



Your University of Choice

## LECTURE SYLLABUS

**Term: Fall 2017 (2017-1)**

**Course: SCIE 102A – General Science Lecture**

### **Instructor Information:**

<b>Instructor Name</b>	Ronald Kozlowski
<b>Office Number:</b>	Room 531
<b>Phone Number:</b>	219-798-3516
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<b>Hours Available:</b>	By Arrangement
<b>Instructor Background:</b> B.S. Chemistry (1977), M.S. Mgmt (1981), TtoT CCSJ, Adjunct at Purdue Northwest Chemistry Department. Worked for the chemical industry for 30 years.	

### **Course Information:**

<b>Course Time:</b>	Lecture: Tuesday and Thursday 10:15 – 11:45a.m.
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	Must be concurrently enrolled in SCIE 102L.
<b>Required Books and Materials:</b>	An Introduction to Physical Science, 13 <sup>th</sup> Ed., Shipman, et. al., 2013.

#### **Learning Outcomes/ Competencies:**

students will be able to:

- Explain how scientific explanations are formulated, tested, and modified or validated.
- Distinguish between scientific and non-scientific evidence and explanations.
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence based conclusions.
- Use current models and theories to describe, explain, or predict natural phenomena.
- Locate reliable sources of scientific evidence to construct arguments related to real world issues.
- Students will, at an introductory level, read analytically, synthetically, and critically in a variety of genres.
- Students will, at an introductory level, write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- 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.

- 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.
- communicate effectively both in written and oral forms:
  - Students will keep a homework notebook. Students will write short essays after viewing films about volcanoes, caves, floods, hurricanes and other appropriate subjects. Students will keep a cloud journal.
- gather, interpret and analyze data
  - Students will learn to collect data in the laboratory, create graphs, compare qualitative and quantitative data and draw conclusions about the data obtained.
- demonstrate the ability to think critically, abstractly and logically
  - The Scientific Method is predicated upon deductive and inductive logical reasoning. Students will study applications of the scientific method to information gathered by the scientific community. Students will use the scientific method during laboratory activities.
- work with a variety of technologies
  - Students use computers, digital imaging devices, media, the Internet, podcasts, all in the pursuit of scientific knowledge.
- exhibit social and ethical responsibility
  - This very serious goal is addressed on many levels in the physical science course, from the discussion of the factors that brought about the destruction of New Orleans during hurricane Katrina to the problems with disappearing groundwater. Many references are made to the connection between geology, meteorology and astronomy to social and ethical responsibility.
- perform productively in the workforce
  - Organizational skills are improved in this general education course. Scientific literacy is developed.
- demonstrate the ability to learn independently
  - Students are given independent projects to complete in the course. They are also given questions to research independently. Reporting these results to the class develops their ability to speak confidently to their peers.
- gain awareness of their role in the global community
  - By discussing the way that physical science is connected to other occupations and careers we develop student awareness about their career choice and its dependencies on a basic understanding of the general science.

Gen Ed Objectives:

This course meets the following General Education objectives:

- Students will, at an introductory level, read analytically, synthetically, and critically in a variety of genres.
- Students will, at an introductory level, write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- 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.
- 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.

<b>Course Description:</b> A 3-credit course. The course discusses the developments over the past four centuries in the areas of physics, chemistry, earth science, and space science, by some of the brightest minds on the planet. The concepts are often greatly simplified for the purpose of an introductory survey course, but understanding them will still require mental effort, flexibility, and preparation. In essence, our current civilization is so dependent on these physical sciences that their contribution has fallen into “the background” and is often taken for granted. This course will teach the student how to use theory to problem-solve and “think like a physical scientist” (e.g. quantitative reasoning and analysis).
<b>Learning Strategies:</b> Problem solving skills, group discussion, brainstorm ideas, Student Centered Learning, Collaborative Learning, and Lectures
<b>Experiential Learning Opportunities:</b> following experiential learning activities are used in this class: problem-based learning, and project-based learning activities.

<b>Assessments:</b>	
<b>Major Assignments:</b>	There will be approximately 8 – 10 (points will be adjusted accordingly) major assignments. Each student will be expected to solve the problems on his/her own time. Some of the problems will be used as examples in class; and, additional practice problems will be distributed throughout the semester to accommodate additional support. Students should ask for help if there is a need for assistance in solving problems assignments.
<b>Class Participation</b>	Your participation is expected and required. You are responsible for doing the reading in advance, and taking an active role in class activities and discussion.
<b>Grading Scale</b>	
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

Course grading and Exams: Final grades are determined from the total points acquired from exams, quizzes, and homework. The number of points possible is shown below:

**Assessment / Evaluation for Course:**

Tests (2)	200
Final Exam	200
Quizzes	100
Homework	100
Participation: Attendance, deportment & contribution	<u>50</u>
	650 points

Week	Topic	Chapter
1	Introduction/Measurements	1
2	Motion	2

3	<b>Force and Motion</b>	3
4	<b>Work and Energy</b>	4
5	<b>Exam 1</b>	
6	<b>Temperature and Heat</b>	5
7	<b>Waves and Sound</b>	6
8	<b>Optics</b>	7
9	<b>Electricity and Magnetism</b>	8
10	<b>Exam 2</b>	
11	<b>Atomic Physics</b>	9
12	<b>The Elements</b>	11
13	<b>Bonding and Reactions</b>	12
14	<b>Final Exam</b>	

**Note\*** The course schedule is tentative. The instructor reserves the right to change this syllabus at any time. Any changes will be announced in class in advance.

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>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 <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Attendance is mandatory. <b>Three (3)</b> unexcused absences will result in an administrative withdrawn from the course.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p>
<b>Using Electronic Devices</b>	<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.</p>
<b>Participating in Class</b>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
<b>Doing Your Own Work</b>	<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 MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of</p>

	each of these manuals, and there are brief checklists in your Student Handbook and Planner.  <b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.
<b>Withdrawing from Class</b>	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.

<b>Resources</b>	
<b>Student Success Center:</b>	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.
<b>Disability Services:</b>	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.
<b>CCSJ Alerts:</b>	<p>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:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>

## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> </ol>

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, 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.

