

Physical Science 107 – Food Matters

The most fun you can have with your goggles on – until you take Organic II!

PhySci 107 LG: Aug. 26 – Dec. 11, 2014 TTh 9:30 am – 10:50 pm Room 3929

Instructor: Charles Abrams, Room 3838, (773) 907-4073, cabrams@ccc.edu

Websites: ccc.blackboard.com – *Classnotes, internet links, grades*
ccc.gradesfirst.com – *Schedule tutoring and advising.*
faculty.ccc.edu/cabrams - *Information about Professor Abrams*

Office Hours: MW 2:30pm - 2:00pm, TTh 11:00am - 12:00pm, 5:00pm – 6:00pm

Required: The textbooks for this course are the same as those used for the paired course English 101 LF (Professor Anne Close). Readings will be assigned from those books and from other sources available via Blackboard.

Catalog Description: Interdisciplinary approach to physical sciences; current public issues serve as a framework for a course that covers earth sciences (conservation, pollution, space exploration) as well as other branches of science and social and humanistic aspects; integrates significant aspects of physical science with students other studies as well as daily living. Writing assignments, as appropriate to the discipline, are part of the course.

Mission Statement: Our mission dedicates us to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global community.

Method of Instruction: The course will consist of lectures, demonstrations, in-class discussion, worksheets, field trips, group projects, and class presentations.

Evaluation: Your grade will be based on your performance in the following:

In-class quizzes	20%
Participation in class activities/discussions	10%
Midterm exam	15%
Final exam	15%
Research paper	20%
Class presentation	20%

Letter grades will be assigned according to the *approximate* scale:

A	90%
B	80%
C	70%
D	50%
F	< 50%

Active Pursuit: A student will be deemed not actively pursuing this course if they have missed more than 30% of the graded material through the midterm (for example, missing more than 4 out of 14 homework and labs combined, or missing the first exam). Students not actively pursuing the course objectives will be marked as administratively withdrawn (ADW), and may lose financial aid or other negative consequences. It is the responsibility of the student to contact the professor regarding missed work. **There will be no make-up homework or lab assignments; a makeup exam is only available in case of emergency.**

GradesFirst: I will be using GradesFirst to take attendance in this class. If you are absent, the GradesFirst system will generate an email to you and will also keep track of that. Your advisor should be listed in GradesFirst. If there is not an advisor listed, I recommend that you reach out to the Advising Office and ask that one be assigned. Advisors can be very helpful as you navigate your academic path at CCC. Log in to GradesFirst at ccc.gradesfirst.com using your CCC username and password. This is the same username and password you would use for Blackboard and email.

FERPA: FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student educational records: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Faculty cannot reveal information about students, or discuss student records over the phone or unsecure e-mail. CCC student e-mail meets FERPA requirements.

Academic Support: Students are hereby made aware of services available outside the classroom for academic and other assistance:

Tutoring Center - Free help for all students! (773)-907-4785, McKeon 177.

TRIO Student Support Services - For low-income students, first generation college students, or students with disabilities who need academic support: (773) 907-4797, Room 1435. Registration is required at the start of each semester.

Disability Access Center - The Center verifies needs pursuant to the American Disabilities Act (ADA), determines student academic accommodations, and issues accommodation letters. (773) 907-4725, Room 1435. Registration is required at the start of each semester.

The Wellness Center provides support services for students including counseling, support groups, stress and time management coaching, referrals to community resources, and special support for victims of relationship violence and sexual assault. They can be reached at (773) 907-4786, Room 1946.

Academic Integrity: "Academic dishonesty is a serious offense, which includes but is not limited to the following: cheating, complicity, fabrication and falsification, forgery, and plagiarism. Cheating involves copying another student's paper, exam, quiz or use of technology devices to exchange information during class time and/or testing. It also involves the unauthorized use of notes, calculators, and other devices or study aids. In addition, it also includes the unauthorized collaboration on academic work of any sort. Complicity, on the other hand, involves the attempt to assist another student to commit an act of academic dishonesty. Fabrication and falsification, respectively, involve the invention or alteration of any information (data, results, sources, identity, and so forth) in academic work. Another example of academic dishonesty is forgery, which involves the duplication of a signature in order to represent it as authentic. Lastly, plagiarism involves the failure to acknowledge sources (of ideas, facts, charges, illustrations and so forth) properly in academic work, thus falsely representing another's ideas as one's own" - p. 40, CCC Student Policy Manual (www.ccc.edu/departments/Documents/studentpolicymanual.pdf accessed 1/10/12)

In this course, violation of the academic integrity policy will result in a grade of "F" in the course, which cannot be deleted from the transcript.

General Education Goals

The curriculum in Chemistry 205 addresses several of the general education goals of the College. Below are the rubrics for evaluating the goals addressed by the course.

Goal Two: Students demonstrate the ability to gather, interpret, and analyze data.

	Exceeds Expectations	Meets Expectations	Unsatisfactory
1. Uses appropriate research methodologies	<ul style="list-style-type: none"> Engages in independent research that utilizes ancillary scholarly resources Enlists additional protocols 	<ul style="list-style-type: none"> Establishes reason for gathering data Defines research methodologies Utilizes appropriate resources as required by the assignment Uses current and classic data Acknowledges and documents resources as required Follows stipulated protocols Verifies findings 	<ul style="list-style-type: none"> Does not clearly define research methodologies Uses few or inappropriate resources Uses outdated information Incorrectly acknowledges or documents resources Ignores stipulated protocols Fails to verify findings
2. Collects and records data	<ul style="list-style-type: none"> Integrates data from other disciplines or previous coursework or courses 	<ul style="list-style-type: none"> Selects and records appropriate data accurately and thoroughly Categorizes and organizes data clearly and logically Provides examples 	<ul style="list-style-type: none"> Provides inaccurate evidence Does not categorize data clearly
3. Interprets and analyzes data	<ul style="list-style-type: none"> Gives diverse perspectives on interpreting the evidence Observes multiple causes or effects of causes Suggests further implications of conclusions 	<ul style="list-style-type: none"> Interprets evidence and sources of evidence Evaluates sources of evidence Observes cause and effect relationships Distinguishes between fact and opinion, objectivity and subjectivity 	<ul style="list-style-type: none"> Provides little or no interpretation of evidence Does not evaluate sources or distinguish between fact and opinion, objectivity and subjectivity Draws inaccurate or irrelevant conclusions
4. Presents data clearly and accurately	<ul style="list-style-type: none"> Presents concisely, with explicit logical links among the parts of the presentation Provides interpretations of graphs and tables 	<ul style="list-style-type: none"> Organizes presentation clearly, as stipulated by the assignment (e.g. tables, graphs, presentations, reports, or care plans) Computes data without error 	<ul style="list-style-type: none"> Does not organize presentation clearly Grammatical, syntactical, or mechanical errors inhibit reader's comprehension of the presentation Makes errors in computation

Goal Four: Students demonstrate the ability to perform effectively in the workplace.

SLO	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Follows instructions and completes assignments and required tasks on time	Requires no guidance; always prompt	Requires minimal guidance; late with submissions once or twice	Requires significant guidance; routinely late and/or missing assignments
Accepts responsibility	Consistent, dependable	Mostly consistent, usually dependable	Inconsistent, hardly dependable
Exhibits effective interpersonal skills	Always listens actively, expresses self clearly, and behaves professionally	Usually listens actively, expresses self clearly, and behaves professionally	Rarely listens actively, expresses self clearly, or behaves professionally
Works collaboratively	Always initiates teamwork to meet goals; always accepts & gives constructive feedback	Frequently initiates teamwork to meet goals; frequently accepts & gives constructive feedback	Occasionally initiates teamwork to meet goals; occasionally accepts & gives constructive feedback

Goal Six: Students demonstrate the ability to learn independently.

Criteria	Exceeds Expectations	Meets Expectations	Unsatisfactory
Students relate previous knowledge to new knowledge			
Students integrate knowledge from different disciplines			
Students use knowledge and skills efficiently and effectively to negotiate a complex task			
Students exhibit a reflection as a form of self-assessment			
Students restate/paraphrase concepts in their own terms			

