Context of Chemistry

Instructor: Dr. Sophie Kinyanjui
Meeting Times: MWF 10:00 - 10:50 am
Place: GAB 105
Textbook: Chemistry for Changing Times, 14th Ed., by Hill and McCreary [REQUERED]
ISBN 9780321972026
[You can rent the Textbook cheaply online from say Chegg Books.com, Valore Books.com, etc]

Online Homework: NO online homework.

Instructor's Contact:
Email: Sophia.kinyanjui@unt.edu
Office: CHEM 164
Office Hours: Mon/Wed/Fri 12-1, Tue/Thu 11-12. Also, by appointment (email for appointment).
Walk-ins also welcome (If you have a question, and my door is open....)

Other Required Materials
- **Scientific calculator:** The Texas Instruments TI-30X IIS scientific calculator is ideal, but if you already have a TI-83/4 or similar series, that will work too.
- **Use of cellphones is strictly prohibited.**

Course Description
This course aims to introduce the fundamentals of chemistry to students who are not science majors. The course material focuses mainly on applications of chemistry to its role in the world. The topics include historical and philosophical development of modern chemistry, the environment, energy, industrial and economic development, modern materials. The course also looks at popular perspectives of chemistry such as those pertaining to food, fitness and health, green chemistry, pollution and recycling.
The main goal of this course is to produce informed citizens that have a more than a passing knowledge and appreciation of the chemicals that we encounter every day at home, workplace, and the general environment.
Prerequisite(s): None

Canvas: Class Notes, announcements, the syllabus, grades, quiz keys, and anything else pertaining to the class, will be available on Canvas. Canvas can be accessed at http://learn.unt.edu
Email: Any other communication will be conducted by email. Students should check their official UNT email address regularly.

Reading Quizzes
Introducing yourself to course material *before* lecture is one method to maximize one's understanding of course material. To this end, reading assignments will be posted to Canvas periodically from the class text. You will be asked to read 1 – 3 sections at a time, from a given chapter. Each reading assignment will be followed by a short online quiz which will be due approximately an hour before class. The quiz material will be taken directly from the material in the reading assignment. The lowest three reading quizzes will be ignored in the calculation of your final grade

In-class group work assignments and quizzes:
Class attendance is required. Un-announced in-class group-work assignments will be turned in for a grade. You will not be assigned a grade if you are either absent, or do not participate in the groupwork. Individual short quizzes will also be assigned during class, also to be turned in during the class. Half of the grade will be awarded for being present to take the quiz, the other half will be given for correct answers. There will be NO make-up for either groupwork or the quizzes. If you are absent, you get a zero. The lowest three group assignments and/or quizzes will be ignored in the calculation of your final grade
## Preliminary Lecture Schedule (subject to change)

This is a tentative class schedule that may be modified, on the basis of the class' progress during the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Material</th>
<th>Reading</th>
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</thead>
</table>
| 1 – 1/14 | Introduction, Syllabus Quiz  
Chapter 1                           | Chapter 1              |
| 2 – 1/21 | Chapter 1  
Chapter 2  
[Teams meet in class]  
[Teamwork: Task #1 and Task # 2 due] | Chapter 2              |
| 3 – 1/28 | Chapter 2  
Chapter 4  
[Teamwork: Task #4 and task # 5 group work Due] | Chapter 4              |
| 4 – 2/4 | Chapter 4  
[Teamwork: Task #3 and Task #4 group work Due] | Chapter 4              |
| 5 – 2/11 | Exam 1 – Chapter 1, 2 & 4 – on 2/12/19  
Chapter 5 | Essay Due 2/19          |
| 6 – 2/18 | Essay # 1: GMO Foods  
Chapter 5,7  
Chapter 7  
[Teamwork: Task #4 and task # 5 group work Due] | Chapter 7              |
| 7 – 2/25 | Chapter 12  
Chapter12 | Chapter 7              |
| 8 – 3/4 | Exam 2 – Chapter 5,7 & 12 – on 3/5/19  
Chapter 13  
Teamwork – Task #6: 2-page Summary and Questions with Answers Due] | Essay Due 2/24         |
| 3/11 | Spring Break – NO CLASSES | Task due - 3/10         |
| 9 – 3/18 | Chapter 13, Chapter 14  
Chapter 14  
Teamwork – Task #7– Project Quiz] – on 3/21 | Chapter 13              |
| 10 – 3/25 | Chapter 21  
Chapter 21 | Chapter 14              |
| 11 – 4/1 | Essay # 2: Chemicals in and around the home  
Chapter 17  
Chapter 17 | Essay Due 4/1           |
| 12 – 4/8 | Exam 3 – Chapter 13,14, 21 & 17 – on 4/9/19  
Chapter 19  
[Post on your contribution from “Chemicals in and around the home” Essay Due] | Essay Due 4/1           |
| 13 – 4/15 | Chapter 19, 22  
Chapter 22 | Chapter 19              |
| 14 – 4/22 | Class Presentations  
Class Presentations | Chapter 22              |
| 15 – 4/29 | [Teamwork – Survey and Reflections Due] – on 4/30/19  
Final Review  
UNT Reading Day | Final Review            |
| 16 – 5/9 | Final Exam (Comprehensive) Thurs, 5/9/19 | 8:00 AM - 10:00 AM     |

Thursday, May 9th, 8:00 AM – 10:00 AM is our scheduled Comprehensive Final Exam time as scheduled by the Office of the Registrar in our regular classroom.

**Always confirm date/time with Office of the Registrar**
Grading Policy
Letter grades are based on the following scale:

90-100% of total points    Grade=A
80-89% of total points     Grade=B
70-79% of total points     Grade=C
60-69% of total points     Grade=D
Below 60%                  Grade=F

Points will be obtained from the following:

<table>
<thead>
<tr>
<th></th>
<th>Lecture Attendance</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Reading Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>ii</td>
<td>Teamwork Assignments</td>
<td>120</td>
</tr>
<tr>
<td>iii.</td>
<td>2 Essays @ 50 each</td>
<td>100</td>
</tr>
<tr>
<td>iv.</td>
<td>Essay 2 Post</td>
<td>10</td>
</tr>
<tr>
<td>v.</td>
<td>Class presentations</td>
<td>100</td>
</tr>
<tr>
<td>vi.</td>
<td>In-Lecture Groupwork</td>
<td>100</td>
</tr>
<tr>
<td>vii.</td>
<td>Midterm Exams (3 x 100)</td>
<td>300</td>
</tr>
<tr>
<td>viii</td>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>ix.</td>
<td>Total points</td>
<td>1000</td>
</tr>
</tbody>
</table>

Strategies for Success:
How to Make an A in this Class: A loose blueprint

Lecture Attendance
– most important source of exam information
– lectures will not come from the textbook exclusively
– lectures will come from several sources, including the textbook
– be punctual, I make announcements at the beginning of lecture students are responsible for ALL announcements made in class
– lecture PowerPoint slides (incomplete) will be posted to Canvas. These strictly serve as a guide, NOT a comprehensive resource for the class. They can be used for quick reference as you prepare for exams. students may print these and bring them to class for note-taking. Students are expected to take comprehensive notes for themselves during lecture
– attendance will be taken during every lecture
– attendance will be used for discretionary points at the end of the semester. Attendance will also be monitored for financial aid purposes

Reading Quizzes
– introducing oneself to course material before lecture is one method to maximize ones understanding of course material
– reading assignments will be posted to Canvas for each section covered. You will be asked to read 1 – 3 sections per lecture period
– each reading assignment will be followed by a short online quiz. Quiz material will be taken directly from reading assignment
– lowest three reading quizzes will be ignored in the calculation of your final grade
Teamwork Assignments
– teamwork means pulling together towards a common goal. Working individually then adding up the pieces to make one whole doesn’t constitute teamwork, and often the ideas will appear disjointed and haphazard. Thus, you must work together to harmonize the individual contributions into a comprehensive report.
– communicating efficiently, and meeting with your group members regularly helps to ensure that all the tasks are completed and turned in in a timely fashion.
– research has shown that effective communication is key to the success of any team effort.

Mid-term Exams
ALL 3 MID-TERMS MUST BE TAKEN, at the scheduled day and time
The lowest of the 3 exam scores will be automatically replaced by a higher final exam score
– if you have an acceptable, documented reason for missing an exam (examples include: documented illness, auto accident, participation in UNT-sponsored event, observance of religious holiday), you will be allowed to replace the missed exam with your score on the final exam
– otherwise, you will receive a “zero” for that exam, that zero will not be replaced by the final, and will be included in the calculation of your final class grade

There will be NO make-up exams given
You may arrive late for an exam until the time when the first student finishes and leaves – the only penalty being that you will have proportionally less time to finish the exam. After this grace period you will not be allowed to take the exam and will receive a score of “zero”
Each mid-term exam counts for 10 % of your overall grade

Make-up Exams
There are no make-up exams.

Extra Credit
10 extra credit points will be awarded for completing SPOT evaluation at the end of the semester. Forward the completion email to me in order to get the points.
Some extra credit will be awarded at the instructor’s discretion for exercises assigned during lecture. You must be present to complete the assignment. There’s NO make-up for it.

Class Attendance
Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. You are expected to bring your scientific calculator to every class. You are expected to arrive on time and to stay until the end of the lecture. Some classroom activities cannot be made up. Each class attendance will earn 0.5 points. Attendance will be determined in different ways at the discretion of the instructor.

Academic Dishonesty
Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or (e) any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: (a) the knowing or negligent use by paraphrase or direct quotation of the published or
unpublished work of another person without full and clear acknowledgment; and
(b) the knowing or negligent unacknowledged use of materials prepared by another person or agency
engaged in the selling of term papers or other academic materials.

Incomplete Grade
An incomplete grade is only given if the student meets the requirements as set forth by the
university. The incomplete for the course is only given during the last one-fourth of a semester and
only if a student: (1) gives notice to the instructor of being required to participate in active military
service, or (2) is **passing the course** and has justifiable reasons why the work cannot be completed
on schedule. The UNT Undergraduate Catalog delves into greater detail for these requirements.

Withdrawal from Class
The administration of this institution has set deadlines for withdrawal of any college-level courses.
These dates and times are published in that semester’s course catalog. Administration procedures
must be followed. It is the student’s responsibility to handle withdrawal requirements from any class.
In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure
that you will not receive a final grade of “F” in a course if you choose not to attend the class once
you are enrolled.

*Last day to change your schedule without a “W” is Friday, January 18*
*Last day to drop with a “W” is Monday, April 1*
*Last day to withdraw from the university is Wednesday, April 19*

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’
opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional
forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom
and the instructor may refer the student to the Dean of Students to consider whether the student’s
conduct violated the Code of Student Conduct. The university’s expectations for student conduct
apply to all instructional forums, including university and electronic classroom, labs, discussion
groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu](http://deanofstudents.unt.edu).

Other Assistance
1. Instructor’s Office Hours
   – Mon/Wed/Fri 12-1, Tue/Thu 11-12
   – whenever my door is open or there is a note to “Please Knock”
   – other times during the week by appointment

2. Chemistry Resource Center (CRC)
   – CHEM 231
   – Mon-Thur 8am-6pm, Fri 8am-3pm
   – staffed by graduate chemistry students

ODA Accommodation
The University of North Texas makes reasonable academic accommodation for students with
disabilities. **Students seeking accommodation must first register with the Office of Disability
Accommodation (ODA) to verify their eligibility.** If a disability is verified, the ODA will provide
you with an accommodation letter to be delivered to faculty to begin a private discussion regarding
your specific needs in a course. You may request accommodations at any time, however. **ODA**
notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Student Perceptions On Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The Student Perceptions On Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Succeed at UNT
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to http://success.unt.edu/

Emergency Notification and Procedures
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

These descriptions and timelines are subject to change at the discretion of the Professor.
Core Assessment – Signature Assignments Chemistry 1360 - Fall 2018

1. **Teamwork Projects:**

Via Canvas students will be divided into teams of 4/5 anonymous members, and they will develop skills that are desirable in the workplace such as working together, basic civility, and consensus building. This collaborative effort will be assessed through a small group assignment.

Here each team will work together on a project involving research on various elements. Each team will be assigned a different cluster of three elements from the periodic table. One of the team members will open a Wiki page labelled with the Task # that they are working on that week and post their contribution to the project. Other members will then post their contribution on the page. Each member will add new information to the page. You may not add information that has already been added by another team member. Each team member must contribute. You will lose points if you do not contribute information to your group Wiki. You must also include your sources of information. [NOTE: Wikipedia is NOT a reliable source, therefore you may NOT use it as your reference.]

The team will then complete the task each week about the cluster of elements as outlined below:

**Task #1:**

The team will find different information about each of the assigned elements and update the Wiki page accordingly. The information should include: The **chemical symbol** of each element, the **atomic number**, **Molar mass**, **isotopes**, **all physical properties**, **all chemical properties**. Critically analyze the properties. Are there similarities in the physical and chemical properties of the elements? Describe what these similarities in the properties are, and explain briefly how they come about.

The group leader should state clearly which group member contributed what information. **If one member does not contribute, he/she will lose points, not the whole group.**

*You lose points if any of these tasks are not completed, and/or, if you fail to contribute.*

**Task #2**

Open a different Wiki page and name it Task #2. The Team needs to meet for Task #2. Please include minutes of your meeting, including who was present, what their contributions were, etc.

This week you will conduct some research on the chemical reactions that the elements undergoes and write balanced equations for the reactions. Then research information about the discovery of each element; **who discovered it**, **what year** it was discovered, **how** it was discovered, and **where** it was discovered? The team will get together and write a brief report on this discovery citing any reactions involved, and the equations for the reactions, if any. Are there similarities? If yes, explain briefly.

Make sure to include **the sources of your information** at the end of the report.

*You all lose points for not including minutes of your meeting!*

**Task #3**

Open a new Wiki page and name it Task #3. Please include minutes of your meeting, including who was present, what their contributions were, etc.

This week the team will conduct research on the occurrence of your elements. In what form does each occur in nature and where on the world map does it occur? The team will come up with a brief report of the industrial manufacture or extraction of each element – How it is extracted, what raw materials are used? How are these raw materials obtained? Are there any special processes used? Where is this extraction done, that is, what country?

Make sure to include **the sources of your information** at the end of the report.
**Task #4**
Open a new Wiki page for Task #4. Please include minutes of your meeting, including who was present, what their contributions were, etc. This week the team will conduct research on the uses of the elements, and/or the uses of their compounds, if applicable, and similarities, if any. Additionally, the team will research any toxicity of the elements to humans and/or animals. Finally, the team will assess the environmental impact of the elements and/or their compounds and how they have been addressed globally. You, as a team, may offer suggestions on other methods that can be used to reduce the environmental impact of the elements and/or their compounds.

Do NOT forget to include the sources of your information at the end of the report.

**Task #5**
The team will prepare at least 2-page summary of all the information they have gathered in this project. Every task must be included. Please include minutes of your meeting, including who was present, what their contributions were, etc.

Do NOT forget to include all the sources of your information at the end of the report.

**Task #6**
Open a new Wiki page for Task #6. The team will come up with multiple choice questions (one question per member) derived from their project and provide the answers for each question. **Questions and answers should focus on toxicity and green chemistry only. Please make sure that the questions are non-trivial!**

Include minutes of your meeting, including who was present, what their contributions were, etc.

**Task #7**
Project Quiz. This will be an in-class Quiz on ALL the projects in the class. Questions will be drawn from Task #5 and #6 of every team in the class. Thus, each student must look up the projects of their counterparts in the class and take notes. **You are allowed to bring a cheat sheet to the Quiz, consisting of printed pages only, NOT a cell phone or a computer. The instructor reserves the right to paraphrase Quiz questions from the original student questions.**

**Task #8**

**Teamwork Individual Survey**

Students must work as an effective team, which is an important aspect in any career. The students learn to work together, either in sharing responsibilities, dividing work, or working co-operatively to compose a concise and comprehensive report, based on the strengths of the different team members.

➢ Once the project is turned in, each student will complete an anonymous survey ranking their teamwork experience. They will be asked to give feedback such as:

- Did [each teammate] contribute useful information to the project?
- Did [each teammate] work positively with the team and help bring the project to completion?
- How did [each teammate] receive feedback or opposing opinions?

A hard copy of this Survey MUST be turned in for grading at the designated time. A copy of the Survey will be posted on Canvas for you to print out and fill in, one week before it’s due date.

Each student must assign each of their teammates a percent (%) grade based on their contribution. Failure to assign a grade to assign your team mates a grade, will result in a grade of zero for you, and 100% for them, as long all the tasks were completed by the team.

**Teamwork Project Grade**

➢ The project grade (which is equivalent to 12% of the final grade) will be 4% of the student survey feedback and 8% instructor review of preparation, Wiki participation, and collaboration efforts.
2. Communication skills:

Essay Assignment:

- The students will turn in an essay on the topic shown below, according to the schedule on the syllabus. The essay will be evaluated on clarity of presentation, coherence, proper English, and accessibility to a non-scientific audience. A well-written essay will present a sophisticated central idea; show skillful organization to present a thorough and cohesive argument or development of the idea, as laid out by the UNT Communication rubric.
  
  o Essay topic:
    - **GMO Foods.** (Length = not less than 1000 words). [Use 12-point font size, double spaced]
  
  o Essay description
    
    - Carry out an internet search of the origin of the GMO Foods. Everyone of your claims must be supported by reliable scientific evidence. You must cite real research, in peer reviewed journals, BUT you may NOT cite websites, documentaries, newspaper reports, or magazines, except as indirect or tertiary sources. You will lose points for not adhering to this rule!
    
    - Your essay will address the following issues among any others you may come across: What does the term GMO mean, and what are GMO Foods? Are they good for you? Are they good for the world at large? If yes, how? If no, why? Are they harmful to human and/or animals? How about the environment? Do they help the environment, or do they harm the environment? How? Are there green GMO foods? Or are there any green chemistry interventions in place for GMO foods? Based on your research for this essay, have you formed some personal opinion about GMO foods?
    
    - A well-written essay will:
      
      - Clearly identify the challenge or claim being made. *What is the point of your essay?*
      
      - Present, interpret, and analyze evidence (information, data, etc), pointing possible biases present in the evidence. *Could this data have been taken out of context? Is the entire story present? Did the writer “cherry pick” the data or studies to support their conclusion? Can you find opposing views? Is your evidence presented by someone in authority (i.e. it is a scientist describing the effects of acids and bases within a consumer product or a blogger telling an anecdote?)
      
      - Clearly develop an argument or position. *It should be very obvious when your essay is read what position you are supporting or what argument you are presenting.*
      
      - Have a clear conclusion, including the possible implications of what you have discovered. *Let the reader know that you have presented your case by summarizing your arguments, as well as giving an informed opinion on what it all means.*
      
      - You **MUST** include all your sources of information. You may use the APA format.
You may only include reliable sources, such as peer-reviewed journal articles and other researched publications. You may NOT cite, personal websites or blogs, or unsubstantiated newspaper claims. Your citation must be paraphrased, and not copied from your source. [Remember, Wikipedia is NOT a reliable source!]

- You lose points for not following instructions.

- PLEASE upload your essay on Turnitin.com by the due date. (Your essay will be automatically be assessed for plagiarism). You are allowed only up to 20% similarity.

3. Empirical and Quantitative Skills:

Exam Questions:

- Use of graphed data to explain the chemical event. Using classroom knowledge, students must identify, analyze, and interpret the function represented in the plot.

- Unit analysis of properties displayed on the Periodic Table. Students must identify, interpret, and extrapolate data to questions based on the Periodic table. They must complete an analysis of physical units, assessment of atomic and molecular compounds, such as stoichiometry, and redox properties of the elements.

4. Critical Thinking: Chemicals in and around the home

- Essay Assignment: [Use 12-point font size, double spaced, not less than 1000 words]

  - Write an essay on one of the following topics
    - Laundry and dish detergents
    - All purpose and bathroom cleaners
    - Air fresheners, perfumes and Colognes
    - Bug sprays and other household pesticides
    - Food supplements and multivitamins
    - Hair Sprays, Shampoos, and Conditioners
    - Toothpaste and mouthwash
    - Food additives in general, and especially in meats

  - Evaluate the hazards associated with the chemicals used in the consumer and food products you have chosen to write your essay on. Analyze the selected product with respect to their chemical composition, giving special attention to the active ingredients. Evaluate the impact of the chemical additives in these products, i.e., shelf life, product integrity, effectiveness, health and environmental impact. Carry out an internet search of the chemicals in the product and determine if any of them are harmful to either humans or the environment. If so, what are the toxic levels, and are they ever exceeded in the product? (Length = not less than 1000 words)

- This assignment not only emphasizes the chemistry that is present around you but helps
illustrate the importance of evaluating information that you find on the internet. When you research a topic, you must always look for a primary source (i.e. the place that the data originated from). Can Wikipedia be used as a primary source of information? A well-written essay will:

- Clearly identify the challenge or claim being made. **What is the point of your essay?**
- Present, interpret, and analyze evidence (information, data, etc), pointing possible biases present in the evidence. **Could this data have been taken out of context? Is the entire story present? Did the writer “cherry pick” the data or studies to support their conclusion? Can you find opposing views? Is your evidence presented by someone in authority (i.e. it is a scientist describing the effects of acids and bases within a consumer product or a blogger telling an anecdote?)**
- Clearly develop an argument or position. **It should be very obvious when your essay is read what position you are supporting or what argument you are presenting.**
- Have a clear conclusion, including the possible implications of what you have discovered. **Let the reader know that you have presented your case by summarizing your arguments, as well as giving an informed opinion on what it all means.**
- You MUST include all your sources of information. Your citation must be paraphrased, and not copied from your source. [Remember, Wikipedia is NOT a reliable source!]
- **You lose points for not following instructions.**
  - PLEASE upload your essay on Turnitin.com by the due date. (Your essay will be automatically be assessed for plagiarism). **You are allowed only up to 20 % similarity.**

5. **In Class Presentations – Chemicals in and around the home.**

You will post a summary of your research for the Chemicals in and around the home on the discussion board forum for the consumer product that you wrote your essay on. This will be followed by the in-class meeting of the group of students who wrote essays on the same consumer products. The group will then get together and prepare a comprehensive 10-minute power point presentation to be presented to the entire class for a grade. The presentation must be reflective of team effort. You must present it as a team, not as individuals presenting different unrelated topics.

Please note that half of the grade will come from the class. You must assign a grade to each student in each of the presentations, including your own. The other half of the grade will be assigned by the instructor. Thus, make sure that your presentation makes a good impression on your classmates. They’ll be grading you!

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**These descriptions and timelines are subject to change at the discretion of the Professor.**