
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2017 (2017-1)**Course: CHEM200 GENERAL & ANALYTICAL CHEMISTRY I – SECTION A****Instructor Information:**

| | |
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| Instructor Name | Dr. Sandra Chimon Rogers |
| Office Number: | 304 |
| Phone Number: | 219-473-4268 Cell/Text (773)719-8759 (please identify yourself first) Snapchat DrPeszek |
| Email: | drrogers@ccsj.edu Please let me know what class and section you are in. |
| Hours Available: | Monday and Wednesday 6:45AM to 8:30AM. Tuesday and Thursday 6:45AM to 9:30 AM. Monday – Wednesday 1:30-2:30ish. If you forget, all my hours are posted outside my office; however, sometimes I am there at other times. COME IN! No appoints are needed. If the door is open, come in! All are welcomed! |

Instructor Background: *B.S University of Illinois (Chemistry); Ph.D. University of Illinois (Bioanalytical Nuclear Neurochemistry); Post-Doctoral Fellow, University of Illinois (Bioanalytical Chemistry); Adjunct Professor: National Louis University (2008), Prairie State College (2008-2009), Elmhurst College (2008-2009), Visiting Assistant Professor: DePaul University (2009-2011) and Assistant Professor of Bioanalytical Chemistry and Director of Undergraduate Studies (2011-2013). Director of the Science Program, Assistant Professor at Calumet College (2013-2016). Department Chair of Science, Math, and Behavioral Science (2015-2016). Director of the Biophysical Chemistry Program, Associate Professor at Calumet College (2016-present). Biophysical Chemistry and Math Department Chair (2016-present).*

What does my research at Calumet College of St. Joseph entail?

- Analyze structural and neurotoxic properties of neurodegenerative-disease related proteins and peptides, which are major suspects of Alzheimer's disease and Parkinson's disease
- Utilize various sample preparation techniques including but not limited to biochemical assays, kinetics, neurotoxic effects involving instrumentation such as fluorescence, UV/Vis,

NMR (solution and solid state), FTIR, and electron microscopy.
 The types of sciences which are involved in my research cover a broad range of interdisciplinary aspects from analytical chemistry, physical chemistry, biophysics, nanotechnology, bioanalytical, molecular biology, biochemistry, and neuroscience

Theoretically, everyone in this class could get an A. This fact means that you are never in competition with your classmates. I have this policy to encourage you to study in groups for the exams to help each other out. I encourage you to follow your performance using the grades that will be posted on Blackboard.

| Course Information: | |
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| Course Time: | 8:30 AM - 10:00 AM, Mondays and Wednesdays |
| Classroom: | CCSJ 332 |
| Prerequisites: | Placement into MATH 104 or higher and concurrent enrollment in CHEM 200L. |
| Required Books and Materials: | <p>Required on a daily basis</p> <ol style="list-style-type: none"> 1. **You will need any current copy of the periodic table to bring with you to class daily. 2. **You will need a scientific calculator. The calculator on your phone does not count. The calculator does not need to be expensive. For example, a Texas Instruments TI-30X II will suffice (\$10 at a big box store). 3. Access to a computer <p>Recommended but not required: Chemistry: Structure and Properties: By Niva Tro 1st edition, Pearson Publishing, ISBN# 978-0321729736</p> |
| <u>Learning Outcomes/ Competencies:</u> | |
| I. Course Learning Objectives: | |
| <p>Students will: This is a list of very specific learning objectives for Chemistry 200 lecture and lab. The lab will provide hands-on opportunities to develop and apply this knowledge. Please note that for many of the topics in this course real world examples are used. On occasion, the topics result in brief discussions of economic and societal issues and some historical development can result in seeing the significance that science played in certain world events.</p> | |
| By the end of this course, students will be able to: | |
| <ol style="list-style-type: none"> 1) apply significant figures rules in all calculations providing the correct number of significant figures and units 2) convert between different units using conversion factors and dimensional analysis 3) name elements, provide their symbols and determine the number of protons, neutrons, electrons and nuclei in elements and compounds 3) calculate percent composition given a molecular formula and molecular formula given the percent composition 4) name salts, acids, bases and covalent compounds and provide formulas for these given a molecular formula 5) explain the difference between solubility and dissociation in water and apply this knowledge to acids, bases and salts 6) identify weak and strong acids and bases and insoluble compounds using dissociation and solubility rules | |

- 7) construct molecular, total and net ionic equations for double displacement reactions
- 8) identify redox reactions including identifying the oxidation, reduction, oxidation agent and reducing agent
- 9) calculate oxidation numbers and balance redox reactions
- 10) perform stoichiometry calculations for chemical and non-chemical systems whether the limiting reactant is known or unknown
- 11) calculate molarity of a solution starting with pure solute or with a concentrated solution as well as explain how to prepare a solution of a given molarity
- 12) provide brief descriptions of the accomplishments of Planck, Einstein, Thompson, Rutherford, Millikan, Rydberg, Bohr, de Broglie and Schrodinger; and how these contributed to understanding the atom
- 13) explain how a cathode ray tube works and how it assisted in understanding the electronic configuration of atoms.
- 14) convert between wavelength, energy and frequency for light and understand the relationship between absorbed light and color
- 15) calculate the energy and wavelength of a given electronic transition in hydrogen
- 16) define what each quantum number represents and how to obtain quantum numbers for any electron in an atom
- 17) analyze an atom or ion of a given element providing the full electronic configuration, the abbreviated electronic configuration, a representative diagram of the orbital and the unpaired number of electrons; then use this information to determine the possible oxidation states of the element and the magnetic properties of the element
- 18) define electronegativity, electron affinity and ionization potential
- 19) organize a set of element or monoatomic ions in order of increasing atomic radius, ionic radius, first ionization energy and electronegativity
- 20) determine whether a bond is metallic, ionic, covalent or polar covalent
- 21) represent covalent and ionic bonding using Lewis dot structures
- 22) evaluate the molecular geometry, hybridization and polarity of a covalent molecule
- 23) evaluate the type of molecular bonding (s or p) in a covalent molecule and identify the orbitals used for bonding

II. This course meets the following General Education objectives:

- 1) Students will, at an introductory level, read analytically, synthetically, and critically in a variety of genres.
- 2) Students will, at an introductory level, write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- 3) Students can, at an introductory level, represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
- 4) The student will, at an introductory level, be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

More specifically when analyzing quantitative reasoning and scientific inquiry skills at the introductory level:

- 1) The student can perform correct, clear and concise calculations.
- 2) The student can interpret and explain information that is presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words).
- 3) The student can analyze and apply quantitative and scientific data to make judgements and draw appropriate conclusions.
- 4) The student can identify assumptions in scientific inquiry (e.g. estimation, modeling, and data analysis) and evaluate the validity of inferences drawn from the data.

- 5) The student can express quantitative or scientific evidence in support of an argument or the purpose of work (with respect to what evidence is used and how it is formatted, presented, and contextualized).
- 6) The student can apply mathematical and scientific evidence to the understanding and evaluation of real world ethical, spiritual, and intellectual issues.

This course meets the following program objectives, at the introductory level:

- 1) Scientific Knowledge and Critical Thinking:
 - a) Students will demonstrate substantial and up to date core knowledge of broad areas in basic biomedical, translational, or clinical research.
 - b) Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.
- 2) Research Skills and Problem Solving Ability:
 - a) Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research.
 - b) Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health.
- 3) Specific Expertise:
 - a) Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts.
 - b) Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area.
- 4) Communication:
 - a) Students will demonstrate the oral, written and media communication skills required to be effective communicators, teachers and mentors of peers, future scientists and scientifically literate citizens
- 5) Ethics and Advocacy:
 - a) Students will apply highest standards of ethics to their research (data management, research subjects, stewardship of research funds)
 - b) Students will improve their confidence and interactions with colleagues and the public.
 - c) Students will be able to advocate for the role of science in medicine and society

Course Description: A 3-credit hour course implementing the general and analytical topics including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria

Learning Strategies:

Active learning, Blackboard, group discussions, team projects, collaborative learning, interactive lecturing, laboratory exercises, demonstrations

Experiential Learning Opportunities:

In class discussion, comprehension and critical thinking along with laboratory experience is essential for a fundamental understanding of the scientific method. This course has a required laboratory portion that provides students with experiential learning through experimental design, hypothesis development, data interpretation, and communication of results through laboratory reports. The laboratory section of this course additionally has students create and prepare bi-weekly lab reports on their way to better prepare them for a publication-quality research paper. Alongside the weekly lab reports, the students will prepare a final poster at the end of the semester to be presented and submitted to a local conference and/or our semester end poster session at the University.

Assessments:

The percent values for each category of assessment are listed below. Percent values for each category are normalized for each task and may be adjusted to reflect actual number of assignments, quizzes, etc., at the professor's discretion and any changes made during the semester supersede the point values reflected here; changes will be announced in class and posted on Blackboard.

| CATEGORY | DESCRIPTION | PERCENT |
|-----------------------------|---|------------------------------|
| Quizzes | Given at the beginning of class; covers the assigned reading/previous lectures. Approximately 23, lowest 2 will be dropped. | 10% |
| In-class assignments | Completed at the end of class. Approximately 23, lowest 2 will be dropped. | 25% |
| Homework | Assigned on Blackboard | 5% |
| Lecture Exams | Four 90 minutes exams will be administered during class (total of 4, dropping the lowest one) | Each 15% Total 45% |
| Final Exam | Cumulative ACS Gen Chem 1 Exam. (not a dropped exam) | 15% |
| | TOTAL PERCENT | 100% |

Grading Scale:

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|--------------|-------------|-------------|
| 100 – 92: A | 91 – 90: A- | |
| 89 – 88: B+ | 87 – 82: B | 81 – 80: B- |
| 79 – 78: C+ | 77 – 72: C | 71 – 70: C- |
| 69 – 68: D+ | 67 – 62: D | 61 – 60: D- |
| 59 and below | F | |

Note: Concerns about assignment or exam grading must be brought to my attention, in person, immediately after obtaining a copy of your exam from my office.

Furthermore, concerns about your overall performance in the course must be brought to my attention before the final exam. Your grades are posted to date on Blackboard. Please feel free to keep up to date with them and ask any questions that arise immediately. I will not accept any late and/or missing assignments after the due date; therefore, please keep in mind that it is your responsibility to keep track of the grades posted in your Blackboard account for this class. Do not contact me after the final exam requesting extra credit or points to receive a grade you want (but did not earn).

Due to privacy concerns and respect for you and your grades, attempts to discuss grades or grading

Course Schedule:

Lecture

Week 1: Sept 5-9

NO CLASS ON SEPT 4

Introduction, Safety and Ethics – Assessment Exam. Syllabus Quiz.

Atoms: Matter, Scientific Knowledge, Building block of matter, Structure of an atom, subatomic particles: neutron, electron, proton, atomic mass.

Week 2: Sept 11-16

Measurement, problem solving, and mole concepts. Density, reliability, Energy and units, conversions, solving problem using equations, atoms and moles.

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| Week 3: Sept 18-23 Quantum mechanical model of an atom: Schrödinger's cat, nature of light, atomic spectroscopy, wave number, quantum mechanics of the atom and shape of atomic orbitals. |
| Week 4: Sept 25-30 Periodic Properties of elements: periodic table and its trends. Review for first exam <u>EXAM 1: SEPT 27 material through 3.6</u> |
| Week 5: Oct 2-7 Electron configuration, Valence electrons, How electrons and elements relate to their properties, ions, ionic radii, electron affinity. |
| Week 6: Oct 9-14 Molecules and compounds. Types of chemical bonds, Lewis dot structures, Ionic compounds: formulas and names, Covalent compounds: formulas and names. |
| Week 7: Oct 16-21 Molecular compounds, formula mass and mole concepts, composition of compounds, determining chemical formulas. <u>EXAM 2: OCT 18 material through 5.12</u> |
| Week 8: Oct 23-28 Chemical bonds part 1: Drawing Lewis structures and determining molecular shape. Electronegativity, bond polarity, resonance and formal charges, exceptions to octet rule, bond length and energies, VSPER. |
| Week 9: Oct 30-Nov 4 Halloween Demo (counts as in class assignment) on Halloween Day. Chemical bond part 2: valence bond orbitals, hybridization, electron delocalization, polyatomic molecules. |
| Week 10: Nov 7-11 Chemical reactions and quantities: Chemical change, writing and balancing chemical equations, reaction stoichiometry |
| Week 11: Nov 14-18 Limiting reactant, theoretical yield, percent yield <u>EXAM 3: NOV 13 material through 8.6</u> |
| Week 12: Nov 21-25 Solutions and aqueous reactions, solution concentration and stoichiometry, solubility, precipitation, molecular, ionic and complete ionic equations. <u>THANKSGIVING RECESS: NOV 23-24</u> |
| Week 13: Nov 28-Dec 2 Acid-base reactions, gas evolving reactions, oxidation-reduction reactions. Catch up and Review |
| Week 14: Dec 5-9 <u>EXAM 4: DEC 6 material through the last day of lecture.</u> Review for the final exam will be provided in class and answer will be on Blackboard |
| <i>FINALS WEEK: DEC 11-17</i> Final Exam – TBA (Based on history, probably Monday, Dec. 11th at 8:30, but not guaranteed) |

I reserve the right to change this schedule to meet the needs of the class.

| Responsibilities | |
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| Attending Class | You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want |

to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

Attendance is counted as being present from the first 10 minutes of class until the end of lecture and lab. It is the students' responsibility to make attendance a priority. Anyone missing after the first 10 minutes of class will be marked absent unless a written excuse is provided within 24 hours of the occurrence. Similarly, anyone leaving early without a written excuse and/or informing the instructor prior to leaving will be counted as absent.

First class is on Wednesday, September 6th, 2017. Mondays and Wednesdays classes are 1 ½ hours long from 8:30 until 10:00 AM. These times will be used for lecture, to discuss homework, review material for exams, and administer exams, quizzes, and in-class assignments. Please remember that you are participants during these hours. In order to get the most out of each class, you should read the material we will cover prior to coming to class and **bring a calculator and periodic table DAILY** so that you can participate in in-class activities.

It is to your benefit to attend each class meeting. ***You are responsible for all material presented in class and all in-class announcements and assignments.*** Attendance is mandatory, however, for all examinations since they ***cannot be made up*** at a later date will not be excused without a valid excuse. The validation of the excuse is left to the discretion of the instructor of the course whether or not to accept that excuse.

*Validated proof must be received by the instructor as soon as humanly possible. The proof of validation will not be accepted no later than the day the exams are to be returned. Once the exam is returned, there will be no exceptions and/or excuses that will be allowed. With respect to in class activities, no make-ups what so ever for any of the in class assignments and/or quizzes. **Any** exceptions are left to the discretion of the instructor.*

Train delays, broken down cars, oversleeping, forgetting, and other personal business are examples of invalid excuses. Additionally, you should plan to arrive on time and remain throughout the lecture to avoid disrupting the class. Other classroom disruptions, such as cell phones, pagers, etc. are unacceptable; these devices should be turned off before the start of class.

80% of success is showing up -Woody Allen

There are only 27 class meetings in a given semester, 4 of those class meetings are exams and 1 is the initial introduction day, therefore each class meeting covers ~8% of the course material. You are responsible for your own education. Based on the calculations below, The basic, full-time tuition rate for the academic year, (not including housing, fees,

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| | <p>student health etc.) is approximately \$17,500. There are a total of 32 hours of class time in a semester; this means that at the very minimum for every hour of class costs you about \$86. You have already paid for this class and it is up to you to make the most out of this investment. If for whatever reason you have to miss class, please approach your fellow students for the notes you missed, and take advantage of the class materials that will be posted on Blackboard http://class.ccsj.edu</p> <p>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. <u>Therefore, three (3) unexcused absences will result in an administrative withdrawn from the course.</u></p> <p>Participation through regular attendance is required to be successful in this course. Therefore, if a student is absent more than three (3) times (excessive tardiness is counted as absence), the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p> <p><u>In the event of absence during an exam, the student will receive a ZERO (0) on that exam.</u> The lowest exam score is dropped, so that exam score will not be considered when determining the final grade. If a student is absent during more than one exam, the student will receive a ZERO (0) for each exam, but only one grade will be dropped. It is the student's responsibility to ensure attendance on exam dates.</p> <p><u>In the event of absence during lab, the student will receive a ZERO (0) for that report.</u> As with exams, one lab report is dropped so one absence is permitted without penalty.</p> |
| <p>Turning In Your Work</p> | <p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Due dates are specified for each assignment on Blackboard and the assignments. You will be given an assignment each and every day that we meet; any changes will be announced in class and posted on Blackboard.</p> <p>ASSIGNMENTS WILL NOT BE ACCEPTED AFTER THEIR DUE DATES. You may request an extension in writing at least 24 hours in advance of the due date for assignments, but it is up to the instructor's discretion whether or not to allow an extension.</p> <p>If you are absent the day that an assignment is due, follow these guidelines:</p> <ul style="list-style-type: none"> • HOMEWORKS: turn in via Blackboard <u>on its scheduled due date</u> <p>IN-CLASS ACTIVITIES: cannot be turned in late or made up; it is the student's responsibility to do this work independently after an absence, but will not get credit for the missing assignment with respect to attendance.</p> <ul style="list-style-type: none"> • QUIZZES: cannot be turned in late or made up; student will receive a zero on all missed quizzes. |

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| | See “ attending class ” above. All assignments can be submitted via e-mail if a link is not provided through Bb. It is the students’ responsibility to request extensions in writing to the instructor. |
| CCSJ Student Honor Code | <p>This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph. |
| Using Electronic Devices | <p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. In order to minimize distractions in the classroom, please turn off the sound on cell phones and pagers and keep classroom chatter and eating noises to a minimum.</p> <p>No social media chatting/texting will be allowed to be used during lecture or lab times unless otherwise directed by the instructor. No videotaping or recording of lecture without written consent and discretion of the instructor. The instructor reserves the right to ask you to leave the room if you interrupt the class.</p> <p>The science faculty will address electronic device use as follows:</p> <p>Occurrence</p> <ul style="list-style-type: none"> • 1st – Student is given a verbal warning. • 2nd - Student is instructed to leave the classroom. <p>The student cannot return to class until they have met with the professor.</p> <ul style="list-style-type: none"> • 3rd - Student is instructed to leave the classroom. <p>The student cannot return to class until they have met with the V.P. of Academic Affairs.</p> <p><i>Things can and do happen. If someone really needs to reach you while you are in class, please inform the professor at the beginning of class. You can set your device to "vibrate" and answer your phone call in the hallway.</i></p> <p>In order for the lectures to flow smoothly and for the class to get the most of the time spent together, I request that the use of the podium computer be prohibited 10 minutes prior to lecture and 10 minutes post lecture.</p> |
| Participating in Class | Participation will be expected during in-class active learning exercises |

in order to receive full credit for those assignments.

Reading Assignments/Homework:

Each week's assignment(s) is (are) stated on this syllabus. In regards to any announcements, a reading assignment for that week, and a list of suggested problems from your textbook, they will be posted on Blackboard. The suggested problems are intended to help you understand the course material more deeply and help you prepare for the exams. The Blackboard assignments will count towards your final grade (see Blackboard). You should always feel free to work on additional problems in your textbook.

Students are **required to read the assigned lecture materials before class** and are expected to attend classes on a daily basis.

This enables in depth discussion of the material, homework questions and current topics in chemistry. Students are expected to ask questions as well as be called upon to answer questions in class. Regular class attendance as well as participation in class activities and discussions will be essential in the full learning process.

Daily in-class assignments will be provided. The lowest 2 scores will be dropped. You may work on the in class assignment with the help of your classmates and the instructor; however, the quizzes are to be worked on independently with no additional material, such as your notes, the instructor, computers and/or phones, just to name a few. These assignments and quizzes will vary in their content and formatting, and each will cover different material and will be uniquely challenging. Their purpose is to enhance your skills set based on individual practices.

If you miss a lecture, you are more than welcome to stop by the instructors' office to obtain a copy of any in class assignments that you have missed; however, they will **not** be awarded a grade for points, but will be graded so that the student is aware of any errors that may have occurred. Any exceptions to the acceptance of the late assignment can be left to discretion of the instructor for the final decision. Also, the instructor may not have the missed in-class assignment with them at all times; it is the responsibility of the student to obtain any material missed and to catch up on any missed lectures. The instructor will **not** give you a personal lecture on what you missed due to your absence.

Exams:

There will be **four, 90 minute exams and one final exam** which will take place in-class. You will be held responsible for all of the material discussed in class, Blackboard assignments, all in class assignments, and the assigned readings. While an occasional homework problem might appear on an exam, most exam problems require you to apply what you have learned to more challenging problems so that your mastery of the material (rather than simply its memorization) can be best assessed.

Exam Rules:

If you are late for an exam, you must arrive before the first person leaves the room, otherwise you will not be allowed to take the exam and you will receive a 0.

Cell phones are **expressly prohibited during exams**, and must be placed on the ledge of the whiteboard prior to the start of the exam.

All students are **required** to take the *cumulative* final exam. The final exam schedule is TBA.

Items which students may ***not*** have near them during the exams include:

- 1) Coats, jackets, hats, or other items of outerwear
- 2) Backpacks, pencil cases, purses, or other bags
- 3) Cell phones or other electronic devices
- 4) Graphing calculators
- 5) Covers for non-graphing calculators

Essentially, you may bring with you a non-graphing calculator (but not its cover) and a pen or pencil (or two). If you are not sure whether an item is permitted, please ask the instructor before the exam. There is no talking during exams.

Items you are not permitted to have during exams should be placed at the designated area prior to the exam. Neither the instructor nor the department is responsible for any loss or theft of personal items.

The instructor retains the right to issue an exam grade of zero to any student found to be in violation of one or more exam rules.

MAKE-UPS:

NO MAKE-UPS. This includes the final exam! Make-up exams **will not** be given except upon the discretion of the instructor which includes: a death in the family and/or athletic competition (not athletic practice). For illnesses, or a death in the family, it will need to be verified and left to discretion of the instructor for the final decision. Athletic competition that interferes with exams will require documentation to be presented to me at the beginning of the course (**First week of classes!!**).

In all cases, I should be notified as soon as possible, which should be before the exam takes place. Make-up exam will be scheduled within 2 days of date scheduled for all students missing exams for **valid** reasons. Any issue not explicitly discussed here will be handled at the discretion of the instructor.

If you require special accommodations for taking exams due to any form of disability, please provide the appropriate documentation within the first week of the course to address your needs.

Graded exams will not be distributed during lecture time. In order to obtain a copy of your exam, please stop during the instructors' office hours. You are free to go over the exams with the instructor in details.

Please see the note in the "Grading Scale". Also, final exams will not be

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| | <p>returned to the students. You are free to come by and look at your exam, but the exam will not leave the instructors office.</p> |
| <p>Doing Your Own Work</p> | <p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as ACS, MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p> <p><u>Cheating on Exams</u> Cheating on exams comes in two forms: (1) Communicating with others in any form, either verbally or nonverbally, as a way of sharing information during an exam; (2) Bringing in some sort of aid, such as notes, to assist you during the taking of an exam. To help facilitate honest test taking, I will require that all cell phones be shut off and put away, all tables cleared, and all hats removed, during all exams.</p> <p><u>Plagiarism</u> Plagiarism is the presentation of the ideas, opinions, or the writings of others as though it were your own. Plagiarism is stealing. It is dishonest, unethical, and illegal. It is also not a very smart approach to school, because it defeats the point of your being here, namely, to improve your own powers of thought and expression.</p> <p><u>Consequences of Academic Dishonesty</u> I have zero tolerance for cheating or plagiarism in my classroom. If you are caught cheating on an exam, or if you are caught plagiarizing on a written assignment, you will receive a zero on that exam or written assignment without impunity. You will not be given the opportunity to retake an exam, or to drop or rewrite the assignment. I will also turn the matter over to the proper channels for further possible action. I will have no reservations reporting this activity.</p> <p>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> |
| <p>Tracking Your Progress</p> | <p>Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.</p> |
| <p>Sharing Your Class Experience</p> | <p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves</p> |

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| | you well prepared for your future. Take the time to complete your course evaluations – we value your feedback! |
| Withdrawing from Class | After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog. |

| Resources | |
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| Student Success Center: | The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. |
| Disability Services: | Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349. |
| Student Assistance Program | This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067. |
| CCSJ Alerts: | Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html . |

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.

2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

Semester I (Fall)-2017

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| August 16 – 18 | Faculty Welcome Week |
| August 21 | Education Classes Begin |
| August 30 | GENL 100A – College Survival Freshman Orientation |
| August 31 | GENL 100T – College Survival Transfer Student Orientation |
| September 4 | Labor Day |
| September 5 | Traditional Classes Begin |
| September 5 | Tuition payment due |
| September 5 | Accelerated Classes Begin |
| September 11 | Last day for class changes (add/drop) |
| September 29 | Last day to withdraw from a course without instructor approval |
| October 2 | Mid-term |
| November 23 – 25 | Thanksgiving recess |
| December 8 | Last day to withdraw from a course with instructor approval |
| December 9 | Traditional Classes end |
| December 10 – 16 | Semester examinations |
| December 14 | Accelerated Classes end |
| December 17 | December graduation (ceremony in May) |
| December 18-22 | Intersession Classes |