

INTERAMERICAN UNIVERSITY OF PUERTO RICO
CAMPUS _____
DEPARTMENT OF _____
CHEMISTRY PROGRAM

SYLLABUS

I. GENERAL INFORMATION

| | | |
|-----------------|---|--------------------|
| Course Title | : | Integrated Seminar |
| Code and Number | : | CHEM 4965 |
| Credits | : | 3 credits |
| Academic term | : | |
| Professor | : | |
| Office hours | : | |
| Office phone | : | |
| Email | : | |

II. COURSE DESCRIPTION:

Integration of the knowledge and skills acquired in the concentration courses. Integration of bibliographic search strategies. Effective use of information and chemical literature in case analysis and research on current topics of interest. It requires the presentation of written and oral works. Requirements: CHEM 3910 or 3920 and 4240.

III. TERMINAL OBJECTIVES

It is expected that, at the end of the course, the student can become familiar with the fundamental concepts of the Integrative Seminar course to:

1. Apply and develop the ability to integrate knowledge of chemistry obtained through a research project in chemistry.
2. Evaluate oral communication skills and the integration of knowledge through a presentation of the work carried out.
3. Measure the ability to defend the investigated topic with arguments and scientific data, chemical knowledge, and the results of their work.
4. Develop or increase their ability to write and structure a written work on a topic of relevance in chemistry in their specialty.
5. Evaluate the skills of the use of the computer in the treatment of the data obtained (calculations, adjustments, graphs, etc.) and in the writing and presentation of your report.

COMPETENCES OF THE GRADUATE PROFILE ATTENDED IN THIS COURSE

1. Analyze and interpret experimental data, interpret, and analyze scientific literature.
2. Show willingness to actively work in a team and in interdisciplinary projects.
3. Show a good disposition towards the use of new technologies and scientific developments including the integration of the computer to the analysis.
4. Awareness of the ethical and cultural values necessary for the practice of the profession.

IV. TRAINING OBJECTIVES:

1. Preparation of an oral presentation

Upon concluding the study of these topics, the student should be able to:

- 1.1 Identify appropriate material to study the topic to be presented.
- 1.2 Correctly interpret works published in scientific journals.
- 1.3 Summarize and evaluate the quality and content of works published in scientific journals.
- 1.4 Use available technology to prepare a presentation of the work.
- 1.5 Summarize in front of the public the important aspects of the selected topic.
- 1.6 Apply techniques for effective oral communication.
- 1.7 Base their conclusions based on the data obtained and the theoretical bases that support them.
- 1.8 Respond to the proposals, doubts, or queries of those attending the oral presentation with chemical or physical fundamentals.

2. Preparation of a written work that collects all the pertinent data from a recent scientific publication of relevance around chemistry.

Upon concluding the study of these topics, the student should be able to:

- 2.1 Gather information on the topic.
- 2.2 Synthesize and organize the information acquired.
- 2.3 Interpret and evaluate the information acquired.
- 2.4 Develop a text that includes the relevant aspects of the information collected.
- 2.5 Follow a format for the presentation of the text

3. Evaluation of computational skills and relationship with various programs, including Power Point, Word, Excel, etc.

Upon concluding the study of these topics, the student should be able to:

- 3.1 Integrate writing from word processors, data tables, and graphs into your scientific writing report.
- 3.2 Include information from other chemistry specialty programming.

V. ACTIVITIES

- A. The first important step is the contact between the student and the teacher to agree on the oral and written work that will be developed during the course, this according to the student's interest. Both jobs must be related.
- B. The student proceeds to search for bibliographic material, selects the article of interest and shows it to the teacher.
- C. Once the article has the approval of the professor, the student dedicates himself to the preparation of the oral presentation. Periodic meetings are coordinated between the lead teacher and the student, before the presentation, to monitor the progress of the presentation.

- D. At the same time, the student must prepare the writing of the Scientific Writing. For this, the student also meets periodically with the guide teacher throughout the semester.
- E. The student must make a draft of the Scientific Writing. This is evaluated by the professor, who will be in charge of submitting the necessary recommendations and, finally, the student prepares the final document.
- F. This work must be turned in the last week of classes of the quarter.

VI. EVALUATION

| Evaluation criteria | Punctuation | % of final score |
|---------------------|-------------|------------------|
| Oral presentations | 100 | 30 |
| Written works | 100 | 25 |
| Participation | 100 | 10 |
| Assignments | 100 | 15 |
| Attendance | 100 | 20 |
| Total | 500 | 100 % |

To determine the final grade, the following scale will be used, which corresponds to the curve used for Chemistry 1:

| A | B | C | D | F |
|--------|-------|-------|-------|------|
| 100-85 | 84-75 | 74-65 | 64-55 | 54-0 |

VII. SPECIAL NOTES

- A. **Auxiliary services or special needs:** All students who require auxiliary services or special assistance must request them at the beginning of the course or as soon as they become aware that they need them, through the corresponding registry, in the Guidance Office with the _____.
- B. **Honesty, fraud, and plagiarism:** Dishonesty, fraud, plagiarism, any other inappropriate behavior in relation to academic work constitute major infractions sanctioned by the General Student Regulations. Major offenses, according to the General Student Regulations, may result in suspension from the University for a defined period of more than one year or permanent expulsion from the University, among other sanctions.
- C. **Use of electronic devices:** Cell phones and any other electronic device that could interrupt the teaching and learning processes or alter the environment conducive to academic excellence will be disabled. Urgent situations will be addressed, as appropriate. The handling of electronic devices that allow accessing, storing, or sending data during evaluations or exams is prohibited.
- D. **Compliance with the provisions of Title IX:** The Federal Higher Education Law, as amended, prohibits discrimination based on sex in any academic, educational, extracurricular, athletic activity or in any other program or employment, sponsored or controlled by an institution of Higher education

regardless of whether it is carried out on or off the premises of the institution, if the institution receives federal funds.

In accordance with current federal regulations, our academic unit has appointed an Assistant Title IX Coordinator who will aid and guidance in relation to any alleged incident that constitutes discrimination based on sex or gender, sexual harassment, or assault. You can contact the Assistant Coordinator _____, extension _____, or email _____.

The Normative Document entitled **Norms and Procedures to Address Alleged Violations of the Provisions of Title IX** is the document that contains the institutional rules to channel any complaint that is presented based on this type of allegation. This document is available on the website of the Inter American University of Puerto Rico (www.inter.edu).

I. EDUCATIONAL RESOURCES

- A. Audiovisual equipment
- B. Scientific journals available in the Journal Room
- C. Database and electronic resources of the Center for Access to Information (CAI)
- D. Electronic resources on the Internet through the Informatics and Telecommunications Center (CIT)

II. BIBLIOGRAPHY

1. Davis, Martha. Scientific papers and presentations. New York: Academic Press, 2005. T11.D324 2005
2. Books of General Chemistry
3. ACS approved reference format:
<http://pubs.acs.org/books/references.shtml>
4. Guidelines for preparing presentations:
www.standrews.austin.tx.us/library/PresentationGuidelines.html
www.cs.wisc.edu/~bart739/talk-guide.html
www.userix.org/events/samples/slide.guide.pdf
5. Skills for preparing presentations:
www.standrews.austin.tx.us/library/SpeakingPresentingSkills.html
www.actden.com/pp/
www.ou.edu/class/tersine/mgt5053/reading09.html

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