# Course Schedule

This syllabus is subject to change according to the needs of the class. Personal obligations may mean we meet on Zoom instead of on campus. Check announcements and/or Slack (link on Canvas).

<table>
<thead>
<tr>
<th>Dates</th>
<th>Wednesday</th>
<th>Friday</th>
<th>Assignments (Check Canvas for due dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17-1/20</td>
<td>Syllabus Discussion How to Read What is Specifications Grading Discussion on first reading</td>
<td>Group strengths &amp; roles Specs grading example (in class small group assignment) Identifying your audience Personal Statements (cover letters and personal statements) Cover letter assignment (start in class)</td>
<td>Syllabus quiz Plagiarism certificate Reading Check-In #1 Reading Check-In #2</td>
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<tr>
<td>1/23°-1/27</td>
<td>Oral Presentations Seminar Prep</td>
<td>Oleg Gang Seminar</td>
<td>Seminar Assignment #1 Reading Check-In #3 Who Are You As A Chemist? Cover Letter</td>
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<tr>
<td>1/30-2/3</td>
<td>Personal Statement</td>
<td>Tianning Diao Seminar</td>
<td>Seminar Assignment #2 Reading Check-In #4 Cover Letter Reflection</td>
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<td>2/6-2/10</td>
<td>Peer Review</td>
<td>Curriculum Vitae Resume One-Minute Presentation Intro</td>
<td>Personal Statement First Draft PS Peer Review PS Reflection CV List Reading Check-In #5</td>
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<tr>
<td>2/13-2/17</td>
<td>One Minute Presentation Making Your Writing Concise</td>
<td>Andy Stamford Seminar (Maybe)</td>
<td>Personal Statement Final Draft One-Minute Presentation PR One Minute Presentation Curriculum Vitae Paramedic Method Reverse Paramedic Method Reading Check-In #6 Seminar Assignment #3</td>
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<tr>
<td>2/20-2/24</td>
<td>Word Choice Ethics - General</td>
<td>Emil Khisamutdinov Seminar</td>
<td>The Right Word vs The Almost Right Word Ethics Essay Topic What’s the Right Thing to Do?</td>
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<tr>
<td>Date</td>
<td>Assignment/Topic</td>
<td>Seminar/Guest</td>
<td>Notes</td>
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<tr>
<td>2/27-3/3</td>
<td>Ethics - Science Two-Minute Presentation Intro</td>
<td>Paul Chirik Seminar</td>
<td>Ethics Essay First Draft Ethics Essay PR Ethics Reflection Seminar Assignment #5 Reading Check-In #7</td>
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<tr>
<td>3/6-3/10</td>
<td>Two Minute Presentation</td>
<td>Jian Wang Seminar</td>
<td>Ethics Essay Final Draft Two-Minute Presentation PR Two Minute Presentation Seminar Assignment #6 Reading Check-In #9</td>
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<td>3/13-3/17</td>
<td>Spring Break</td>
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<td>3/20-3/24</td>
<td>Library - Using SciFinder &amp; Finding Articles Using Databases</td>
<td>Jing Li Seminar</td>
<td>SciFinder Quiz Seminar Assignment #7 Reading Check-In #10</td>
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<tr>
<td>3/27-3/31</td>
<td>Experimental Sections Literature Reviews/Summaries</td>
<td>Dugan Hayes Seminar</td>
<td>How Do I…? Huh? Say What? Part 1 Experimental Section Topic Seminar Assignment #8 Reading Check-In #11</td>
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<tr>
<td>4/3-4/7</td>
<td>Library - Annotated Bibliography Vetting Sources</td>
<td>Three-Minute Presentation Intro Impossible Arguments</td>
<td>Experimental Section Why Should I Trust This? Hey, Whaddya Know? Is a hotdog a sandwich?</td>
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<tr>
<td>4/10-4/14</td>
<td>Three Minute Presentation</td>
<td>Marvin Parasram Seminar</td>
<td>Three-Minute Presentation PR Three Minute Presentation Experiment Reflection Seminar Assignment #9 Reading Check-In #12</td>
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<tr>
<td>4/17-4/21</td>
<td>Introduction Sections</td>
<td>Robert Comito Seminar</td>
<td>Introduction First Draft Introduction PR Seminar Assignment #10 Reading Check-In #13</td>
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<td>4/24-4/28</td>
<td>Course Reflection</td>
<td>Zhenan Bao Seminar</td>
<td>Introduction Final Draft Introduction Reflection</td>
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<td>Seminar Assignment #11 Reading Check-In #14</td>
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<tr>
<td>a</td>
<td>– Last Day to Add/Drop is 1/26</td>
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<tr>
<td>b</td>
<td>– Last Day to Drop with a W is 3/20</td>
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We’ve all got responsibilities outside of this course. It may be jobs, caretaking responsibilities, other courses, legal issues, or things I’ve never considered. I will do my best to be as reasonably accommodating as possible but that requires communication. I never ask for details but if something serious is happening, I can try to connect the resources to you instead of you having to find them on your own.
Hello!
I’m Dr. Sobers (Soh-burrs). Email: cj.sobers@rutgers.edu or Slack (link on Canvas)

How to get in touch
FYI – When initially emailing instructors, the safest/most respectful option is Prof. [Last Name]. They will either state a preference or you can use how they sign off the email for future communications. I will respond to any Slack messages I receive before 1600 on weekdays. I am with my family 1600-1900 weekdays and 0700-1900 on weekends; I’m sleeping 2200-0600(ish). It is highly unlikely I will respond when I am with my family or asleep.

How do I get an A?
We will be using specifications grading. See the student grade tracker (link on Canvas). We’ll discuss this more during the first class meeting.

What should I be checking?
Canvas is where announcements and due dates will be posted. You will also submit all of your work on Canvas. Slack is where helpful but not necessarily important information will be shared and how we communicate during class as needed. Email. Everything goes to your ScarletMail. You are responsible for any information sent to you via email.

Anything Else?
- Emails will get lost/forgotten. Please wait at least 24h before following up.
- I am also teaching a 250+ student lab course. I do not have support for this writing intensive course so I will let you know if I fall behind in reading and giving feedback.
- There is more to writing than I have time to cover during our class meeting time. This means there are a lot of readings to fill in the information I have to speed through or completely skip. It can only help you.
Syllabus – The Full Version

Chem 350 – Writing and Presentation of Chemistry (21:160:350)
Rutgers, The State University of New Jersey – Newark Campus

Spring 2023

About this syllabus: This syllabus contains facts and asides about my teaching philosophy. Anything highlighted in green relates to my stance on growth mindset, diversity/equity/inclusion, the importance of care from both students and instructor, and that we all exist outside of this class. I will make mistakes and I encourage criticism & feedback to make your experience more welcoming.

Instructor:
Dr. Courtney Sobers Swindell (please refer to me as Dr. Sobers, pronounced soh-burrs, she/her)
Contact Info: cj.sobers@rutgers.edu or Canvas Mail or Slack
Student “Chat With Me” Hours: Tues & Weds. See Canvas for specifics. By appointment

I’m a first-generation American (family is from the West Indies). I have taught at community colleges, private universities, and public universities. I love teaching and studying teaching/learning. I’m so much more excited than you know to be teaching a course other than lab. I will be doing the work with you. A lot of the assignments, readings, etc are geared towards being practical for your future as a chemist/science professional.

Meeting Times:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>Weds</td>
<td>1130-1250</td>
<td>LSC II 130</td>
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<tr>
<td>Fri (May overlap w/ seminar)</td>
<td>1130-1250</td>
<td>LSC II 130</td>
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Required:
- Access to Canvas
- John Warner’s book The Writer’s Practice: Building confidence in your nonfiction writing (eBook can be used through the library)

NOTE: Writing and presenting are about drafting and revising, within reason, because that’s how you get better at writing.

Course Description:
Seminar and writing intensive course required of all majors in their junior or senior year. In addition to writing assignments of various lengths, presentations on your writing topics, you will also be asked to regularly reflect on your writing in the course. This will hopefully help you see how you are growing as a writer throughout the semester.

Grading:
I am a huge advocate for alternative assessments. For this course I chose to use specifications grading as it gives you, the student, more control over your grade (you can aim for a grade and know exactly what you need to do
to get there), and make the grading in the course more transparent. I want you to remember that I’m not looking for perfection but I am interested in your growth.

Please see the Student Grade Tracker for specifics on how your course grades will be determined.

Announcements:
There will be weekly announcements posted to Canvas and forwarded to your Rutgers email address. These announcements may contain information about the topic of the week, assignments, expectations, opportunities or any other information the instructor thinks you should be aware of. You are responsible for reading all announcements and being familiar with the content.

Late Work:
Due dates exist to help me manage my workload. Late submissions will be accepted with the use of tokens (see Token Guide for specifics). However, late work in general will most likely have a delay in feedback.

We’re all in this pandemic and being overloaded emotionally, mentally, and academically. If you find yourself disappointed with your feedback, please reach out so I can try to help you figure out a way to perform at the level you expect.

Several missed submissions usually mean there’s something bigger happening. I will connect you with the CARE team and you will be encouraged to contact your advisor or the Dean of Students for assistance.

Class:
We will be in person as much as possible. Most Fridays overlap with seminar, which you are expected to attend. If the seminars are remote, you may attend them remotely. Class will be a mix of small group discussions, large group discussions, and writing. The goal is to help you make progress on your assignments so you don’t get overwhelmed. While attendance will not be tracked, there are some assignments that will be completed in class.

Advice/FYIs
- Do your own work. If you are caught violating the academic integrity policy, the penalty can drop you a letter grade in the course & result in a note on your transcript.
- Participate in class discussions. Part of the writing and presenting process is learning how to communicate clearly. Use the course as an opportunity to practice these skills and get ideas or new perspectives.
Expectations
Of Instructor
1. Clear feedback
2. Be honest in feedback
3. Be open to negotiation
4. Keep Canvas updated
5. In class is canceled, inform us as far ahead of time as possible
6. Be clear about due dates and links

Of Classmates
1. No judgment when presenting or sharing work. Assume good intentions and ask questions
2. Constructive criticism, not personal attacks
3. In small groups, make sure everyone gets to talk
4. Be on time with feedback for peer reviews
Academic Integrity:

Both Rutgers-Newark and I take academic integrity extremely seriously. To read the full UCI Statement on Academic Integrity, please go to https://studentaffairs.newark.rutgers.edu/support-services/community-standards/code-conduct-academic-integrity. I want to emphasize these points:

1. Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
2. Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
3. Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

I recommend that you go and read the whole policy if you’ve never done so before. In my experience, most instances of plagiarism in student writing, for example in lab reports, are unintentional. This is likely because nobody has bothered to tell you what is and what is not plagiarism. So that I can be sure that everyone is adequately informed, you will need to take the Indiana University Recognizing Plagiarism Test, available at https://plagiarism.iu.edu/certificationTests/index.html.

The certificate of completion for your test needs to be turned in by the last lecture of the second week of class, and may be turned in earlier if you want. No certificate = late penalties start to accrue immediately.

You are more than capable of completing the work in this course and doing well. If you find yourself deciding whether or not to submit someone else’s work, please reach out to myself or the TA so we can try to work with your circumstances to avoid such an incident.
Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. Accommodations do not compromise the academic integrity of the course and are a tool of equity and inclusion in a field that struggles with that. RU-N has identified the following resources to further the mission of access and support:

Disabilities:
The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability, some of which are invisible (mental health, learning disabilities, etc.). The Letter of Accommodations must be given to each course instructor by the student and followed up with a discussion. Accommodations are not retroactive.
Website: ods.rutgers.edu
Phone: (973)353-5375
Email: ods@newark.rutgers.edu

Pregnancy:
The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.
Phone: (973) 353-1906
Email: TitleIX@newark.rutgers.edu

Absence Verification:
The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities.
Phone: (973) 353-5063
Email: deanofstudents@newark.rutgers.edu

Temporary conditions/injuries:
The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery).
Website: https://temporaryconditions.rutgers.edu

English as a Second Language (ESL):
The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL)
Email: PALS@newark.rutgers.edu

Gender or Sex-Based Discrimination or Harassment:
The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking.
Reporting: tinyurl.com/RUNReportingForm.

Interpersonal violence:
The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator.
Phone: (973) 353-1918
Text: (973) 339-0734
Email: run.vpva@rutgers.edu

Crisis and Concerns:
The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance.
Website: tinyurl.com/RUNCARE
Email: careteam@rutgers.edu

Stress, Worry, or Concerns about Well-being:
The Counseling Center has confidential therapists available to support students.
Email: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

**Emergency Aid Funds**

If you run into unexpected, sudden hardship, you may be eligible for an emergency grant from the University to cover expenses etc.

Website: https://studentaffairs.rutgers.edu/support-students/donate-to-student-affairs/emergency-assistance

**pantryRUN**

Website: https://myrun.newark.rutgers.edu/node/226

Email: pantry_run@newark.rutgers.edu

Phone: (973) 353-5231