

SYLLABUS CHEMISTRY 100 – CHALLENGE OF CHEMISTRY
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COURSE DESCRIPTION: CHM 100 is a one-semester course which provides an introduction to basic ideas of chemistry and laboratory techniques in the context of current topics of interest and societal issues. Some of the topics are pollution, global warming, ozone depletion, acid rains and nuclear energy. Critical thinking, decision-making, writing and problem solving are emphasized. Lecture and laboratory both are three and a half hours long and 3 credits.

TEXT: Snyder, C.H. *The Extraordinary Chemistry of Ordinary Things*, 4th. Ed., John Wiley & Sons, Inc., Hoboken, NJ, 2003.

LABORATORY MANUAL: Richardson, B.C., & Chasteen, T.G. *Experience the Extraordinary Chemistry of Ordinary Things*, 4th Ed., John Wiley & Sons, Inc., Hoboken, NJ, 2003.

REQUIRED SUPPLIES: Complete safety goggles (not glasses), available from the bookstore. Scientific calculator with scientific notation function. (Note: a graphing calculator is NOT required.)

ON-LINE SITE: Main on-line site for this class will be the *eLearning VISTA*. You will benefit from *eLearning VISTA* in so many ways such as communicating with instructor and other classmates, getting worksheets, finding important links to get further information about the ideas discussed in the class, having quizzes, and learning the most up-to-date grades.

Your text also has an on-line learning center (www.wiley.com/college/snyder). On the left-hand side of the screen, there is a choice of companion sites; click on student. This link will take you to the student companion site for users of Snyder's textbook. You will find problems and exercises for each chapter.

Let me know if you need any help logging in your *eLearning VISTA* account and using the textbook's website. You should keep in mind that technology or any internet source is not the answer to all of your questions but a tool which might facilitate and enhance your learning of chemistry if used properly.

GRADING

3 hour exams	30%
Comprehensive final exam	20%
Laboratory	25%
Quiz	15%
Attendance & Participation	10%
TOTAL	100%

Final grades for the course will be determined by the following minimum grade scale (percentile)

<u>Final Grade*</u>	<u>Percentile</u>	<u>Final Grade*</u>	<u>Percentile</u>
A ⁺	97-100	C ⁺	77-79
A	94-96	C	74-76
A ⁻	90-93	C ⁻	70-73
B ⁺	87-89	D ⁺	67-69
B	84-86	D	64-66
B ⁻	80-83	D ⁻	60-63
		F	<60

The professor reserves the right to adjust this grading scale for class average at the end of the semester.

*Total points compared to final assigned grades may vary by 2-3 pts, but the scale above is the MINIMUM needed to ensure a particular grade. As laboratory is a critical part of the course, **YOU MUST PASS LAB (60% or at least 60 out of 100 pts) TO PASS THE COURSE! You also must pass at least ONE of the four exams to pass the course.** In addition, a student wishing a certain overall grade must get that grade (or better) on at least ONE of the exams. (That is, to get a B, you must get a B on at least one exam.)

LECTURE ATTENDANCE AND CLASS PARTICIPATION

A major portion of this class consists of in-class projects and discussions; thus, ***class attendance is required***. You will be held responsible for ALL material covered in lecture (even if you were not there that day). You will NOT be allowed to make up missed in-class assignments but you may not receive a grade of zero from that assignment in the case of substantiated illness (i.e. a doctor's note is required). In this case, the student must inform the professor of his/her illness BEFORE the class.

READING ASSIGNMENTS and HOMEWORK

Prior to class you are expected to have studied previous class work and notes, completed any assignments, and read the material assigned for the day's class. Depending on your individual backgrounds, the material may seem unclear at first reading, but at least you will have had a chance to begin thinking about the subject and you will be prepared to increase your understanding of the topic during class discussion. Some of the end-of-chapter and in-chapter problems will be assigned as homework. This homework will not be collected or graded. However, in the following class period, randomly chosen students may be asked to share their solutions with the rest of the class. These problems are assigned to give you chance to see if you have meaningful understanding of concepts you are learning and to practice them in preparation for quizzes and exams.

EXAMS and QUIZZES - There will be three hour-long examinations on the dates indicated on the schedule. In addition, a comprehensive final exam will be given during finals period, at a date and time to be announced. The exams will include problems similar to those on the homework and quizzes, as well as essay-type and short answer problems relating to in-class projects and discussions. The quizzes will be available on the *eLearning VISTA* on designated weeks. The available times for each quiz will be announced either in class or on the *eLearning VISTA*. Thus, it is very important to check your *eLearning VISTA* at least two or three times a week. These quizzes will contain problems similar to those on the exams, and will help you to guide your study efforts. Ten quizzes will be given and each quiz will be worth 20 pts. You may use a calculator for the exams and quizzes. There will be NO make-ups to missed exams and quizzes unless you have a substantiated illness (i.e. a doctor's note is required). In this case, again, the student must inform the professor of his/her illness BEFORE the exam or quiz.

ACADEMIC DISHONESTY

Cheating will NOT be tolerated: it is not fair to the other students and it is harmful to the student who does it (even if not caught). Any student caught cheating on an exam or quiz, including having or using a crib, will FAIL the course and be reported to the administration for further action. Students caught handing in a lab report for an experiment they did not do will FAIL the lab portion of the course (with a grade of ZERO). Other forms of academic dishonesty are subject to equivalent penalties.

LABORATORY policies are on the laboratory schedule page of this syllabus.

CELL PHONE and PAGER POLICY

During lecture and lab, cell phones and pagers should be turned off or set to silent ring. **During quizzes and exams, cell phones and pagers MUST BE TURNED OFF for the duration of the quiz or exam**, as they are a major distraction to the other students taking the exam. **Any phones ringing during exams will be confiscated for the duration of the exam, and the student will receive a 10% penalty** (10 pts off on an exam; 1 pt off on a quiz) on that exam or quiz. If you are expecting a critical call during an exam or quiz, the phone/pager should be left with the instructor, who will answer the phone and relay messages to you if needed.

INCLEMENT WEATHER

Official information regarding class cancellations or delays can be obtained from the university WeatherChek voice mail system at **203-392-SNOW**. If a laboratory is cancelled on a day that a lab report is due, that laboratory report will be due the next time that the lab meets.

ADVICE ON HOW TO SUCCEED IN THIS COURSE

Read the assigned chapters before the lectures and homework.

Stay on top of your work. Don't fall behind. Study as you go, not just the night before. Complete the homework as assigned, then check and correct your answers.

Your notes are your primary guide for the course. Make sure your notes are correct and complete.

Take homework and labs seriously. Try to complete lab reports as soon as possible after the lab work was completed, while it is still fresh in your mind.

Hand in your work complete and on time.

Although you may find it advantageous to study with a group of students, make sure you learn how to do each problem on your own. It is particularly important to become familiar with the method of dimensional analysis (unit-factor) for conversion of units and logic behind the method, as this method is used frequently by people in chemistry community (as well as in CHEM 100).

Before an exam, review all the materials from top to bottom and explain each topic.

Don't be afraid to ask questions if you don't understand. Use the office hours for extra help.

DETAILED COURSE DESCRIPTION

This course explores chemistry and chemical principles in the context of ordinary things in our everyday lives, and a few that are not so ordinary. The aim of the course is to help you gain an appreciation for the beauty and workings of chemistry and how it relates to the world in which we live. A second goal is to help you develop a background that enables you to assess the benefits and risks associated with the decisions you make, at home, at work, and in the voting booth. A final goal is to give you the skills and chemistry knowledge to succeed in further chemistry courses, if necessary, and in your everyday life.

To optimize the benefits you will receive from the course, **each student is expected to actively participate in classroom discussions, lab experiments, and other activities**. Therefore, it is important for you to be prepared for each class. ***I cannot "teach" you these important ideas and you cannot simply memorize them.*** I can, however, help you understand them by allowing you to think about these ideas

using investigations where you will be doing science, developing models and periodically reflecting on what you have constructed. There will be few “lectures”; instead we will be participating in activities where you should be involved in observing, thinking, and discussing. Because **you** play the key role in your learning and in that of your classmates, **attendance is crucial and will be taken.**

One important goal of the course is to help you develop "**critical thinking skills**". These skills (listed in the "Learning – Outcome Objectives" section of this syllabus) allow you to recognize and evaluate statements, positions and experiences. Various activities are designed to help you develop these skills. In addition, the laboratory portion of the course provides an opportunity to see chemistry "in action". These experiments should help in understanding chemical concepts and providing you with further insights.

RESOURCES

If you encounter any difficulties with the course, see me first. I will be happy to help you with any aspect of the course, but I am not a mind-reader: YOU have to make the initiative to seek help. Reference books may be found in the Buley Library; additional textbooks and references are available in JE324. All students have access to the on-campus computer network, including computers in the library and the open labs throughout the campus (i.e. JE136). These computers can be used for access to the Internet, for sending EMAIL, and for access to the *eLearning VISTA* where the class material is stored. See me if you need instruction on computer use.

STATEMENT ON DISABILITY

IF YOU HAVE A DISABILITY THAT SHOULD REQUIRE AN ACCOMMODATION DURING THE SEMESTER, PLEASE CONTACT YOUR INSTRUCTOR AS SOON AS POSSIBLE.

WHY?

The important thing is not to stop questioning. - Albert Einstein

Good questions outrank easy answers. - Paul Samuelson

An expert is someone who knows from his own bitter experience almost all possible mistakes in his field. - Niels Bohr

Why is the notion of glory in struggle generally applied to war and not learning? - Ed Eckel

LEARNING OUTCOMES AND OBJECTIVES
(Upon completion of Chemistry 100, students should :)

Have developed the following skills essential to critical thinking:

Objectives	Corresponding Standards
Recognizing and assessing arguments	INTASC 3, 5, 6; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Giving and assessing definitions	INTASC 3, 5, 6; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Distinguishing facts from values	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.4
Making and assessing assumptions	INTASC 3, 5, 6; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Making reliable observations, generalizations and predictions	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.4
Assessing cause-and-effect relationships	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Problem solving, including estimation of answers and checking numerical answers to see	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Logical thinking	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.4

Have a basic understanding of the following fundamental concepts of chemistry:

Objectives	Corresponding Standards
Classification of matter: elements, compounds, mixtures	INTASC 1, 3, 4, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.2, 1.3, 1.4, 1.6, 2.1, 2.7
States of matter: solids, liquids and gases	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.3, 1.4, 2.1
Atoms, molecules and Atomic Theory	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.3, 1.4, 2.1
Chemical and physical properties and chemical and physical changes of matter	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.3, 1.4, 2.1
Energy: its nature, forms, transformation, and role in changes of matter	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.3, 1.4, 2.1
Chemical equations and their use	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.3, 1.4, 2.1
The nature of water and solutions	INTASC 1, 3, 4, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.2, 1.3, 1.4, 1.6, 2.1, 2.7
Bonding, names and properties of selected ionic and covalent compounds	INTASC 1, 3, 5; NSTA 1, 2, 3, 4, 5, 6, 7; CCCT 1.3, 1.4, 2.1
Production and behavior of acids and bases	INTASC 1, 3, 4, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.2, 1.3, 1.4, 1.6, 2.1, 2.7
Properties and structures of selected biological and organic molecules	INTASC 1, 3, 4, 5; NSTA 1, 2, 3, 4, 5, 7; CCCT 1.2, 1.3, 1.4, 1.6, 2.1, 2.7

LEARNING OUTCOMES AND OBJECTIVES-continued
(Upon completion of Chemistry 100, students should :)

*Be able to carry out **decision-making activities**, including:*

Objectives	Corresponding Standards
Applying critical thinking and basic chemical principles to analyze and understand current societal issues and "real-life" situations.	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4
Working together in small groups with other students to achieve a common goal.	INTASC 3, 5, 6; NSTA 2,3, 4,7, 9; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4
Research topics using library resources and the Internet.	INTASC 3, 5; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.4
Clearly communicate both verbally and in written form.	INTASC 3, 5, 6; NSTA 2,3, 4,7; CCCT 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4

*Be able to **conduct themselves safely and efficiently in a chemistry laboratory**, including knowing:*

Objectives	Corresponding Standards
Safety rules for the chemistry laboratory.	INTASC 1, 5; NSTA 1, 3, 5, 9; CCCT 1.4, 2.5, 2.6, 3.2
Procedures for the safe dispensing, handling and disposal of chemicals.	INTASC 1, 5; NSTA 1, 3, 4, 5, 9; CCCT 1.4, 2.5, 2.6, 3.2
Correct use of laboratory instruments and equipment, including making reliable	INTASC 1, 5; NSTA 1, 3, 5, 9; CCCT 1.4, 2.5, 2.6, 3.2
Measurements and expressing the error in measurements using significant figures.	INTASC 1, 5; NSTA 1, 3, 5; CCCT 1.4, 2.5, 2.6
Application of basic mathematics and graphing to data analysis.	INTASC 1, 4, 5; NSTA 1, 3, 5; CCCT 1.4, 2.1, 2.5, 2.6
The basic metric system units and be able to convert from one unit to another.	INTASC 1, 4, 5; NSTA 1, 3, 5; CCCT 1.4, 2.5, 2.6

CHM 100: TENTATIVE LECTURE OUTLINE

<u>WEEK/DATES</u>	<u>LECTURE TOPICS</u>	<u>QUIZ</u>
1	Introduction, Study Skills, & Nature of Science Energy and Matter	NONE
2	An Introduction to Chemistry An Introduction to Chemistry	Quiz 1
3	Atoms and Elements Atoms and Elements	Quiz 2
4	Chemical Bonding Chemical Bonding	Quiz 3
5	PRESIDENTS' HOLIDAY DAY Discovering the Secrets of Nucleus-Nuclear Energy	Quiz 4
6	Discovering the Secrets of Nucleus-Nuclear Energy EXAM I	NONE
7	Air Pollution Air Pollution	Quiz 5
8	Protecting Ozone Layer Protecting Ozone Layer	Quiz 6
9	SPRING BREAK SPRING BREAK	NONE
10	Protecting Ozone Layer Global Warming	Quiz 7
11	Global Warming EXAM II	NONE
12	Global Warming Fuels and Energy	Quiz 8
13	Fuels and Energy Fuels and Energy	NONE
14	Water and Solutions Water and Solutions	Quiz 9
15	Acids & Bases EXAM III	NONE
16	Acids & Bases Energy from Electron Transfer-Batteries	Quiz 10
17	Finals Week - Final Exam will be given on time and date TBA	

CHM 100: TENTATIVE LABORATORY SCHEDULE

<u>Week/Date</u>	<u>EXPERIMENT</u>
1	Laboratory Check-in & Safety Video
2	Ext. 1: The Ubiquitous Bunsen Burner
3	PRESIDENTS' HOLIDAY
4	Ext. 2: Going Metric
5	Ext. 20: The Molecular Weight of Air
6	Ext. #: Spectroscopy of Colored Solutions *
7	Ext. 9: Alcohol Content
8	SPRING BREAK
9	Ext. 24: Hangover Havens: Salicylic Acid
10	Ext. #: Energy Content of Fuels*
11	Ext. #: Chromatography *
12	Ext. 13: Vitamin C in your Diet
13	Ext. 17: Caffeine Crystals from Beverages
14	Ext. 26: Chemical Modeling
15	Laboratory Check-out (Mandatory)
16	Finals Week

***The copies for these experiments will be provided by your lab instructor.**

LABORATORY

The laboratory portion of the course is closely tied in with lecture. Attendance in laboratory is MANDATORY. Remember that it is the policy of the Chemistry Department at Southern Connecticut State University; you **MUST**

PASS LAB WITH A GRADE OF 60% or better TO PASS THE COURSE!

Missed laboratory sessions or excessive tardiness will result in a zero grade. The key to succeeding and learning the concepts involved in the experiments is preparation. The student is expected to be prepared for each experiment and bring his/her calculator, pen, notebook, and safety goggles. The data and answers to the questions posed at the end of each experiment are to be individual efforts. Students (especially lab partners) may work together on calculations and their data but answers to the questions must be written individually. Cheating and/or copying will not be tolerated and all the students involved will receive a grade of zero. Rude or uncooperative students (as determined by the laboratory professors) who disturb fellow students will result in an immediate dismissal from the lab with a resulting grade of zero.

SAFETY! SAFETY! SAFETY! ()

Any student who has not completed the safety training at SCSU must complete the safety videos/lectures at check-in. During the first laboratory section, you will be given the safety rules and methods of safely handling laboratory chemicals. **You will be expected and required to abide by these rules while in the laboratory.** Also, be sure to read the experiment before coming to lab, and note any special safety precautions. Unsafe laboratory procedures are a danger to all and may be grounds for low grades and, in extreme cases, expulsion from laboratory.

LABORATORY EVALUATION

Students must turn in a data/report sheet and a question and answer sheet. Each experiment is 100 pts and the points will be distributed as follows:

Preparation & Notebook	15 pts
Participation & Data/Report Sheet	40 pts
Questions-and-Answers Sheet	45 pts

Remember you will do 11 experiments and you might collect 1100 pts (100%) maximum. In order to pass the lab, you need to collect minimum 660 pts (60%) at the end of the semester.

NOTEBOOKS

You will need to purchase a 50-page composition notebook for the lab part of the class. You will use the notebook for the preparation of the lab. For each lab, you need to address the three questions, which are described below.

The first question requires you to understand the purpose of the experiment and its relation to the topics and the concepts presented in the lecture part of your class and share it with your instructor by writing them down in the notebook. The second question demands that you determine the concepts and terms important for the experiment which you are going to do in that week and define and describe them with your own words. The third and last question is supposed to guide you throughout that experiment by requiring you to read the whole procedure of the experiment and take brief notes about each step and write them down to your notebook.

The lab instructors will evaluate your work and grade your answers every week and assign you a point out of 15pts for your preparation.

Another function of the notebook will be related to the recording the collected data and details (observations) about the experiment. Although you are required to transfer your data into your data/report sheet before you return your whole report which includes data and questions-and-answers sheets, it will be wise to record the data to the notebook first to avoid (minimize) making mistakes in preparing your final report.

One final thing you should do every week before you leave the lab is to make sure that your lab instructor checks your data and initial it. The data and naturally report without the instructor's initials will not be accepted.

REPORTS

(Data and Q&A Sheets) must be completed and handed in every following week at the beginning of the new laboratory section. Late reports will not be accepted and will receive a grade of zero without a valid excuse (i.e. substantiated illness—a doctor's note with a phone number is required).

LATE/MISSED LABORATORY SESSIONS

Any student who is late more than 10 minutes will not be permitted to enter the laboratory for that experiment and will receive a grade of zero. No permission to attend another section that week will be granted under these circumstances.

The experiment must be completed in the designated week. If the laboratory was missed due to a documented illness (a doctor's note with a phone number is required), the student might be permitted to attend a different section of the laboratory for a given week but it is the student's responsibility to contact the professor of that section to learn if there is any available seat on that day. Please note that NO LAB SECTIONS can exceed the maximum of 16 students due to the safety regulations and therefore the ability to complete the experiment outside of scheduled time is NOT guaranteed.

POLICY CONCERNING CIVILITY, COURTESY and CLASS ATTENDANCE

- Students should address faculty and support staff using their appropriate title (Dr., Professor, Mr., Mrs. or Ms.);
- Attend class; a sign-in check off list will be available for each lecture and lab
- Be on time for class;
- Only one person speaks at a time (talking to your classmates during class is impolite and very rude);
- Do not pack up your books and notes until the instructor indicates that class has ended;
- Rude / unruly students will be removed from class;
- Disruptive, ill-mannered behavior will not be tolerated, and will be reported.

STANDARD GUIDELINES		
INTASC [Interstate New Teachers' Assessment & Support Consortium]	NSTA [National Science Teacher's Association] Professional Standards	CCCT [Connecticut Common Core of Teaching]
<p>Scholarship 1. Knowledge of subject matter 2. Knowledge of human development & learning 3. Instruction adapted to meet diverse learners 4. Use of multiple instructional strategies & resources</p> <p>Attitudes and Disposition 5. Effective learning environment created 6. Effective communication 7. Lesson planning</p> <p>Leadership 8. Assessment of student learning to improve teaching</p> <p>Integrity 9. Reflection and professional development</p> <p>Service 10. Partnership with school and community</p>	<p>1. Content Structure and interpret the concepts, ideas and relationships in science</p> <p>2. Nature of Science Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community</p> <p>3. Inquiry Formulating solvable problems, constructing knowledge from data, exchanging information for seeking solutions, developing relationships from empirical data</p> <p>4. Context of Science Relate science to daily life: technological, personal, social and cultural values.</p> <p>5. Skills of Teaching Science teaching actions, strategies and methodologies, interaction with students, effective organization and use of technology.</p> <p>6. Curriculum Extended framework of goals, plans, materials and resources for instruction.</p> <p>7. Social Context Social and community support network, relationship of science to needs and values of the community, involvement of people in the teaching of science.</p>	<p>DEMONSTRATIONS OF KNOWLEDGE 1.1 understanding of student learning & development 1.2 understanding of need for different learning approaches 1.3 proficiency in reading, writing and mathematics 1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s) 1.5 knowledge of how design and deliver instruction 1.6 recognition of need to vary instructional methods</p> <p>APPLICATION OF KNOWLEDGE THROUGH 2.1 instructional planning based upon knowledge of subject, students, curriculum & community 2.2 selection and/or creation of learning tasks that make subject meaningful for students 2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment 2.4 creation of instructional opportunities supporting students' academic, social and personal development 2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry 2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration 2.7 use of various assessment techniques to evaluate student learning & modify instruction</p>

STANDARD GUIDELINES-continued

<p align="center">INTASC [Interstate New Teachers' Assessment & Support Consortium]</p>	<p align="center">NSTA [National Science Teachers Association] Professional Standards</p>	<p align="center">CCCT [Connecticut Common Core of Teaching]</p>
	<p>8. Assessment Alignment of goals, instruction and outcomes, evaluation of student learning.</p> <p>9. Environment for Learning Physical spaces for learning, psychological and social environment, safety in science instruction.</p> <p>10. Professional Practice Knowledge and participation in the professional community, ethical behavior, high quality of science instruction, working with new colleagues as they enter the profession.</p>	<p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH:</p> <p>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers</p> <p>3.2 shared responsibility for student achievement and well-being</p> <p>3.3 continuous self-evaluation regarding choices & actions on students and school community</p> <p>3.4 commitment to professional growth</p> <p>3.5 leadership in the school community</p> <p>3.6 demonstrations of a commitment to students and a passion for improving the profession</p>