolio.du.edu/SEC> & viewing the schedule for each discipline.

**COVID-19 Protocols:** Please use the following link for up-to-date safety protocols (the classroom protocol section is particularly relevant): <https://www.du.edu/coronavirus/operations/protocols>

**Welcome to CHEM 1001:** Here is a sample of the topics covered throughout this year-long sequence:

<b>Fall – CHEM 1001</b>	<b>Winter – CHEM 1002</b>	<b>Spring – CHEM 1003</b>
• Sustainability	• Purification of Drinking Water	• Plastics
• Air Pollution	• Nuclear Power	• Drugs
• The Ozone Layer	• Nuclear Weapons	• Nutrition
• Climate Change	• Solar Power	• Chemicals in Foods
• Fossil Fuels	• Batteries	• GMOs
• Power Plants	• Alternative Energy Sources	

### **Student Learning Outcomes (SLOs):**

Upon completion of this one-year course sequence, students should become proficient in these areas and/or develop these skills:

#### **Scientific Inquiry – Natural and Physical World SLOs**

1. Apply knowledge of scientific practice to evaluate evidence for scientific claims.
2. Demonstrate an understanding of science as an iterative process of knowledge generation with inherent strengths and limitations.
3. Demonstrate skills for using and interpreting qualitative and quantitative information.

#### **Course-Specific SLOs**

4. Use graphs to display numerical data and interpret graphical data.
5. When presented with a science-related question, find relevant information to help answer the question.
6. Evaluate sources of information – especially information gleaned from the Internet – to determine their usefulness.
7. Use the skills described above to evaluate scientific claims in the news; learn to identify bogus science and overblown claims.
8. Have the skills and knowledge to make informed choices that impact your health, the environment, and community well-being; view science as a source of power and not fear.
9. Always ask why. Become empowered to take time to do any necessary research to make your own informed decisions; building both confidence and critical thinking skills.

*Preliminary Course Schedule – Subject to Change*

<b>Week #:</b>	<b>Start Date</b>	<b>Topic/Chapter</b>	<b>Assignments</b>
1:	09/13/21	L1: Canvas Reading Assignment (CRA) L2: Ch 2.1 – 2.4 & 2.8 – 2.9	<i>Syllabus Quiz due Friday, 9/17</i>
<b>No Lab</b>			
2:	09/20/21	L3: Ch 2.10, 2.5 – 2.6, 1.1 – 1.5 & CRA L4: Ch 2.7 & 2.11 – 2.13; <b>Quiz #1</b>	
<b>Lab 1A: Information Literacy AND Lab 1B: Graphing Data in Microsoft Excel</b>			
3:	09/27/21	L5: Ch 2.14 – 2.15 & CRA L6: Ch 3.6 – 3.8 & CRA; <b>Quiz #2</b>	<i>HW #1 due Friday, 10/1</i>
<b>Lab 2: TBD</b>			
4:	10/04/21	<b>Exam #1 – Chapters 1 and 2 – Tuesday, October 5</b> L7: Ch 3.1 – 3.5 & CRA	
<b>Lab 3: TBD</b>			
5:	10/11/21	L8: Ch 3.9 – 3.10 L9: Ch 3.11 – 3.12; <b>Quiz #3</b>	<i>HW #2 due Friday, 10/15</i>
<b>Lab 4: TBD</b>			
6:	10/18/21	L10: Ch 4.5 – 4.7, 4.9 & 8.2 L11: Ch 4.8 & 4.2 – 4.4; <b>Quiz #4</b>	<i>HW #3 due Friday, 10/22</i>
<b>Lab 5: Exploring Molecular Shapes with Molecular Models</b>			
7:	10/25/21	L12: Ch 4.10 – 4.12 L13: CRA; <b>Quiz #5</b>	<i>HW #4 due Friday, 10/29</i>
<b>Lab 6: Rock and Mole (Lab 8 research project distributed and discussed this week)</b>			
8:	11/01/21	<b>Exam #2 – Chapters 3 and 4 – Thursday, November 4</b> L14: Ch 6.1, 6.3, p 248 & 6.6 – 6.7	
<b>Lab 7: TBD</b>			
9:	11/08/21	L15: Ch 6.2, 6.4 & 6.8 – 6.12 L16: Ch 6.5 & 6.13 – 6.15; <b>Quiz #6</b>	<i>HW #5 due Wednesday, 11/10</i>
<b>Lab 8: Research Project Presentations</b>			
10:	11/15/21	L17: Ch 6.16 – 6.17 Ch 1 – 4; 6 Review; <b>Quiz #7</b>	<i>HW #6 due Tuesday, 11/16</i>
<b>No Lab</b>			
<u>11/22/21 (M)    <b>FINAL EXAMINATION (Chapters 1 – 4; 6) 12 – 1:50 pm</b></u>			

**Assignments and Grading:**

<b><u>Category</u></b>	<b><u>Points</u></b>	<b><u>% of Grade</u></b>	<b><u>Additional Info</u></b>
Exams	375	37.5	2 midterms 1 cumulative final
Lab Assignments	185	18.5	8 labs with variable points
Homework	165	16.5	6 HWs with variable points 1 syllabus quiz @ 15 points
Warm-Up Questions	105	10.5	Full credit for participation 18 lectures with variable points Lowest score dropped
Clicker Questions	48	4.8	Lowest two scores dropped
Collaborative Quizzes	122	12.2	7 quizzes with variable points
<b>Totals</b>	<b>1000</b>	<b>100</b>	

<b><u>Points</u></b>	<b><u>Letter Grade</u></b>
930 – 1000	A
900 – 929	A–
870 – 899	B+
830 – 869	B
800 – 829	B–
770 – 799	C+
730 – 769	C
700 – 729	C–
670 – 699	D+
630 – 669	D
600 – 629	D–
≤599	F

**Grading Notes:**

- Final grades will be assigned based on the point scale shown above. The types of assignments and assignment-specific grading procedures are described below.
- When your lowest scores for warm-ups and clickers are dropped, they will appear gray in the Canvas grade book.
- When calculating your course grade, pay attention to the number of points in the Canvas grade book, NOT the letter grade calculated by Canvas.

**Exams:**

- Composed of multiple-choice, fill in the blank, and long-answer questions.
- Bring a *non-phone calculator* and pencil with eraser to all exams.
- Make-up or late exams will not be available.
- Check the final exam schedule now and make sure you do not have any scheduling conflicts.

**Lab:** See lab syllabus from Prof. Barter

**Homework:**

- Due 5:00 pm on due date. Late homework (up to seven days) receives maximum 50% credit.
- Composed of assignments that will be posted and submitted through Canvas.
- Graded on correctness with some partial credit.

**Warm-Ups:**

Before every lecture there will be a short series of questions to answer.

- Due by 7:00 am Tuesdays and Thursdays before each lecture.
- These are graded based on a thoughtful, complete effort, not on correctness. Students typically earn warm-up scores of 100%, as long as they remember to submit the assignments on-time. The two bullet points that follow give an idea of how the grading works:
  - Answers that use evidence to bolster their argument and show an understanding of the reading assignment will receive full credit
  - Answers that rely on direct quotes from the text, are composed of sentence fragments, or are left blank or incomplete will receive a score of zero
- Since warm-ups will be used during class, they may not be turned in late.
- Your lowest two warm-up scores will be dropped and will not be counted in your final grade.

**Collaborative Quizzes:**

- During these in-class quizzes you will have time to compare answers and collaborate with classmates (and Prof. Cowen!) and revise your answers based on your discussions.
- Study for these quizzes! They will give you valuable practice with exam-style questions.

**Clickers:**

There will be multiple-choice questions during lecture to answer. You do not need a physical clicker but do need a subscription through Turning Technologies. Take note of how the overall class answers each question. It will help all of us notice if/when the class is struggling with a difficult concept.

- Grades are based on participation, not correctness.
- In order to receive clicker points you need to register.
- You only need to complete the registration once.
- I will post clicker grades in the grade book at the end of each week throughout the quarter. Check the grade book to make sure that you are getting credit.
- Consult this support page to ensure that you understand how to answer clicker questions:

<https://turningtechnologies.force.com/support/s/>