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Meeting time: Mondays, 2:20 3:10 PM, Marsh Life Science 107.

Office hours: Thursdays and Fridays 1:00 2:00 pm.
Feel free to stop by my office as needed or make an appointment.

of some kind, rather than a topic statement. It is easier to find that balance of depth and breadth when you are proving a point.

4. Finally, this is a different topic from your CHEM 181 paper.

Topics *must* be approved by the instructor in advance.

Section of topics, nitty gritty: It is a big chemical universe, and lots of interesting things are going on out there. However, choosing an exact topic of interest can be a challenge. While the department forbids CHEM 182 presentations to be on your undergraduate research, your personal interest is a deciding factor. Good places to start looking are *Chemical and Engineering News* or *Chemistry World*. These are the trade journals of the American Chemical Society (ACS) and Royal Society of Chemistry, respectively, which often present topics of broad interest. If you have a better idea of where to start, looking at review articles, like those in *Chemical Reviews*, *Accounts of Chemical Research*, or *Chemical Society Reviews* are good sources. Of course, many journals present review articles as well as their primary source content. One of the pitfalls about review articles is that the content can, even in a few years, become dated. A valid strategy to avoid that is to start with a slightly older review article (say, 4-8 years old) and follow how the subject has advanced since then.

Peer critiques: To better understand your own presentation, we will consider not only the presentations but the mechanics as well. While you are not grading your peers, you are providing them feedback, which they will see. Therefore, we will develop criteria that we will consider together and agree how that is delivered.

Plagiarism: We will have a group discussion on the idea of plagiarism in class. While we are looking for you to provide some critical analysis, it is essential that you cite all ideas, content, and images that are used in your presentation and write up, which are not your own, and that you conform to UVM standards for academic honesty.

Grading: Your performance in this course will depend on four factors (in order of importance):

- 1) The quality and completeness of your presentation (60%).
 - Presentation mechanics (slides, organization, continuity, clarity, etc.): 70%
 - Content (scope and depth) from presentation, paper, and Q&A: 30%
- 2) Prospectus & summary of topics: 20%
- 3) Peer critiques: 20% Depending on the number of students, you will be required to submit critiques for approximately half of the presentations.

All items are due in class (at 2:20 pm) unless otherwise noted.

Course Schedule (tentative)

Date	Topic/assignment
1/15	No class Martin Luther King Day holiday
1/22	Presentation basics; topic selection
1/29	<i>Topic round robin</i>
2/6	<i>Topic prospectus presentations</i>
2/12	<i>Topic prospectus presentations</i>
2/19	No class
2/26	<i>Write-up drafts due</i> , presentation feedback
3/5	<i>Drafts of slides</i> , Peer-critique lesson
3/12	No class spring break
3/19	Student presentations
3/26	Student presentations, <i>peer critiques for current talks due</i>
4/2	Student presentations, <i>peer critiques for current talks due</i>
4/9	Student presentations, <i>peer critiques for current talks due</i>
4/16	Student presentations, <i>peer critiques for current talks due</i>
4/23	Student presentations, <i>peer critiques for current talks due</i>
4/30	<i>Final write-ups & peer critiques due</i> , analysis of group

You should try to attend all department seminars. At time of writing, there are scheduled seminars on 1/29, 2/21, 3/5, 3/19, 3/26, 4/2, 4/9, 4/11, 4/16, 4/23, and 5/10 with student seminars on 4/18, 4/25, and 5/2 (3:30 pm on Monday or Wednesday in Waterman 427 or Lafayette L207). Anticipate that additional dates will be added and check the department Web page on a routine basis for updates.

Department seminars are informative for their content, but this is a time for you to see what is being done in scientific presentations and decide what you think is a helpful practice and what is