CHEM 104

Class website: http://teach.lanecc.edu/~gaudias/entry.htm

ORIENTATION

SPRING TERM 2005

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CHEM 104 SPRING TERM 2005 Recommended Completion By: Sunday 4/3/05
WEEK ONE ORGANIZER

No required assignments are due during the first week of the term, but it's recommended that you try to accomplish the following tasks:

- ☐ Develop a rough draft of your Time Contract.
- ☐ Familiarize yourself with the course syllabus, and **note all due dates on the Class Calendar**.
- ☐ Contact me (your instructor) or leave an email or voice mail message to confirm that you are still participating in the class and/or to ask any questions you might have. **463-5227**
  gaudias@lanecc.edu
- ☐ Carefully read over the Unit One objectives in your Study Packet so that you know what to focus on as you read the textbook.
- ☐ Locate (and complete) the worksheets designed to give you practice with Unit One information (Metrics, Unit Conversions, Elements, and Ions). Answer keys are available in the Science Resource Room so you can check your work.
- ☐ Read recommended sections in the textbook corresponding to Unit One, making notes on the Objectives sheet from your Study Packet (page 16) so you can find the info again later; re-read the recommended sections several times.
- ☐ Find the class website on the Internet and become familiar with its organization.
  http://teach.lanecc.edu/~gaudias/entry.htm Be sure to find and complete the PRE-LAB for each lab.
- ☐ Read the online lecture notes for Unit One (read several times, cross-referencing with the textbook and the Objectives sheet).
- ☐ Find my office (SCI 254) – it's way up there on the second floor of the Science Building (Building 16).
- ☐ Find the Science Resource Room (SCI 193) and stop in to see what's there to help you succeed in your Science classes. Answer keys are available for the Study Packet worksheets. *(Online students may do some labs here, or check out materials for the some take-home labs.)*
- ☐ Find the first homework assignment in your Study Packet (Homework #1) and complete it. There are extra credit questions that relate to the next chapter; you can try them and there's no penalty if you get them wrong.
- ☐ Find the class Bulletin Board (**http://teach.lanecc.edu/gaudias/bb/**). Log in and post a brief message introducing yourself, explaining why you are taking this class, and describing what you think will be your biggest challenge in taking the class. You are also asked to include one comment or question about something you saw on the class website.
- ☐ Develop an individual assignment due date schedule that fits your personal situation.
- ☐ Call or email me as soon as you have questions, **and** whenever you have them! Or better yet, post them on the Bulletin Board so that everyone can benefit from the questions and answers.

BEHAVIORS THAT SHOW A POSITIVE ATTITUDE **TOWARD LEARNING & TEACHING:**

(INSTRUCTOR BEHAVIORS)

1) Classes start and end on time

2) Class time is organized and well-planned

3) Expectations are made clear regarding:
   a) planned activities
   b) assignment due dates
   c) grading
   d) class policies

4) Assignments are graded in a timely fashion

5) Accurate records are kept

6) Students are provided with a way to assess their progress

7) Instructor is available in and out of class for questions and help and questions are answered at the time they are asked

8) Standards are set and students are held to those standards

9) The classroom environment is maintained to enhance learning; distractions and disruptive behavior are kept to a minimum

10) All students are treated with respect as learners; this includes respecting your right to privacy and the confidentiality of your work

BEHAVIORS THAT SHOW A POSITIVE ATTITUDE **TOWARD LEARNING & TEACHING:**

(STUDENT BEHAVIORS)

1) Attending class regularly, both physically and mentally

2) Keeping up with reading and written work

3) Being tolerant of others in class, and tactful in your relations

4) Recognizing the importance of the classroom environment by:
   a) being punctual
   b) not being disruptive
   c) coming prepared
   d) being alert and aware

5) Taking reponsibility for your own learning by:
   a) accepting the standards that have been set for the class
   b) identifying what you don't understand
   c) seeking assistance when needed

6) Doing work that is your best effort, as neatly as possible, and with careful attention to all details

7) Using your time effectively:
   a) set reasonable goals when you study
   b) find your "best" time and use it for learning
   c) find your "worst" time and use it for rest and recreation

8) Taking care of yourself and your health

9) Providing your instructor with feedback about
   a) what is working for you in class
   b) what isn't working for you, and why
   c) suggestions for improvements that will enhance teaching and learning

CH 104 Textbook READING GUIDE (McMurry 4/e)

Unit	Study Packet Objectives Page	Important Ideas	Text Section(s)	Text Pages	Lecture Notes Section
1	16	1	1.1	1	
		2	2.2	19	
		3	1.1, 2.10	2, 35	
		4	2.1-2.3, 2.9, 2.10	17-21, 32-35	
		5	2.1	18	
		6	2.1-2.3, 2.7	17-20, 28-30	
		7	2.4, 2.6	21-23, 26-28	
		8	2.4	23	
		9	2.9	32-35	
		10	2.5	23-25	
		11	2.7, 2.8	28-32	
		12	2.11	36-38	
1	36	1	3.1, 3.3, 4.1	45-47, 49-50, 71-72	
		2	3.2-3.4	47-52	
		3	3.3	49-50	
		4	5.1	99-102	
		5	5.1	4, 99-102	
		6	6.3, 6.4	135-141	
		7	6.3	135-138	
1	44	optional	TBA	TBA	
2	50	1	3.4	50-53	
		2	3.6-3.8, 4.2, 4.5-4.7	55-63, 72-81	
		3	3.8, 4.5-4.7	61-63, 76-81	
		4	3.4, 3.5	50-54	
		5	4.6	78-79	
		6	4.2, 4.7	72-74, 79-81	
		7	4.5, 5.1-5.3	76-78, 99-106	
2	55	1	3.6-3.8	55-63	
		2	4.5, 5.1-5.3	76-78, 99-106	
		3	5.8	117-119	
		4	4.8-4.10	81-86	
		5	4.8, 4.11, 5.10	81-83, 87-89, 121-123	
		6a	4.8, 4.9	81-84	
		6b	4.3, 5.1	75, 99	
		6c	5.8	117-119	
		6d	5.8, 5.9	117-121	
		6e	5.3	104-106	
		7	1.5, 4.10, 5.10	7-8, 84-87, 121-122	
		8	6.3, 6.4	135-141	
		9	lab		
3	66	1	6.1, 6.2	131-135	
		2	6.8-6.10, 6.12	146-150, 151-154	
		3a	6.4-6.6	138-144	
		3b	6.4-6.7	138-146	
		3c	6.4-6.6 + lecture	138-146	
		4	6.12, 6.13	151-157	
		5	6.12, 6.13	151-157	

Unit	Study Packet Objectives Page	Important Ideas	Text Section(s)	Text Pages	Lecture Notes Section
4	85	1a	1.2, 8.1	3, 193-194	
		1b	2.9, 2.10	32, 35	
		1c	8.1	193-195	
		1d	8.1	193-195	
		1e	1.1, 8.11	2, 209	
		1f	8.12	215-217	
		2	2.10, 7.1, 7.2, 8.1, 8.15	35-36, 165-169, 193-195, 220-222	
		3	8.3	196-198	
		4	8.2 + lecture	195-196	
		5a	8.4	198-200	
		5b	8.5	201-202	
		5c	8.6, 8.7	202-204	
		5d	8.8	204-206	
		5e	8.9	206-207	
		5f	8.10	208	
		6	8.8, 8.9	204-207	
		7	6.6, 8.9 + lecture	142-144, 206-207	
		8	8.2	195-196	
4	98	1	9.2, 9.6	233-239	
		2	9.2, 9.4	233-236	
		3	9.7, 9.8	239-248	
		4a	9.1	231-233	
		4b	9.9	248-249	
		4c	9.4, 9.9	235-237, 248-249	
		5	9.11	250-254	
5	106	1	7.4, 7.5	173-177	
		2	7.6, 7.8	177-179, 182-185	
		3	7.6-7.8	177-185	
		4a	10.1-10.3	263-268	
		4b	10.6	271-274	
		4c	10.6 + lecture	271-274	
		4d	lecture	lecture	
		5	10.4, 10.8	268, 275-276	
		6	10.5	269-271	
		7	10.9, 10.10	276-279	
		8	10.8-10.10, 10.15	275-279, 286-287	
		9a	10.6, 10.7	271-275	
		9b	10.12, 10.13	280-284	
		10	chapter 10	chapter 10	

IMPORTANT COURSE MATERIALS

1) STUDY PACKET – this is the structural "backbone"of the class; work through it page by page. It contains "objectives" on which you will be tested. For exam 1 (midterm): packet p16, 36, 50, 55, 66; and for exam 2 (final): packet p 85, 98, 106).

2) LECTURE NOTES (website) – these contain the main content of the course "objectives" listed in the study packet and practiced via packets worksheets, labs, and homework pages.

3) PRE-LABS (website) – look at these carefully BEFORE doing each lab.

4) TEXTBOOK – provides supplemental information and details beyond the lecture notes in order to achieve the “objectives”. Refer to the Reading Guide above to align the textbook with study packet materials.

PERSONAL GRADE RECORD

assignment	due date	points possible	points earned	notes
homework #1				
homework #2				
homework #3				
homework #4				
homework #5				
homework #6				
homework #7				
lab #1: measurement				
lab #2: density				
lab #3: electronic properties				
lab #4: metal oxide				
lab #5: energy/temperature				
lab #6: solubility				
lab #7: equilibrium				
exam 1 (midterm)				
exam 2 (final)				

CLASS INFORMATION

CLASS:_____

TERM:_____

ENTER A DIFFERENT CLASSMATE'S NAME ALONG WITH THE SPECIFIED INFORMATION FOR EACH OF THE FOLLOWING:

1) _____ DOESN'T MIND BEING CALLED AT HOME

PHONE: _____

BEST TIME(S) TO CALL:_____

2) _____ LIVES NEAR ME

ADDRESS:_____

3) _____ HAS TAKEN MATH 52

4) _____ HAS TAKEN A CHEM CLASS BEFORE THIS

5) _____ HAS A CAR & COULD GIVE ME A RIDE IN AN EMERGENCY

PHONE: _____

BEST TIME(S) TO CALL:_____

6) _____

_____ WOULD LIKE TO BE IN A STUDY GROUP

_____

_____

7) _____ COULD INVITE A GROUP HOME FOR A STUDY SESSION

8) _____ HAS EMAIL (email address: _____)

9) OTHER USEFUL INFORMATION

DISCUSSION: WHAT IS SCIENCE?

OBJECTIVE:
The purpose of this activity is to explore various meanings of the word "science", and to gain experience working in a group.

(5 min) 1. FORM A TEAM of at least three people; identify one person to be responsible for each of the following roles, and write their names in the spaces.

_____**RECORDER** - takes notes; collects data; records other information generated/used by the team

_____**OBSERVER** - encourages participation; clarifies roles, discussion and assignment; keeps team on task

_____**REPORTER** - summarizes team process and product; presents team work and information to others

(5 min) 2. BRAINSTORM a list of words, phrases, and images that come to mind when you hear or see the word "science". (Don't edit!)

(5 min) 3. LOOK FOR PATTERNS on the list and group your items into categories. DESCRIBE each category you create.

OVER --->

(5 min) 4. SWITCH PAPERS with any team that is willing. COMMENT on similarities and differences in the lists and categories; write your comments on your own page when it is returned to you. (Skip this step if you're working outside of class)

(5 min) 5. OBTAIN YOUR TEAM'S ORIGINAL LIST and look for this pattern: Three definitions of science:

1) science as a systematic **process** of discovery
2) science as **information**
3) science **applied** for human use

See how many items on the list fit into these new categories (some might in more than one place, or not anywhere). Describe one example from each category:

(5 min) 6. REFLECT: Discuss the most interesting idea(s) you encountered.

Describe something that was confusing or unclear.

What did you do to help your group complete the assignment?

Describe something you did that interfered with group work.

What seems to the main advantage of working as a group on an assignment like this?

What potential problems might arise in a group situation?

CHEM 104 TIME CONTRACT

Time management is one of the most common problems we encounter in working toward our goals. In order to help you minimize the difficulties involved in trying to do too much (or too fast, too soon, or too late !) I am asking you to participate in writing your own time contract for this term. Complete parts A, B, and C and give this form to me by the end of the first week of class.

A) Budgeting your time: Please use the weekly schedule printed on the other side of this sheet to block out and label times for the following:

1) Reasonable amounts of time for all **necessary daily activities** (Eating and sleeping should not be optional ! They should be the first and most important items entered on your daily schedule.) These blocks can be labeled ***personal***, or ***necessary***, or ***NDA***, or with the name of each specific activity. Jobs, driving, family time...everyone has their own idea of necessary.

2) Blocks to represent the meeting times for all of the **classes** in which you are enrolled this term. Make sure that you have included all regularly scheduled meetings; it is easy to overlook sessions such as laboratories that might be held on alternate days or at different times. These blocks should be labeled ***chem class***, or ***psych class*** or ***bio class***, etc. NOTE: If you are enrolled in any on-line classes, these blocks should represent the amount of time you will be online (engaged in class-related activity) and they should be labeled ***online.*** One hour per day (seven hours per week) is a suggested minimum.

3) Estimated amounts of time needed daily for **out-of-class study/homework** for each class. As an absolute minimum, plan on one hour out of class for each hour you spend in class. These blocks should be labeled ***chem study***, or ***psych study***, etc. **NOTE: If you really want to get a more realistic picture, use the following formula: for a 3-credit course, designate one hour of study time for each hour in class; for a 4-credit course, two hours of study time for each hour in class; and for a 5-credit course, three hours of study time for each hour in class.**

B) Evaluating your schedule: Ask yourself the following questions, and try to answer them honestly:

1) Do you **have** enough time to do all you have planned to do this term?

2) Are you **willing** to devote the amount of time needed to your schoolwork?

3) Are there any large blocks of unscheduled time that you could use for courses that need **extra** attention? If so, go ahead and block them out on your schedule. Label these blocks ***extra study***.

4) Do you have enough commitment to sign the agreement below, to abide by it as best you can, and to take personal **responsibility** for consequences that may arise due to insufficient time management?

C) Making a commitment:

Student: I am committed to doing the best that I can in Introductory Chemistry, and my schedule reflects an adequate amount of time for all that I have planned for this term.

signature: _____ date: _____

Instructor: I am committed to helping you achieve success in Introductory Chemistry, and I believe that your schedule includes at least the minimum amount of time recommended for classes, labs, and out-of-class activities (homework/study time) for this course.

signature: _____ date: _____