

Physical Chemistry Lab Report Rubric

Formatting (10 Points)

- *Used ACS template
- *Times New Roman Font
- *Double spaced text

Manuscript Criteria (20 Points)

- *1200- 1500 words
- *Maximum of 3 Labeled figures, tables, charts graphs or images with captions
- *AT LEAST 5 Citations (ACS formatting)

Language (10 Points)

- *No misspelled words
- *Correct usage
- *Past tense for methodology and discussion
- *Present tense when referring to data
- *Did not use pronouns (My, me, our, we etc.)

Content (50 Points)

- *Abstract: Is a brief summary of the report including the methods used, all pertinent results and known values, mentions any known major error that may explain major inconsistencies. Max of 150 words
- *The information section is self-contained and sufficient to explain why the experiment was performed and why the method was used and how it could be used to yield the sought after result. -400-500 words.
- *The methodology gave a concise and complete overview of what the experiment without delving into procedural monotony. Cite the Lab manual. -200-300 words
- * Data/Results section should systematically present the data and mention any inconsistencies and how they were addressed (such as additional analysis performed, or extra data collected). Includes a summary of the pertinent or key results and gives the literature values in an easily accessible way.
- *The discussion should be the focus of the report where the results summarized in the data section are explained and provides justification for the results or a well sported explanation for inconsistencies in the data.
- *Citations At least 5 citations in proper ACS format.

Professionalism (10 Points)

- *Tone and explanations of the manuscript are professional and well sported with facts rather than excuses.

How To Write Physical Science Lab Report Examples

D Keegan



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, Hands-on Physical Science Laurie E. Westphal, 2008 Introduce your students to the fascinating world of physical science with these creative and adventurous experiments in chemistry and physics Grades 4-8 **Discipline-Specific Writing** John Flowerdew, Tracey Costley, 2016-09-13 Discipline Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers This book highlights the importance of discipline specific writing as a critical area of competence for students and covers both the theory and practice of teaching this crucial topic With chapters from practitioners and researchers working across a wide range of contexts around the world Discipline Specific Writing Explores teaching strategies in a variety of specific areas including science and technology social science and business Discusses curriculum development course design and assessment providing a framework for the reader Analyses the teaching of language features including grammar and vocabulary for academic writing Demonstrates the use of genre analysis annotated bibliographies and corpora as tools for teaching Provides practical suggestions for use in the classroom questions for discussion and additional activities with each chapter Discipline Specific Writing is key reading for students taking courses in English for Specific Purposes Applied Linguistics TESOL TEFL and CELTA **Academic Writing, Real World Topics** Michael Rectenwald, Lisa Carl, 2015-05-28 Academic Writing Real World Topics fills a void in the writing across the curriculum textbook market It draws together articles and essays of actual academic prose as opposed to journalism it arranges material topically as opposed to by discipline or academic division and it approaches topics from multiple disciplinary and critical perspectives With extensive introductions rhetorical instruction and suggested additional resources accompanying each chapter Academic Writing Real World Topics introduces students to the kinds of research and writing that they will be expected to undertake throughout their college careers and beyond Readings are drawn from various disciplines across the major divisions of the university and focus on issues of real import to students today including such topics as living in a digital culture learning from games learning in a digital age living in a global culture our post human future surviving economic crisis and assessing armed global conflict The book provides students with an introduction to the diversity complexity and connectedness of writing in higher education today Part I a short Guide to Academic Writing teaches rhetorical strategies and approaches to academic writing within and across the major divisions of the academy For each writing strategy or essay element treated in the Guide the authors provide examples from the reader or from one of many resources included in each chapter s Suggested Additional Resources Part II Real World Topics also refers extensively to the Guide Thus the Guide shows student writers how to employ scholarly writing practices as demonstrated by the readings while the readings invite students to engage with scholarly content *Argument-Driven Inquiry in Physical Science* Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Ashley Murphy, Victor Sampson, 2016-10-01 Are you interested in using argument driven inquiry for middle school lab instruction but just aren't sure how to do it Argument Driven Inquiry in

Physical Science will provide you with both the information and instructional materials you need to start using this method right away The book is a one stop source of expertise advice and investigations to help physical science students work the way scientists do The book is divided into two basic parts 1 An introduction to the stages of argument driven inquiry from question identification data analysis and argument development and evaluation to double blind peer review and report revision 2 A well organized series of 22 field tested labs designed to be much more authentic for instruction than traditional laboratory activities The labs cover four core ideas in physical science matter motion and forces energy and waves Students dig into important content and learn scientific practices as they figure out everything from how thermal energy works to what could make an action figure jump higher The authors are veteran teachers who know your time constraints so they designed the book with easy to use reproducible student pages teacher notes and checkout questions The labs also support today s standards and will help your students learn the core ideas crosscutting concepts and scientific practices found in the Next Generation Science Standards In addition the authors offer ways for students to develop the disciplinary skills outlined in the Common Core State Standards Many of today s middle school teachers like you want to find new ways to engage students in scientific practices and help students learn more from lab activities Argument Driven Inquiry in Physical Science does all of this while also giving students the chance to practice reading writing speaking and using math in the context of science

A Guide to Writing in the Sciences Andrea A. Gilpin, Patricia Patchet-Golubev, 2000-01-01 Clear and concise this guide describes the basic elements of scientific writing from lab reports to research essays to articles as well as the grammar and punctuation fundamental to all writing 128 pp

Academic Writing, Real World Topics - Concise Edition Michael Rectenwald, Lisa Carl, 2016-07-20 Academic Writing Real World Topics fills a void in the writing across the curriculum textbook market It draws together articles and essays of actual academic prose as opposed to journalism it arranges material by topic instead of by discipline or academic division and it approaches topics from multiple disciplinary and critical perspectives With extensive introductions rhetorical instruction and suggested additional resources accompanying each chapter Academic Writing Real World Topics introduces students to the kinds of research and writing that they will be expected to undertake throughout their college careers and beyond This concise edition provides all the features of the complete edition in a more compact and affordable format Key Features Contemporary cutting edge readings on relevant topics Extensive cross referencing between the rhetoric and the reader to help students make connections Full length essays rather than excerpts Chapter introductions that put readings in context and promote interdisciplinary connections Sample student essays to demonstrate student contribution As You Read guides to each chapter that encourage readers to locate points of contact among readings Questions after each reading that enable comprehension help students identify rhetorical moves and prompt oral and written response

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Writing across Contexts Kathleen Blake Yancy, Liane Robertson, Kara Tacsak, 2014-04-15. Addressing how composers transfer both knowledge about and practices of writing, *Writing across Contexts* explores the grounding theory behind a specific composition curriculum called Teaching for Transfer (TFT) and analyzes the efficacy of the approach. Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not, the authors demonstrate that the content of this curriculum, including its reflective practice, provides a unique set of resources for students to call on and repurpose for new writing tasks. The authors provide a brief historical review, give attention to current curricular efforts designed to promote such transfer, and develop new insights into

the role of prior knowledge in students ability to transfer writing knowledge and practice presenting three models of how students respond to and use new knowledge assemblage remix and critical incident A timely and significant contribution to the field Writing across Contexts will be of interest to graduate students composition scholars WAC and writing in the disciplines scholars and writing program administrators

The Chicago Guide to Writing about Multivariate Analysis, Second Edition Jane E. Miller, 2013-09-26 Many different people from social scientists to government agencies to business professionals depend on the results of multivariate models to inform their decisions Researchers use these advanced statistical techniques to analyze relationships among multiple variables such as how exercise and weight relate to the risk of heart disease or how unemployment and interest rates affect economic growth Yet despite the widespread need to plainly and effectively explain the results of multivariate analyses to varied audiences few are properly taught this critical skill The Chicago Guide to Writing about Multivariate Analysis is the book researchers turn to when looking for guidance on how to clearly present statistical results and break through the jargon that often clouds writing about applications of statistical analysis This new edition features even more topics and real world examples making it the must have resource for anyone who needs to communicate complex research results For this second edition Jane E Miller includes four new chapters that cover writing about interactions writing about event history analysis writing about multilevel models and the Goldilocks principle for choosing the right size contrast for interpreting results for different variables In addition she has updated or added numerous examples while retaining her clear voice and focus on writers thinking critically about their intended audience and objective Online podcasts templates and an updated study guide will help readers apply skills from the book to their own projects and courses This continues to be the only book that brings together all of the steps involved in communicating findings based on multivariate analysis finding data creating variables estimating statistical models calculating overall effects organizing ideas designing tables and charts and writing prose in a single volume When aligned with Miller s twelve fundamental principles for quantitative writing this approach will empower readers whether students or experienced researchers to communicate their findings clearly and effectively

Disciplinary Literacy Inquiry & Instruction, Second Edition Jacy Ippolito, Christina L. Dobbs, Megin Charner-Laird, 2024-05-23 A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline specific literacy skills they need to succeed in college the workplace and the society of tomorrow

The Chicago Guide to Writing About Numbers Jane E. Miller, 2015-04-09 For students scientists journalists and others a comprehensive guide to communicating data clearly and effectively Acclaimed by scientists journalists faculty and students The Chicago Guide to Writing about Numbers has helped thousands communicate data clearly and effectively It offers a much needed bridge between good quantitative analysis and clear expository writing using straightforward principles and efficient prose With this new edition Jane Miller draws on a decade of additional experience and research expanding her advice on reaching everyday audiences and further integrating

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Writing across Contexts Kathleen Yancey,Liane Robertson,Kara Taczak,2014-05-15 Addressing how composers transfer both knowledge about and practices of writing Writing across Contexts explores the grounding theory behind a specific composition curriculum called Teaching for Transfer TFT and analyzes the efficacy of the approach Finding that TFT courses aid students in transfer in ways that other kinds of composition courses do not the authors demonstrate that the content of this curriculum including its reflective practice provides a unique set of resources for students to call on and repurpose for new writing tasks The authors provide a brief historical review give attention to current curricular efforts designed to promote such transfer and develop new insights into the role of prior knowledge in students ability to transfer writing knowledge and practice presenting three models of how students respond to and use new knowledge assemblage remix and critical incident A timely and significant contribution to the field Writing across Contexts will be of interest to graduate students composition scholars WAC and writing in the disciplines scholars and writing program administrators

Teaching Undergraduate Science Linda C. Hodges,2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels

with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

Variation in University Student Writing Larissa Goulart, 2024-08-15 This book provides a comprehensive description of the situational and linguistic characteristics of undergraduate student writing considering both assignment type and discipline Drawing on a corpus of more than 900 undergraduate student assignments from four disciplinary groups Arts and Humanities Social Sciences Physical Sciences and Life Sciences the book combines corpus based analyses of linguistic features with analyses of communicative purposes and text characteristics Variation in University Writing takes a new approach to register variation by grouping assignments by their communicative purpose to argue to explain to compare to describe to narrate a personal event to give a procedural recount to give personal advice and to propose rather than register categories A multidimensional analysis provides a detailed description of the linguistic patterns of undergraduate writing The findings presented in this book will be of interest to teachers of writing instructors of English for Academic Purposes EAP and researchers of university writing

Writing in the Disciplines Christine Hardy, Lisa Clughen, 2012-05-18 This book develops academic writing in higher education Viewing writing as a complex sociocultural act it analyses key issues in writing environments and their impact on student writing Drawing on research practice and the existing body of knowledge it also offers practical writing activities that can be used with students in the disciplines

Scientific and Technical Aerospace Reports, 1992

Succeeding from the Margins of Canadian Society Francis Adu-Febiri, Everett Ofori, 2009-11-08 It is possible to overcome barriers to minority success in Canada The stance of this book is that new immigrants refugees and international students do

not have to settle for underachievement despite the cultural and structural disadvantages they face in Canada. The fact is the unequal social structure of Canada has some cracks and many minorities have used strategic resources to open up these cracks and achieved tremendous upward social mobility in Canadian society from the margins. These documented minority successes in Canada in the face of systemic marginalization provide lessons and hope for new immigrants, refugees, and international students. The economic, political, social, and cultural problems that minorities encounter in Canadian institutions, organizations, communities, and from individuals overwhelm and break many of them. However, some minorities break records in the face of the frustrations they encounter. What accounts for the success of the latter group of immigrants, refugees, and international students in Canada? Individual efforts and personal ambitions are not enough to explain these success stories. This book highlights strategies and support systems that facilitate minority strategic connections with Canadian mainstream institutions, organizations, and individuals to win from the margins of society. Although the book does not get into the theories of inequality, equity, and diversity, it does acknowledge the structural and cultural barriers to minority success in Canada. That is, it does not blame individual minorities for not making it in Canada. Rather, it points to strategic resources that new immigrants, refugees, and international students can use to help them overcome some of the barriers to success in Canada.

About the Authors: Dr. Adu Febiri is currently Sociology Professor in the Department of Social Sciences at Camosun College, British Columbia, Canada. Francis is also an Associate Member of the Faculty of Graduate Studies at the University of Victoria. He has presented and published extensively on tourism, human factor development, globalization, diversity, racialization, and ethnicity. He is the author of *First Nations Students Talk Back: Voices of a Learning People*. Dr. Adu Febiri is the founder and president of Workplace Diversity Consulting Services (WDSCS) and serves as the Chair of the Ethnocultural Advisory Committee of the Ministry of Children and Family Development, Victoria, British Columbia. He has been the president of the Canadian Chapter of the International Institute for Human Factor Development (IIHFD) since 2000.

Everett Ofori is the author of *Prepare for Greatness: How to Make Your Success Inevitable* and *The Changing Japanese Woman: From Yamatonadeshiko to Yamatonadegucci*. In addition to four years of volunteer service as an English teacher with the Intercultural Association of Greater Victoria, British Columbia, Everett has coached hundreds of university and high school students both in Canada and Asia on how to hone their oral and written communication skills. He holds a Master's in Business Administration (MBA) degree from Heriot Watt University, Scotland, and is currently working through his Doctorate program.

Preparing to Teach Writing James D. Williams, 2014-02-05. *Preparing to Teach Writing* Fourth Edition is a comprehensive survey of theories, research, and methods associated with teaching composition successfully at the middle secondary and college levels. Research and theory are examined with the aim of informing teaching. Practicing and prospective writing teachers need the information and strategies this text provides to be effective and well prepared for the many challenges they will face in the classroom. Features: Current combines discussions and references to foundational studies that helped define the field of

rhetoric and composition with updated research theories and applications Research based thorough examination of relevant research in education literacy cognition linguistics and grammar Steadfast adherence to best practices based on how students learn and on how to provide the most effective writing instruction A Companion Website provides sample assignments and student papers that can be analyzed using the research and theory presented in the text *Collaborative School Leadership* Ron Nash,Kathleen Hwang,2012-11-06 In *Collaborative School Leadership* Nash and Hwang provide administrators with clear and focused ideas on making the most of collaborative leadership while on the path to continuous improvement Recognizing that classroom instruction is at the core of any plan of improvement this book looks at the role and nature of powerful building level professional development Nash and Hwang provide answers to critical questions As part of a school s improvement efforts what is non negotiable What are some barriers to progress and how can they be overcome or removed How can building administrators help teachers improve instruction An extensive appendix provides principals and teacher leaders with ten lessons and an entire chapter is devoted to the kind of formative support that building administrators can provide in the pursuit of student progress Finally Nash and Hwang elaborate on the whole decision making process and differentiate between the kind of independent and interdependent reflection that is part of the relentless pursuit of continuous improvement at the building level

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