

CHEM 695: Graduate Education in Chemistry

FALL 2020 COURSE INFORMATION

Course Sessions:

Fridays (Virtual) 12 pm – 4 pm (Tentative) Zoom link available in [Canvas](#)

Instructors:

Dr. Regis Komperda (She/Hers/Her) Office Hours: by appointment (send email)
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Theresa Carlson (She/Hers/Her) Office Hours: by appointment (send email)
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Welcome to Chem 695! This course is designed to introduce new graduate students to the department and the variety of roles and responsibilities included therein. In this course we will develop academic skills as scientists, instructors, and students. This will include presentation skills, classroom management and lab safety, research and teaching ethics, grading and providing feedback, scientific reading and writing, use of online resources, networking, and career planning. This course is designed to support YOU as a new graduate student, therefore we will work together to make this class useful for everyone. Our mission is to set you up for success and provide the community structure to support you long-term.

Students are provided with an SDSU Gmail account, and this [SDSU email address](#) will be used for all communications. Per University Senate policy, students are responsible for checking their official university email once per day during the academic term. For more information, please see [Student Official Email Address Use Policy here](#).

All communication regarding this course should occur through official SDSU email accounts. The course instructors will be available via email to answer questions or to schedule office hour appointments. Please allow 24-48 hours for a response, longer over weekends and holidays.

COURSE CATALOG DESCRIPTION

Skills and knowledge needed for success in chemistry graduate programs which include techniques for successful teaching, key safety protocols, ethical issues in teaching and research, department research programs, effective means of finding and communicating chemical information.

STUDENT LEARNING OUTCOMES

Upon completion of this course students will be able to:

- LO1) Teach undergraduates successfully in laboratories.
- LO2) Perform safely in a laboratory both as a student and as a researcher.
- LO3) Evaluate ethical situations associated with research and know the appropriate steps to take in order to maintain high ethical standards.
- LO4) Be knowledgeable of the diversity of research within the department in order to make an appropriate choice of research for their graduate study.
- LO5) Search efficiently for the chemical information they will need for their course and research work.
- LO6) Use popular chemistry software.

COURSE MATERIALS

On Being a Scientist: A guide to responsible conduct in research. 3rd edition. Available on course Canvas page and free at: http://www.nap.edu/catalog.php?record_id=12192

All other required readings will be made available through Canvas (<https://sdsu.instructure.com/>).

Class Resources/Links:

http://en.wikipedia.org/wiki/Scientific_misconduct
<http://en.wikipedia.org/wiki/MSDS> (and references therein)
<http://www.sciencegeek.net/Chemistry/chemware/chemware.shtml>
<http://bionumbers.hms.harvard.edu/>
<https://pymol.org/edu/?q=educational/>
<https://www.ncbi.nlm.nih.gov/pubmed/>

COURSE DESIGN

Equity, Inclusion, and Diversity:

In this course, we are committed to creating a safe space for people of all views and backgrounds. We may cover difficult topics in this course regarding social issues that you may encounter while teaching or at some other point in your teaching career. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Suggestions about how to improve the value of diversity and inclusion in this course are encouraged and appreciated.

Community Building:

This is a course designed to build community among the graduate student cohort and beyond. The course instructors are committed to your success and we intend to support the formation of a community among your peers to expand that support. Formation of a graduate student community can be an integral part of your success and this course will lay the framework for such a community.

Assignments:

Class and seminar attendance, participation	200 points
Faculty interviews	100 points
Student presentations + peer feedback	100 points
Reflections (submitted to Canvas)	100 points
Assignments (submitted to Canvas)	200 points
Total	700 points

GRADING POLICIES**Grading Scale:**

	A = $\geq 92.5\%$	A- = 89.5-92.4%
B+ = 87.5-89.4%	B = 82.5-87.4%	B- = 79.5-82.4%
C+ = 77.5-79.4%	C = 72.5-77.4%	C- = 69.5-72.4%
D+ = 67.5-69.4%	D = 62.5-67.4%	D- = 59.5-62.4%
	F < 59.4%	

SCHEDULE

Tentative Schedule (check [Canvas](#) for any updates): Unless otherwise told by the instructor, all assignments are due in Canvas at 10 pm on the Thursday before class.

Class #	Date/Time	Topic(s)	Assignment(s) Due BEFORE Class	Learning Outcome
N/A	8/18 12 - 4pm	<ul style="list-style-type: none"> • Introductions to key personnel • Preboarding 		LO1, LO2
N/A	8/19 1 - 5pm	<ul style="list-style-type: none"> • Technology for graduate students: Canvas, Blackboard, Zoom & Gradescope 		LO1
N/A	8/20 12 - 4 pm	<ul style="list-style-type: none"> • Policies, ethics, and lab safety 		LO1, LO2
N/A	8/21 1:30-2:30pm	<ul style="list-style-type: none"> • Panel with experienced GTAs 		LO1
1	8/28 12 - 4 pm	<ul style="list-style-type: none"> • Discuss first week of class • Finding a research group • Faculty research presentations 	<ul style="list-style-type: none"> • Zoom link • Introduction slide or video 	LO1, LO4
N/A	8/28 4 - 5 pm	Department Seminar/Additional Faculty Research Presentations		LO4

Class #	Date/Time	Topic(s)	Assignment(s) Due BEFORE Class	Learning Outcome
2	9/4 12 - 4 pm	<ul style="list-style-type: none"> Overview of campus resources Discussion of Canvas CTL M1 Preparing and giving presentations 	<ul style="list-style-type: none"> Canvas CTL M1 Reflection Canvas Profile 	LO1, LO4
N/A	9/4 4 - 5 pm	Department Seminar/Additional Faculty Research Presentations		LO4
3	9/11 2 - 4 pm	<ul style="list-style-type: none"> Deliver prepared presentation Provide feedback to peers 	<ul style="list-style-type: none"> Presentation 	LO1
4	9/18 2 - 4 pm	<ul style="list-style-type: none"> Issues related to equity, diversity, and inclusion 	<ul style="list-style-type: none"> Canvas CLT M3 Reflection Implicit bias test 	LO1
5	9/25 2 - 4 pm	<ul style="list-style-type: none"> Responsible Conduct of Research (RCR) Ethics case studies 	<ul style="list-style-type: none"> Reflection 	LO3
6	10/2 2 - 4 pm	<ul style="list-style-type: none"> Difficult classroom situations 	<ul style="list-style-type: none"> RCR Complete 	LO1
7	10/9 2 - 4 pm	<ul style="list-style-type: none"> Mid-semester check-in Select elective CTL module 	<ul style="list-style-type: none"> Reflections Faculty Interviews 	LO1
8	10/16 2 - 4 pm	<ul style="list-style-type: none"> Finding funding opportunities 	<ul style="list-style-type: none"> Canvas CTL module 	LO4
9	10/23 2 - 4 pm	<ul style="list-style-type: none"> Software, online and library resources 	<ul style="list-style-type: none"> Funding plan 	LO5, LO6
10	10/30 2 - 4 pm	<ul style="list-style-type: none"> Managing literature and citations Reading and writing academic articles 	<ul style="list-style-type: none"> Reflection 	LO4
11	11/6 2 - 4 pm	<ul style="list-style-type: none"> Deliver prepared presentation Provide feedback to peers 	<ul style="list-style-type: none"> Presentation 	LO1
12	11/13 2 - 4 pm	<ul style="list-style-type: none"> Mentoring Individual Development Plans 	<ul style="list-style-type: none"> Reflection 	LO3, LO4
13	11/20 2 - 4 pm	<ul style="list-style-type: none"> Networking and career planning 	<ul style="list-style-type: none"> IDP Mentor map 	LO4
14	12/4 2 - 4 pm	<ul style="list-style-type: none"> End of semester discussion Catalyze! Board Game 	<ul style="list-style-type: none"> Final Reflection 	LO1

HELP CONTROL THE COVID-19 PANDEMIC

Though this course is meeting fully online there may be aspects of your role as a graduate student that require you to be on campus. Addressing the COVID-19 pandemic is a shared responsibility. Each of us has a role to play in keeping our learning environments and campus as safe as possible. To that effect, it is critical students are aware that SDSU policy requires the wearing of face coverings by faculty, staff, and students on campus except if you are alone in a private office or eating outside while maintaining physical distancing of at least 6 feet. All individuals on campus must also practice physical distancing, stay home if ill, care for common work spaces if you use them, and report if you receive a positive COVID-19 test. Instructions for caring for instructional spaces will be posted in each lab, clinic, or classroom; supplies will be available. Individuals are required to provide their own facial coverings. If students need assistance purchasing facial coverings, please contact the [Economic Crisis Response Team](#).

All SDSU community members are encouraged to make a commitment to health and safety, please consider signing the [SDSU Health Commitment](#). For additional COVID-19 information, visit the university's [COVID website](#).

UNIVERSITY POLICIES

Religious observances:

According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Accommodations:

If you are a student with a disability and are in need of accommodations for this class, please contact [Student Ability Success Center](#) at (619) 594-6473 as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from [Student Ability Success Center](#).

Medical-related absences:

Students are instructed to contact their professor/instructor/coach in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. [Student Health Services](#) (SHS) does not provide medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, SHS will, at the student's request and with the student's consent, communicate with the student's instructors via the Vice President for Student Affairs and may communicate with the student's Assistant Dean and/or the [Student Ability Success Center](#).

Student Privacy and Intellectual Property:

The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

- Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose.
- Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings.
- A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform

Classroom Conduct Standards:

SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
 1. physical abuse, threats, intimidation, or harassment.
 2. sexual misconduct.

Violation of these standards will result in referral to appropriate campus authorities.

Academic Honesty:

The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

Unauthorized recording or dissemination of virtual course instruction or materials by students, especially with the intent to disrupt normal university operations or facilitate academic dishonesty, is a violation of the Student Conduct Code. This includes posting of exam problems or questions to on-line platforms. Violators may be subject to discipline.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Sexual violence / Title IX mandated reporting:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I am a mandated reporter in my role as an SDSU employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual violence on SDSU's campus with the Title IX coordinator, Jessica Rentto 619-594-6017. She (or her designee) will contact you to let you know about accommodations and support services at SDSU and possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information you do not wish to disclose and your level of involvement will be your choice. If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for pursuing a University or criminal investigation. Sexual Violence Victim Advocate 619-594-0210 or Counseling and Psychological Services 619-594-5220, psycserv@sdsu.edu. For more information regarding your university rights and options as a survivor of sexual misconduct or sexual violence, please visit titleix.sdsu.edu.

Resources for students:

A complete list of all academic support services--including the [Writing Center](#) and [Math Learning Center](#)--is available on the Student Affairs' [Academic Success](#) website. [Counseling and Psychological Services](#) (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

SDSU Economic Crisis Response Team:

If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit sdsu.edu/ecrt, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.

Other University Resources (see full list on Canvas):

Center for Teaching and Learning	https://ctl.sdsu.edu/
Graduate Student Association	https://as.sdsu.edu/gsa/
Chemistry Graduate Student Association	cgsa.sdsu@gmail.com