

Instructor: Rory Waterman, rory.waterman@uvm.edu, 656-0278
Office: Innovation E334

Meeting time: Fridays 11:30 AM – 12:30 PM in Rowell 115.

Office hours: Stop by my office as needed or feel free to make an appointment.

Course description: A survey of the current chemical literature for inorganic chemistry.

Diversity Statement: Regardless of the external factors that isolate people by various identities, and there are many, the aim of graduate education is to make the students the intellectual peers of faculty. Having conversations about science is a key part of this process. That effort fails if we do not have an environment where all voices are equal and heard. I take responsibility for creating and maintaining that environment. Please help me in that process where I may be unaware of a problem that you are experiencing or perceiving. I acknowledge that I am always learning to be more supportive of all and welcome your feedback.

Technical support for students: Students, please read this technology check list to make sure you are ready for classes. <https://www.uvm.edu/it/kb/student-technology-resources/>

Students should contact the Helpline (802-656-2604) for support with technical issues.

Learning Objective: The course is meant to help you keep up on the current literature and develop/hone presentation skills. Moderating a discussion is also a bonus skill from the deal.

Selection of papers: You may choose any paper in the current (last ~six months) inorganic literature that does not directly relate to your own research. Ideally, papers that are novel or controversial are best to solicit discussion from the group.

Papers *must* be approved by the instructor *at least* 72 h in advance.

All participants should expect papers by email 48 hours in advance of a regularly scheduled class meeting.

Presentations: Presentations should be brief and informative (ca. 10 slides or 15–20 minutes). You must include the complete citation, author's names, and article title. You should supply appropriate background to the audience, present the pertinent results, and make critical comments on the validity of the results, the nature of the experiments, and on the relevance to the chemical literature.

Discussion: As presenter, your job is to moderate the discussion. One way to open discussion is to pose one or two open-ended, but specific questions to the audience. Attendees are expected to be active participants in the discussion—ask questions, raise alternate viewpoints, and mention other related literature.

The preparation of these presentations should not be wildly time-consuming. The expectation is that you will be reading the original article and some appropriate background/related work, summarizing the ideas, and coming up with a couple of discussion points. Use all the tricks to minimize your preparation time. For instance, using figures from the original source (properly noted!), rather than redrawing them, is encouraged. Of course, cite all sources of information in your slides.

Grading: Your performance in this course will depend on four factors (in order of importance):

- 1) The quality and completeness of your presentation and facilitating discussion.
- 2) Your participation in all discussions.
- 3) Attendance at 6050 meetings.
- 4) Seminar attendance (yes, as graduate students, you need to turn up at the department seminars).

Suggested journals*General interest journals

The Journal of the American Chemical Society
Angewandte Chemie
Chemical Science
Chemistry. A European Journal
Chemistry. An Asian Journal
Chemical Communications
Bulletin of the Japanese Chemical Society
Chemistry Letters
Accounts of Chemical Research
Science
Nature
Nature Chemistry

General inorganic journals

Inorganic Chemistry
Dalton Transactions
European Journal of Inorganic Chemistry
Inorganica Chimica Acta
Inorganic Chemistry Communications
Comments on Inorganic Chemistry

More specialized journals

Nature Materials
Journal of Materials Chemistry
Journal of Bioinorganic Chemistry
Chemistry of Materials
Langmuir
Organometallics
Journal of Organometallic Chemistry
Polyhedron
Phosphorus, Sulfur, Silicon and the Related Elements
Journal of Catalysis
Journal of Molecular Catalysis

This is not a complete list! Take articles from wherever you see fit.

*You may wish to avoid lengthy reviews (*Chem. Rev.* or *Chem. Soc. Rev.*) for time.

All the good UVM-provided information

Lived Name and Pronoun Information

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard.

More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

Research and Citation Help

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Course Evaluation:

I will always accept your feedback, but an on-line survey will be provided in the closing days of the semester. Please complete the survey, and I will provide in-class time for that task. Your feedback is important, and this information is used by me and the department in considering how this course is run ([student instructions on how to access Blue course evaluations](#)).

General statement regarding potential changes during the semester:

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Tips for Success (optional):

Course-specific study/preparation tips

Here are a few resources for students on remote/online learning:

- Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>

- Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>
- 30-minute webinar on online learning success (Mar 2020):
https://www.youtube.com/watch?v=Xp_MYsqQyvE

Helpful resources other than the professor (e.g., [Undergraduate/Graduate Writing Center](#), [Supplemental Instruction](#), [Learning Co-op tutors](#), supplemental course materials)

Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with [Disability Related Flexible accommodations](#) will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;
802-656-7753
access@uvm.edu
www.uvm.edu/access

Important UVM Policies

Academic Integrity:

The [Academic Integrity policy](#) addresses plagiarism, fabrication, collusion, and cheating.

Code of Student Conduct:

[UVM's Code of Student Conduct](#) outlines conduct expectations as well as students' rights and responsibilities.

FERPA Rights Disclosure:

The purpose of UVM's [FERPA Rights Disclosure](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Final Exam Policy:

The University [final exam policy](#) outlines expectations during final exams and explains timing and process of examination period.

Grade Appeals:

If you would like to contest a grade, please follow the procedures [outlined in this policy](#).

Grading:

[This link](#) offers information on grading and GPA calculation.

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is [here](#).

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

[Center for Health and Wellbeing](#)

[Counseling & Psychiatry Services \(CAPS\)](#) Direct Phone Line: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by [visiting the C.A.R.E. Team website](#).

Alcohol and Cannabis Statement:

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.