SCIENCE OF CONTEMPORARY ISSUES 3 – COURSE SYLLABUS

University of Denver – CHEM 1003 – Spring Quarter 2020

Professor: Emily Barter, Ph.D.
DU Office Location: Boettcher West 222, **Spring Quarter Office Location:** My House!
E-mail: Emily.Barter@du.edu
Office Phone: As my office is now my house, if you need to talk to me outside of class or office hours – send me an email and I will call or zoom you during business hours.

Teaching Assistant	E-Mail Address	Lab Sections
Austin Clark	Austin.Clark@du.edu	05 & 13 (Monday & Wednesday Evening)
Kamryn Czysz	Kamryn.Czysz@du.edu	07 & 08 (Tuesday Afternoon & Evening)
Beth Ehrhardt	Beth.Ehrhardt@du.edu	04 & 09 (Mon Afternoon & Weds Morning)
Alexa Gomez	Alexa.Gomez@du.edu	06 & 10 (Tues Morning & Weds Afternoon)
Rachael Judson	Rachael.Judson@du.edu	12 & 14 (Thursday Afternoon & Evening)

Welcome to CHEM 1003:
This course is the 3rd (and final) part of a yearlong course sequence that fulfills the natural scientific inquiry common curriculum requirement. In this quarter we will use the skills that you developed in CHEM 1001 and 1002 to explore the real-world chemistry of large molecules. This might not sound exciting yet, but it will be: we will learn about the chemicals that compose plastics, drugs, foods, and even your body. The first day of CHEM 1001, I let you all know how excited I was to get to the content in this quarter, it is going to be interesting and a lot of fun!

Quarter	CHEM 1001: Fall	CHEM 1002: Winter	CHEM 1003: Spring
Topics	• Sustainability • Air Pollution • The Ozone Layer • Climate Change • Fossil Fuels • Power Plants	• Purification of Drinking Water • Nuclear Power • Nuclear Weapons • Solar Power • Batteries • Alternative Sources of Energy	• Plastics • Drugs • Nutrition • Chemical Components of Foods • Genetically Modified Organisms (GMOs)

Science of Contemporary Issues is a three-part, yearlong course sequence that fulfills the natural scientific inquiry common curriculum requirement. This course focuses on real-world applications of chemistry. I have worked to minimize the use of complex calculations in this course in favor of an emphasis on learning the other skills that chemists use to solve problems and understand the sub-microscopic world.

Dr. Barter's planned office hour schedule for Spring Quarter:

Thursdays from 1:15 pm to 3:15 pm (Zoom – Office hour links will be posted via Canvas)
Fridays from 10:00 am to 11:15 am (Zoom – Office hour links will be posted via Canvas)

TA's office hour schedule for Spring Quarter:

Please see the bottom of the Homepage on our Canvas Course Website

CANVAS COURSE WEBSITE: https://canvas.du.edu/courses/95268

This is where you will go to get files for lab, turn in warm-up assignments, take quizzes, and see your grades from assignments. I will use the course Canvas page to post all course files and communicate with the class. If you haven't done so yet, **go to Canvas now** and:

- Review the **"Getting Started"** Module in Canvas: https://canvas.du.edu/courses/95268/modules
  - Make sure you have all of the required course materials
  - **Configure your notification settings** so that you are alerted when files, announcements, or grades are changed on the Canvas page
- Register your clicker **subscription** in the **"Clicker Registration"** Module in Canvas. For proper Canvas integration, you must register your clicker through the Module in Canvas. ***If you were registered last quarter, you do not need to do another registration. You only need to register if you are new to CHEM 1003 or have purchased a new subscription.***
  - Register your subscription through the **"TurningPoint v8 Clicker Registration"** link in the **"Clicker Registration Module"**. Only need the subscription to be registered!!
- **Complete the first Warm-Up Assignment:** https://canvas.du.edu/courses/95268/quizzes/92073

LECTURE SCHEDULE			
Section	**Day and Time**	**Time**	**Location**
01	Mon and Weds	12 noon – 1:30 pm	Zoom Meetings – See Canvas
02	Tues and Thurs	10:00 am – 11:30 am	Zoom Meetings – See Canvas

LABORATORY SCHEDULE				
Section	**Day**	**Time**	**TA**	**Location**
04	Mon	2:00pm – 4:50pm	Beth Ehrhardt	https://udenver.zoom.us/my/bethehrhardt
05	Mon	6:00pm – 8:50pm	Austin Clark	https://udenver.zoom.us/my/austinclarkdu
06	Tues	9:00am – 11:50am	Alexa Gomez	https://udenver.zoom.us/my/alexa.gomez
07	Tues	2:00pm – 4:50pm	Kamryn Czysz	https://udenver.zoom.us/my/kamczysz
08	Tues	6:00pm – 8:50pm	Kamryn Czysz	https://udenver.zoom.us/my/kamczysz
09	Weds	9:00am – 11:50am	Beth Ehrhardt	https://udenver.zoom.us/my/bethehrhardt
10	Weds	2:00pm – 4:50pm	Alexa Gomez	https://udenver.zoom.us/my/alexa.gomez
13	Weds	6:00pm – 8:50pm	Austin Clark	https://udenver.zoom.us/my/austinclarkdu
12	Thurs	2:00pm – 4:50pm	Rachael Judson	https://udenver.zoom.us/my/rachaeljudson
14	Thurs	6:00pm – 8:50pm	Rachael Judson	https://udenver.zoom.us/my/rachaeljudson

THE SCIENCE AND ENGINEERING CENTER (SEC) - http://portfolio.du.edu/sec

The teaching assistants will hold all of their office hours through zoom. The TA office hour schedules and zoom locations will be posted on our Canvas course home page. The SEC is a collaborative space that is staffed by undergraduate and graduate TAs who are trained to assist students with first and second year chemistry, physics, and engineering courses. Their goal is to help students grow as problem solvers by assisting with homework, lab reports, and exam preparations. The SEC is not a one-on-one tutoring center, it is a place where students can get guidance from TAs as well as their peers, and where students can work together (on-line) to learn and create community. **The SEC is free and open to all DU students.** The SEC is physically located in the Northwest corner of the first floor of the Anderson Academic Commons.

MY PLEDGE TO YOU

I was fortunate to have amazing professors and classmates during my time in both college and graduate school. My goal is to provide all of you with that same experience. I want this class to be a valuable, meaningful, and memorable experience for all of you. Our classroom is going to be one of inquiry and inclusiveness; I want everyone to feel welcome to ask any questions that may have. If you have a question it is likely that someone else in class has the same question, so go ahead and ask it! I will do everything I can to make this the best class it can be. If you have comments, you can submit them to me at any time by sending me an email. I will do my best to incorporate your feedback into how I teach the class. I am thrilled to have each of you in this class and am looking forward to a great quarter.

TECHNOLOGY IN THE CLASSROOM

Our entire course will be scheduled through technology. Please do your best to attend our lectures, live via Zoom, as scheduled. This is going to be challenging and I am going to ask that everyone does their best to stay engaged and active during our zoom lectures. I am planning to post the lecture recordings to Canvas after our synchronous classes, but I do anticipate we will have technology challenges at some point during the quarter. We are going to work through this together and continue to learn and challenge ourselves.

In my experience, distracting technology has an overall negative impact on student learning in the classroom. I recommend taking notes by hand and staying engaged.

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.

CHEM 1003 Lecture Schedule

Week	Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1	**Mar 29**	**30**	**31**	**April 1**	**2**	**3**	**4**
		Lecture 1: Ch 9.1 – 9.3		**Lecture 2:** Ch 9.4 – 9.5 Laboratory Information		Syllabus Quiz due 5:00pm	
2	**5**	**6**	**7**	**8**	**9**	**10**	**11**
		Lecture 3: Ch 9.6 – 9.7 and 12.4		**Lecture 4:** Ch 9.8 – 9.11		Homework #1 accepted until **Monday @** 5:00pm **No late homework**	
3	**12**	**13**	**14**	**15**	**16**	**17**	**18**
	HW1 ok **Monday** 5:00pm	**Lecture 5:** Finish Chapter 9 and Review for Exam #1 **Collaborative Quiz #1**		**Exam 1** Chapter 9			
4	**19**	**20**	**21**	**22**	**23**	**24**	**25**
		Lecture 6: Canvas Reading Assignment, Pages 483 – 484, and Chapter 12.3		**Lecture 7:** Canvas Reading Assignment **In-Class Activity #1**			
5	**26**	**27**	**28**	**29**	**30**	**May 1**	**2**
		Lecture 8: Canvas Reading Assignment **In-Class Activity #2**		**Lecture 9:** Canvas Reading Assignment **In-Class Activity #3**		Homework #2 due 5:00pm	
6	**3**	**4**	**5**	**6**	**7**	**8**	**9**
		Lecture 10: Ch 11.1 – 11.5		**Lecture 11:** Ch 11.6 – 11.9 **In-Class Activity #4**			
7	**10**	**11**	**12**	**13**	**14**	**15**	**16**
		Lecture 12: Ch 11.10 – 11.13		**Lecture 13:** Exam #2 Review **Collaborative Quiz #2**		Homework #3 due 5:00pm	
8	**17**	**18**	**19**	**20**	**21**	**22**	**23**
		Exam 2 Chapters 10 and 11		**Lecture 14:** Canvas Reading Assignment and 13.3, 13.6, 13.8 (DNA)			
9	**24**	**25**	**26**	**27**	**28**	**29**	**30**
		Memorial Day **No Classes for Section 1 or 2**		**Lecture 15:** Ch 13.4 – 13.5 (Protein Structure)		Homework #4 due 5:00 pm	
10	**31**	**1**	**2**	**3**	**4**	**5**	**6**
		Lecture 16: Finish Content **In-Class Activity #5**		**Lecture 17:** Review for Final Exam **Collaborative Quiz #3**			
11	**7**	**8**	**9**	**10**	**11**		
		Final Exam: Section 1	**Final Exam: Section 2**				

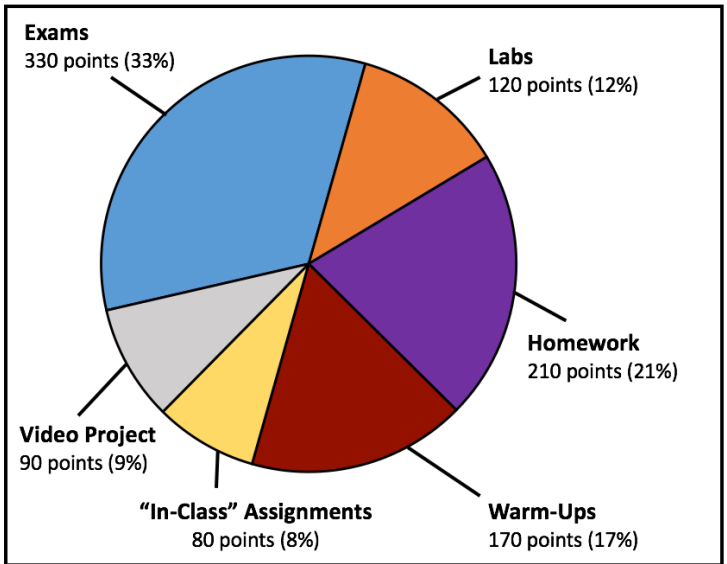
CHEM 1003 Lab Schedule

Week	Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1	Mar 29	30	31	April 1	2	3	4
		First Week of Classes – No Labs This Week					
2	5	6	7	8	9	10	11
		Lab 1: Polymers Meet in your TA's ZoomRoom for this & all subsequent labs. Access will be posted, via Canvas.					
3	12	13	14	15	16	17	18
		Lab 2: Title TBD					
4	19	20	21	22	23	24	25
		Lab 3: Title TBD					
5	26	27	28	29	30	May 1	2
		Lab 4: Video Project Work and Update TA on Progress					
6	3	4	5	6	7	8	9
		Lab 5: Extracting Fats from Foods					
7	10	11	12	13	14	15	16
		Lab 6: Title TBD					
8	17	18	19	20	21	22	23
		Lab 7: The Lactase Enzyme					
9	24	25	26	27	28	29	30
		NO LABS FOR Monday or Tuesday Students (Memorial Day)		Lab 8: CHEM 1003 Video Project and Screening (Wednesday & Thursday Labs)			
10	31	1	2	3	4	5	6
		Lab 8: CHEM 1003 Video Project and Screening (Monday & Tuesday Labs)		NO LABS FOR Wednesday or Thursday Students			
10	7	8	9	10	11	12	
		Final Exam: Section 1	Final Exam: Section 2				

ASSIGNMENTS & GRADING

Assignment Category	Points	% of Grade	Additional Info
Exams	330	33	2 midterm exams × 100 points 1 cumulative final exam × 130 points
Laboratory Assignments	120	12.0	6 Labs x 20 points each
Video Project – Part of Labs (Laboratory Project)	90	9	See the Canvas Video Project Page for more information and due dates
Homework	210	21	4 HW assignments × 50 points each 1 Syllabus quiz (online) × 10 points
Warm-Up Questions	170	17	Full credit for meaningful participation 10 points per lecture × 17 lectures No dropped scores this quarter
In-Class Assignments & Collaborative Quizzes	80	8	8 Assignments – Point assignments differ by activity, totaling 80 points
TOTALS	**1000**	**100**	–

Letter Grade	Points
A	1000 - 930
A−	929 - 900
B+	899 - 870
B	869 - 830
B−	829 - 800
C+	799 - 770
C	769 - 730
C−	729 - 700
D+	699 - 670
D	669 - 630
D−	629 - 600
F	599 or fewer



Point Breakdown by Category

- Final grades will be assigned based on the point scale shown above. The types of assignments and assignment-specific grading procedures will be discussed during Lecture #1. If you have questions, talk with Dr. Barter or your TA.
- Unlike prior quarters, there will *not* be any dropped warm-up assignments and we will not be having clicker points. We will still use clickers, but for learning – not points.
- When calculating your course grade, pay attention to the number of points in the Canvas grade book, **NOT** the letter grade calculated by Canvas.

DESCRIPTION OF ASSIGNMENT CATEGORIES

Exams

- Will be administered through Canvas.
- Composed of multiple-choice, fill in the blank, and long-answer questions.
- May use a *non-phone* calculator for exams.
- Make-up or late exams will not be available.
- As a result of the change in format to distance-learning, the prior exam policy will not continue into this quarter. Each student must take all 3 exams – if you miss Exam #1 or Exam #2 it will be 0/100, without the option to make-up those points on the final exam.
- If you miss the Final Exam, your score will be 0/130 points, without the option to make-up those points.
- **Check the exam schedules now and make sure that you do not have any scheduling conflicts.**

Labs

- Unless otherwise noted, labs will always held in your TA's Zoom room.
- Lab points will be based on your performance on lab assignments.
    - What the laboratory assignments look like will change throughout the quarter.
- **Lab Attendance**: If you do not access and submit the experiment through Canvas, your TA cannot accept your assignment for that lab. You should plan to attend your virtual lab.
- The TAs will be present in their zoom room for a minimum of the 1st hour of your scheduled laboratory period. You will join your TA, in their zoom room, when your laboratory section is scheduled to begin. This will help to build community and your TAs will provide assistance with the content, as they have in prior quarters.
- **We will be taking academic integrity very seriously this quarter.** As we will not have lab partners, there is no reason students should be turning in identical work.
- **Rescheduling Labs:**
    - Labs can only be completed during the week they are scheduled in the syllabus.

The labs are a required component of the class – you will automatically fail the class if you do not complete two or more labs. Please do not let this happen.

Make sure that you understand this policy. It is a chemistry department policy that we must follow. **Avoid missing labs!**

In-Class Assignments and Collaborative Quizzes

- These will be similar to other in-class quizzes that you have taken, with one exception: you will have time to compare answers and collaborate with classmates (and Dr. Barter!) and revise your answers based on your discussions.
- Study for these quizzes! They will give you valuable practice with exam-style questions.

DESCRIPTION OF ASSIGNMENT CATEGORIES

Warm-Ups

- Before every lecture I will assign three to five questions.
- 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
- Warm-ups are due at 7:00am the morning before every lecture. (Please manage your time so that you are not rushing every morning before lecture to get these done)
- Since warm-ups will be used during class, they **may not be turned in late.**
- Some warm-ups will be marked "CER" and have additional requirements for full credit. See the warm-up assignments on Canvas and the page "Claims Evidence Reasoning (CER) Instructions". https://canvas.du.edu/courses/95268/pages/claims-evidence-reasoning-cer-instructions

Clickers

- I will ask multiple-choice questions in class and you will answer with your digital clicker app. You will feel like you are playing a game and will have more fun. More seriously, clickers help me notice if/when the class is struggling with a difficult concept.
- We will not have clicker points this quarter – but we will plan to use our clicker subscriptions to use clickers during our live, Zoom lectures, through TurningPoint App!
- Please make sure you download the TurningPoint App (more information coming, please do not email about this until we talk about it class) and have your clicker subscription registered through Canvas.
    - Described on Page #2 of the syllabus
- **Please do not** email Dr. Barter with any clicker questions until we discuss this in class. We may not get our clickers active in Week #1, I want to prioritize where we spend our time the 1st few lectures.

Homework (due by 5:00pm on due date) – ONLY HW#1 accepted by Monday without penalty.

- Composed of assignments that will be posted through Canvas (same as prior quarters).
- Will be turned-in through Canvas – as 1 PDF file, not multiple files or photographs.
- Graded on correctness with some partial credit.

LATE ASSIGNMENTS

Homework assignments are the *only* assignments in CHEM 1003 that may be turned in late. Homework is allowed late until **Monday at 5:00pm.** Late penalties are assessed as follows:

Late between Friday (5pm) and Monday (5pm)	Turned in after Monday at 5:00 pm
Score decreased by 50%	Automatic score of zero

ABSENCES

Excused absences – if you are missing class because of a family emergency, illness, or a religious activity, communicate with me ASAP. I know this is a challenging situation and I will do my best to help everyone with excused absences or emergencies. Please recognize the immense challenges for myself and the TAs as we navigate this, together – as a community.

Make-up assignments – If your absence is excused or planned, make-up assignments and/or due date extensions can be arranged. If you do not provide at least 24 hours of advanced notice, we cannot guarantee that a make-up assignment will be available.

If you will be absent for any required course activities during the quarter, tell us about it as far in advance as possible, preferably by the end of the first week of classes. You must complete all of the course assignments, but may be able to do so at a different time. Speak with Dr. Barter *before* your absence to work out the details. If you anticipate missing multiple days, schedule a private meeting with Dr. Barter to discuss your needs.

ACADEMIC HONESTY

I encourage you to do CHEM 1003 coursework in groups. Some of your best learning can happen when you explain what you know to someone who doesn't understand. ***However, all work that you turn in should be your own.*** If two identical assignments are turned in, both students will receive grades of zero. The exams in CHEM 1003 count for about one third of your grade, and must be accomplished individually, so you need to be able to perform independently.

All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community. Our values are defined as:

Integrity: acting in an honest and ethical manner
Respect: honoring differences in people, ideas, and opinions
Responsibility: accepting ownership for one's own conduct

For more information, consult these resources:

DU Honor Code Statement: http://www.du.edu/studentlife/studentconduct/index.html
DU Policies for Student Conduct: http://www.du.edu/studentlife/studentconduct/policies/

INCLUSIVE LEARNING ENVIRONMENTS

In this class, we will work together to develop a learning community that is both inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and a myriad of other identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially turn divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

DISABILITY SERVICES PROGRAM

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Disability Services Program (DSP) in a timely manner to coordinate reasonable accommodations. Information is available online at http://www.du.edu/disability/dsp; see the *Handbook for Students with Disabilities*. DSP will provide me with an official notice of accommodations so I can provide support. I cannot provide accommodations without this step.

LEARNING EFFECTIVENESS PROGRAM

The Learning Effectiveness Program (LEP) provides academic support services beyond basic academic accommodations. http://www.du.edu/studentlife/learningeffectiveness

HEALTH AND COUNSELING CENTER

The Health & Counseling Center (HCC) provides many medical and mental health services.

http://www.du.edu/health-and-counseling-center/

ONLINE AND WEB-SUPPORTED CLASSES

It is your responsibility to procure reliable, readily-accessible Internet service in order to fulfill course expectations. I am under no obligation to accept late assignments or waive required tasks (e.g., discussion participation) due to lack of online access or malfunctioning computer hardware. Please consider identifying an alternative Internet source in case of technical problems. Computer support is available from the University Technology Support (UTS) Help Center.

RESTRICTION OF AUDIO OR VISUAL RECORDING, REPRODUCTION, AND DISTRIBUTION OF CONTENT IN ONLINE COURSES

At the University of Denver, we protect the intellectual property of all our faculty, and safeguard the privacy of all our students in online learning environments. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, written, or visual content from their online courses.

This restriction includes but is not limited to:

- Pre-recorded and live lectures or laboratories
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of all. Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under FERPA.

Students who violate this policy will be reported to The Office of Student Rights & Responsibilities and may be subject to both legal sanctions for violations of copyright law and disciplinary action under *Student Rights & Responsibilities Policies.*