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## IS-1317 – Integrated Science II

COURSE SYLLABUS: May Mini 2023

May 15, 2023-June 30, 2023 (Acceleration deadline is Friday June 16, 2023)

### INSTRUCTOR INFORMATION

Instructor: Kelly Brown, MS | Adjunct Instructor

Office Location: Online

Office Hours: Virtual office hours on D2L or by appointment by e-mail

Office Phone: N/A

Office Fax: N/A

University Email Address: Kelly.Brown@tamuc.edu

Preferred Form of Communication: e-mail

Communication Response Time: **24 Hours or Less**

### COURSE INFORMATION

#### Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

**\*\*Please note that all course reading material is embedded in your Modules\*\***

Textbook(s) Recommended: Either of below (3rd or 2nd edition)

1. Conceptual Integrated Science, 3rd Edition, by Hewitt, Lyons, Suchocki, & Yeh. ISBN: 13: 978-0135197394
2. Conceptual Integrated Science, 2nd Edition, by Hewitt, Lyons, Suchocki, & Yeh. ISBN: 13: 978-0321818508

Software Required: None. Students must have access to a computer with internet connection.

Optional Texts and/or Materials: None

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## Course Description

This is a University Science course. The interdisciplinary application of scientific principles is emphasized. The scientific principles developed in this course primarily include Chemistry, Earth Science, and other topics typically covered in physical science. Connections and applications of these principles to the other sciences are examined. Science is an interesting and diverse topic; it is the instructor's intent to demonstrate that learning can be enjoyable as well as educational. Science is what allows mankind to function in a productive manner.

### Student Learning Outcomes

- Students will gain a better understanding of physical science concepts.
- Students will better understand scientific processes and test for further scientific knowledge.
- Students will understand the conceptual differences between facts, theories, and laws.
- Students will be able to compare the separate science disciplines and make integrative connections.

## REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

### COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

### ASSESSMENT

You will have a total of 7-weeks to complete and successfully pass all competencies with an average score of 80% or better on all assignments. It is strongly recommended that you complete each chapter review, activity, and quiz every 2-3 days in order to allow ample time to complete the Final Lab and retake any tests if needed.

#### Pre-tests

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes,

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and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

### **Post-tests**

The end-of-chapter comprehensive exams that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.

### **Projects**

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

### **GRADING**

A score of 80% or higher on all assignments are required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

<b>Item</b>	<b>Worth</b>
<b>Required Pre-Tests</b>	0%
<b>11 Chapter Post-Tests</b>	70%
<b>Module 1 Big Bang Assignment</b>	10%
<b>Plate Tectonics Essay</b>	20%
<b>Total</b>	<b>100%</b>

#### **Grading Scale**

A = 90%-100%

B = 80%-89%

F = 79% or Below

#### **Acceleration Process**

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Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

### **Process**

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of “A” or “B.”
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**

**Student name and CWID after the body of the email**

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

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### **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **A&M-Commerce Supports Students' Mental Health – Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized

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to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### COURSE OUTLINE / CALENDAR

**Acceleration Process Deadline:** *The deadline to accelerate is the 5<sup>th</sup> Friday of the seven week term, at 5 pm. Please submit assignments to me no later than the 5<sup>th</sup> Wednesday of the seven week term, by 5 pm if you are attempting to accelerate so that I have ample time to grade them and provide you with a complete email for acceleration purposes.*

Learning Objectives and Competencies	Material to Review	Assignments/Notes
<b>Syllabus</b>		
<b>Module 1: Pre-Test Required-Overview of Applied Sciences &amp; Introduction to Chemistry</b>		
Learning Outcome 1	Chapter 1 About Science	Post-Test 1: Students will be able to explain and apply the Scientific Method while also being able to interpret results of scientific investigations and draw reasonable conclusions from data they are presented with.
Learning Outcome 2	Chapter 9 Atoms and the Periodic Table	Post-Test 2: Students will demonstrate the ability to think critically and to use appropriate concepts to analyze both atoms and the periodic table of elements.
Learning Outcome 3	Chapter 10 The Atomic Nucleus and Radioactivity	Post-Test 3: Students will demonstrate knowledge of the atomic nucleus and radioactivity.
<b>Module 2: Big Bang Assignment, Pre-Test Required: Classical Chemistry</b>		

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Big Bang Assignment	Review of Module 1 Material	Short essay consisting of 150-200 words identifying advancements in science that influence our world today. Accounts for 10% of final grade.
Learning Outcome 4	Chapter 11 Investigating Matter	Post-Test 4: Students will demonstrate knowledge of matter.
Learning Outcome 5	Chapter 12 Chemical Bonds and Mixtures	Post-Test 5: Students will learn to comprehend chemical bonds in nature.
<b>Module 3: Pre-Test Required-Thermodynamics &amp; Modern Physics</b>		
Learning Outcome 6	Chapter 22 Plate Tectonics	Post-Test 6: Students will understand basic plate tectonics.
Learning Outcome 7	Chapter 23 Rocks and Minerals	Post-Test 7: Students will review the characteristics of rocks and minerals.
Learning Outcome 8	Chapter 24 Earth's Surface Land and Water	Post-Test 8: Students will review the characteristics of the earth's surface land and water.
<b>Module 4: Pre-Test Required-Earth Science</b>		
Learning Outcome 9	Chapter 25 Surface Processes	Post-Test 9: Students will consider the characteristics that constitute surface processes.
Learning Outcome 10	Chapter 26 Weather	Post-Test 10: Students will gain an understanding of the dynamics of weather.
Learning Outcome 11	Chapter 27 Environmental Geology	Post-Test 11: Students will gain an understanding of environmental geology.
<b>Final Project</b>		
Plate Tectonics Essay	2-3 page essay over an Earthquake of your choice in APA format.	A link is embedded in the assignment details that outlines the top 10 Earthquakes in history to select from. Accounts for 20% of final grade.

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