This syllabus is subject to change. Please check OAKS for the most up-to-date syllabus and announcements.

Instructor: Dr. Katherine M. Mullaugh (she/her)
Email: mullaughkm@cofc.edu
Office: SSMB 310
Phone: 843.953.6587
Lecture Meeting times: Online, asynchronous
Office Hours: SSMB 310 or Zoom
https://cofc.zoom.us/j/4072540070
(Meeting ID: 407 254 0070)

Co-requisite: CHEM 101L

Required Materials: Chemistry in Context, 10th edition, ACS
Access code for Connect online homework
Scientific Calculator

Questions this course will cover
- What are the important sources and types of air pollution?
- Where do colors come from?
- Will the ozone layer recover?
- Why are some gases greenhouse gases?
- What makes water such a vital resource?
- How can polluted water be purified?
- Where does our power come from?
- Should we look to nuclear to solve our energy needs?
- What are the barriers and limitations of renewable energy?

Course Description
This class is an introductory course in chemistry designed primarily for students who would like an overview of chemistry as it relates to the world at large. This course aims to use topics of environmental, biochemical, and industrial relevance to introduce students to atomic structure, chemical bonding, stoichiometry, equilibria, acid-base chemistry, and nuclear chemistry.

Student Learning Outcomes:
1. Critique and give examples of how understanding and applying chemistry is a means to address global sustainability, including the important issues of: the air we breathe; the water we drink; protection of the ozone layer; global climate change; alternatives for energy sources and storage; and the threats of acid rain and ocean acidification.
2. Demonstrate the ability to solve a range of chemistry problems by applying the skills of mathematical problem solving and understanding of the metric system, significant figures, unit conversion factors, symbols for chemical reactions, and chemical principles.
3. Describe how energy changes in a chemical system are quantified as the substances in the system change state or temperature or undergo chemical reactions.
4. Define the atomic structure and energy levels of an element and explain how they are represented.
5. Explain how the information in the Periodic Table can be used to predict polarity of chemical bonds and the geometry and polarity of chemical substances.
6. Explain how nuclear reactions change elemental structure and discuss how nuclear chemistry is important in medicine, energy production, and warfare.
Sustainability: Sustainable practices meet current needs without compromising the ability of future generations to meet their own needs. As a sustainability-related course, a significant portion of our discussion (including student discussions on OAKS) will apply our knowledge of chemistry to support and inform our understanding of sustainability challenges. Students will be assessed on the following sustainability-related student learning outcomes:

- Students can identify various elements of sustainability and the relationships between them (social, economic and environmental).
- Students can identify policies and practices that have led to unsustainability.

Online courses are academically rigorous
We will be covering the same amount of material as would be done in a traditional face-to-face class. Although often perceived otherwise, online courses are sometimes even more challenging than face-to-face courses because students must have a higher degree of self-discipline. It is essential you develop a weekly routine so you can ensure you make steady progress and can meet all deadlines in the course. You should expect to log into OAKS at least 3 – 4 days a week for this course.

Weekly Road Map
The course will be organized into 14 weekly modules. Important days and times include:

- Tuesday: new module opens
- Friday: discussion posts due by 11:59 pm
- Sunday: Online homework due by 11:59 pm
- Monday: Online quiz due by 11:59 pm (available for 48 hours)

Important note: Fall Break and Thanksgiving Break will result in significant deviations from this schedule in November. Please consult OAKS for due dates for assignments.

Each module will have a checklist of requirements to be completed each week, summarized in the suggested order below. Additional suggestions on how to be successful along the way are included.

<table>
<thead>
<tr>
<th>Tuesday - Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
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<tbody>
<tr>
<td>Attend class and/or watch online lectures</td>
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<td>Read module book sections</td>
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<td>Participate in online discussion boards – two posts by Friday</td>
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<td>Complete online homework (Connect) – due Sunday</td>
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<tr>
<td>Complete quiz – due Monday</td>
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Grading:  
Weekly quizzes 60%  (lowest quiz grade dropped)  
Homework 10%  
OAKS Discussions 10%  
Sustainability Assignment 5%  
Final Exam 15%  

100%  

Communication: Communication with me can occur in many different forms, including email, the OAKS discussion board and over Zoom. While I am happy to answer any questions about the course or the material we cover, please check that your question cannot first be answered elsewhere. If your question cannot be answered by the syllabus, past class emails or announcements/discussions on OAKS, consider first asking another student in the class. Only after trying to find the answer elsewhere should you contact me over email.

Email: When emailing, please include “CHEM 101” in the subject line. Include a respectful greeting, use complete sentences and sign off the email with your full name. Most importantly, proofread your emails. Typically, I will respond within 24 hours during the week, but responses over the weekend may take longer.

Office hours: My office hours will be held in my office (SSMB 310) or over Zoom (meeting ID 407 254 0070) at regular times throughout the week (see right). It’s helpful if you can send me a “heads up” email to let me know you plan to come so I know to be ready for you, especially if you want to meet over Zoom so I know to sign on. If you would like to meet with me but cannot make my regularly scheduled office hours, contact me with some suggested times and we can set up a meeting that works with both of our schedules.

Homework: Homework problems will be assigned weekly using the Connect online homework program. Follow the link within OAKS to get your online homework set up. Note you will either need to purchase an access card from the bookstore (as part of a bundle with the book or eBook), or you may purchase it online. Typically, homework will usually due every Sunday evening (11:59 pm).

Quizzes: There will be weekly quizzes throughout the semester, available for completion at any time during a 48-hour window before the quiz is due. In general, quizzes will be available will be from Sunday morning through Monday evening with completed quizzes due at 11:59 pm Mondays. Quizzes will be administered using the quiz function in OAKS and will be timed (30 minutes). Although quizzes will be open book and open notes, it will be difficult to complete the quiz if a student is searching through their course materials for every question. **It is therefore recommended that you study for the online quizzes in the same manner as you would a quiz or test in a face-to-face class.** At the end of the semester your lowest quiz grade will be dropped.

Final Exam: The final exam will be a cumulative test administered online using the OAKS Quiz function. Additional study resources and details will be announced closer to the time of the final exam in December.

Recorded Lectures: I will post video lectures weekly, broken up into short topics and almost all the videos are well under 20 minutes in length. The total time to watch all videos will be equal to or less than what would be spent in an in-person class in each week (2.5 hours). Treat the videos as you would an in-person lecture, giving your full attention (no multitasking!) and taking notes while you watch. **Do not try to binge watch all the videos in one sitting or view them at an accelerated speed** (e.g., 1.5x). Rather I suggest watching one or two videos a day. You can also go back and rewatch videos for review. Note I can tell whether you have accessed videos and for how long.

OAKS Discussion: A weekly discussion prompt related to the content of the week will be provided by the instructor, usually looking at how the topics of that week can be related to sustainability. You will participate in these discussions among the class. You must engage in the weekly discussion **two** times by either responding directly to my prompt or to another student’s response (at least one of your two posts must be a response to another student). In addition to demonstrating
Professionalism in your posts (see below), discussion participation will be evaluated based on relevance to the topic and novel contributions. Reduced or no credit will be given for posts that reiterate a point already made in the same thread, are unfocused, difficult to understand or otherwise make no meaningful contributions (e.g., “I agree!” or “Good point!”).

**Online Professionalism:** Please abide by the following rules pertaining to online OAKS discussions:

- **Tend your threads.** If you start a conversation in an OAKS discussion forum, reply to those who contribute with their responses.
- **Do not type in all capital letters aside from acronyms.**
- **Think before you post.** Once posted, it can’t be unposted.
- **We do not have to agree on everything, but we can all remain professional and collegial.**
- **Be forgiving.** Anyone can make a mistake. We are all learning together.

**How to be successful in this class:**

- **Log-in often.** Log into OAKS and participate at least three times per week. Failure to participate for 10 days in a row will result in a grade of F due to excessive absences.
- **Do not undermine your own learning.** That means, do not split your attention between class videos and other things and do not watch videos at faster speeds. Also, do not try to watch all videos in one sitting if you can avoid it. They have been designed to provide material in small “chunks,” which is more beneficial for your learning.
- **Engage in OAKS Discussions.** Make two thoughtful contributions to the open-ended discussion threads each week. These are “easy” points toward a good grade, but they do require some thought. I like to read about students making connections between our course material and things they have learned in other classes or other things they have experienced in life. Discussion posts also provide an opportunity for me to get to know you, which can be hard in an online class!
- **Establish a rhythm.** We will follow the same general schedule each week. Make sure you have a good understanding of due dates so nothing falls through the cracks. Setting reminders on your phone can be a big help!
- **Don’t procrastinate.** One of the best features of an asynchronous online course is that you can work through material at your own pace. One of the worst features of an asynchronous online class is also one of its greatest challenges. Don’t fall victim to thinking you can watch the lectures, complete the online homework and submit weekly discussion posts within one day. Again, do not adopt habits that undermine your own learning.

**Technology tools that will be used in this course**

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<tr>
<th>Tool</th>
<th>Purpose</th>
<th>Additional Information</th>
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<tr>
<td>OAKS</td>
<td>Course management and communication, assessment</td>
<td><a href="http://blogs.cofc.edu/sits/tutorials/oaks_tutorials/">http://blogs.cofc.edu/sits/tutorials/oaks_tutorials/</a></td>
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<tr>
<td>Book/eBook</td>
<td>Textbook explaining materials and practice problems.</td>
<td>The book and homework can be purchased as a bundle or individually, at the bookstore or online. The same textbook and online homework system is used in CHEM 102 so consider a one-year access if you plan to take both 101 and 102.</td>
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<tr>
<td>McGraw Hill Connect</td>
<td>Online homework system</td>
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<tr>
<td>Zoom</td>
<td>Recorded video lectures, office hours</td>
<td>Integrated into OAKS or I will share a link for office hours (Meeting ID: 407 254 0070)</td>
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<tr>
<td>Email</td>
<td>When you cannot find your answer in the general course Q&amp;A on OAKS, or you need to discuss something personal/specific to you.</td>
<td><a href="mailto:mullaghkm@cofc.edu">mullaghkm@cofc.edu</a></td>
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**Disability Services:** Any student eligible for and needing accommodations because of a disability is requested to speak with me during the first two weeks of class, or as soon as the student has been approved for services so that reasonable accommodations can be arranged. Extended time for online quizzes is an example an accommodation, but please secure the necessary documentation before requesting it.
Academic Dishonesty: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file. To be clear, in this course specifically, collaborating with another person, whether or not they are also enrolled in CHEM 101, on an online quiz or test is considered academic dishonesty.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.

Academic Support Services—The Center for Student Learning: The Center for student Learning’s (CSL’s) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing: At the College, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges, please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources: Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food and housing, please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). To learn about food and housing assistance available to you, go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

Inclement Weather, Pandemic or Substantial Interruption of Instruction: If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Inclusion: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

Preferred Name and Pronoun Information
On Campus Gender Inclusive facilities
Campus Resources
College of Charleston Reporting Portals
National Resources for Faculty & Staff
GSEC Reports
Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
College of Charleston Quality Enhancement Plan (QEP)
Articles about CofC and LGBTQ+ Issues