

# Chemistry 1441 AURAS Emerging Scholar Program Spring 2014

ESP Director

Dr. Kevin A. Schug  
358 CPB

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(817)272-3541

Available to meet by Appt.

**Required materials:** *Attendance*

**Suggested Materials:** Course materials (e.g. notes and textbook); notebook; pen/pencil; calculator

**Meeting Times & Places:** Mondays, 1 – 4:50 pm; Science Hall 305  
Tuesdays, 1 – 4:50 pm; Science Hall 305

## **Teaching Assistant (TA) and Peer-Assisted Learner (PAL):**

Ken Abayan (TA)  
[kenneth.abayan@mavs.uta.edu](mailto:kenneth.abayan@mavs.uta.edu)  
CPB 120A  
(cell) (469) 744-1910  
Meetings by appt. in SH 318 (Chem Clinic)

Emmanuel Varona (PAL/TA)  
[Emmanuel.varona@mavs.uta.edu](mailto:Emmanuel.varona@mavs.uta.edu)  
(cell) (254) 319-1949  
Meetings by appt

For questions with labs and lab reports, you may attend the office hours of Ken Abayan or any Chem 1441 TA if you have questions. A list of TAs, their offices, and office hours can be found outside of CPB 114

**A helpful website:** Dr. Rogers Chem 1441 website (<http://www.uta.edu/faculty/jimrogers/CHEM1441.htm>)

**Grading:** The ESP program is a focused study and skills session that has been shown to provide a significant increase in grades for those who attend *every* session. Formally, 5% of your Chem 1441 course grade is contingent on your attendance of ESP Thursday sessions.

**Emerging Scholar Program:** The Emerging Scholar Program, which will be held for 4 hours on Mondays or Wednesdays, depending on section, is meant to supplement your understanding of chemistry, and foster your growth as a STEM major. A variety of activities have been designed to help you with the course at hand, as well as in future science courses.

We encourage you to better understand what kind of a learner you are and to understand what are the best ways to study. One way to do this is to visit: <http://www.howtostudy.org/> and <http://cas.lsu.edu/> and follow their exercises and suggestions.

**Attendance:** You are required to attend **all** Emerging Scholar Program activities (on Mondays or Wednesday) in order to be eligible for the paid Authentic Research/Internship Experiences offered by AURAS in subsequent semesters. If any ESP activities are missed, a valid written excuse (e.g. doctor's note) must be provided to the instructor in order to be excused for the absence. Formally, 5% of your Chem 1441 course grade is contingent on your attendance of ESP sessions. **Other requirements are given in student expectations at the end of this syllabus.**

**Moodle:** As part of the Emerging Scholars Program, we are asking for your consent to collect data about you in an effort to assess the program. This is primarily carried out through a web interface, called Moodle. Directions for accessing Moodle are given below.

**Students with Disabilities:** Students who need an accommodation based on disability should arrange to meet with the laboratory coordinator during to see that they are appropriately accommodated.

**Students with Pregnancies:** For students who are pregnant, it is recommended by the Chemistry and

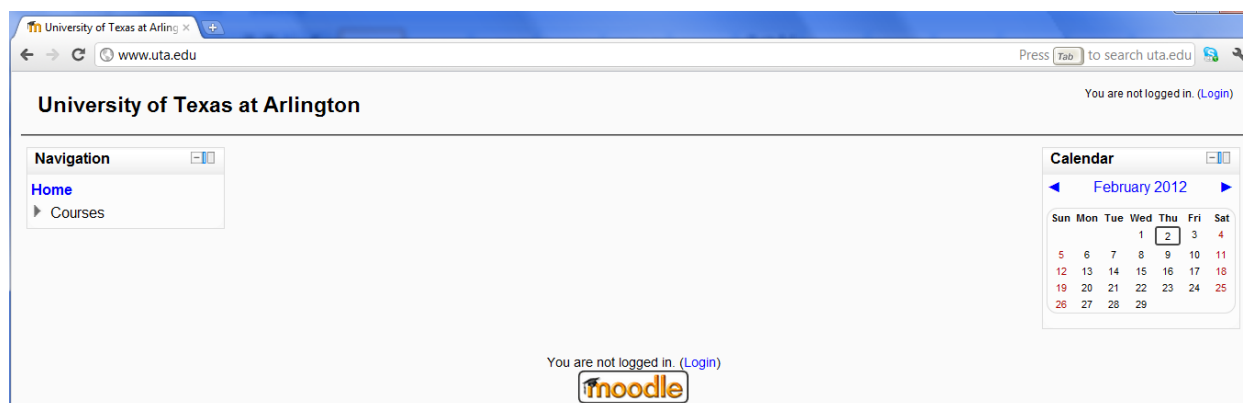
Biochemistry Dept. that you do not enroll into a chemistry lab at this time. If you become pregnant during the semester, we recommend dropping the course as soon as possible; and special provisions will be made to assist you in finishing the course at a later date. *Please see your faculty instructor for assistance.*

**Accessing the Moodle website:**

Location: <http://www.thoughtbegone.net/moodle/>

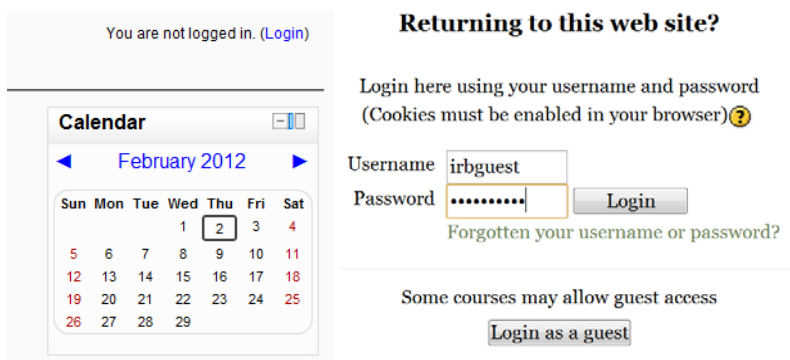
If you have any questions pertaining to the log in and access of this website email:

[Kenneth.abayan@mavs.uta.edu](mailto:Kenneth.abayan@mavs.uta.edu). DO NOT email your professor because they will not be able to assist you with the technical aspects of this website.



**UID: UTA NetID (ie. kma4782)**

**Initial Password: Chang3me!**



If this is your first time logging in the system will ask you to change your password. Please note all passwords must be at least 8 characters, one capital, one number and one special character  
Once you log in – make sure you are logged into your course by clicking on the course in the header bar

## FA 2012 General Chemistry 1441 Section 001

Home ► Courses ► CHEM1441001



You should see a weekly calendar

**If you don't see a weekly view, it means your calendar is collapsed you need to expand your calendar, by clicking on the double rectangle.**

Weekly outline Your progress ?

News forum

21 August - 27 August 📅



**Once in the course:** A weekly calendar will be shown with a list of experiments and homework that have been planned. The first page is the IRB Consent Form and Baseline Questionnaire.

### To Access/Preview the IRB Consent Form and Baseline Questionnaire

Click on the link you wish to view:


[IRB Consent Form](#)



[Baseline Questionnaire](#)

✓

Click on accept or decline to voluntarily choose to be in this research project.

You freely and voluntarily choose to be in this research project.

☐ Accept
 ☐ Decline

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Submit questionnaire

## AURAS EXPECTATIONS

In order to retain more students within the engineering and science majors, The University of Texas at Arlington developed a retention program to support STEM students. Arlington Undergraduate Research-based Achievement for STEM (AURAS) includes an Emerging Scholar Program (ESP) that has provided a supplemental classroom support system for challenging courses such as Precalculus, Calculus, and Chemistry. Foremost in AURAS, offerings are content-intensive collaborative learning sessions, which allow AURAS students in these courses to learn together – and they work! Table 1 shows the significant difference in the exam scores of ESP students vs. non-ESP students.

**Table 1.** Composite results: Fall 2010, Spring 2011, Fall 2011, and Fall 2012

Course	A	B	C	Pass	D	F	I	Q	W	Drop	Total
<b>Chem1441</b> ESP	19	19	21	70%	11	8	0	1	5	7%	84
<b>Chem1441</b> NonESP	216	243	282	48%	176	309	4	13	289	20%	1532

## AURAS OBJECTIVES:

1. Students will be able to identify and understand chemistry concepts critical in their learning
2. Students will be more confident with the chemistry language
3. Students will be more confident in problem solving techniques, thus applying their knowledge to challenging problems
4. Students will interact and be connected to a community of students in a collaborative learning environment

## AURAS GUIDELINES AND EXPECTATIONS:

To be successful in AURAS students are expected to

1. Attend all classroom lectures
2. Attend ALL AURAS sessions
3. Participate in all activities on that given day
4. Complete and return all in class and out of class assignments
5. Spend time studying on your own and in groups
6. Make use of all available resources (textbook, tutoring clinic, professor, peers, etc.)

AURAS will be taught via:

1. Quizzes at the beginning of each period
  - Assessing your understanding and mastery of course material
2. Group work/activities
  - Emphasizing active learning and collective efforts to solve challenging problems
  - Encouraging team participation through Process Oriented Guided Inquiry Learning (**POGIL**) activities
  - Evaluating how well students retain and explain key concepts
3. Test reviews
  - Gauging your readiness and understanding of material for up-coming examinations

Satisfactory performance in AURAS is required to continue in the program. Examples of non-satisfactory performance: frequent absences, failure to actively participate or ESP grade < 70%.

AURAS grades (worth 5% of course grade) will be calculated as follows:

Attendance – 50%

Participation & Quiz – 50%

**Attendance:** Attendance will be recorded at the beginning of each period. Students coming in after ten minutes of the start of AURAS will be marked absent. If you would like to excuse an absence, contact facilitator Ken Abayan ([kenneth.abayan@mavs.uta.edu](mailto:kenneth.abayan@mavs.uta.edu)) no later than the next day at 3:00 pm. The email should include the reason of absenteeism and any supporting documentation as an attachment.

**Homework:** Homework assigned will be collected at the beginning of the subsequent session. Students are responsible for neatly writing the solutions to the problems and turning them in at the beginning of the session. NO late work will be accepted. If you are absent, it is your responsibility to obtain any handouts given during AURAS from one of your peers. If you know you will be late or absent, it is your responsibility to get the work to one of the TA's prior to the time it is due (work may be given to a TA during office hours or left with the Chemistry Department front desk (CPB 130)).

**Participation:** Partly our assessment, quizzes, and peer evaluations.

Teachers' Responsibilities: Facilitators

- Do not answer questions directly, but refer students back to data/model
- Roam classroom recording misconceptions to be discussed as a class or within a group
- Ask students/groups questions, but not to interrupt group work

Student Responsibilities/Expectations:

- Students are to work as a team with specific roles as:
  1. **Time keeper/cheerleader** → ensures that the group is working efficiently within the allotted time
  2. **Reader** → gives the instructions of the activities in order that the group works together
  3. **Recorder/quality control** → writes the solutions as discussed by the group to any problem the group may be given (neat and legible)
  4. **Reporter** → communicates to the audience on behalf of the group based on any asked questions
- All students are mandated to fully participate. **NO** one student should be doing all the work
- Healthy discussions are required with your team members
- **NO** laptops/tablets are to be out or open.
- **NO** texting or phone calls will be permitted.
- Only NON graphing calculators are allowed; **NO** cellphone calculators are to be used

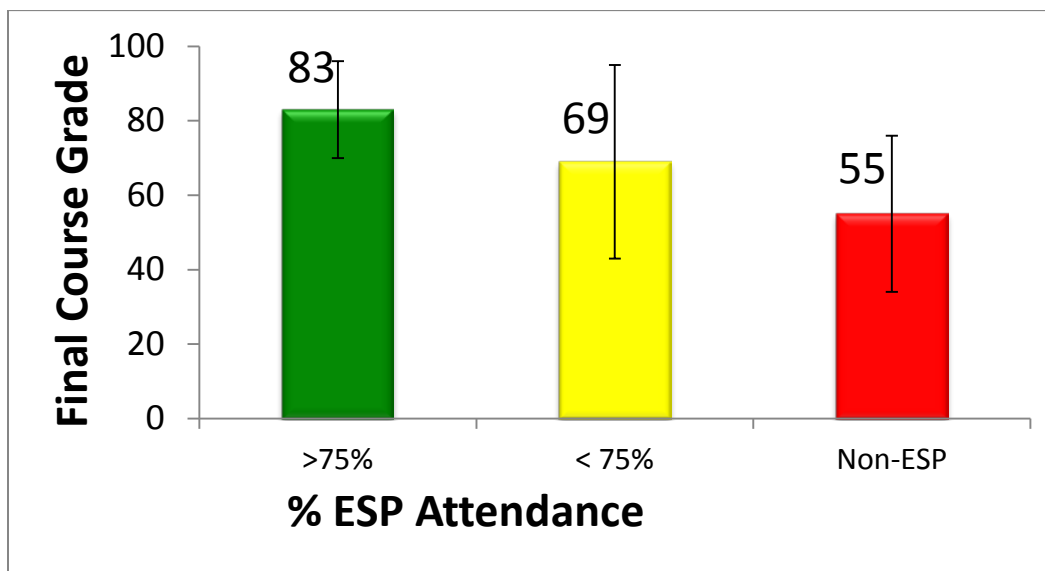
- You may use lecture notes and any other hand-written materials you have created. Textbooks will be used in class when necessary.

**\*\*We are working with you in this program. We hope that you feel free to voice any questions, concerns or criticisms. In addition, please know that the TA's and PALS are here to help you in whatever way we can. The goal is to have some fun and really LEARN CHEMISTRY. Let's reach this goal together.**

Continued use of the AURAS program has seen the correlation of ESP attendance and course grade as shown in the graph below.

The AURAS students continued to show a significantly higher exam average and final grade average than the non-ESP students throughout the semester. The students that attended the AURAS sessions showed a higher final grade than the non-ESP. It was found that the higher the student's rate of attendance, the higher their final grade average. AURAS students showed a lower DFW rate and a higher percentage of A's than non-ESP students. The next step of the AURAS program is an integration of attendance into the course grade to provide incentive for students to attend the supplemental instruction.

**Figure 1 Fall 2012 ESP Final Course Average based on percentage attendance ESP vs Non ESP**



*“Secrets for success in Chemistry”*

Students often ask for advice on how to do better in General Chemistry courses. To provide a response, undergraduates who completed these courses with an A – grade were interviewed to learn how they did it. *Here are their secrets, revealed!*

**In general:**

- Plan to devote 9-12 hours each week to studying chemistry, make a study timetable that helps in ensuring that you put in the needed time
- Be sure to get enough sleep, exercise, and good nutrition, especially before exams
- Your textbook is your first resource, then your classmates or teacher
- Take the time and study for your exams, **NOT** the night before. Identify the key ideas; understand what they mean; and how they are used in problem solving.
- Do the practice problems in your text, as well as going over your homework assignments

**Before class:**

- Read lecture material before going to lecture

**During class:**

- Listen, take notes, and mark problems that are unclear

**After class:**

- Review your lecture notes and use text to help working through issues
- Try to work homework problems without looking at the example problem/notes
- Carefully read your assigned reading, work example problems, and note any key points
- Always complete your homework. Also, practice problems at the end of each chapter in the text is an added bonus for getting stronger at problem solving
- Make mnemonics for yourself to help remember facts and equations
- Make use of diagrams/mental picture of concepts discussed in lecture
- Participate in a study groups where homework assignments and extra practice can be done
- Go to office hours/tutoring regularly to discuss problems
- If your assignments are scored by your instructor, consider going over your solutions from a master answer key
- If solutions are not understood, talk it over with your classmates or friends, if still stuck ask your instructor.

PLEASE REALIZE THAT YOU CAN STILL DO WELL EVEN IF YOU'VE DONE POORLY ON A QUIZ OR TEST...