

**CHEM F100X UX1**  
**Chemistry in Complex Systems, 4 cr**  
Spring 2016

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I will always be available at this number and by email during office hours, but you are welcome to contact me at other times and I will respond as soon as possible.

### **Course Description**

This class explores the fundamentals of chemistry with an emphasis on the molecular activity driving global phenomena and place-based connections drawn to Alaska. Principles such as molar ratio and feedback are illustrated as chemistry is applied to understanding the essential ecosystem services of air, water, food, materials, and energy. Prerequisites: placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor.

### **Course Philosophy**

As we attempt to navigate toward sustainability in an increasingly technological world, citizens need to understand basic chemical and biochemical sciences within the context of complex natural systems. Chemistry and biochemistry are central to resilience and sustainable development, and the essentials are not that difficult to understand. The text book and other course materials are designed to engage you in chemistry by studying the real world issues of pollution, climate change, combustion, natural resources, and drug and food technology. We will focus on what you need to know to understand and evaluate the implications of the chemistry behind social and economic decisions, today and in the future. The philosophy of breadth core-courses is to show the connections between science and society, and how the scientific method is part of a holistic system of decision-making that also includes socioeconomic considerations.

### **Course Objectives**

The overall objective of this class is to provide you with a basic literacy of chemical and biochemical principles, which requires: knowledge of historical aspects of chemistry; an essential understanding of the structure of matter and molecular activity that underlie and helps explain complex systems; an appreciation for the similarities and differences between science and other ways of knowing; an ability to describe and explain essential scientific issues that confront us as citizens, including the limitations of science.

The specific goals are for you to become familiar with: 1) the methods and principles of science used by chemists and biochemists; 2) major concepts of chemistry such as conservation of matter, chemical reactions, pH, carbon chemistry, nutritional biochemistry, etc.; 3) the role of

uncertainty, hypothesis testing, and weight of evidence in environmental issues; 4) the scientific value of traditional knowledge.

We want you be able to discuss the following, using the language of general chemistry:

- Context and action relating science to policy on real issues;
- The scientific method, including study design and uncertainty;
- Sustainability;
- The structure of matter;
- Guiding principles of chemical behavior, such as solubility, valence, and molarity.

## **Core Science Class**

This is a Natural Science course approved for inclusion in the UAF Core Curriculum, where "The overall goal of the Natural Sciences component of the Core Curriculum is to prepare students for lifelong learning in the natural sciences..." [Faculty Senate Guidelines, 1990]. In partial fulfillment of this objective and in addition to the specific course program outlined in this syllabus and the UAF Catalog, you will receive instruction in two areas. The first is on what is generically known as the "scientific method," for which you can experience alternate approaches within different academic departments. A good primer can be found in Wikipedia's introductory paragraph on the "scientific method." Second, you will discuss within the course examples where there is interplay between scientific knowledge and public policy, where knowledge and policy can be established and/or developed. A short title could be "Science and Society." These examples should sharpen your abilities to recognize when scientific knowledge is applicable to a public/societal issue and to broaden your understanding of the scientific contributions. By way of a recent local example, how does the scientific literature concerning health effects of fluoridated water affect decisions to alter the fluoride content of municipal water? The "scientific method" and "science and society" are the two Core expectations identified for the Core Natural Science courses and are the expectations for which this course is assessed as part of the mandatory Student Learning Outcomes Assessment.

## **Required Materials**

Lab Kit

Lab Manual and supplementary readings are contained within Blackboard.

*Chemistry in Context*, 8th Edition (ISBN: 0073522975); National Science Foundation, American Chemical Society)

This nationally designed text is part of the "Science Education for New Civic Engagement and Responsibility" curriculum approach. While there is less memorization of chemical facts, there is more thought about how the science is part of everyday life and policy. The text is organized into several sections based on current social and political issues. The ecosystem services of air, water, food, and energy provide a relevant framework to define chemical language and describe matter while illustrating basic chemical concepts that allow us to understand and evaluate the biosphere.

You may purchase your materials through the UAF Follet Bookstore order online - <http://elearning.uaf.edu/go/books/>  
Constitution Hall, 504 Tok Lane, P.O. Box 750127, Fairbanks, AK 99775  
phone: 907.474.7348 Toll-Free: 1.888.651.280.8500 Fax: 907.474.7739  
Email: [uaf@bkstr.com](mailto:uaf@bkstr.com)

## Tips for success / Instructional Methods

Study by distance requires diligence! Without a class, there is no opportunity for a lecture to review material and it is essential that you make time to focus on assignments. You are expected to spend about 12 hours on this class each week. The course uses a variety of methods, but READING will provide most of the content.

Each weekly module is made up of several components. There will always be a screen-cast (a short power-point presentation with an audio voice-over) to emphasize the critical points in the weeks reading. The longer “full power point” with no voice-over should be reviewed and used for studying. Most of the following are also included each week: a discussion board posting, a self-assessment, homework, a pre-lab podcast a laboratory exercise, and a quiz or exam.

Of the 12 hours you spend thinking chemistry, you should plan at least 4 for the screen-cast and reading, 3 for doing the lab, 2 for homework, and up to 1 each for the discussion post, self-assessment, and quiz or exam.

## Grading Scheme

Item	Points each	Total	%
9 quizzes	10	90	9
Post-course survey	10	10	1
4 exams	75	300	30
8 pre-labs	10	80	8
10 labs	15	150	15
13 homework	10	130	13
14 discussion posts	10	140	14
5 self-assessments	12	60	6
1 essay	40	40	4
		1000	100 %

The grades will not be curved but attitude counts and can make the difference for a borderline final-grade. Letter grades will be assigned with the following approximate cutoffs, although they may be granted with up to 10 points less if strong effort is demonstrated (homework done, questions asked, resources used).

A+  $\geq$  970 > A  $\geq$  930 > A-  $\geq$  900  
B+  $\geq$  870 > B  $\geq$  830 > B-  $\geq$  800  
C+  $\geq$  770 > C  $\geq$  730 > C-  $\geq$  700  
D+  $\geq$  670 > D  $\geq$  630 > D-  $\geq$  600  
F < 600

I INCOMPLETE See below for information on an emergency extension to complete the class

NOTES:

A “C” is required if the class is to be used as a pre-requisite for another class.

FRESHMENT GRADES will be based upon work completed and graded before the reporting date (February 14th), which should include the first 3 labs, 3 quizzes and an exam.

Engagement from the beginning is a strong indicator of success in the class:

- Your first contact (Discussion post) is due the first day of instruction. Failure to submit this assignment within the first week of class will result in a loss of grade for the assignment. Failure to submit within two weeks will result in being dropped from the course.
- The first content assignment (pre-course survey) is also due within a few days of the first day of instruction. Failure to submit this assignment within the first week of class will result in 25% reduced grade for the assignment. Failure to submit the first two weeks of the course could result in being dropped from the course.
- Failure to submit at least 4 labs, 4 quizzes, and 2 exams by the deadline for faculty-initiated withdrawals (March 25th) could result in instructor initiated withdrawal from the course (W).

## **Weekly Schedule**

Readings should be done early in the week. The discussion board posting and pre-lab (usually a preview of the lab materials and a short preparatory activity) are due Thursdays by 11:59 p.m. Most work is due on the Monday of the week by 11:59 p.m. Check the Course Calendar for special due dates that are notated in blue.

You are expected to spend at least 12 hours a week on this class. If you do, and you plan and use that time well, you will almost certainly pass the class. It will probably take more like 15 hours a week to earn an A.

## **Reading the content!**

It is critical to passing online classes that you read the text. When you sit down to read, look over the writing before you begin. Read the first page, and then through the headings and captions. Think about the tables and what you think they mean. Read the summary at the end. Then read the chapter, taking notes and trying the examples and problems in the margins or your notebook

as you go. Always carry units! Numbers don't mean anything without the identity of the item or event being counted or measured.

Additional resources (usually websites) will be offered in the weekly screen-casts to provide additional context for the material. Optional links will always be labeled with **IYW** (if you want). More are offered than you are expected to explore so that you can pick and choose among them. The IYW links provide additional information that might be of interest or be useful as an example in essay questions. **If a link is not labeled IYW, you are expected to 'go there' and the material may appear on a quiz or exam.**

### **Homework (13 x 10 = 130 points)**

Problems from the "Exercises" section at the end of each chapter will help you prepare for quizzes and exams. The solutions to most of these questions are in the back of your book. You'll be asked to turn in a few that you can't check yourself. Working with a pencil and paper is highly preferable to trying to type out equations and formulas. Scanned work should be submitted in Blackboard. Much of the quiz and exam material will be modeled after the homework so doing the assignments is key to success!

### **Discussion posts (14 x 10 = 140 points)**

The discussion posts are an opportunity for you all to get to know each other and also to relate the material to your everyday world. You will each pick-up on different aspects of the material and relate it to your own life differently. Learning from each other's unique perspectives is an important aspect of this class. A discussion question will be posted each week.

You can earn up to 7 points for your first post (due Thursdays) and 3 points for an additional comment or response to classmates (due Mondays). Your comments need not be long, but should be thoughtful and should help the rest of us get to know your community and local manifestations of chemical concepts. General guidelines for grading are as follows:

Points	<b>Original Post (7 pts)</b>
3	demonstrates your understanding of a chemical concept under study
2	local (to global) examples / relevance / manifestations / perceptions of the concept
2	clear concise writing
	<b>Comments and additional Responses (3 pts)</b>
3	contributes to others' understanding with a new idea or a good resource (include description and how it's useful / why it is relevant, not just a link)

### **Self-Assessment (5 x 12 = 60 points)**

You are asked to assess your performance in the class 5 times during the semester: one or two sentences will not earn full points. This is an opportunity for you to make sure that you are on-track and reaching the goals that you have set for this class, as well as, your academic and professional careers.

Reflect on how much time you are spending on the class materials, how much you are participating in the class, and how you are applying what you are learning to your own experiences, interests, profession, job, or to the things you do in daily life.

### **Scientific Essay/Community Perspective: 55 points total (15 as lab grade for outline)**

A short scientific essay (750 < words < 1000) is due near the end of the term. Given the demands of science, you are not expected to conduct experimental research. Rather, the essay should explore a hypothesis that is supported or refuted with evidence and examples, including your own observations. There is more information on the assignment in LAB 9.

### **Quizzes & Exams (9 x 10 points + 4 x 75 points = 300)**

All exams and quizzes are required. There will be 9 (15 minute) quizzes (10 points each) covering the previous week's material. The 2-hour exams (4 x 75 points) will cover material from textbook chapters as well as associated concepts from the laboratory. All the exams are cumulative, in the sense that information from prior sections will be essential as you deepen your knowledge. Both quizzes and exams are OPEN book. You must get a proctor for the exams—be sure to do that early!

### **Lab (10 x 15 = 150 points)**

You will be asked to purchase a take-home chemistry kit.

Each week that there is a lab, there is a pre-lab. Watching an introductory podcast that will help you complete the lab is part of the prelab, which also includes reading the lab, previewing the podcast, and making sure you have all the right materials. The pre-lab usually includes some activity that will help you prepare for the actual lab. The overall objective of the lab experience is to allow you to become familiar with the processes of the scientific method: measuring, comparing, and analyzing data. The labs get more difficult through the term and some require a full lab report: an original write-up of your objectives, experimental procedure, and findings. Experimentation is a critical part of the scientific method, and the laboratory portion of your grade is essential to getting credit for the class. **Students who do not complete at least 6 out of the 8 pre-labs and 8 of the 10 laboratory reports will not pass the class** – although an “I” may be given in case of emergency (see below).

## **Extra-Credit Options:**

### **Book Report (Optional; 15 Extra Credit points)**

Each student can turn in a book report. Both literary and scientific content will be evaluated. The book report should be about 750 words (more than 700 and less than 800) describing the book and its relation to the course. The book report will be on an appropriate book, such as 1) [\*Weather Makers\*](#), 2) [\*When Smoke Ran Like Water\*](#), 3) [\*Firecracker Boys\*](#), etc. (note: all of these books are available at the UAF Library.) If you exercise this option, the book report is due the last week of class.

### **Permafrost – When Frozen Carbon Thaws (Optional; 10 Extra Credit points)**

Read the NPR article and write a 1-page (double-spaced) summary that addresses one of the topic paragraphs from the article that expresses your perspective. Provide at least one reference that supports your stance.

## **Instructor Responsibilities**

Electronic mail is usually the best method of communicating for all. Inquiries from students will be acknowledged promptly—usually in less than 24 hours. If you have not received a response within 2 working days (48 hours) you may contact the Chemistry Department for assistance. Graded assignments will be returned within a week of their due date. Pre-labs that require feedback will be returned by Saturday. Office hours are a time when I will be available by the contact methods listed at the top of this syllabus. Assignments and tests will be graded and returned with any feedback within one week after the due date.

## **Checking Grades**

To check your grades and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are listed. To see details of your grades, click on the green check mark or the underlined score in the grade column. If the score is for a test or quiz, you will see a View Attempt page where you can click on the check mark or your score to see results and feedback. If the score is for an assignment, this will take you to a Review Submission History page where you will see all your work turned in and graded to that point.

## **Pacing Expectations**

### **Assignments / Evaluation of Student Work and Progress**

Students are expected to complete the weekly assignments by their due dates. If circumstances arise that cause you to need extra time on any assignment(s), please contact me

(clwhittle@alaska.edu) to make arrangements. Extensions of due dates may be granted, but must be planned in advance. (Emergency situations will be dealt with as needed.) Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet service during the course. **Late work will be accepted if submitted within 24 hours of the due date and 50% of potential points will be deducted unless an extension is granted ahead of time.**

### **No Basis (NB) and Instructor Withdrawal (W)**

As described on above, students not satisfactorily active in the first part of the term will be dropped or withdrawn from the class, so justification for a No Basis grade is very unlikely. In case of extenuating circumstances later in the term, an Incomplete may be negotiated.

### **Incomplete (I)**

The grade “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, s/he not been able to complete the course during the regular semester. As according to UAF grading policy, negligence or indifference are not acceptable reasons for an “I” grade.

<b>First day of instruction/late registration begins</b>	<b>Thursday Jan 14</b>
<b>Deadline for 100 percent refund of tuition and fees</b>	<b>Friday Jan 29</b>
<b>Deadline for student-initiated and faculty-initiated drops (course does not appear on academic record)</b>	<b>Friday Jan 29</b>
<b>Freshman Progress Report due</b>	<b>Sun Feb 14</b>
<b>Deadline for student-initiated and faculty-initiated withdrawals (“W” grade appears on academic transcript)</b>	<b>Friday Mar 25</b>
<b>Deadline for faculty to post grades</b>	<b>Wed May 11</b>

### **Technical Help Resources**

**UAF Help Desk**



Very Helpful and friendly service that you help pay for - Use as needed!  
Go to <http://www.alaska.edu/oit/> to see about current network outages and news.  
Reach the Help Desk at:

- e-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)
- fax at (907)-450-8312
- phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

## **Student Support Services**

UAF eLearning & Distance Education Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907- 455-2060 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: [elearning@uaf.edu/staff](mailto:elearning@uaf.edu/staff).

## **Disabilities Services**

The UAF Office of Disability Services operates in conjunction with UAF eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (mailto:[fydso@uaf.edu](mailto:fydso@uaf.edu)).

## **Academic Integrity and Plagiarism**

As described by UAF policy, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information <http://www.uaf.edu/ses/student-resources/conduct/#condu>.

## **Department Policy on Cheating**

The Chemistry & Biochemistry Department Policy on Cheating is: "Any student caught cheating will be assigned a course grade of F. The student's academic advisor will be notified of this

failing grade and the student will not be allowed to drop the course.” Communication between students regarding the lab is acceptable but reports must show your own calculations and ideas.

Other than during quizzes and exams, communicating with each other about the subject matter of this class is only cheating if it is in collaboration for avoidance of work by either or both parties. There is everything right with helping and learning from each other.