

## 2D: Observe & Analyze 2

**Julie Candio Sekel, MA, Adjunct Instructor** [00:00:00] All right, I got one for you. Have you heard the one about the chemist who is reading a book about helium?

**Students** [00:00:05] No.

**Julie Candio Sekel, MA** [00:00:07] He just couldn't put it down. No?

**Julie Candio Sekel, MA** [00:00:10] All right. I have one more.

**Student** [00:00:13] Here we go.

**Julie Candio Sekel, MA** [00:00:14] The optimist sees the glass half full. The pessimist sees the glass half empty. The chemist sees the glass completely full, half in the liquid state and half in the vapor state.

**Student** [00:00:29] You wanted to be a stand-up, and ended up a chem teacher, how'd that happen?

**Julie Candio Sekel, MA** [00:00:32] I thought you would never ask. It all started because when I was younger, I had some serious chores. I had to clean the bathroom and I grew up in a family of eight. You know, back then, people didn't really care about environmental impact, and so I was using some pretty toxic stuff. Later on, I took a course in chemistry and my professor gave us an assignment that really challenged us to create an eco-friendly cleaning solution. And that's the first time that I remember seeing a connection between what I was learning inside the classroom and my life outside of it. And then from that point on, I drove my mom crazy with ideas about what we should be using to clean the house.

**Student** [00:01:15] So, you know, that sounds like it would be a really hard assignment and I don't even know where I would start with that.

**Julie Candio Sekel, MA** [00:01:20] Well, lucky for you, you're going to learn because we're going to do that same assignment in this class. I've seen so many students come into this class with little knowledge of chemistry and leave with an understanding about how to apply information that they learned inside this classroom to their lives outside of it. That could be you.

**Student** [00:01:42] I saw something on the syllabus about talking to chemists in the field. How would we do that? Will a chemist from a lab coming to talk to us?

**Julie Candio Sekel, MA** [00:01:50] Well, we won't really have time for that. But you run into chemists all the time, even if you don't realize it. A pharmacist is a chemist and and so is a chef.

**Student** [00:02:00] I don't know, I'm just not very good at math or science, like, I don't know if I'd really be a student that could really do chemistry. Like, I don't even know how to study for it.

**Julie Candio Sekel, MA** [00:02:08] You're going to be fine. Don't worry. We're going to do a variety of activities, including labs, and I'll show a lot of videos and make sure that we have very rich class discussions in addition to my lecture. So one way or the other, you're going to be able to figure out what's going on.

**Student** [00:02:25] I hope so. I'm just not, like, great at school. Maybe I could be a chef or something like that . . .

**Julie Candio Sekel, MA** [00:02:31] I mean, you need to do your part too, of course. Make sure that you keep up with the homework assignments and do the readings and take good notes so you're prepared for our two major exams in this course. Both exams are multiple-choice only, but our department worked very hard to ensure that they require students to do some real thinking. Yeah?

**Student** [00:02:53] Can we get help from you, like, extra help outside of class if we're really struggling or have problems with the material?

**Julie Candio Sekel, MA** [00:03:00] Yeah, absolutely. That's what office hours are for, and they're posted to the course syllabus so you can take a look at them there. Yeah?

**Student** [00:03:07] I actually have class during your office hours and my schedule is really packed this semester, so . . .

**Julie Candio Sekel, MA** [00:03:13] That's no problem at all. That's why we have email, right? I'm going to do whatever I can to help you achieve your goals in this course.

**Student** [00:03:21] I have another question.

**Julie Candio Sekel, MA** [00:03:22] Yeah, sure.

**Student** [00:03:23] Can we do extra credit or or earn bonus points or correct homework assignments so that we can get our grade higher?

**Julie Candio Sekel, MA** [00:03:31] That's a good question, but I haven't really offered those types of opportunities in the past. I did have a student in one of my earlier classes asking if they can use index cards to take exams. Let's do this. Give me the week to think about it. I'm going to speak with a couple other instructors who also teach this course and get their insights and then I'll get back to you, okay?

**Student** [00:03:52] Sounds good.

**Julie Candio Sekel, MA** [00:03:53] All right. So let's move into today's lecture.