

## **SYLLABUS**

### **CH 491 Senior Chemistry Seminar**

**Instructor: W C. Mahone Ph.D. Class Meeting Location/Time: Th, 10:50a.m.-12:05 p.m.**

**Office Location: FLW 214**

**Phone: 254-3740 E-mail: wmahone@mvsu.edu**

**Office Hours: MWF, 9:00 a.m.-10:00 & 2:00-4:00 p.m ; , T, 2:00-4:00 p.m.**

### **COURSE DESCRIPTION**

Ch491 is a process to evaluate the student chemistry foundation and their ability to get focused on the next step beyond graduation. In this course the student is subjected to more tests of varying difficulty. The student is asked to report on their progress with their contacts that will facilitate their next step beyond graduation. They are also required to construct and submit papers that familiarize one with the issues involving chemistry in various areas of concern. They also are required to write papers about their plans for the future and what they have to move toward it. Additionally ch-491 student will be required prepare an oral presentation that argues for a particular point of view as a test of their communication skills.

### **PREREQUISITES**

### **PURPOSE**

The primary purpose of CH491 and CH492 is to facilitate the transition of the student from undergraduate school to whatever their next step is to be career wise or continuing education. Toward that end we ask them to write about their plans so we can advise them where possible. We also go over resumes and interview strategies. A second goal is to access the state of their knowledge of chemistry and refresh them on certain basic ideas. This will help them to pass any preliminary tests they may encounter as they move to the post graduate arena. We also provide opportunities for them to work on their writing and presentation skills which will be required at some point in their future.

### **GENERAL COURSE GOALS**

The following general course goals are established to meet the purposes of CH 491:

1. Promote retention of chemistry knowledge by comprehensive review.
2. Provide opportunities for student to research a topic construct a related paper and give a related presentation.
3. Raise awareness of the underlying logic of the presentations and the use of inductive and deductive reasoning.
4. Develop resume writing and interview skills.
5. Increase scientific vocabulary and facility with common pronunciation related to the use of that vocabulary.
6. Cultivate thoughtful, probing inquiry and discussion.

### **STUDENT PERFORMANCE OF OBJECTIVE**

Understanding of General Chemical concepts  
Consider Various Career Paths in chemistry  
Develop a plan for Moving into a post graduate environment  
Enhance Interview Strategies  
Construct Papers on Chemistry issues of general concern.  
Give a presentation on chemistry topic.

.Upon completion of CH 491 students will be able to

1. Plan and strategize about actions that will move the student into the post graduate world.
2. Increase the scientific vocabulary and facility with common pronunciation related to the use of that vocabulary.
3. Demonstrate a general knowledge of the various areas of chemistry and how they relate to an awareness of accepted facts versus observations, hypotheses, theories, and principles relative to the natural universe.
4. Demonstrate and model the use of standards for controls, measurements, data reduction and presentation, analysis, and accuracy in reporting of the scientific activities.
5. Write effective resumes and navigate interviews.

#### USE OF TECHNOLOGY

Technology in various forms will be encouraged in preparing for classroom discussion, scientific inquiry, practical application exercises, and lesson-plan development. Such technology will include, though not be limited to

1. Computerized library searches for information using scientific and educational databases
2. Use of internet to perform in depth searches for information related to appropriate instructional methodology and materials for teaching students in science; and
3. Computer applications useful in instruction and in scientific applications (e.g., simulations, data and word processing).

#### EVALUATION AND GRADING PROCEDURES

##### Grading Components

Evaluation Tests	30 points
Papers	30 points
Presentation	30 points
Making Contacts	10 points

**Total** **100 points**

Grading Scale	A	90-100%
	B	80-89%
	C	60-79%
	D	50-59%
	F	<50%

#### STUDENTS WITH SPECIAL NEEDS

Students having any special needs (i.e., disabilities, problems, or any factors that may affect their performance in class) or requiring special instructional strategies should make these special needs known to the instructor during the first week of the course. The instructor will meet with the student to insure access to resources in the University and make appropriate instructional modifications as required.