NEW COURSE PROPOSAL

PROGRAM: MULTIPLE PROGRAMS/ CHEMISTRY

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

CHEM 499. CHEMISTRY CAPSTONE COLLOQUIUM (1)
Prerequisite: CHEM 305, CHEM 371 and CHEM 492 or 494 (or concurrent enrollment)
Oral and written presentation of work completed or work-in progress projects of CHEM 492 or 494 courses.
Graded credit/no-credit.

2. Mode of Instruction.

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<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<tr>
<td>Lecture</td>
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<tr>
<td>Seminar</td>
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<td>1</td>
<td>24</td>
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<td>Laboratory</td>
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<td>Activity</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This course is typically taken by students in the Chemistry major in their last semester of study. This course will be an upper-division requirement for students majoring in chemistry.

Students who successfully complete this course will be able to:
• Evaluate a chemical problem and determine how molecular shape, electronic structure, thermodynamics, kinetics, and intermolecular interactions are involved in the behavior of the system.
• Present and discuss results of scientific work in a professional, well-organized and substantive way.
• Communicate chemical information to both a colloquial and specialized audience.
• Demonstrate the ability to write to the scientific audience using the accepted conventions of the day.
• Evaluate and accurately reference background information from previous studies in the literature.
• Discuss and critique other students’ scientific work in a constructive way.
• Interpret, discuss, and evaluate a primary literature article.

4. Is this a General Education Course  YES  NO
If Yes, indicate GE category:
5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

   - Organizing and Writing a Paper
   - Outlining and organizing results
   - Structure and conventions
   - Poster Presentation
   - Quality Figures
   - Presenting a Poster
   - Peer and Faculty Review
   - Peer Review of papers
   - Rewriting of papers
   - Presentation
   - Oral Presentation of Work
   - Final Paper
   - Finishing touches
   - Final review
   - General Audience Presentation

6. **References.** [Provide 3 - 5 references on which this course is based and/or support it.]


7. **List Faculty Qualified to Teach This Course.**

   Dr. Simone Aloisio, Dr. Phil Hampton

8. **Frequency.**
   a. Projected semesters to be offered: Fall _____ Spring ____ X _____ Summer _____

9. **New Resources Required.**

   None.

10. **Consultation.**

    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

   ___________Phil Hampton and Simone Aloisio__________10/31/03________________________________________
   Proposer of Course Date