

## Overview

CHEM318C is a survey of the current literature for analytical/physical chemistry. The general objective is for students to present up-to-date literature that is, at most, only tangentially related to their fields, and to learn how to supply appro-



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## Course Info



Prereqs: None



Friday (subject to change)



09:40 - 10:30 (subject to change)



Online Only

Students can also select papers from more specialized journals, but they should ensure along with their advisor that the paper is of sufficient quality and broad appeal to be appropriate for the audience attending seminars. Potential specialized journals are listed below.

- ACS Chemical Neuroscience
- ACS Sensors
- Analytical Chemistry
- Analyst
- Journal of Physical Chemistry A/B/C/Letters
- Journal of Chemical Physics
- ChemComm,
- PCCP
- Crystal Growth & Design

### Presentation

Presentations should be brief and informative (ca. 15-25 slides or 25 minutes, at least 10 - 20 minutes for questions). You must include the complete citation, authors' names, and article title. You should supply appropriate background to the audience, present the pertinent results, and make any critical comments on the validity of the results, the nature of the experiments, or on the relevance to the chemical literature. Presentations must be completed a week prior to the seminar talk and the slides must be sent to me for review. Please note that students will still be permitted to change their presentation in the week prior to their seminar talk. Finally, it is highly encouraged that you practice your presentation with your colleagues and/or advisor prior to giving your seminar talk.

### Discussion

As presenter, your job is to moderate the discussion. One way to open discussion is to pose one or two open-ended, but specific questions to the audience. Attendees are expected to be active participants in the discussion, ask questions, raise alternate view points, and mention other related literature. The preparation of these presentations should not be excessive, but the expectation is that you will be reading the original article and a sufficient/appropriate number of other papers (roughly 4 - 10 papers) to develop a good understanding of the immediate field of the paper. You are expected to briefly summarize the paper. The majority of your presentation should be a critical analysis of the paper in which you guide the discussion.

To help facilitate scientific discourse, students are strongly encouraged to ask questions and provide critical commentary on the paper being discussed. For every seminar talk, two random students who are not presenting will be asked to pose a question or provide commentary. Please be prepared to ask a question for every presentation so that you are not caught unprepared.

- Do you identify the scientific problem being addressed in this paper? Do you identify the novelty (i.e. hypothesis, scientific



The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing <https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS):

Each of us engages those questions differently, perhaps through a religious tradition, philosophy, or spiritual practice. No matter how you make meaning of your life, you are welcome at the Interfaith Center for reflection, spiritual practice, education, and community building.

<https://www.uvm.edu/interfaithcenter>

### Mosaic Center for Students of Color

The Mosaic Center for Students of Color (MCSC) Vision is to create a diverse and rich community of empowered, engaged, and enthusiastic students of color at UVM. We fully support the holistic development of self-identified students of color so that they can obtain their goals for academic achievement, personal growth, identity formation, and cultural development.

<https://www.uvm.edu/mcsc>

### Women & Gender Equity Center

The UVM Women & Gender Equity Center cultivates joyful community while advancing gender equity across identities. We envision a brave, diverse, and equitable learning environment for all members of the UVM community. We provide advocacy services for those in our community who have experienced sexual or intimate partner violence, and strive to provide programming, education, and events that ask our community to explore the intersections of their gender and other identities.

<https://www.uvm.edu/wagecenter>

## Tips for Success

Students are encouraged to attend class, do homework, come to office hours, work with peers, and ask questions to help them succeed in class. In case the course goes fully online, here are a few resources for students on remote/online learning:

- Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>
- Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>

Helpful resources other than the instructor include the [Undergraduate/Graduate Writing Center](#), [Supplemental Instruction](#), [Learning Co-op tutors](#), and supplemental course materials.)

## Course Schedule (TBD)