
SCIENCE OF CONTEMPORARY ISSUES 3 – LABORATORY SYLLABUS

University of Denver – CHEM 1003 Laboratories – Spring Quarter 2020

Professor: Emily Barter, Ph.D.

E-mail: Emily.Barter@du.edu

Teaching Assistant	E-Mail Address	Planned Office Hours (May Change)
Austin Clark	Austin.Clark@du.edu	Tuesday 2:00pm – 4:00pm
Kamryn Czysz	Kamryn.Czysz@du.edu	Thursday 12:00pm – 2:00pm
Beth Ehrhardt	Beth.Ehrhardt@du.edu	Monday 10:00am – 12:00pm
Alexa Gomez	Alexa.Gomez@du.edu	Tuesday 12:00pm – 2:00pm
Rachael Judson	Rachael.Judson@du.edu	Wednesday 5:00pm – 7:00pm

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

SCIENCE AND ENGINEERING CENTER (SEC) – [HTTP://PORTFOLIO.DU.EDU/SEC](http://portfolio.du.edu/sec)

The TAs will hold all of their office hours in their Zoom Rooms (locations above). They are available to you for assistance with both the lecture and laboratory portions of the course.

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.

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.

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.

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.

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.

DESCRIPTION OF LABORATORY ASSIGNMENTS

Labs

- Unless otherwise noted, labs will always be 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!

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*.

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 The entire Video Project (Lab 4 + Lab 8) will be worth 90 points. Please review the Video Project Page in Canvas for more information.					
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			

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](#).

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/>