

Texas State University
Part-Time Faculty Excellence in Teaching Award
Application Form

Name Jeffrey Allison Net ID jca112

Department Chemistry and Biochemistry College Science and Engineering

Current TXST teaching appointment FTE% 50

Number of long semesters of TXST teaching 4

Brief statement (100 – 150 words) of your qualifications for this award:

Teaching is a dynamic skill that its always in a state of flux. I believe to be an effective teacher you must be willing to adapt to an ever changing student body while still having the greatest possible impact on that student body. I have been teaching for over 13 years, and I continue to learn from my classes every semester. My students both past and present have commented about my effective teaching style and several have personally thank me for inspiring them to reach for ever higher goals as they now enter professional programs and the workforce. I love teaching chemistry and having a chance to share my enthusiasm and personal experiences with our students is something I look forward to every day in my classes.



March 15, 2017

Dear Selection Committee,

I am writing to express my enthusiastic support for the selection of Dr. Jeffrey (Jeff) C. Allison for the Part Time Faculty Excellence in Teaching Award, representing the College of Science and Engineering. Jeff joined the faculty in the Department of Chemistry and Biochemistry as a part time Lecturer in the Fall 2015. Since that time, he has taught two courses each long semester and one course each summer session. Jeff brought a wealth of teaching experience when he joined our faculty. He has been an Associate Professor at Austin Community College since 2007 and was an Assistant Professor of Chemistry at Sul Ross State University from 2004 to 2007.

In our department, Jeff has taught General Chemistry I (CHEM 1341), Organic Chemistry I (CHEM 2341), and Organic Chemistry II (CHEM 2342). Regardless of his teaching assignment, Jeff consistently receives some of the highest student teaching evaluations and peer evaluations in the department. Students appreciate Jeff's enthusiasm in the courses, note that he provides real life examples and has a great sense of humor, and believe that Jeff truly supports them and their efforts to learning a difficult subject. Peers indicate that he keeps his students "highly engaged" and have used his lectures as a source of inspiration for modifications to their own classes. The Department of Chemistry and Biochemistry administers the American Chemical Society (ACS) standardized examinations in both of our freshman courses. In addition to being well respected by both students and peers, Jeff's students consistently exceed the departmental average on the standardized exams.

While Jeff has only been a faculty member in the Department of Chemistry and Biochemistry at Texas State University for a relatively short period of time, he is clearly dedicated to the education of our students and has established himself as a valuable member of our department. I believe that he is an outstanding candidate for the Part Time Faculty Excellence in Teaching Award and give him my highest recommendation. If you have any questions or need further information, please do not hesitate to contact me by phone at (512) 245-7609 or by e-mail at df10@txstate.edu.

Sincerely,

Debra A. Feakes
Professor and Interim Chair

Texas State University
Department of Chemistry and Biochemistry
601 University Drive, San Marcos, Texas 78666
(512) 245-2156 (512) 245-2374 (fax)

- What are your personal strengths as a teacher? (Clear, detailed information about personal strengths as a teacher, with multiple examples)

I want my students to like chemistry. This is my overriding core principle in teaching. The classes that I always enjoyed the most as a student were the ones where the professor was happy to be in the classroom. I like to share my personal experiences from chemistry in the classroom and get my students actively involved in the process through engaging storytelling and clear delineated examples of these processes. I often use the example of accidentally making crotyl thiol (the active compound of skunk spray) during my graduate research as a means of illustrating to not blindly following methodologies and thoroughly research the potential hazards of relatively simple looking molecules. I also want students to understand the historical as well as scientific significance of many of these discoveries. We discuss the synthesis of the first artificial dyes made by William Perkin in the late 1800's which eventually led to discovery of the first modern plastics. I did not have a great appreciation of the historical implications of these discoveries as a student but I now believe it is one of the most effective teaching tools for the classroom as it conveys real world connections to the students.

- How has your teaching changed since you began teaching and what have you done to improve it?

When I first started teaching I wanted to talk about everything relevant to that course and the results were disengaged and confused students. I believe a clear consistent message is vital to an engaged classroom. In first semester general chemistry I used to work very challenging 10 step dimensional analysis problems early in the course to show its full utility, only later to find students could not work three step problems on the exam and never fully adopted this problem solving strategy in the course. I have had to learn to be flexible with my teaching style and teach to the whole class rather than just the best students sitting in the front row.

- Give an example of a teaching challenge you have encountered and explain how you've dealt with it. (Clearly conveyed with detailed information on how it was solved or managed)

My biggest challenge is getting students to actively do homework outside of class. On the first day class, I tell my students that is fine to be frustrated and even angry about the homework assignments as I explain this is part of the natural process of learning and simply recycling old skills would indicate that new skills had been acquired. I compare this to learning to drive a car. Most of us did not start out learning to drive on

I-35 but rather the back of the church parking lot during the week. I believe that more than half of the barrier to doing the homework is psychological so giving forgiving ignorance earlier in the course puts everyone on more even playing field. I generally forgo curves on exams with the use of “bonus quizzes” that have problems directly from the homework. In this way I am “grading” a select few problems on the homework while rewarding those that have put the time and effort into doing the homework before class.

- Please give examples of innovative assignments and course design components that promote active learning and/or engagement (e.g. group projects, peer review, teamwork opportunities, cooperative learning, problem-based learning, discussion).

A major change in my course design was implemented last year as I began to make all of my lecture problems available online through TRACS. I am very much against power point lectures as I believe it takes away from the writing component of class which aides students in recalling the information. By providing the lecture problems discussed in class on TRACS, it gives the students the opportunity to focus on problem solving and at the same time actively writing the answers through classroom discussion. In addition, students working ahead have a chance to look over the problems before coming to class which highlight the major concepts being discussed that day. I prefer this hybrid method of having access to the problems online but needing classroom discussion for the solutions.

CHEM 2342, Section 251
Organic Chemistry II
Spring, 2017

Professor: Dr. Jeffrey C. Allison

E-Mail Address jca112@txstate.edu (checked every day)

Office: Chemistry, Room 201

Office Phone: (512) 262-6558 (sometimes up to a 3-day turnaround)

Lecture Time: MWF: 9:00 – 9:50am, CENT G01

Office Hours: Mon and Wed: 8:00 – 8:50 am; CHEM 201
Tues and Thurs: 8:30 – 9:20 am; CHEM 201 or Fridays by appointment.

Description: This course will cover the material found in chapters 12 –21 and special topic “G” of the assigned text. Students will master the fundamental principles of resonance and aromaticity. Students also will learn oxidation and reduction chemistry. In addition, students will master the common reactions of esters, aldehydes, ketones, carboxylic acids, amines, and amides. Finally, this course will cover the synthesis and characterization of the above mentioned organic compounds.

Prerequisites: You must have completed CHEM 2341 with a grade of "C" or better.

Required Materials: • **Organic Chemistry by Solomon, Fryhle, and Snyder, 12th Ed., Wiley.**

Optional Materials: • **Chemistry: Study Guide & Solutions Manual**, by Solomon et al., 12th Ed., Wiley.

• **Organic Nomenclature** by James G. Trayham, 5th Ed., Prentice Hall.

• **Pushing Electrons** by Daniel Weeks, 3rd Ed., Harcourt.

Homework: Suggested homework is assigned at the end of each chapter and covered **in the order of the calendar on the next page**. *Many of the questions on the exam will come directly from these suggested problems.*

TENTATIVE COURSE OUTLINE CALENDAR

It is strongly advised and expected that students will work all of the Suggested Problems below in coming prepared to lecture and reviewing for Exams.

All changes to the schedule will be posted on TRACS: <https://tracs.txstate.edu/portal>

	Chapters	Suggested Problems
	Chapter 12: Alcohol Synthesis	11- 22, 24-25, 28-30, 31
	Chapter 13: Alkene Systems	18-23, 26, 28-32, 37-38, 40, 43-44
	Chapter 14: Aromaticity	16-18, 20-21, 27, 30-31, 33
Monday, February 13	Exam I	Covers Chapters 12, 13, 14
	Chapter 15: Reactions with Aromatic Compounds	22-24, 26a, 28-37, 41, 43-44, 55
	Chapter 16: Aldehydes and Ketones	22-29, 31-36, 38-39, 41, 43-44, 50, 53, 56
	Chapter 17: Carboxylic Acid Derivatives	18-19, 22-31, 32a-b, 35-36, 46, 48
March (13 – 19)	Spring Break	No Class
Monday, March 27	Exam II	Covers Chapters 15, 16, 17
	Chapter 18: Enolate Chemistry I	15, 18-23, 26-27, 36
	Chapter 19: Enolate Chemistry II	23-24, 25a,b, 26, 33-36, 37a-c,38, 41-44, 47-51
	Chapter 20: Amines	19-26, 30-31, 46, 49-50
Monday, April 24	Exam III	Covers Chapters 18, 19, 20
	Chap 21: Organometallic Chemistry	13-15, 17-18, 25 & Comprehensive Review I/II
Friday, May 5	FINAL EXAM (8:00 - 10:30 am)	Comprehensive (Chapters 1 – 21)

The key to doing well in chemistry is developing a regular study schedule over a period of several days throughout the week. Try to study one or two hours a day rather than cramming or trying to pull an "all-nighter" before an exam. I recommend *2-3 hours of study for every one hour of lecture* so a minimum of *6-9 hours a week* of studying for this course alone.

Please be advised that many of the exam questions will come directly from the suggested problems listed above and the lecture notes.

Attendance: Attendance is optional in this class, however it would be prudent to attend as often as possible to learn key points about working problems relevant to the exams given in this course. All classroom announcements and handouts including this syllabus can be found on TRACS:<https://tracs.txstate.edu/portal>

Bonus Quizzes: These are extra credit pop quizzes given at the beginning or ending of class randomly throughout the semester. Each extra credit point earned will be added to the next exam grade. Ten minutes will be allotted for each quiz given in class. There will be no make-up quizzes given for any reason.

Exams: There will be three regular 50 minute exams given. The dates for the exams are given below:

Exam 1:	Monday, February 13
Exam 2:	Monday, March 27
Exam 3:	Monday, April 24

There are no make-up exams. If you miss an exam due to an *excused* absence, the grade on the final exam will be substituted for the missed exam. The substitution will only be allowed for *one* exam. If no exams are missed, the final examination grade will replace a lower examination grade at the end of the semester.

Final: The final exam will be given at the following time:

Friday, May 5, 2017: 8:00 am - 10:30 am

Every student *must* take the final exam. Failure to take the final exam will result in a grade of "zero" for that exam. A Texas State University answer sheet, 8 1/2 x 11, green on white scantron will be provided for the final exam. *The Final Exam is a comprehensive, standardized exam adopted by the department.*

Grading: There will be 3 "hourly" exams and 1 comprehensive final exam. There will be no make-up exams regardless of excuse. The Final Exam is mandatory and may be used to replace one of your lowest "hourly" exam grades, which includes an "hourly" exam missed for any reason during the semester.

Class Behavior: Students are to arrive on time to class and any students needing to leave early should set in the back of the classroom to not disrupt the class upon exiting. **Cell phones must be silenced during the lecture, and any student seen using a cell during the lecture without special permission from the instructor will be asked to leave the classroom.**

Final Lecture Grade:

3 “hourly” exams x 100 points each = 300 points
+ 1 comprehensive final exam = 100 points
Total Points = 400 points

90% – 100% (360 – 400)	A
80% – 89% (320 – 359)	B
70% – 79% (280 – 319)	C
60% – 69% (240 – 279)	D
below 60% (below 240)	F

Grading Issues: Any questions regarding the grading of a homework assignment, quiz, or examination must be brought to my attention within two weeks of the date that the item was handed back to the students in class.

Honor Code: Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in the student handbook. Violation of the honor code in any way will result in a minimum one letter grade reduction in the student’s overall class grade. The Honor Code can be found at on the Texas State web-site at: <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

Special Needs: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations.

Drop Policy: The automatic "W" deadline is *Tuesday, March 28, 2017*. You do not need my permission to drop the class, and I will not be responsible for dropping you from the course. When dropping a class with a laboratory, you must check out of lab through the stockroom. See Ms. Rachel Bower.

Disclaimer: This syllabus is subject to change as needed.

Student Comments
(Taken from student evaluations from Fall 2015)

"...he engaged students and used different colored chalk to demonstrate the process."

"...guided us to a specific topic each lecture with no side tracking."

"...engaging, funny and passionate."

TEXAS STATE VITA

Please note: For all entries, list most recent items first. Headings without entries may be eliminated, but the heading lettering/numbering should remain consistent with this template.

I. Academic/Professional Background

A. Name: Jeffrey C. Allison

Title: Lecturer

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
Ph.D.	2003	UT - Austin	Chemistry	"Studies Directed Towards the Synthesis of the Natural Product Taxol" Advisor: Philip Magnus

B.S. honors	1998	Oklahoma State University	Chemistry
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C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Post Doctoral Researcher	The University of York, U.K. Department of Chemistry Advisor: Richard Taylor	2003-2004

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Assistant Professor	Sul Ross State University	2004-2007
Interim Department Chair of Earth and Physical Sciences	Sul Ross State University	2006-2007
Associate Professor	Austin Community College	2007-2016
Professor	Austin Community College	2016-present

E. Other Professional Credentials (licensure, certification, etc.)

Member of the American Chemical Society, Golden Key National Honors Society, Phi Lambda Upsilon, Sigma Xi.

II. TEACHING

A. Teaching Honors and Awards:

Nominated for Austin Community College Excellence in Teaching Award. 2013, 2015.

B. Courses Taught:

For Austin Community College:

CHEM 1405 Introductory Chemistry
CHEM 1411 General Chemistry I
CHEM 1412 General Chemistry II
CHEM 2343 Organic Chemistry I
CHEM 2345 Organic Chemistry II

For Sul Ross State University:

CHEM 1401 General Chemistry I
CHEM 1402 General Chemistry II
CHEM 2401 Analytical Chemistry
CHEM 3407 Organic Chemistry I
CHEM 3408 Organic Chemistry II
CHEM 4300 Undergraduate Research
CHEM 4301 Biochemistry I
CHEM 4307 Quantitative Organic Analysis

For Texas State University:

CHEM 1431 General Chemistry I
CHEM 2431 Organic Chemistry I
CHEM 2432 Organic Chemistry II

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees (if supervisor, please indicate):

D. Courses Prepared and Curriculum Development:

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other:

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

b. Textbooks:

c. Edited Books:

Organic Chemistry by Solomon, Fryhle, and Snyder, 11th Ed., Wiley. (Test Bank Editor)

d. Chapters in Books:

e. Creative Books:

2. Articles

a. Refereed Journal Articles:

N-(4-methylbenzenesulfonyl)-Pyrrolidines and Piperidines by a Tandem S_N2-Michael Addition Reaction. Bunce, R. A.; Allison, J. C. *Synth Comm.* **1999**, 29, 2175.

b. Non-refereed Articles:

3. Conference Proceedings

a. Refereed Conference Proceedings:

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

7. Other Works in Print:

B. Works not in Print

1. Papers Presented at Professional Meetings:

2. Invited Talks, Lectures, and Presentations:

American Chemical Society, Permian Basin, Angelo State University, 2006.

American Chemical Society, Southern Oklahoma, Murray State College, 1998.

3. Consultancies:

4. Workshops:

Brewster County High School Chemistry Teachers Review Workshop, Sul Ross State University, 2006.

5. Other Works not in Print:

a. Works “submitted” or “under review”

b. Works “in progress”

c. Other works not in print

C. Grants and Contracts

1. Funded External Grants and Contracts:

Welch Foundation Grant, Department of Chemistry (PI) , Sul Ross State University, 2004-2007.

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

IV. SERVICE

A. Institutional

1. University:
2. College:
3. Department/School:

B. Professional:

C. Community:

Airport Safety Advisory Board, Alpine, TX 2005-2006.

D. Service Honors and Awards:

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts:
2. Submitted, but not Funded, External Service Grants and Contracts:
3. Funded Internal Service Grants and Contracts:
4. Submitted, but not Funded, Internal Service Grants and Contracts: