

## CHE 776-002: Inorganic Seminar Chemistry (1 credit hour)

<b>Class Time:</b>	Friday, 12:00 to 12:50 PM, CP-114B
<b>Instructor:</b>	Dr. Beth S. Guiton
<b>Office Address:</b>	148C Chemistry-Physics Building
<b>Email:</b>	<a href="mailto:beth.guiton@uky.edu">beth.guiton@uky.edu</a>
<b>Office Phone:</b>	257-4215
<b>Office Hours:</b>	<i>by appointment</i>

### Course Description:

Reports and discussions on recent research and current literature. Required of all graduate students. May be repeated for a total of eight credits.

### Student Learning Outcomes:

After completing this course, the student will be able to:

1. Critically evaluate published literature in the field of inorganic chemistry
2. Interpret and explain published data
3. Prepare and deliver oral communication in a field relevant to their research area
4. Critique oral communication skills of their classmates

### Course Assignments

Distribution of the grade by assignment (students taking for credit)

- 1 Literature review at 80 percentage points
- 1 Literature review title submission at 6 percentage points
- 7 Completed rubrics of classmates' talks at 2 percentage points each

Distribution of the grade by assignment (auditing students)

- 8 Completed rubrics of classmates' talks for a passing grade

### Summary Description of Course Assignments

#### **Literature Review:**

Each student taking the class for credit will be required to give a review of a topic in the inorganic chemistry literature, relevant to their current area of research interest. The review may *not* include the student's own data. The talk should be 40 minutes long plus 10 minutes for questions. The title of the literature review talk must be submitted to the instructor (copying [chemistry@uky.edu](mailto:chemistry@uky.edu) on the email) not less than one week in advance of the talk in order to receive credit. The instructor will evaluate the title for relevance to inorganic chemistry, and require revision if necessary.

#### **Rubrics:**

Each student (both taking for credit and auditing) will be required to attend no fewer than eight talks (including their own), and submit a critique of talks for which they are in attendance. Critiques will take the form of a completed "Oral Communication Rubric" (see end of syllabus). Students must write the name of the presenter on the front of the rubric,

along with any additional comments, and *their own name on the back* of the rubric. Scores from faculty-completed rubrics will make up 60 percentage points of the total literature review score, and scores from student-completed rubrics will make up 20 percentage points of the score, for a total of 80 percentage points.

**Grading scale (for credit):**

80 – 100% = A; 70 – 79% = B; 60 – 69% = C; Less than 60% = E  
 Ranges may be lowered but will not be raised.

**Grading scale (for audit):**

8 or 9 completed rubrics = pass; 0-7 completed rubrics = fail

**Tentative Course Schedule**

<b>Class #</b>	<b>Date</b>	<b>Material (tentative assignments)</b>
1	1/15/16	Planning meeting
2	1/22/16	SNOW DAY
3	1/29/16	<b>Speaker 1 (Yang Song)</b>
4	2/5/16	<b>Speaker 2 (Alexandra Riddle)</b>
5	2/12/16	Cume review
6	2/19/16	<b>Speaker 3 (Shanshan Wang)</b>
7	2/26/16	<b>Speaker 4 (Ruixin Han)</b>
8	3/4/16	<b>Speaker 5 (Somin Park)</b>
9	3/11/16	Cume review
10	3/18/16	Spring Break
11	3/25/16	<b>Speaker 6 (Raphael Ryan)</b>
12	4/1/16	<b>Speaker 7 (Melonie Thomas)</b>
13	4/8/16	Cume review
14	4/15/16	<b>Speaker 8 (Jeffrey Withers)</b>
15	4/22/16	<b>Speaker 9 (Yuting Zhang)</b>
16	4/29/16	Naff Symposium

**Course Policies:**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious

holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

***Verification of Absences:***

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

***Academic Integrity:***

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

***Accommodations due to disability:***

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

***Accommodations for victims of violence:***

By federal law, any student who is a victim of dating violence, domestic/intimate partner violence, sexual assault, or stalking (whether on or off campus) is entitled to appropriate accommodations for his or her coursework. To get help getting accommodations and other support, students who are assaulted can do any of the following:

1. Tell your instructor who can assist you in accessing resources appropriate to your situation;
2. Call the UK VIP Center (Violence Intervention and Prevention Center) at 257-3574 or [vipcenter@uky.edu](mailto:vipcenter@uky.edu) or [http://www.uky.edu/StudentAffairs/VIPCenter/about\\_contact.php](http://www.uky.edu/StudentAffairs/VIPCenter/about_contact.php); or walk in to the Center in Frazee Hall, lower level, between 8:30 and 5:00;
3. Call the University Counseling Center at 257-8701; 2nd floor, Frazee Hall;
4. Call Ms. Patty Bender from the UK Institutional Equity and Equal Opportunity at 257-8927 or [patty.bender@uky.edu](mailto:patty.bender@uky.edu); or
5. **In the case of an emergency, contact the UK Police Department at 911.**
6. Students may also contact community resources 24-hours a day, including:

- a. Bluegrass Rape Crisis Center at 800.656.4673 or <http://bluegrassrapecrisis.org/>
- b. Greenhouse17 (formerly Bluegrass Domestic Violence Program) at 800.544.2022 or <http://greenhouse17.org/>

## Grading Rubric for Literature Presentations:

### ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact [valuc@aacu.org](mailto:valuc@aacu.org)*



#### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.