

ORGANIC CHEMISTRY

Dan. Libby 213 Collier Ext. 1436 E-mail: rdlibby@cs.moravian.edu	Class Hours MTWTF 8:55-9:45 PPHAC 232	Office Hours Mon. 10:00 AM ->11:00AM Tues. 10:00 AM ->11:00AM Wed. 12:00 PM -> 1:00PM Thurs. 11:30 AM ->12:30PM Or any time, just call X1436
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SCHEDULE OF CLASS TOPICS FOR CH 211 & 212**Introduction to the Structure of Organic Molecules**

- A. Isomerism [Experiment & CGWW CH 1 & 2]
- B. Organic Functional Groups [CGWW CH 2]

Equilibrium Controlled Reactions:

- A. Introduction to Organic Reactions: Thermodynamics vs. Kinetics [CGWW CH 5 & CH 13: pp. 305-323]
- B. Acid Base Reactions [CGWW CH 8 & 21]
- C. Reactions of Carbonyl Compounds. [CGWW CH 13: pp. 305-317]
 - 1. What Happens?
 - 2. How and Why Does It Happen?
 - a. Addition Reactions. [CGWW CH 6, 10, 27 & 28]
 - b. Addition-Elimination Reactions. [CGWW CH 14]
 - c. Acyl Substitution Reactions. [CGWW CH 12 & 28]
 - 3. How are They Related?

Organic Structure: A Closer Look

- A. Stereoisomerism [CGWW CH 16]
- B. Bond Rotations and Conformational Analysis [CGWW CH 18]

Kinetically Controlled Reactions:

- A. Review of Equilibrium Controlled Reactions [CGWW CH 13: pp. 305-317]
- B. Kinetics vs. Thermodynamics [CGWW CH 13: pp. 315-323]
- C. Nucleophilic Substitution at Saturated Carbon [CGWW CH 17]
- D. Elimination Reactions [CGWW CH 19]
- E. Addition Reactions [CGWW CH 20]
- F. Electrophilic Aromatic Substitution [CGWW CH 22]
- G. Free Radicals and Their Reactions [CGWW CH 39]

Applications:

Biomolecules and Biological Reactions [CGWW CH 49 & 50]

REQUIRED MATERIAL

- Organic Chemistry*; by Jonathan Clayden, Nick Greeves, Stuart Warren and Peter Wothers; Oxford University Press, 2001 (ISBN: 0-19-850346-6) (**CGWW**)
- Making the Connections: A How-To Guide for Organic Chemistry Lab Techniques*; by Anne B Padías, Hayden McNeil 2007 (ISBN: 978-0-7380-1985-7 - paperback) (**Padías**)
- Foundation Model Set for General and Organic Chemistry*, (**Models**)

OPTIONAL MATERIAL

- Solutions Manual to Accompany ORGANIC CHEMISTRY* Clayden, Greeves, Warren, and Wothers, by Stuart Warren (**Sol Man**)

COURSE GOALS

Again this semester the course is designed to help you to **discover** important aspects of the area of science identified as Organic Chemistry, to **develop fundamental concepts** that help us organize and understand organic reactions and to **be able to apply fundamental concepts to unfamiliar organic structures or reaction conditions**. We define **understanding of concepts** as the **ability to use them effectively in a variety of contexts**. The process of **discovery begins with chemical data** and requires that you **apply your previous experience to analyze the data** and **propose reasonable explanations** for trends in each new data set. The sequence of topics is designed such that **each new data set builds on the understanding that you developed in earlier analyses**.

COURSE ORGANIZATION AND CLASSROOM ACTIVITIES

Groups and Student Collaboration:

Again this semester, to aid you in your study of organic chemistry, each of you will be assigned to a **class discussion group**. Each group will consist of three, four or five students. For most of the laboratory experiments, you will also work in **research groups**. There may be some personnel overlap between class groups and lab groups, but usually, they will operate independently. Each member of your group will have a specific duty to assure that the workload is evenly distributed and to help each student develop a range of process skills. Educational research indicates that students who work in groups with their peers tend to learn more in their courses. I hope that you will find that working with the members of your group will give you better insight in your analyses of the daily assignments. Most of the **initial exploratory data analysis** will be done **within your groups outside of class** (See *Class Format* below). Then initial group responses will be discussed in the class as a whole so that we will generally reach a consensus as to the best interpretation of the data. The course structure encourages you to **take responsibility for and an active part in your learning** in organic chemistry. The compositions of groups will be changed periodically throughout the semester. Regardless of changes in group composition, specific role assignments will change each class period (See CLASS GROUP STRUCTURE on pp. 4-5.). **You will be expected to work together outside of class in preparing daily class assignments, analyzing lab data and devising answers to questions for exams** (See *Evaluation* pp. 3-4). I believe that you will find that small group discussions are very useful in generating ideas that stimulate learning.

Class Format:

As it did in the fall semester, this course employs a discussion format that is unconventional for science courses, but which is becoming more prevalent across the country. The value of class periods is largely dependent upon what each student contributes. Each day you will be given an activity sheet and an assignment for the following class period. Each activity will provide you with a particular set of data to analyze and some questions to guide your analysis. Then at the beginning of the following class, I will randomly select three or four groups to present their group responses to the assignment. Generally, these presentations will form the basis for whole class discussion. Consequently, **you will be asked to draw initial conclusions from data BEFORE any class discussion of the material has taken place**. This process requires that you rely on your own logic rather than something you have gotten from a lecture or textbook. From your work last semester you should have begun to develop a "sense" of organic chemistry and some confidence with presenting your ideas. After the initial group presentations, we will have a 5 to 10 minute group discussion period for all groups to develop responses to the initial presentations. After the group discussion period, a few additional groups will be selected to respond to the original groups' presentations, and other volunteer responses will be considered in an effort to reach consensus on the best interpretation of the data under consideration. When the first issue is settled, we will move on to the next consideration gradually building our understanding of organic chemistry. After each class each group submits **an electronic Recorder's Report**, which includes the group responses to activity questions (See Recorder on p. 5)

Communication Between Class Members and Professor

Often students immediately request names of potential tutors for this course. I have no problems with your seeking assistance from people who have had the course before, but my experience indicates that, in general, students who have problems in this course benefit much more from **seeking my help outside of class**. I realize that you might have significant concerns about going to the professor's office when you have problems. "If I tell him that I have problems, he'll think I'm stupid." This course is designed to initially determine what class members understand and don't understand, and then to work together to help everyone gain facility with the material. To this end, **any information I can get concerning problems students have is beneficial to the class as a whole**. The **best place to express your confusion is in class**. I recognize that you may be uncomfortable expressing a lack of understanding to the whole group. However, because the **course continually builds upon itself**, it is **critical that you solve your problems of understanding as soon as possible**. So, I recommend that you come and talk with me about problems that you feel uncomfortable about expressing in class. To further facilitate communications, I have again set up a **personal blog** folder for each class member on the course Blackboard site. (See Personal Blog below) Last semester this form of communication was very helpful to me in understanding your individual situations and concerns.

ADMINISTRATIVE POLICIES

Laboratory Discussions and Periods:

Students are required to attend **all** laboratory discussions (Mon. 8:55-9:45 AM, see schedule in the Lab Manual) and all scheduled lab periods unless excused due to a valid medical excuse (verified by the Health Center or other health professional) or other accepted **prior** excuse. Make-ups or grade adjustments for excused absences will be arranged. **Grades for work missed due to unexcused absences will be zero.**

Exams or Quizzes:

Students are required to take all exams and quizzes. There will be **NO MAKE-UPS**. If an exam or quiz is missed without a valid medical excuse (verified by the Health Center or other health professional) or other accepted **prior** excuse, the grade for that work will be zero. The grade for an exam or quiz missed due to an excused absence will be determined from the grades earned on the remaining exam(s) (including the final exam) or quizzes, i.e. more value will be added to subsequent exams or quizzes. The final exam will be given at the time specified by the registrar during the final exam period, Tuesday, May 3, 8:30 AM. Make-up finals for those with verified conflicts will be given on the last day of the final exam period.

NOTE: Trips scheduled for other courses or travel schedules for weekends or breaks are **NOT acceptable excuses** for missing classes, quizzes, exams, lab discussions or lab periods.

Evaluation

Grades:

All grades will be determined on an absolute letter grade scale, so there is no disadvantage to any student for helping another. In fact, often students develop a much better understanding of the concepts and material in the course by dealing with the different problems and viewpoints of other students. **Student collaboration is an important basis for the design of this course.**

Grade Distribution:

Your grade will be determined from grades on each activity during the semester as listed below.

Grade Distribution:

Library Project (Completion required to pass the course.)	3 %
Submission of weekly personal blog comments	2 %
Quizzes (11) [Jan. 20, 27, Feb. 3, 10, 24, Mar. 2, 16, 23 April 13 & 20]	10 %
Group Work	10 %
Hour Exams (Feb. 17 & Mar. 30) @17.5 %	35 %
Laboratory (Passing the lab is required to pass the course.)	20 %
Final Exam (Monday, April 30 at 8:30 AM)	20 %
TOTAL	100 %

Personal Blog

Each week by Saturday at mid-night, you are required to submit a “comment on the course” in your Personal Blog Folder on the course Blackboard site; it will be available only to you and me. There is no fixed length or format for your blog submissions; I just want each of you to share your feeling about or reactions to the course with me each week. Instructions for submitting your blog comments are provided under “Course Information” on the course Blackboard Site. A topic for each week’s blog will be provided in the Announcements on the Course Website. In weeks when group lab reports are submitted your blog will be dedicated to evaluation of the efforts of each group member to the data analysis for and production of the report. Your personal blog comments will not be graded except that you get credit for submitting something thoughtful each week.

Library Project

This project is designed to give you another opportunity to investigate the structure of the chemical literature. (See **Library Project** document.)

Group Work

Evaluation of your contribution to group work will be based upon:

- Your group's initial presentations in class and responses to questions in class (1/3 of daily grade)
- Your group's submission of your group Recorder's Report (1/3 of daily grade)
- Your individual voluntary contributions to class discussions (1/3 of daily grade).

Group Work Grades for each week will again be available in the Grade Center on the course Blackboard site. **It should be noted that an absent student cannot earn a contribution to a group grade on the day of an absence.**

Quizzes

There will be 5 minute **individual in-class quizzes** each week. The quizzes are designed to provide some encouragement for everyone to get involved in the group activities and stay up-to-date with the development of new material throughout the semester. They also serve to give me feedback on what each student understands.

Mid-term Exams

The two **major exams** during the semester will be **in-class closed-book exams** on Friday, February 17 and Friday, March 30. The exams will consist of some specific "simpler" questions, and 2 to 4 "more complex" questions, which will require you to apply concepts developed in class to new situations. As was done last semester, **one week prior to each exam** (Friday, February 10 and Friday, March 23) a packet with some "simpler" questions, and 5 or 6 specific "more complex" questions will be distributed. The "simpler" questions will be representative of the type of "simpler" questions that are likely to be on the exam. However, the **"more complex" questions** on the exam will be taken **verbatim from the packet** distributed. You will then have one week to work alone, **with your group members, or anyone else in the class to devise answers to the questions.** During your deliberations, you may ask me questions, but you are **not allowed to consult any student assistant in the course or anyone not involved in the course this semester.** The exams will be written in class on Friday, February 17 and Friday, March 30. A periodic table of the elements will be provided and **you may bring molecular models, a calculator and writing implements to the exam, but NO notes, books, handouts or electronic material may be used and there will be NO consultation or collaboration among students during the exam.** Thus, you can work together in devising answers, but the final copy of your exam should express your own understanding of the material.

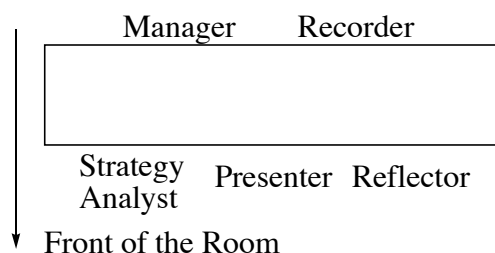
Final Exam:

The final exam will be given during the 3 hour final exam period assigned by the registrar, Monday, April 30 at 8:30 AM. The packet of questions for the final exam will be distributed one week before the assigned examination period, Monday, April 23. Rules for preparing for and writing the final exam are the same as those for the mid-term exams.

CLASS GROUP STRUCTURE

Group Composition and Dynamics:

As indicated in the Administrative Policies, much of your class work in CHEM 212 will be done in groups of four or five students. Each member of the group has a specific role to play in making your collective learning experiences profitable. The definitions of the specific roles to be assigned are listed below. Group membership will change at times during the semester, however, one aspect of group work will remain constant; **each day all members of the group will be assigned a new role and have a specific position at the table.** (See the diagram and note that **the manager is facing the front of the room.**)



Group Role Definitions:

Manager

Manages the group. Insures that the group has the **appropriate materials** (class and lab textbooks, molecular models, etc.), **members are fulfilling their roles**, the **assigned tasks are being accomplished on time**, and **all members of the group work through activities step-by-step**

together and understand the concepts. The Manager **communicates with the instructor** when information or assistance is required and is responsible for seeing that group reports **are submitted in a timely manner.**

Recorder

Obtains the **group tablet laptop** and **records group answers and explanations** of the group's conclusions for each question in the electronic class activity for the day. Is **responsible for determining that all group members understand and agree on the group's response** to an activity question **before moving on** to the next question. At the end of each class period, **copies the group Electronic Recorder's Report to the network server** and returns the **group tablet laptop** to the cart **assuring that it is plugged in for charging.** The Electronic Recorder's Report will be considered to be the official group response to each day's activities.

Strategy Analyst

At the direction of the manager, **reads each activity question to the group** to help the group stay together. As the activity develops, **focuses on how the sequence of questions leads the group to develop particular concepts.** At the end of each activity, leads the Strategy Analyst's Report Discussion of the logic behind the sequence of questions of the activity and assures that the sense of the group is documented by the recorder.

Presenter

When necessary, obtains the group folder at the beginning of class. **Explains group conclusions** to the class when requested by the instructor; these explanations will usually be presented in conjunction with the recorder's report projected on the screen in front of the class, and will be the bases for whole class discussions. **Shares information with other groups** when indicated by the manager or instructor. **Returns the group folder** to the instructor at the end of class.

Reflector

Observes and comments to the manager **on group dynamics and behavior** with respect to the learning process, and **the effectiveness of the group** in dealing with daily assignments. May be called upon to report to the group, the instructor, or the entire class concerning how well the group is operating or what needs improvement and why. Assures that all **group members recognize the concepts developed** in each activity. At the end of each activity, leads the Reflector's Report Discussion identifying the group's consensus on the key concepts developed by the group and identifying the group's remaining questions.

NOTE: In groups of **four people**, one student will fill both the **Presenter and Reflector** roles and in groups of **three people**, another student will fill both the **Recorder and Strategy Analyst** roles.

COLLABORATION AND ACADEMIC HONESTY

Collaboration among students in class and in preparation for class discussion is generally encouraged and required for most classes. Educational research indicates that students learn best when they engage in discussions and analyses of class material with their peers. However, the final version of all written work submitted for evaluation must be prepared without consultation with other students. To be fair to all students in the course and to assure maximum learning for each student, we follow all the guidelines for academic honesty spelled out in the *Moravian College Student Handbook* (See College Website <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>).

DISABILITY SUPPORT

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

CHEM 212 Spring Term Calendar
January 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
15	16 Lab Wk 1 MLK	17	18	19	20 Quiz 1	21
22	23 Lab Wk 2	24	25	26	27 Quiz 2 -Lib. Proj. sign-up	28
29	30 Lab Wk 3	31				

February 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Quiz 3	4
5	6 Lab Wk 4	7	8	9	10 Quiz 4 -Question for Exam I	11
12	13 Lab Wk 5	14	15	16	17 Exam I	18
19	20 Lab Wk 6	21 -Expt. 1 Lab Rpt.	22 -Expt. 1 Lab Rpt.	23 -Expt. 1 Lab Rpt.	24 Quiz 5	25
26	27 Lab Wk 7	28	29			

March 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Quiz 6 Mid-Term	3 Spring Recess
4 Spring Recess	5 Spring Recess	6 Spring Recess	7 Spring Recess	8 Spring Recess	9 Spring Recess	10 Spring Recess
11 Spring Recess	12 Lab Wk 8	13 -Expt. 2 Lab Rpt.	14 -Expt. 2 Lab Rpt.	15 -Expt. 2 Lab Rpt.	16 Quiz 7	17
18	19 Lab Wk 9 -Lib. Proj. citations due	20	21	22	23 Quiz 8 -Questions for Exam II Last withdrawal-	24
25	26 Lab Wk 10	27	28	29	30 Exam II	31

April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Lab Wk 11	3	4	5	6 Easter Break	7 Easter Break
8 Easter Break	9 Easter Break	10 Lab Wk 12 -Expt. 3 Lab Rpt.	11 -Expt. 3 Lab Rpt.	12 -Expt. 3 Lab Rpt.	13 Quiz 9	14
15	16 Lab Wk 13 Lib. Proj. Due	17 -Expt. 4 Lab Rpt.	18 -Expt. 4 Lab Rpt.	19 -Expt. 4 Lab Rpt.	20 Quiz 10	21
22	23 Lab Wk 14 -Questions for <u>Final Exam</u>	24 Quiz 11 -Expt. 5 Lab Rpt. -Questions for <u>Final Exam</u>	25 -Expt. 5 Lab Rpt.	26 -Expt. 5 Lab Rpt.	27	28 <u>Classes End</u>
29	30 Final Exams Chem 212 Final Exam 8:30 AM					

May 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Final Exams	2 Final Exams	3 Final Exams	4 Final Exams	5