

# COMMON SYLLABUS CONTENT

## COURSE SYLLABUS CHECK SHEET

Course No. \_\_\_\_\_

Course Name \_\_\_\_\_

Date of Review \_\_\_\_\_

Reviewed by \_\_\_\_\_

### \*\*\*REQUIRED COMPONENTS\*\*\*

- \_\_\_\_\_ Semester and year
- \_\_\_\_\_ Division and Department
- \_\_\_\_\_ Course number/section and name
- \_\_\_\_\_ CRN #
- \_\_\_\_\_ No. credit hours
- \_\_\_\_\_ Instructor name
- \_\_\_\_\_ Instructor office/phone/contact
- \_\_\_\_\_ Instructor office hours/appointments
- \_\_\_\_\_ Description as it appears in the catalog and prerequisites/co-requisites
- \_\_\_\_\_ Required textbook/Optional resources/Educational materials
- \_\_\_\_\_ Evaluation (for grade determination)
- \_\_\_\_\_ Student Learning Outcomes
- \_\_\_\_\_ Assessment methods of Outcomes
- \_\_\_\_\_ Attendance policy
- \_\_\_\_\_ Make-up policy
- \_\_\_\_\_ Disclaimer statement
- \_\_\_\_\_ Schedule for class content
- \_\_\_\_\_ ADA Compliance Statement

### OPTIONAL

\_\_\_\_\_ Special Rules (Cell phone policy, Cheating policy, Honesty expectations, etc. or No Special Rules)

## SYLLABUS CONTENT GUIDELINES

**The previously mention required content gives minimal requirements for a course syllabus. Many programs also require more extensive information. In addition, there are many desirable features that faculty have built in, and these are certainly encouraged. It is important that the syllabus clearly outline the course expectations, so students know in advance what will be expected.**

## **Description of Required content** (using Chemistry Course as an example)

**Semester & Year:** (Example: Fall 2017-2018 or Fall 2017; Spring 2017-2018 or Spring 2018; Summer 2017-2008 or Summer 2018)

**School and Department:** School of Natural Sciences, Mathematics and  
Department of Life and Physical  
Sciences (Chemistry)

**Course Number/Section & Name:** CHEM 113/001

**Course ID:** CHEM11301

**No. credit hours:** 3.0

**Name of the Instructor:** Jane Doe, Ph.D.

**Office Building and Room Number:** Talley-Brady Hall Room 555

**Office Hours** – *Offices hours should be both on the syllabus and state posted on your office door. Adjuncts should list times they will be available before or after class.*

**Contact Number** – *Adjuncts should indicate how and when they may be contacted. This may be phone or email contact. Full time faculty should list campus telephone number and other contact information as desired.*

**Office Hours and Contact Information:** Mon., Tues., Thurs., Fri. 10:30 a.m.- 12:00p.m.  
Office Phone: 329-8555 Home Phone: 555-5555  
(calls accepted until 10:00 p.m.)  
Email: [jdoe@fisk.edu](mailto:jdoe@fisk.edu)  
If you have class during posted office hours,  
appointments can be made.

**Course Description & Prerequisites/Co-requisites:** *Use the description as it is written in the course catalog. You may add other expectations if needed. You may find it on our website at:*  
<https://www.fisk.edu/academics/university-bulletins>

General Chemistry I - Fundamental principles of chemistry, including atomic theory, molecular concepts, stoichiometry, gas laws and elementary thermo-chemistry. This course requires a good background in mathematics. Students should enroll concurrently in CHEM 103 laboratory.

**Course Text and Supplemental Materials:** *Please list the required materials and any supplements you feel would benefit the student. Books ordered as required for a class MUST be used in that class. Textbook selections are made by full time faculty, and these selections must be used by all adjunct faculty. Faculty should make sure that all supplemental materials are listed, and which of those are required.*

REQUIRED TEXT BOOK: *Chemistry*, 8<sup>th</sup> Ed., by Raymond Chang McGraw Hill., ISBN 0-07-287284-5

SUPPLEMENTARY MATERIALS: Student Solutions Manual ISBN 0-07-254992-0 (optional)

**Evaluation Process:** *This is an area that must be very carefully approached. Disagreement about grading is the cause of most student complaints. Clearly spell out the grading system that you will use for each graded assignment such as exams, papers, quizzes, etc. Take care to write exactly and clearly how grades will be computed for each type of assignment. Explain exactly how the final grade will be computed. If components of the final grade are weighted, specify the relative value of each component. If your grading system contains subjective elements such as class participation, you should define how those factors will be measured and how they will be figured into the final grade. (Please indicate the grading scale you use. Use percentiles or points, at your option.)*

**STUDENT EVALUATION:** Students shall be given a minimum of five comprehensive examinations and a comprehensive final during the semester. These examinations may be composed of an objective section and a subjective section. Where essay responses are required, your thoughts should be organized and written down in a clear and succinct manner. You should use good English and legible penmanship. Neatness counts. Organization helps. All tests must be taken on or before dates assigned. No makeup tests are available without explicit consent of instructor which will only be granted in case of documented extreme emergency. The instructor has the final decision. The final exam must be taken on the date published for final exams. Makeup tests are strongly discouraged. You will take it at the end of the semester and it may consist entirely of essay questions, an oral examination or some other medium as deemed appropriate by the instructor. If you have five examination scores, your lowest exam will be dropped. If you miss an exam and you are not given the opportunity to take a make-up exam, your grade will be zero for that exam and you may use it as your dropped score. It is in your best interest to take ALL exams. Where problems are solved, your work must be presented in such a manner that it will be easy to follow and identify your solution. Short announced and unannounced quizzes will be given.

The numerical average of student shall be determined as follows:

Examination I	12.5%	In the absence of adjustments, the following is the grading scale that will determine your final grade.	
Examination II	12.5%		
Examination III	12.5%		
Examination IV	12.5%		
Quizzes	10.0%	<b>A</b> = 100% - 90%	<b>A-</b> = 89% - 85%
<u>Comprehensive Final</u>	<u>40.0%</u>	<b>B+</b> = 84% - 80%	<b>B</b> = 79% - 75%
Final Average	100.0%	<b>B-</b> = 74% - 70%	<b>C+</b> = 69% - 65%
		<b>C</b> = 64% - 60%	<b>C-</b> = 59% - 55%
		<b>D</b> = 54% - 44%	<b>E</b> = 43% & below

### Course objectives

This course will enable a student to discuss and explain an everyday chemical phenomenon using chemical theory and reasoning. They will be expected to apply memorized facts to practical use. This will be demonstrated by solving problems requiring thought and knowledge.

**Course Schedule:** Please include the time frame when you expect to cover objectives, at least in a very general sense. Even if this is developed as a separate document, it should be attached to the syllabus, turned in to the department office for review, and distributed to all students on the first day of class. It does not have to be extremely detailed (although it certainly may be as detailed as the instructor would like), but should give an indication of time spent on various topics. It is helpful to list important dates, such as withdrawal date, college holidays, and other events listed in the calendar. Date and time of final exam **MUST** be included on the syllabus.

**Chemistry 113-001**  
Course Schedule  
August 28 – December 16, 2016

Dates	Topic	Chapter
Aug. 28 <sup>th</sup> - Sept. 1 <sup>st</sup>	<b>Chemistry: The Study of Change</b> (Classification of matter, Chem./Physical Properties, Measurements, Dimensional Analysis)	1
Sept. 4 <sup>th</sup>	LABOR DAY HOLIDAY- NO CLASS	
Sept. 6 <sup>th</sup>	<b>Chemistry: The Study of Change (continued)</b>	1
Sept. 8 <sup>th</sup>	Last Day to Add a Course	
Sept. 8-13 <sup>th</sup>	<b>Atoms, Molecules and Ions</b> (Atomic structure, Periodic Table, Formulas, Nomenclature, etc.)	2
	<b>Sept. 15<sup>th</sup> Friday 9:10 a.m. - 10:40 a.m. Examination I</b> <b>(Material covered through 9/13/06)</b>	
Sept. 15-22 <sup>nd</sup>	<b>Mass Relationships in Chemical Reactions</b> (Molecular mass, empirical formulas, limiting reagents, % yield, % composition, etc.)	3

**Final Examination (Comprehensive, Chapters 1-10) will be given Saturday December 16, 10:30 a.m.– 12:30 p.m.**

**Attendance/Tardiness:** Please clearly state your attendance policies.. Once written, they must be enforced uniformly. For that reason, it is advisable to leave some latitude. If a policy is written as “students **WILL** be withdrawn after missing *x* classes” then you must withdraw the student who misses *x* classes, no matter how valid the reason for the absence. A better language would be “The instructor reserves the right to withdraw...”.

**CLASS ATTENDANCE:** Class is scheduled for three seventy minutes lectures per week on MWF in the main lecture hall of Talley-Brady Hall. The latter portion of Fridays will be used for problem sessions, review or make-up lecture. As required by the Department of Education, attendance shall be recorded. Excessive absences, defined as greater than 20% of the number of times that the class meets, may result in lower grades or failure of the course. Students are responsible for all missed assignments and information. The professor is not obligated to give make-up work. Pop-quizzes, in-class work, announced quizzes, etc. **can not** be made-up.

## ADA COMPLIANCE STATEMENT

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.”

Students with disabilities who qualify for academic accommodations must provide notification from Counseling Services and discuss specific needs with the instructor, preferably during the first two weeks of class. Contact Counseling Services at 329-8776 to assist in arranging appropriate accommodations if you have a disability.

**Academic Honesty:** *This is optional, but many instructors choose to include some guidelines here. It is useful to list specific examples of cheating for your course. Try to be specific concerning the difference between encouraged collaboration and cheating.*

Cheating is not tolerated. Any student caught cheating will fail the course, regardless of their numerical average in the class at the time. Cheating activities include but are not limited to conferring with one another during a test by text messaging, talking, hand signals, roaming eyes, and other signals. Do not allow others to look at answers on your paper. Do not bring answers or information sheets into the room that can be seen by another person, i.e. cheat sheet, writing on the arm or other parts of the body, etc. Act responsibly and honestly.

**CELL PHONES Policy:** Cell phones may not be used during class. Please place them on “vibrate” and leave the class if you must answer the phone for emergency purposes. If the phone rings with an audible sound, it will be confiscated, turned off and returned at the end of class. If the phone is confiscated, three times, the phone will be returned at the end of the semester. **Cell phones may not be used or turned on during a test for any reason. Students sign the following form. They maintain a copy and the professor keeps a copy.**

## CHEM 113 Cell Phone Policy

I have read and understand the cell phone policy for Dr’s Evans Morris class, CHEM 113-001. I am aware of the consequences of audible telephone calls during class time and accept these consequences as an adult.

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Print your name

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Signature

Date

## Student Learning Outcomes/Assessments

Student outcomes: At the end of this course you should be able to	Assessment
<ul style="list-style-type: none"> <li>☞ read a variety of materials critically to               <ul style="list-style-type: none"> <li>○ identify a thesis</li> <li>○ summarize important points</li> <li>○ analyze main ideas</li> </ul> </li> </ul>	<b>Responsive writing assignments through in class exercises</b>
<ul style="list-style-type: none"> <li>☞ solve problems in a variety of settings by               <ul style="list-style-type: none"> <li>○ working productively with others</li> <li>○ contributing constructively to class discussion</li> <li>○ thinking for yourself in oral presentations or debates</li> <li>○ displaying openness to other viewpoints</li> </ul> </li> </ul>	<b>During class activities, particularly discussions and group projects</b>
<ul style="list-style-type: none"> <li>☞ present ideas and research in organized and engaging oral presentations that               <ul style="list-style-type: none"> <li>○ express a thesis clearly</li> <li>○ are well organized and developed</li> <li>○ conform to time constraints</li> <li>○ make stylistic choices in persona, syntax, and diction</li> <li>○ gauge the needs of and addresses a specific audience</li> <li>○ show evidence of ability to evaluate and incorporate sources for reliability, credibility, and authority</li> </ul> </li> </ul>	<b>Debate, group presentations, and culminating oral presentation of research.</b>
<ul style="list-style-type: none"> <li>☞ display mental habits that show evidence of               <ul style="list-style-type: none"> <li>○ questioning</li> <li>○ analysis</li> <li>○ synthesis</li> <li>○ beliefs based on evidence</li> <li>○ and ethical behavior in the academic community</li> </ul> </li> </ul>	<b>Discussion, spontaneous in-class writing, papers, and presentations.</b>

Design experiments and interpret data according to the scientific method. This includes the ability to: (a) define and follow the general scientific method; (b) formulate questions in order to evaluate a hypothesis; (c) design and conduct experiments to answer their questions; (d) record, manipulate and evaluate the experimental data to reach conclusions; and (e) correlate experimental results with the appropriate theory.

2. Demonstrate proficiency in solving mathematical problems that require identifying key data (from lists, tables, experiments or graphs) and constructing correct formulas for unit conversions, ratios, and stoichiometry. Be able to recognize which in a set of data is important.

3. Connect knowledge of the atomic and kinetic theories of matter to how atomic and molecular properties are responsible for chemical and physical behavior observed at the macroscopic level.

4. Compare and contrast the details of ionic, covalent and intermolecular bonding, and describe how energy changes are related to temperature, motion at the atomic level, and changes in chemical bonding.

5. Practice safe and effective general laboratory skills, including the ability to: recognize the limitations of physical measurements and application of appropriate rules for significant figures; complete measurements in an accurate and precise manner; and effectively work with peers in a collegial environment.