

Chemistry 291: Seminar in Academic Mentoring Chemistry (Generic)

Instructors: Variable

Class Meeting: MWF various times or TTh various times (dependent on which course you mentor for)

Course webpage: sakai.unc.edu

Email: zurcherd@email.unc.edu

Prerequisites: CHEM 102 or 102H and Math 231; permission of the instructor for students lacking prerequisites; GPA > 3.0; and permission of instructor.

Co-requisite: EDUC 150

Repeat rules: May be repeated for credit; 6 total credits. 6 total completions.

Course Description and Overview

Experience includes academic mentoring for small groups, preparing review sessions, and facilitating lecture hall activity. Students will apply concepts in pedagogy, leadership, communication, and group dynamics.

The Chemistry Seminar in Mentoring provides direct experience in facilitating science learning. As a Chemistry Mentor you may: facilitate group learning exercises in lecture halls, answer chemistry questions on course website discussion boards, and/or hold weekly recitations and exam review sessions. Your training will be experiential in nature where you will help cultivate leadership, communication, and teaching skills.

Please note as a first-time mentor you will receive pedagogical training by co-enrolling in EDUC 150. Experienced mentors who have completed EDUC 150 (or its equivalent in previous semesters) can register for CHEM 291.

Course Goals and Learning Objectives

This course will enable students to:

- Enrich and expand their academic study by engaging in compelling applied experiences that transform their learning.
- Improve their ability to articulate and disseminate content information to their peers.
- Foster a productive and supporting learning environment.
- Facilitate discussions around solving chemistry problems.
- Implement teaching pedagogy in a real setting.

As part of the general education curriculum, this course will enable students to:

High Impact Learning Outcomes

- Explain the connections between academic studies and outside-the-classroom experiences and observations.
- Apply knowledge in complex or ambiguous situations.
- Develop questions from experiences and observations to deepen and extend academic inquiry.

High Impact Learning Outcomes in the context of CHEM 291

- Deepen understanding of chemistry coursework including making explicit connections to real-world chemical behavior
- Extend scientific communication skills by explaining difficult concepts to novice learners

High Impact Learning Questions for Students

- How do things I've learned in the classroom apply to outside settings?
- How can experiences and observation raise or answer questions in academic settings?
- How can I meaningfully reflect to help navigate complexities and ambiguities I encounter?

Grading

CHEM 291 is graded pass/fail. To earn a pass the following expectations must be met.

1. Class Attendance

Mentors assigned to in-class support will use sign-in sheets to record their attendance each class period. We realize that you are generally busy students and that you may need to miss a class session or two for illness, graduate school interviews, or other reasons. Keep your instructor informed when this happens, and make arrangements ahead of time for any additional absences.

2. Preparation

Mentors will arrive at class prepared to discuss the day's topics. While different instructors will have their own ways of keeping you informed of the course schedule (emailing slides the night before class, for instance), you will want to review your course notes or textbook in order to be ready for students' questions. Mentors will encourage students to attend mentor-led recitation sessions.

Mentors assigned to weekly recitations may miss one session over the semester. Every effort should be made to find a substitute mentor in order to avoid cancelling the session. Should that happen, though, it is your responsibility to communicate with students and your instructor to let them know **BEFOREHAND**.

3. Final Project

A final project for the class is required. The final project will have you reflect on your experiences and skills that you developed over the semester as a peer mentor. Examples of final projects that have been utilized in the past are:

- A reflection essay on what it means to be an instructor and what pedagogical tools are effective for promoting student learning of chemistry.
- A short "lecture" presentation that reviews a chemical topic. The presentation must include new problems on that content and a short description of the learning objective covered by the problem.

Important dates for the Final Project

- Draft of final project due Wednesday, November 17th
- Final project due Wednesday, December 1st

4. Running a Weekly Review Session (Optional)

Peer mentors have the option of holding a review session. The structure of these sessions is dependent on class and instructor. Generally, a single session is run by two peer mentors. These sessions are to answer other content related questions outside of the normal class period.

Course Schedule

Please **check Sakai for the most updated information**. A course calendar with the dates of the final project and resources surrounding the final project will be located there. There is a possibility that we will deviate from our intended schedule, and any adjustments will be communicated at least 24 hours in advance.

Your weekly mentoring schedule will depend on which chemistry class you are mentoring for. As an example if you mentor for CHEM 101 you will attend class MWF from 9:05 am – 9:55 am. Please check with your peer mentor instructor for the exact schedule.

DISCLAIMER

Your instructors reserve the right to adjust any portion of this syllabus at any time before or during the semester if they deem necessary. This includes the class schedule, quiz and exam dates, the grading scale and content covered. In the event that something is adjusted, we will notify students at the earliest possible time.

COURSE POLICIES

Attendance Policy

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

Authorized University activities

1. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
2. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

HONOR CODE

Remember that as a student of UNC-Chapel Hill, you are bound by the University's [Honor Code](#), which states that "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity." An especially serious Honor Code violation is plagiarism. You may wish to take a [tutorial on plagiarism](#) that was developed by librarians at UNC, Duke, NCSU, and NCCU. If you have questions, please consult your instructor. Please note

that downloading or printing out the quizzes or exams in Sakai is prohibited; doing so is considered a violation of the Honor Code.

Plagiarism

[Plagiarism](#) is a serious violation of the Honor Code. To become more familiar with the issues surrounding plagiarism, and how to best avoid this academic issue, view this brief [Plagiarism Tutorial](#) created by the librarians of UNC-Chapel Hill, Duke University, NC State University, and NC Central University. If you have any questions about what constitutes plagiarism or how to properly cite a source, please contact your instructor.

IT ACCEPTABLE USE POLICY

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

DATA SECURITY AND PRIVACY

University and LMS Privacy Policies

- [UNC-Chapel Hill Privacy Statement](#)
- Sakai's Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

UNC-Supported Vendor Privacy Policies

- [Zoom](#)
- [Warpwire](#)

ACCESSIBILITY

Office of Accessibility/Accommodations

If you are a student with a documented disability, you can receive services through [Accessibility Resources & Service \(ARS\)](#). You must self-identify through ARS to receive services or accommodation from either of these offices. ARS works closely with programs, offices, and departments throughout the University to help create an accessible environment.

The office is located in Suite 2126 of the Student Academic Services Building (SASB), 450 Ridge Road, Chapel Hill, NC, and is open from 8 am to 5 pm Monday through Friday. You can contact them by phone at 919-962-8300 or 711 (NC-RELAY), or by email at accessibility@unc.edu.

Accessibility Statements

University and LMS Accessibility Statements

- [UNC-Chapel Hill Accessibility Statement](#)
- [Sakai Voluntary Product Accessibility Statement](#)

External Applications integrated into the LMS Accessibility Statements

- [Warpwire Accessibility Statement](#)
- [Pearson Accessibility Statement](#)

MASK USE

Community Standards in Our Course and Mask Use.

This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Academic Resources

STUDENT SUPPORT

Counseling and Psychological Services:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Cancellation, Withdrawal, and Suspension

A registered student may terminate registration in three possible ways: cancellation, withdrawal, and suspension, depending on the circumstances. For definitions of these terms and the steps necessary to process each of them, see the [University Policy Memorandum](#).

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual

orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Reporting Harassment or Discrimination

If a student is experiencing harassment or discrimination, they can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#).

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives notice of a student's complaint of alleged prohibited harassment, including sexual misconduct, or discrimination must contact the Equal Opportunity/ADA Office as soon as possible upon receipt of the complaint at 137 E. Franklin St., Suite 404, 919-966-3576.

Faculty and staff who experience discrimination or harassment can file a complaint on the [Equal Opportunity and Compliance Office](#) web site (look for the "Make a report" link on that page).

Gender-Inclusive Language

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with that commitment, the gender-inclusive terms (chair; first-year student; upper-level student, etc.) should be used on University documents, websites and policies.

The UNC Writing Center has a [handout on Gender-Inclusive Language](#).

Student Support Email and Phone Numbers

- To report acceptable use problems at UNC-Chapel Hill, call **919-962-HELP** or email: abuse@unc.edu.
- For issues involving copyrights or other policy concerns, call **919-445-9393** or email: copyright@unc.edu.
- For issues involving system security, call **919-962-HELP** email: security@unc.edu.
- For any other issues, please send email to abuse@unc.edu.

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.