

Chemistry 224-001 – Fall 2018 – Syllabus

Course	Chemistry 224, Organic Chemistry B, 3 Credits, Lecture and discussion
Prerequisites	Chemistry 223 or 221 – a student missing a prerequisite may be withdrawn at any time
Lecture	MWF 8:15 - 9:05 am Flanner Auditorium
Discussion	You must attend the section for which you are registered: Thursdays 8:55 am Flanner 7 or 2:30 pm Flanner 105

Instructor Contact Information

Dr. Sandra Helquist (Ph.D.) Flanner Hall 200B is a shared office, please knock and wait for a response

Email policy: to receive a response, either use the email function in Sakai to send to Instructor (via select recipients) and leave subject line blank OR use your Loyola email address and put only “Chem 224” in the subject line, send to shelquist@luc.edu; in most cases I will be able to respond within 24 hours Monday-Friday when I am on campus.

Office Hours policy: just show up! You are welcome to stop by at any time to see if my door is open and check my posted schedule. Occasional extra hours may be announced in class, and online office hours are available by prior appointment via Zoom. For regular office hours, just show up with your questions anytime during:

Flanner 200 suite: Wednesdays 12:00-1:00pm; Thursdays 1:00-2:00pm

STEM Center in Centennial Forum 1st floor, Monday & Friday 10:00am-12:00pm

Course Materials Organic Chemistry, Klein, 3rd edition, Wiley, hard copy or eText (Required) WileyPlus with Orion online access (Required; see additional information on our Sakai course site).

Organic Chemistry II: As a Second Language, Klein; use of a molecular modeling kit and the solutions manual for the textbook is also recommended; the books are also on reserve at the library. Daily access to your Loyola email account and Loyola’s Sakai site sakai.luc.edu are also required to receive communications from the instructor and to access course materials, assignments, scores. **Copyright/Intellectual Property reminder**: course materials provided by your instructors at Loyola may not be shared outside any course without the instructor’s written permission.

Course Content & Objectives

Content-specific Objectives Topics will include: spectroscopy, conjugated π systems, aromatics, carbonyl compounds, amines, carboxylic acids and derivatives, carbohydrates, amino acids, biopolymers. The student should learn how to:

1. apply material (principles, concepts, skills) learned in the first semester course (nomenclature, structure, reactions, mechanisms, spectroscopy, synthesis) to the study of second semester topics.
2. identify the various classes of organic compounds, their methods of preparation, and typical reactions.
3. name and draw specific organic compounds.
4. postulate a *logical* reaction mechanism for organic reactions.
5. discriminate among relative stabilities of reaction intermediates.
6. plan and write out multi-step syntheses using known functional group transformations, including syntheses of polyfunctional organic compounds.
7. name, draw and interpret the 2- and 3-dimensional structures of important biopolymers, and techniques for their synthesis and characterization.
8. analyze and interpret data from various instruments used in separating and identifying organic compounds including: IR, NMR, UV-vis and MS.

IDEA Objectives These objectives include learning outcomes beyond this course and will apply across multiple courses and disciplines as you develop as an independent learner at Loyola. These have been selected by the Organic faculty:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
3. Learning how to find, evaluate, and use resources to explore a topic in depth
4. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Expectations I expect you to show up on time for each class and to come prepared by working problems and having read ahead in the textbook. I expect you to use class time to learn the material by engaging with classmates and asking questions, and I expect you to make use of the STEM study center and SI tutoring as learning resources. Make-up assignments are not available for this course. Contact a classmate for help if you miss a class. Be courteous: save your electronic messaging for after class. Plan your schedule so you have at least 1.5 hours per day outside of class for reading, working problems, asking questions, i.e, studying (learning) the material on a Daily Basis. You may require up to 20 hours per week depending on prior preparation for this course. Make time for this course every day: do not count on cramming on weekends or before exams or you will be much less likely to master the course objectives listed above. If you miss a class for any reason, it is your responsibility to promptly contact a classmate for notes and topics covered.

Course Repeat Rule

Effective with the Fall 2017 semester, students are allowed only THREE attempts to pass Chemistry courses with a C- or better grade. The three attempts include withdrawals (W). After the second attempt, the student must secure approval for a third attempt. Read the full policy at this link (scroll down): <https://www.luc.edu/chemistry/courses.shtml>

Accommodations

Students requiring accessibility accommodations must provide appropriate documentation from the University SSWD office and meet with the instructor to discuss arrangements outside of class. Plan ahead for the allowance of a reasonable time frame for implementation: minimally, one week in advance of an exam. Accommodations cannot be retroactive. Information for students is available at: <http://www.luc.edu/sswd/>

Academic Integrity

You are encouraged to study with other students in and out of class, however, anything submitted for an individual grade during or outside of class must represent your own knowledge and understanding of the material. Evidence of cheating on exams will result in, at a minimum, a score of zero (which cannot be dropped) and penalty up to failure of the course, as well as referral to the Dean's Office. For the Undergraduate Catalog statement on academic integrity, visit: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Grading	WileyPlus	12%	<u>Cutoffs:</u>	A	89.0%	A-	85.0%	
	Participation	8%	B+	81.5%	B	75.0%	B-	70.0%
	<u>Exams</u>	<u>80%</u>	C+	66.5%	C	60.0%	C-	55.0%
	Total score	100%	D	40.0%				

These are the grade cutoffs for Total scores. Letter grades are only assigned to your Total score and total scores are not rounded up after calculation. You will receive an estimated midterm grade within one week after the second exam is held (both exams will be counted). Final course grades at the end of the semester are posted only on LOCUS. Grades are only based on the criteria listed in this syllabus: no substitutes, no additional criteria will be considered. Letter grades are based on fixed percentages for this course so that all students are graded based on consistent standards.

WileyPlus: The purpose of pre/post-class homework assignments is to help all students keep pace with the material and get the most of out of class time by coming prepared to continue the learning process in group discussions. You will get as much benefit from these assignments as you choose to put forth in your effort to solve the problems on your own. There will be multiple required assignments per week, always due at 11:59pm, posted before/after each class. Assignments will be submitted completely online with the individual grading policy listed with each assignment. Registration information is on Sakai. The required assignments are the bare minimum preparation for class and are not sufficient preparation for passing scores on exams: you should struggle through as many recommended problems as needed until you are able to answer medium-difficulty questions on most topics correctly every time: and know that your answers are correct without checking the solutions manual, notes, book, and before seeking other assistance.

Participation: The purpose of participation assignments is to assist student learning by informing the instructor and students of progress and deficiencies. You will get as much benefit from these assignments as you choose to put forth in your individual effort. There will be 1-3 assignments per week. Each assignment will be submitted either on paper during class, or electronically pre- or post-lecture via Sakai. Each assignment will be worth one point, and will be graded based on timely and meaningful completion. Remember, there are no make-up assignments for this course.

Exams: The purpose of the exams is to assess your individual level of mastery of the Course Content and Objectives. No early exams, no make-ups! Unexcused absence (traffic, weather, oversleeping, forgetfulness, etc) results in a ZERO. Excused absences require documentation of an unforeseeable emergency but do not result in a make-up exam.

- Exams I-IV: 50 minutes, tentative dates: September 17, October 12, November 2, November 30. Your best three percentage scores will count 15% each toward grade (3 x 15% = 45% of course grade). No early or make-up exams.
- Final Exam: 2 hours, Thursday December 13, 9:00-11:00am, 35% of course grade. The University sets the schedule for final exams, and there can be no divergence from the posted schedule of dates and times. The final exam is Mandatory: a student who does not take the final will not pass the course. No early or make-up exams.

Exam Procedure: Use of your own models is permitted. Phones, other electronic devices, calculators are not permitted on your person. If seen or heard, will be confiscated along with exam copy and student will be dismissed with a score of zero. Seating arrangements may be altered before or during the exam. Show up early with two items: (1) your Loyola ID, visible on desk to be checked; (2) working pencil(s) or standard blue/black ink pens. All jackets, bags, loose accessories, etc must be left at the front of the classroom. Once the exam is distributed, if you exit the room (quietly, please), for any reason before time is up, your exam is considered complete and will be collected. Extra time is not granted for late arrivals, including for the final exam. I will return Exams I-IV *during the discussion periods or in office hours* (copies will be kept). Scoring errors must be brought to my attention in person no later than one week after the exams are returned. Keys will be posted in a display case on 2nd floor Flanner. The final exam cannot be returned.

Best Practices & Suggestions

Students often ask me, “How do I get a/an (fill in grade of choice here) in this class?” The answer is simple (see the grading policy for the course), but the process of learning is challenging and can even be uncomfortable as you are pushed to expand the boundaries of your knowledge and abilities. Grades are earned based on how well you demonstrate mastery of the Course Content and Objectives listed on Page 1 of this syllabus: please reread carefully and completely – and ask questions if you are not sure how/when we are working toward these objectives in class. The top grade of ‘A’ earned by demonstrating complete (not partial) mastery of all (not some/most) of the course material on all (not some/most) of the quizzes and exams. To earn a grade of ‘C’ you will need to demonstrate good mastery of most (not some) of the course material. Please continue reading for the best suggestions I have from my own experience as a student and as a teacher, scientific research on learning, and the experiences of my mentors, colleagues, and students.

1. Take ownership of your learning. I am here to guide and support your learning, but ultimately I hope that you will decide to be in charge of your own learning in this course. This starts by becoming aware of what you do on a daily basis to meet your goals for achievement in this course and beyond. Most of us improve when we have help to achieve our goals, including keeping up with minimal pre and post-lecture work. Come to office hours, SI sessions, and form a study group that meets at least once per week. After that it is up to you to put in individual time, often working through struggles with the material, to master concepts, problem types and strategies at your desired level of performance.
2. Remembering topics is necessary but not sufficient: Understanding the material is crucial but still not sufficient: in this course you are expected to apply your understanding and analyze problems to demonstrate complete mastery of the material on quizzes and exams. If you are curious about how these levels of learning differ, check out this: [interactive pyramid depicting Bloom’s Taxonomy](#). You may already have some experience with this distinction from your prerequisite Chemistry courses as well as having learned that simply trying to memorize content does not typically lead to sustained learning. Get curious! It is one thing to know what happens, but it is often more satisfying to know why it happens, and to be able to make predictions from your knowledge. As you continue in your undergraduate coursework, the transitions from 100- to 200- to 300-level courses will include transitions to higher-order thinking skills being emphasized for your learning and assessed in your coursework.
3. Chemistry material, by nature, is highly cumulative. You must have good to excellent understanding of the concepts from the first semester Organic course in order to apply that knowledge as you begin to learn the second semester material. Foundational concepts are still your friends: we will refer back to basic concepts and principles of the first semester material incessantly and relentlessly. Review early and as often as needed – do this in your study groups too.
4. To deal with the highly cumulative nature of the material, the best plan is to study by working problems EVERY DAY so you are prepared for each class and each new topic covered. Pre-lecture: you are expected to use the required and recommended WileyPlus and Klein book problems to familiarize yourself with the basics of what will be covered in the next class, and bring clarification questions to ask during class. Post-lecture: work enough recommended problems (WileyPlus and Klein/other) so that you can complete any new question on the first attempt without assistance from your notes, book, classmates, tutors, or the solutions manual. Ask yourself each time: what type of problem is this? Break up your studying, know when you have reached your limit for new content and take a break, give yourself time to process and assimilate before moving on to even more new material. In the academic year, plan on 1.5-2.5 hours – or more if needed – EVERY DAY of the week. Falling behind is unacceptable if you wish to fundamentally understand concepts in order to apply them to solve problems and demonstrate mastery of the material.
5. If you are solving problems and asking questions on a Daily Basis, you have already studied for your Exams by learning the course material! Begin to review for each test a few days in advance. You may wish to use the chapter/section lists and the Review of Concepts and Vocabulary listed in each textbook chapters as a review tool, or to make your own study guides from lecture outlines or quizzes prior to exams. Compare your list of concepts/review guide with your classmates to help each other recognize and continually review the central concepts.

Other Items

- A link to the official Loyola calendar can be found here: <http://luc.edu/academics/schedules/index.shtml>
- The Withdraw deadline for the semester is Friday November 2nd.
- We have an SI tutor for this course: Rajavi Patel; tutoring hours are listed in Sakai: [Resources for Help](#).
- A tentative Course Schedule is posted in the Sakai Course Materials section and will be updated as needed.
- Additional resources will be continually posted and updated on Sakai.
- On a strictly limited and pre-approved basis, a student may be allowed to miss a class in order to participate in a University-sponsored event (e.g., official athletic games). It is the student’s obligation to inform the instructor of such an authorized absence in a timely fashion; in most cases, this information can be made available to the instructor at the beginning of the semester. Absences will be discussed in person after documentation is received.

Best wishes for a successful semester. Let me know what I can do to help you achieve your goals in this course.