

# Chemistry 1A

## Laney College      Chemistry      Spring 2018

### Catalogue Information:

Course Name:            General Chemistry 1 A

Course Number: Chem. 1A

Course Code:            Lecture: 24743; Lab: 24744/24760

there are two different lab classes for this lecture you need to be in one of them to be in this class. The codes are listed by time, respectively.

Class Meeting:        Lecture: Tuesday & Thursday 9:00 am-11:50 p.m. room A266  
Lab: Tuesdays/ Thursdays 1:00 pm-2: 15 pm or 2:30-3:45 pm (Tu-Th) Rm A236

Prerequisites:        Algebra at the level of **Math 203** or **Math 211D**. (One should be able to manipulate variables, solve equations with one variable, and graph linear functions. Students should also be able to easily translate between words and mathematical equations.)

Recommended:        Recent successful completion of high school chemistry or **Chem. 30A** or **Chem. 50**. **This means a C+ or better.**

Instructor:            Pinar Alscher

Office:                 A 237 office, which is in room A236.

Telephone:            510-464-3273

E-mail:                [palscher@peralta.edu](mailto:palscher@peralta.edu). Do not email me on any other server.

Laney Web Page <http://laney.edu/pinar-alscher/>

MOODLE:            The link is on my Laney web page.

Office hours:        Days, times. I hold office hours in either A235 or A236 depending on availability  
Monday & Wednesday A236: 4:30-5:30  
Tuesday & Thursday      A236      4:30-6:30  
Friday :TBA

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## Required Textbooks and Tools

- Textbook: Brown, LeMay, Jr., Bursten, Burdge: Chemistry, The Central Science 13<sup>th</sup> edition. [ISBN 978-0321910417] (The Laney college bookstore is selling the textbook and solutions manual as a package.) You may also be accountable for any additional reading provided during the semester.
- Homework, Tutorials: **Mastering Chemistry is required for the class.** It can be bought online at the Pearson store if you own a book (or used copy) or should come free with a new book. I refer you to the handout that you will get on the first day. The code for the class is : MCALSCHER96530
- Web Pages: **My Peralta Web Page:** <http://laney.edu/pinar-alscher/> **MOODLE:** (See Web Page), My email: [palscher@peralta.edu](mailto:palscher@peralta.edu); Turn it in [if we use it] : turnitin.com.
- Lab manual: Lab instructions are online at my website, **NOT MOODLE.** My website is <http://laney.edu/pinar-alscher/>. Instructions for accessing the website will be given during class. (This is one of your first assignments)
- Lab notebook: A **bound** notebook with numbered duplicate pages, such as Saunders Student Laboratory Research Notebook. (100 pages). **DO NOT GET THE ONE WITH 50 PAGES; IT IS NOT ENOUGH PAPER.** Make sure the copy pages are yellow or a light color. I prefer the **top perforated**, spiral binding notebook (**Organic Chemistry Student Lab Notebook: 100 Carbonless Duplicate Sets. Top sheet perforated or Student Lab Notebook: 100 Carbonless Duplicate Sets. Top sheet perforated**) Most students find it easier to use and the top copy is clearer for me to grade.
- Calculator: Any good calculator (TI30X, my favorite, \$9.00 on Amazon) that has exponential or scientific notation (i.e.  $4 \times 10^3$ ), logarithms and square root function keys. Don't spend a lot of money on a calculator that you can't figure out how to use by the first day. **You will not be allowed to use a programmable calculator on tests-So don't ask.**
- Time: You need to allow yourself at least 2 hrs for every hour of lecture and 2 hours for every hour of lab. This computes to 24 hrs a week.
- Recommended: Problem-solving books such as the Schaum's outline series (ISBN 0-07-023684-4)
- General requirements: Use of email, the Internet and ordinary computer programs (word processing, spread sheet, text editor). Also, to do well in the class, you should understand English well enough to follow what I say in class and express your thoughts clearly on tests. For ESL students, this corresponds to the 200 and 240 ESL series.

## Course Description

Chemistry is the study of matter and its changes. The courses Chemistry 1A and 1B, comprise a one-year, college level, introduction to the basic concepts, principles and methods of general chemistry. In Chemistry 1 A, we are interested in studying matter at the macroscopic and microscopic levels. We will endeavor to explain the behavior of macroscopic systems by studying the behavior of microscopic systems. We will cover chemical reactions, stoichiometry, atomic theory, chemical bonding, and behavior of states of matter, dispersed systems (solutions), survey of reactions in aqueous solution and thermo-chemistry. This corresponds to Chapter 1-11 & 13. We do a brief overview of Chapter 12.

This course is recommended for science majors, engineering, health and pre-med. students or anyone who is curious about the nature of matter, who seeks to better understand the universe, or those who wildly wish to experience the enchantment of college chemistry. The course expands on material learned in Chem. 50, 30 A or high school chemistry. This class will provide an adequate foundation for further study in chemistry.

## What to expect in Chemistry 1A

**Synopsis of topics:** Scientific method; measurement; matter; conservation laws; Dalton's atomic theory, atomic weights; symbols; formulas; chemical equations; mole concept; molecular weights; percent composition; empirical molecular and empirical formulas; balancing equations; stoichiometry; theoretical/ percent yield; molar concentrations; atomic structure; bonding; ionic reactions in solutions; gases states of matter via intermolecular attractive forces; periodicity; solutions; thermo-chemistry; VSEPR.

### **Institutional learning outcomes (ILO)**

1. **Communication:** Students will effectively express and exchange ideas through various modes of communication.
2. **Critical thinking and problem-solving:** Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings, and implementing effective solutions.
3. **Career technical skills:** Students will demonstrate technical skills in keeping with the demands of their field of study.
4. **Global awareness, ethics, and cynical responsibility:** Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice, and cultural diversity.
5. **Personal and professional development:** Students will develop their knowledge, skills and abilities, for personal and/or professional growth, health, and well-being.

### **Learning outcomes:**

1. SLO 1. Solve quantitative chemistry problems and demonstrate reasoning clearly and completely. Integrate multiple ideas in the problem solving process. Check results to make sure they are physically reasonable.
2. SLO 2. Clearly explain qualitative chemical concepts and trends.
3. SLO 3. Describe, explain, and model chemical and physical processes at the molecular level to explain macroscopic properties.
4. SLO 4. Perform laboratory techniques correctly using appropriate safety procedures.
5. SLO 5. Analyze the results of laboratory experiments, evaluate sources of error, synthesize this information, and express it clearly in written laboratory reports.
6. SLO 6. Maintain a laboratory notebook according to standard scientific guidelines.
7. SLO 7. Design, construct, and interpret graphs accurately.

### **My goals are:**

- a) To teach chemistry, to interest you in the science of chemistry but not to make you into a science major, if you don't want to be.
- b) To make the course relevant, by showing connections with other subjects, history, math English, environment, etc. This is necessary because you will be dealing with chemistry for the rest of your life.
- c) To have you learn facts and concepts then apply them, using general principles that I will stress.
- d) To create conditions such that you can acquire a good education.

### **To achieve these goals, I will:**

- a) Present a solid, standard course for a student who needs chemistry but is not necessarily majoring in chemistry.
- b) Come each day with carefully thought out sequences of topics. (I use notes as reference; you will see me refer to them on occasion.)
- c) Not spend time repeating simple definitions and facts.
- d) Not read the book to you or for you.
- e) Explain and interpret topics in the text, looking at them sometimes in a different way, from my experiences as a teacher.
- f) Work through sample problems, emphasizing the general mode of attack on problems (not only in chemistry, but generally.)
- g) Assign homework to assist you to determine what you have learned, and how well. (These are collected and scored but not graded.) Answers to all problems and detailed working of some, will be available in the library under my name.
- h) Sometimes cover topics not in the text. (You will be advised when you need to learn this material.)
- i) Give you leads and references for further investigation. (I will state clearly, when such material will not be on tests.)
- j) Not grade on a curve. I will use a grade scale, so your grade depends on your level of achievement. (Everybody can make an A!)
- k) Occasionally correct errors in the text. This incorrect text material will not be accepted as answers on tests.

### **Students who do well:**

- a) Learn concepts as well as facts. (Facts are necessary, not sufficient.)
- b) Learn concepts behind questions on homework and tests. (Within 3-4 days after a test, you should be able to make 90% on similar tests.)
- c) Attend class consistently, and read text before lecture consistently.

- d) Study two-three hours out of class (on average) for each hour in class. (Reading is not studying; it is preliminary to studying.)
- e) Ask questions! (These can pertain to homework.)
- f) Put in time consistently on homework.
- g) Don't cram the night before the tests. This means you prepare for exams.
- h) Are self-governing and follow classroom etiquette.
- i) Develop good note taking ability, and test taking ability.
- j) Listen actively in class to lecture. Your participation throughout lecture is encouraged, welcomed, and expected.
- k) Bring the lecture book to class because I refer to the book a lot.

### Class Information

**INTERNET INTERFACE:** In this class, you will be required to use the Internet to obtain handouts for the lecture and lab, take quizzes, check your class assignment scores, do homework, and contact me.

- **Lecture and lab handouts:** during the first week of school, I will give you some of the handouts you will need for lecture and lab. After that, you will go my website (<http://laney.edu/pinar-alscher/>) before lecture or lab to get handouts.
- **MOODLE:** MOODLE is an online site that many teachers use for posting quizzes, etc. You should check the MOODLE site at least once a week. All class quizzes are done on MOODLE. I post your Exam and Lab scores on MOODLE. I have, in the past, also posted lab handouts. **MOODLE is not the final account of your grade.** It is a list of your scores; MOODLE does not drop scores or average them. It records them.
- **Mastering Chemistry:** Homework for the textbook is done on Mastering Chemistry.
- **Turn it in (if we use it this semester):** There will be some assignments that are turned in to Turn It in. They will be posted. This means I won't accept a hard copy.

**LECTURES:** Lecture will cover chapters 1-11 & 13; some sections will be covered with more detail than others. However, you are responsible for all topics covered in the book, lecture, and to some extent lab, unless otherwise stated. The goal of this course is to help you construct an understanding of the major concepts of chemistry. I give interactive lectures in which you participate. You will need to bring your textbook to lecture since I refer to it often. We will spend some class time working on problems and discussing them. You are expected to participate in class discussions and problem solving. The material requires a greater measure of discipline and stringency than was required in an introductory course. **Consequently, the student is expected to do more off-site reading and will study concepts mentioned in class, but not covered in detail.** The **BEST** way to learn chemistry is to participate actively in class; come to class ready to work and learn. I invite you to ask questions if they pertain to the problems or topics being discussed. We have 155 min. per lecture. **Lecture starts at 9:00 a.m.** We will have a **20-min. break, from 10:15 to 10:35.** Lecture resumes at **10:35 to 11:50** give or take 5 min. I have put the solutions manual in the library reserve section. Ask your classmates what you have missed if you are late. **DO NOT ASK ME TO GO OVER MATERIAL THAT YOU MISSED BECAUSE YOU ARE LATE—THAT IS YOUR CHOICE NOT MINE.**

**EXAMS:** Exams will be given on the dates listed in the calendar. They will be 2-2.5 hr. long covering about two to three chapters. Showing your work is part of the grade. No make-up exams will be given —**EVER** (see section on 'Makeups'). Also, there are no test correction points given for the first or third exam. Do your best the first time around.

Exams will focus on the readings, lecture, and laboratory topics, but can include material from earlier in the course and reflect previous knowledge of chemistry. Questions will involve manipulating chemical symbols, calculating numbers, drawing pictures and graphs, making predictions, and offering well-written explanations for conceptual questions. You are expected to know key words for the exam. You will not be allowed to use any electronic devices (calculators excluded), a dictionary, or a translator during an exam. Also, you cannot have cell phones, or blue tooth devices visible during the exam. They should be in your book bag.

**I NEVER GIVE MULTIPLE CHOICE QUESTIONS.** If that is the style of exam you want, take another instructor. Copies of practice exams are on my web site. These exams give you an idea of former test questions but do not reflect the actual test questions. [The tests may seem long (in terms of # pages), but I give you plenty of space to write in and enough time to take the test. **Part of taking a test in college is learning time management and mastery of the material.**]

We will have 3 exams (see class calendar for dates) and a final. These dates do not change. The exams will start at 9:00 sharp. If you are late, you will not get extra time. Please be in your assigned seat for the exam. If seats are not assigned, I will move you so that you are not near friends or lab partners. The final will be given at 9:00 AM on Tuesday December 19th; again, no extra time will be allotted for lateness. The final is comprehensive, covering all the material in lecture, concepts from lab and the textbook. **Any point corrections on tests, quizzes or labs must be made one week of the date the assignment was returned and in writing. Don't hand back the test and say, "There is an error here, fix it." I will not entertain grade changes after one week from the time of the test date.**

**LABORATORY:** We are scheduled for 10-14 lab experiments that coincide (hopefully) with lecture topics. The calendar shows the date that we will do each lab. Please check the calendar for the lab number and title, because the labs are not sequential. Unless specified, you should come to class with the title, purpose and procedure written, not typed, in your lab book. Each student must have their own lab book; lab books cannot be shared. Every lab period you will need to sign your lab book out with your instructor, for full credit.

You are graded on the participation, adherence to safety, following correct format in the write-up, quality of work, and results. For each new lab, you will come to class with a purpose and an outline of the procedure written neatly in your lab book. Lab books are checked during lab. No pre-lab, no credit for the pre-lab. During lab, you will record any observations and data directly into your lab book; I will look for evidence of this during the lab. The finished lab should have a purpose, a procedure, a data table, a calculation section, a results table, an evaluation section, questions, and for selected labs, a summary. (See 'How to write a lab report' handouts). Any work that is deemed illegible will be marked down. **Homework/labs is turned in on paper with clean edges; I call these Hansel and Gretel based on the little piece of paper these two, sugar seeking, wayward youths followed to find their way home. You will lose points if your edges are not clean because I will not accept it. It will be late.**

Labs are due the week after the last day the lab is completed in class; if the lab is schedule to finish Tuesday, the report is due the following Tuesday. **If you forgot to include sections in your lab and submit them late, the whole lab is late.** (If it is late, you will get 40% off) **You must come to your assigned lab, not any lab time that you feel like. YOU CANNOT TURN IN LAB WORK FOR A DAY YOU WERE ABSENT (THIS INCLUDES YOUR PARTNERS WORK).**

Remember to think about time--we need to be out at 2:15 pm to prepare the room for the next lab. You will want to plan your time accordingly. You cannot switch labs slots. When you come to lab, you will be expected to have read the lab experiment for the lab period. You need to come prepared because we have a limited amount of time for each lab. You will not have time to read about the lab and do it in the allotted time.

Safety rules must be obeyed or the instructor will ask you to leave. You must wear eye protection. Smoking, eating or drinking in the lab is not allowed. Wear appropriate clothing. Be mindful of those around you and what they are doing. (See video and lab handouts for rules and regulations.) **During the semester, I do periodic safety checks and lab method checks. These are part of your lab grade (10-15% for the lab on that day).**

**HOMEWORK ON MASTERING CHEMISTRY (MC):** Homework is due one week after we finish the section (or chapter) in lecture. It is **your** responsibility to turn your homework in on time. Mastering will help you with that, because it automatically assigns late points. Sometimes I will ask for a sample problem or two. For these problems, you must show your work whenever possible on your homework, even simple addition problems. This will help you practice for the exam.

Homework that is turned in to me, needs to be done on standard binder paper. Homework is worth one point for each problem, and the total depends on the number of problems assigned. The homework is posted on line in Mastering Chemistry. I will not accept paper copies for homework unless otherwise stated. The Library has copies of the text, the answer keys and the lab manual for two-hour loan. **Don't copy answers from the answer keys. You will not get full credit for the problem.** I have assigned a reasonable amount of homework for the semester on Mastering Chemistry. **YOU** should consider doing more than the assigned problems to insure mastery of the material. This means **YOU** might want to get a supplemental book such as 3000 solved problems and do more problems. Also, I have given you practice problems and extra credit problems on Mastering Chemistry. The extra credit problems can count towards your total homework points. The maximum is around 350 points.

**Some students have opted to not use Mastering Chemistry. You can still get some points for homework if you turn it in, one week after the chapter is finished in lecture. I WILL NOT REMIND YOU THAT YOUR HOMEWORK IS DUE IF YOU ARE NOT USING MASTERING.** If you choose to turn in paper homework, you will receive 80% as the maximum homework grade. **WHY?** Mastering has tutorials and

**other assigned work that is not found in the book. I do not give feedback on the paper assignment. The assignments would count as late if not done by the due date and follow the same late point deductions.**

You need to start homework as soon as we start the chapter. The material is fresh and you will have a better idea of what you know (and what you need to know). Homework is turned in on paper with clean edges, (no Hansel and Gretel) You will lose points if your edges are not clean because I will not accept it. It will be late.

**EXTRA CREDIT:** I do give some extra credit assignments. There are two ways to earn some extra credit. First, I have assigned some problems in the homework that can be counted towards your total homework grade. The second way to earn extra credit is by doing two extra credit assignments (see extra credit assignment handout.)

### **Classroom policy, Grading Policy, and Method of Evaluation:**

#### **GRADE ASSIGNMENT**

- Mastering (points vary per assignment) 5%
- Lab evaluations, other homework assignments (safety, nomenclature quiz, writing, etc), participation & professional behavior 5%
- Labs—(points vary per assignment) 20%
- Class Exams—(normalized to 100 points each) 60%
- Final—(Normalized to 200 points) 10%
- Extra credit (if any) 2%

#### **GRADE SCALE**

- 100-90% **A**
- 90-80% **B**
- 80%-70% **C**
- 70%-60% **D**
- Below 60% **F**

**GRADES ARE NOT NEGOTIABLE:** The grade you get is the grade you earned. I do not change grades unless an error is shown in grade calculation. Therefore, it behooves you to keep track of all your work. If you need to appeal a grade, **YOU** need to prove your grade. You should consider keeping all your assignments in an organized binder in case there is a problem in grading. Students work hard for their grades; don't expect a good (passing or better) grade for work that does not reflect the course's standards. **I am not responsible for your grade—you are.** If you feel your grade is unacceptable, you need to reconsider your commitment to this class. **IF YOU ARE AIMING FOR AN 'A' IN THE CLASS, YOU NEED TO GET "A's" ON EXAMS. HOMEWORK AND LAB WILL ONLY HELP SUPPORT YOUR GRADE, BUT RARELY RAISE YOUR GRADE.**

**EXAM GRADING GUIDELINES:** These are guidelines that I use to grade many of the exam questions. Keep in mind that the grading is based on the type of question, the material asked in the question, and the focus of the question. Most test questions consist of two types of problems: problem solving and short explanations. Diagrams and molecular drawings are handled in a similar way. These guidelines represent typical grading techniques used to assess partial credit for common errors that students make while answering questions. Grades are determined by how well the student expresses the underlying principles of the question (knowledge, understanding), identification of the procedure to obtain the solution (is it clear, and easy to follow), logically and well plotted description of the solution (does the flow of the answer make sense), correct numerical answers or correct, well stated, explanations.

#### **Point distributions for problem solving questions:**

- +100% = the student clearly answered the question. The setup was easy to follow. Units were used in the setup and the correct sig-figs and units were given in the final answer. The answer was placed in context of the question.
- -5% of the points for the problem or that part of the problem, for not using units in the setup, for each significant figure error, rounding error, units missing in the answer, except if the problem is specific to significant figures or units-then the points are pass/fail.
- -10% of the points for the problem for minor decimal point errors, decimal moving errors, except if the problem is specific to significant figures or units-then the points are pass/fail.
- -20% of the points for the problem for each conversion error

- Up to –20% of the points for the problem for an unclear setup, work that was messy and/or difficult to follow, but the answer is correct, so the student demonstrated that s/he understood the main thrust of the question. This does not include deductions for units, sig figs, etc.
- Up to –40% of the points for the problem for algebra errors, cubed, squared, etc. error
- –50-70% of the points for the problem if the answer is given but no work is shown.
- –100% (up to) of the points for the problem for missing the point of the question, getting the wrong answer in a confusing way, your work does not match your answer, or demonstrating lack of understanding.

**Point distributions for questions that require an answer in the form of an explanation:**

- 100% = student answered the question with complete sentences using good grammar and syntax. The student clearly demonstrated through appropriate language that s/he understood the main point of the question. The student demonstrated critical thinking and reasoning in explaining the answer. The question was answered using the guidelines listed in “how to answer a question”. The correct vocabulary was used.
- –5-15% complete sentences missing when asked for explanation.
- –20%–40% the student related to the question, but did not specifically answer the question.
- –30-60% The student left out important points necessary to answer the question, the student mixed up terms or used the wrong terms to answer the question, the student used circular reasoning to answer the question.
- –100% The student restated the question, but did not answer the question or totally missed the point of the question. Yes! This means you can write a lot of **WORDS**, but if the answer is wrong you do not get points.

Excellent	Meets expectations	Needs improvement	Unacceptable
The student thoughtfully answered the questions clearly and concisely, using complete sentences, and good grammar. The answer addressed the main thrust of the question. The student supported their answer with text info. The student exhibited a firm grasp of the concept.	As previous except: The answer addressed the main thrust of the question, but just so. The student supported their answer with text info barely. The answer was poorly worded and /or the sentences were not complete.	The student gave a definition of ( <b>KEY CONCEPT</b> ), but did not substantiate the answer with examples. The answer was confusing and contradicted the data or the answers of other parts of the problem.	The student did not exhibit a firm grasp of the information.

**INCOMPLETES, ADDS, AND DROPS:** Incompletes are given under specific circumstances. This grade is only for students who are passing the course with a score of 65% or better ( $\approx$  D+  $\rightarrow$  C- range) and have completed the course work past the last day to withdraw from class but are unable to complete the course due to a serious emergency. Incompletes are not given if you are failing the class and forgot to drop, are having problems with financial aid, etc. Please see the Peralta Colleges academic policy on incompletes, which is explained in the Laney College Catalog.

You are responsible for *adding* and *dropping* this class. A signed add-card does not enroll you in the class. Until you have a printout from the registrar and have shown it to me, you are not enrolled in the class and cannot come to lab. This means that if you miss labs until you add, you will get zeros for these labs. **If you add late, you are responsible for making up any work (homework only—not labs, exams, etc.) you missed.**

**STRONG ADVICE: IF YOU HAVE MISSED MORE THAN TWO WEEKS OF LECTURE, OR HAVE RECEIVED LESS THAN PASS GRADES (<60%) ON TWO EXAMS, YOU SHOULD CONSIDER DROPPING THE COURSE BECAUSE IT WILL BE IMPOSSIBLE TO PASS. DO NOT ASSUME THAT I WILL DROP YOU BECAUSE YOU ARE NOT PASSING, EVEN THOUGH I CAN.**

**OFFICE HOURS:** I keep regular office hours. If I must miss an office hour, I will make up that time during the week. Bear in mind that I have a lot of students who need help. I give priority to those students who come prepared. This means they have attempted the problem and have read the chapter. I do not do the homework for you.

**ATTENDANCE:** Your attendance and participation in lecture and in the laboratory, is crucial to your success in this course. Your attendance is also mandatory, according to the Peralta colleges’ academic policy on attendance. To encourage that you maintain a healthy attendance record, I pass a roll sheet around every lecture and lab meeting; **if you**

**do not initial it, it counts as an absence.** If you miss more than four days of class, I have the right to drop you from the course and not grade your papers.

People who are not officially enrolled in the course cannot attend lectures or laboratories. This means NO FRIENDS (ETC.) IN THE CLASS ROOM OR LAB. If you are late for lab, work fast, because I have other responsibilities and cannot stay while you finish your work.

**Turning in work:** It is your responsibility to make sure that I receive your work on time; if you miss class the day work is due, you need to arrange for one of your classmate to turn in your work.

The semester calendar gives tentative dates for lecture topics and lab experiments. I use a weekly agenda to communicate actual due dates, lab experiments and other information. **You need to check the calendar and agendas weekly for class information.**

**MAKEUPS: I DON'T GIVE MAKEUP EXAMS—EVER.** If you have the misfortune to miss (this means you were not here) an exam due to an unforeseen circumstance, you need to email me by the day of the exam. You also need to provide some kind of documentation. I replace the missed exam score with your final exam score. You can do this once, and only once in the semester. This does not apply to the final, which cannot be made up; nor does it apply to an exam that was taken and not turned in. **I also do not drop exams.** At the end of the semester, I average your test scores and replace the lowest score with the average test score. In addition, **I don't give make-ups for missed laboratory experiments. If you have a previous commitment that will interfere with labs, you need to consider your commitment to this class and plan your time accordingly.**

**LATE WORK:** It is your responsibility to find out the assignments and due dates (listed on the weekly agendas) when you miss class. You have a total of two meetings to turn in an assignment (the due date day, and the next class meeting.), after that date I will not accept the assignment (labs, homework, extra credit, and any other assignment). Mastering Chemistry automatically calculates the late points.

- **Labs (and any other assignments) are due one week after the lab is finished. These points apply to any assignment.**
- **Mastering chemistry:** late points are calculated into the due date. You have about 7 working days before you cannot submit the work for credit. **DO NOT ASK ME TO MOVE THE DUE DATE BECAUSE YOU FORGOT TO DO THE HOMEWORK, OR YOU WANT FULL POINTS.**
  - **I WILL MOVE THE DATE IF I DEEM THE CLASS NEEDS SOME EXTRA TIME TO COMPLETE THE ASSIGNMENT, OR, THE LECTURE HAS NOT YET COVERED THE MATERIAL PRESENTED IN THE CHAPTER.**
- **YOU HAVE ONE, 1, AND ONLY ONE, AMNESTY CARD FOR A LATE ASSIGNMENT (not mastering) OR LAB. YOU CAN USE IT FOR ASSIGNMENTS THAT ARE NO MORE THAN ONE FULL WEEK LATE.**

This means you have to get work in on time, after that, I can't grade the assignment as it is not fair to the students that worked hard to get their work in on time, while working, and taking care of life.

**Assignments will not be accepted after they are more than 2 weeks late.**

**CORRECTIONS:** Any point corrections on tests, quizzes or labs must be made one week of the date the assignment was returned and in writing. Don't hand back the test and say, "there is an error here, fix it." I will not entertain grade changes after one week.

**Dropped work:** I drop one lab experiment. I do not drop exams—EVER. There is enough extra credit in the mastering homework to allow for some missed homework.

**REQUESTS:** Sometimes events arise during the semester that requires special attention. Jury duty, an all-expenses paid cruise to the Bahamas, could be examples of this type of event. If any of these, or other, situations arise you need to tell me in writing. I will respond to your request in writing. I will not entertain oral requests. Requests to turn late work in as on time will not be entertained. Do not make global requests in lecture. For example, "Can we change the exam date, because I have another exam the next day."

**CHEATING:** Cheating is a serious offense. Cheating is unfair to those students who work hard to get grades they deserve. All students who cheat do so because they are afraid. It is important that I know whenever cheating occurs. Students are encouraged to report any instances of cheating to me. This is not tattling or snitching and is totally

confidential. I will not announce your name in class and that you have spotted a cheater. Telling me about the cheating insures an honest classroom in which all students participate to the best of their ability. It is only by eliminating cheating that the classroom can be a place for fair and consistent evaluation. Cheating undermines this process and destroys the teacher/student trust.

For quizzes, exams, and final exams, you are expected to work by yourself, without communicating with other students, without looking at others student's papers or papers that you have brought into the exam room. You must work only during the time given for the exam or quiz and only in the room where the quiz of exam is being given. You must work without additional notes, books, electronically stored information, or any other source of information, unless you are specifically instructed to do so by me. Any other behavior is cheating.

I hope that you will work together this semester. I encourage and endorse the forming of study groups to master the great amount of material I will, and am required to present. However, some students do not seem to be able to distinguish between working together and cheating.

Cheating can take a variety of forms. Here are some of the more common forms of cheating:

1. **Plagiarism:** Plagiarism is the intent to present another person's work as one's own. This includes, but is not exclusive to: copying computer programs; copying lab reports; Xeroxing labs and using as your own; using work from a previously completed course for credit in another class; and copying or stealing another student's homework.
2. **Cheating during an exam:** Cheating during an exam may take the form of using unauthorized crib sheets; opening books; opening notes; looking at another student's exam; programming information into a calculator; using an electronic translator or dictionary; turning in a test for re-grading after making changes on it; hiding a crib sheet in the cover of your calculator; stealing an exam for nefarious purposes, or obtaining advanced copies of the test. **Even if you do not use these aids on the test, I will consider the presences of the aids as cheating if they are on the desk or in the testing area.** These examples by no means exhaust the great variety of methods that dishonest students have used during tests.
3. **Using unauthorized study aids:** This is a miscellaneous topic which includes: copying old lab reports; not doing one's share of the work during a partner's lab; or copying answers from a solutions manual.

The best way to stop cheating is to make it public and the best disciplinary measures are preventative ones. All non-Mastering work will be put in a box located at the front of the classroom, and will be returned individually in lab to each student. Once the work goes in the box, you must ask **ME** to remove it if you need to see it again. Students may be assigned seats for exams. You cannot get an exam unless your desk is completely cleared of extraneous papers. All exams must be turned into my assistants or me; you will sign a sheet that signifies you turned in the exam complete. I will not grade it otherwise. Once the test is turned in, you can't have it back until after grading.

If these measures cause you any inconvenience, I hope you will understand that they are being used to protect you from the unscrupulous classmate who seeks a better grade than you without the corresponding effort, study, and plain old hard work. **Students that still feel it is worth the risk of cheating take note: There are no second chances. If I confront you about cheating, you will receive a zero for the exam or assignment. If I suspect cheating on an exam or quiz, I will take the test and walk away—End of discussion. If I have evidence of you cheating on a lab or labs, you get zero for that lab or if I am in a good mood, a zero for the copied section. Students caught cheating on an exam or quiz will get a zero for that exam or quiz, get an F in the class, and earn my undying distrust. If I hear that you cheated on an exam, you get zero for the exam. If you talk during a test, I will move you and humiliate you horrible, and you have the possibility of get a zero for that exam. I will bring your conduct to the personal attention of the Dean and, if you persist in bad behavior, will move heaven and earth to have you suspended from the school or worse, EXPELLED—Get the picture. DON'T CHEAT. Do not whimper, whine, snivel, or cry about how much you need a good grade in this class and how bad you feel. You knew the risks. Grades don't count as much in life as integrity, honesty, and a good attitude.**

**COLLABORATION:** I know from experience that students collaborate with other students on laboratory assignments. Working together for a better understanding of the material is allowable, and encouraged. NEVERTHELESS, some students take this idea to the extreme and copy, which is **CHEATING**. Therefore, to receive credit for labs each student must show all of his or her work and the student (you) must always write results and conclusions in your own words. In addition, you must do all of the procedure with your own handwriting.

If you are told to work in pairs, you must physically do half of the procedure with your own hands. If, while grading the lab reports, I notice the abuse of collaboration, students who worked together on the lab will receive a zero

on the sections that were copied. I take attendance in lab—you cannot split the work up (i.e. you come one week, your partner comes the next). **Students who copy answers from the answer book for mastering or from other on the homework will receive a zero for that problem (this includes similar but not quite identical work (think 60%).**

Collaboration between students is NOT permitted on tests, quizzes, or the final exam. In these cases, collaboration is cheating. Also, don't expect the same grade on your lab as your partner's. Collecting data and processing data are two different aspects to the grade.

**PROFESSIONALISM:** Attendance, preparedness, behavior, etc. fall under the category of professionalism. I expect you to come to class ready to work. You should have a notebook, textbook, and a calculator—you will need it! I also expect that you will be polite to your fellow students and me. (IT IS PART OF YOUR GRADE!)

**CONDUCT:** Students are responsible for complying with all college regulations and for maintaining appropriate course requirements as established by the instructor. Disciplinary action may be imposed on a student for violation of college rules and regulations. I have attached a short list of these rules. There is a more detailed list in your Laney College Catalogue.

You are here because you choose to be here. People enrolled in this course need the information and practice that the course provides to help prepare them for future studies. Talking about topics not germane to chemistry is disruptive for the other people around you. If you are talking about things other than chemistry, I will politely ask you to leave. Please refrain from kissing and other intimate physical contact during lecture. Other students are not interested in your love life.

**No electronic equipment (this includes games, electronic translators, cell phones (This a blue tooth device, too. Take it out of your ear before you come to class.), TV's, radios) will be allowed in lecture or in lab. It is a safety issue in lab. If you are listening to music, you will not be alert to the dangers around you. In lecture, having a CD playing while you listen to lecture is a distraction to other students. Turn your cell phones, pagers, and any other electronic entertainment off during lectures and tests, unless I say it is okay to use it. I will confiscate the equipment if you cannot manage to comply. If someone is annoying you with music or other reasons, you need to alert me immediately.**

**EMERGENCIES:** I know that into one's life a little rain must fall-- flat tires, illness, and major emergencies. In the event of an emergency, you need to leave a message at the phone number provided or send an email. If emergencies start becoming a way of life, you need to consider dropping the course. Students sometimes are confused about what constitutes an emergency.

**Emergency:** My nephew fell of the roof and I had to take care of him; my dog had puppies (pictures please); I went to a funeral in LA; my toilet overflowed and the wastewater was leaking into my front room (no pictures please).

**Not an emergency:** It was Mother's Day and I had to buy a present; I had a hangover; I had a migraine; I forgot; It's test day and I don't feel well; I read the calendar wrong; I didn't pick up the weekly agenda; I wasn't here so I didn't know about the test; I studied all night for the test, but I really don't feel prepared. I didn't think that you were serious about having exams; I didn't anticipate that this course would take so much time for studies. I did well in high school, so I didn't study. Most people have one major emergency in their lives per semester.

**Keep in mind that I am an empathetic and sympathetic person. I am sympathetic to your needs, but I am also sympathetic to the students that have problems and are able to get work in on time. It's not fair to penalize students who turn their work in on time. I grade papers, not problems; I evaluate students, not excuses. You need to keep me informed about your life so that I do not drop you and can evaluate your situation in context to this class.**

### Advise

**Use good time management skills.** A college level chemistry course requires a huge amount of time and commitment from **YOU**. Plan on spending about 15 hours a week studying and doing problems. Try studying the material every day. Constant reviewing and drilling will help you overcome the beginning hurdles to understanding chemistry. It is very difficult to learn the concepts the night or even three days before the test.

**Become organized.** Keep the class calendar and agendas handy. They have useful information. Make a list of contact phone numbers. If you miss a class, you have someone to call.

**Maintain your health.** Don't burn the candle at both ends. Eat properly and get lots of sleep because you will need it to get through this semester. Try to get a little exercise every day; a 10-minute walk does wonders to clear the mind. Don't overload on classes-12 units with one lab based class is enough for one semester. Bring a snack to class. Your brain needs carbohydrates and water to function correctly. Take care of your physical hygiene—bathe, brush your teeth, and wear clean clothing.

**Practice good communication and mental health skills:** If you do not tell me what is going on in your life, I cannot help you. If you are uncomfortable talking to me, talk to a friend or spiritual advisor. Do not bottle your problems up inside until it is too late to get any help. BE PROACTIVE.

**Read your book and use it as a tool for learning chemistry.** Your chemistry textbook is neither light reading, nor can it be read as a novel. You need to read ahead for each lecture, and constantly review. When you read the text, try the example problems in each section. Then, go to the problems in the back of the book and try some of the assigned problems. You should also try the unassigned problems and consider purchasing an Schaum's outline in general chemistry for extra problems. Your grade is directly related to the number of problems you actively do.

**Form a study group and actively participate.** I encourage you to form a study group. Use the study group to ask questions, answer questions and explain problems to each other. Study groups are not places where you meet to talk about lunch and copy homework. They should be used to explore uncharted information together. You should feel encouraged but challenged by your study group.

**Come to office hours:** Contrary to popular belief, I am not an ogre. I don't eat students for breakfast (well, maybe lunch). I can help you, so can your lab instructor. Chemistry is an intrinsically challenging subject.

**Develop good study skills and good listening skills.** Do your homework in a timely manner. Homework is not a chore; it is a tool to help you master the material. Study in a place that is free from distractions. Yes, I know that sounds boring, but once free from radios, friends, family, and TV, you can devote your attention to the task at hand—studying chemistry. Re-writing your lecture notes is a great way to review the lecture and find out if there were any points that you missed along the way. Become an active listener and open your mind to the learning experience.

**Limit your course load to one lab science course:** Do not overload your units. For some students working a part-time job, maintaining a family, and this chemistry class are enough for one semester. **Whatever you chose to do, do not take chemistry to raise your GPA.**

## Final Note:

The semester often offers challenges and responsibilities that I cannot anticipate. If a problem arises that will affect the classroom policies listed above, I will notify the class in writing.

We begin the semester with the following thoughts and ideals:

“Learning is not a spectator sport”. (*Chickering and Gamson*). I would like you to talk to each other (and me) about what you are learning, write about it (this is in the form of homework, lab analysis, and some short essays), relate what you are learning to past experiences, and finally, apply what you are learning to your own lives. (Chemistry is everywhere-you can't avoid it!).

“Our fundamental task as human beings is to seek out connection, to exercise our imaginations. It follows, then that the basic task of education is the care and feeding of the imagination”. (*Katherine Paterson*) For you to truly appreciate some of the concepts we will explore in this class, you must have an active imagination.

“Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other, and we need them all.” - *Arthur C. Clarke* I don't do a lot of demos in this class; we don't have “gorgeous gadgets and mesmerizing video displays”. You need to look beyond the flash and glitz, do some work, make connections to go from information, to knowledge (wisdom-I can't help you with that. Wisdom comes with experience and application)

“Those who have been required to memorize the world as it is will never create the world as it might be” *Judy Grunch*

Use the time in this class to become active learners and create your own world, as you want it to be. Seek out connections, search for patterns, look beyond the glitz and glitter, find your truth