Major Curricular Change Form - New/Restore Course

Washington State University
is appropriate to have the required seminar course carry the title of the sub discipline.

Organizing the seminar will not require any additional faculty resources beyond those already available.

up to 6 credits, matches our other seminar courses.

This request is for the restoration of Chem 592: Seminar in Inorganic Chemistry. We have had fewer

Major Curricular Change: Restore Chem 592
Student Learning Outcomes (SOLO)

1. Be able to create a 50 minute presentation discussing a literature topic or their current research.
2. The seminary literature is submitted to advance students toward the WSU learning goals, especially scientific literacy.
3. Introduce a current topic in inorganic chemistry so that it can be understood by a first year graduate student.
4. Present data and defend possible interpretations of the results and the design of any further studies that would extend the research.
5. Respond to questions from the audience in a way that demonstrates depth of understanding of the material.
6. Prepare a two page abstract including background describing the main points/ highlights of the seminar.
7. Ask questions during presentations given by others that show understanding of the presentation and how it relates to other work.

Evaluation of Outcomes

Assessment

Course Topics/Dates

Fall 2016
Seminar in Inorganic Chemistry
Chemistry 591

Prerequisites: Chem 301 or an equivalent in another inorganic chemistry class

Fulmer 150
Wednesday 4:10 - 5:00
1 Credit

Instructors: Professors Paul Benny and Zachariah Heiden

Office Hours: By appointment

Office: Fulmer 639 Phone: 335-3838

Email: pennyp@wsu.edu

Office: Fulmer 936 Phone: 335-0936

Email: Zachariah.Heiden@wsu.edu


Course Website: Blackboard: https://learn.wsu.edu/
<table>
<thead>
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<tbody>
<tr>
<td>Presentation Evaluation</td>
<td>Grade Scheme:</td>
</tr>
<tr>
<td>5 pts</td>
<td>Students must be able to:</td>
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<tr>
<td>4 pts</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>3 pts</td>
<td>The following topic(s)/data(s) will be evaluated:</td>
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<tr>
<td>2 pts</td>
<td>At the end of this course, students should be able to:</td>
</tr>
<tr>
<td>1 pt</td>
<td>The outcome will be evaluated:</td>
</tr>
<tr>
<td>0 pts</td>
<td>This outcome will be evaluated:</td>
</tr>
</tbody>
</table>

The presentation will be evaluated on the following criteria (see attached evaluation criteria sheet). The presentation will be evaluated by the faculty based on attendance and ask questions at each student's own presentation. The student will be expected to present their work in a clear and logical manner. The student will be expected to show how their work relates to the presentation, the other presentations given by others that ask questions during the seminar, main points/ highlights of the presentation, and the students' depth of understanding of the material. The student will be expected to present their work in a way that can be understood by the audience. The student will be expected to present new research results, appropriate graphics, and appropriate graphical representations that are clear, coherent, and consistent with the presentation or similar presentation. The student will be expected to create a 20-minute presentation that is clear, coherent, and consistent with the presentation or similar presentation.
Evaluation of other Presentations

The Friday following your presentation is scheduled time to follow-up-regarding your evaluation. You will also be evaluated by the faculty according to the attached rubric. You must contact the instructor by 5 pm on the Friday following your presentation to schedule a time to receive your evaluation.

Presentation

A student or your advisor will introduce you. You should coordinate with the individual that you choose to introduce you prior to your presentation. Your expression of your topic should be in a two-minute format (such as a PowerPoint). Your talk should be 20 minutes long. It is highly recommended that you practice as often as it takes to perfect the talk. The presentation must be practiced at least one time with your advisor and research group prior to the formal presentation.

Abstracts: Students will need to submit a two-page abstract summarizing your literature review/research.媵

Research Talks: These should be brief, factually descriptive of your research.

Preparation: Current, interesting, and timely topics of interest to a range of students and faculty are ideal. Subject that is unique to your own research project, but should not be on the same subject as your research. Subject that is significant to the field of your research, but should not be on a similar subject as your research. Subject that is significant to the field of your research, but should not be on a similar subject as your research.

Literature Talks: Choose a topic wisely, discussing it with your advisor and the incoming student seminar instructor. This week will contain a seminar given by the instructor describing tips on giving a seminar and other speakers. There is no final answer.

Course Schedule:

The first week of Chem 551 will contain a seminar given by the instructor describing tips on giving a seminar and
topics, please view the the Flip video and visit the WSU safety portal.

In most applicable way to ensure your own safety (and the safety of others if you are able). Please sign up for one of these classes.

//Always Assess, Act, Protect all levels of entourage and the "fun, hide, fight" response for an active shooter.

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<thead>
<tr>
<th>Page</th>
<th>Nonverbal Skills</th>
<th>Language Skills</th>
<th>Elocution</th>
<th>Emphasis</th>
<th>Visual Skills</th>
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<tr>
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<td>used.</td>
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<tr>
<td>2</td>
<td>some pieces of unclear language may be heard.</td>
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<td>3</td>
<td>differs or difficult to follow.</td>
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<td>4</td>
<td>subject is not relevant to topic.</td>
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<tr>
<td>5</td>
<td>presentation has no mistakes.</td>
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<tr>
<td>6</td>
<td>audience does not respond.</td>
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<tr>
<td>7</td>
<td>student cannot understand presentation.</td>
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