

ORGANIC CHEMISTRY

Dan. Libby 213 Collier Ext. 1436 E-mail: rdlibby@chem.moravian.edu	Class Hours	Office Hours
	MTWF 8:55-9:45 PPHAC 232	Mon. 10:00 -> 11:00 AM Wed. 10:00 -> 11:00 AM Thurs. 9:00 -> 10:00 AM Fri. 10:00 -> 11:00 AM Or any time, just call X1436

SCHEDULE OF CLASS TOPICS FOR CH 211 & 212**Introduction to POGIL and the structure of Scientific Arguments**

What is POGIL? – First class

Data Interpretation – First week lab discussion

Introduction to the Structure of Organic Molecules

A. Molecular Representations and Isomerism [CGW CH 1 & 2: pp. 1-22]

B. Functional Groups, Double Bond Equivalents and Nomenclature [CGW CH 2: pp. 23-34, CH 3: pp. 74-76]

Equilibrium Controlled Reactions:

A. Organic Reactions: Thermodynamics vs. Kinetics [CGW CH 12: pp. 240-249]

B. Acid Base Reactions [CGW CH 8 pp. 163-181]

C. Reactions of Carbonyl Compounds. [CGW CH 5]

1. What Happens?

2. How and Why Does It Happen?

a. Addition Reactions. [CGW CH 6 all, 22: pp. 498-510, CH 20 all & 26: pp. 614-639]

b. Addition-Elimination Reactions. [CGW CH 11 all]

c. Acyl Substitution Reactions. [CGW CH 10 all & CH 26: pp. 640-654]

3. How are They Related?

Organic Structure: A Closer Look

A. Stereoisomerism [CGW CH 14 all]

B. Bond Rotations and Conformational Analysis [CGW CH 16 all]

Kinetically Controlled Reactions:

A. Review of Equilibrium Controlled Reactions [CGW CH 12: pp. 240-249, 266-267]

B. Kinetics vs. Thermodynamics [CGW CH 12: pp. 250-265]

C. Nucleophilic Substitution at Saturated Carbon [CGW CH 15 all]

D. Elimination Reactions [CGW CH 17 all]

E. Addition Reactions [CGW CH 19 all]

F. Electrophilic Aromatic Substitution [CGW CH 21 all]

G. Free Radicals and Their Reactions [CGW CH 37 all]

H. Biomolecules and Biological Reactions [CGW CH 42 all]

REQUIRED MATERIAL

-*Organic Chemistry*; by Jonathan Clayden, Nick Greeves and Stuart Warren; Oxford University Press, 2012 (ISBN: 978-0-19-927029-3) (CGW)

-*Making the Connections: A How-To Guide for Organic Chemistry Lab Techniques*; Second Edition, by Anne B Padías, Hayden McNeil 2011 (ISBN: 978-0-7380-4135-3 - paperback) (Padías)

-*Foundation Model Set for General and Organic Chemistry*, (Models)

COURSE GOALS

This course is designed to help you to **discover** important aspects of the area of science identified as Organic Chemistry, to **develop the FUNDAMENTAL CONCEPTS** and **REASONING SKILLS** that help us organize and understand organic reactions and to **be able to use your skills 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 activity builds on the understanding that you developed in earlier analyses**.

COURSE ORGANIZATION AND CLASSROOM ACTIVITIES

Groups and Student Collaboration:

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 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 research groups, but usually, they will operate independently. Each member of your group will have specific duties to assure that the workload is evenly distributed and **to help each student develop the required range of process skills necessary to be successful**. 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. Much 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 education** in organic chemistry. The first set of groups has been assigned alphabetically but 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** 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* p. 3). I believe that you will find that small group discussions are very useful in generating ideas that stimulate your learning.

Class Format:

This course employs a discussion format that is unconventional for science courses. The value of class periods is largely dependent upon what each student contributes. Each day you will be given an activity with specific data and some questions to guide your analysis for the following class period. Then at the beginning the following class, I will randomly select a few groups to present their group responses to the assignment. Generally, these presentations will form the basis for whole class discussions. Consequently, **your group will be asked to draw initial conclusions from data BEFORE any class discussion of the material has taken place**. This process may be a bit uncomfortable at first, since you will have to rely on your group's combined logic rather than something you have gotten from a lecture or textbook. However, as the semester progresses, you will develop a "sense" of organic chemistry and your confidence will increase making you more comfortable with presenting your ideas. After the initial group presentations, we will have a 5 to 10 minute group discussion for all groups to develop responses to the initial presentations. After the group discussion, 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 class. 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 will set up a personal blog folder for each class member on the course Blackboard site. (See Personal Blog below)

ADMINISTRATIVE POLICIES

Laboratory Discussions and Periods:

Students are required to attend *all* AM laboratory discussions (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 a personal physician) 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.**

Missed 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 an accepted *prior* excuse or a valid medical 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, 1:30 PM on Wednesday, December 15. 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 reasoning skills needed 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 **grades** on all work in this course will be given as **letter grades**. Grades of F are counted as a full letter grades below D- (So the average of a C- and an F is a D-). The contributions of all course activities to your final grade are listed below.

On-line homework	9 %
Quizzes (11) [Aug. 31, Sept. 7, 14, 21, 28, Oct. 12, 19, 22, 26, Nov. 2, 9, 16]	11 %
Group Work	10 %
Mid-term Exams (2) [Oct. 3 & Nov. 28]	30 %
Laboratory (See the Lab Syllabus for an explanation)	20 %
Final Exam [1:30 PM on Monday, December 10]	<u>20 %</u>
TOTAL	100 %

On-line Homework:

After we complete most activities you will have an electronic homework application assignment through the Sapling Learning System (<https://www.saplinglearning.com/>) Sapling's chemistry questions are delivered in a web browser to provide real-time grading, response-specific coaching, improvement of problem-solving skills, and detailed answer explanations. Dynamic answer modules enable one to interact with 3D models and figures, utilize drag-and-drop synthetic routes, and draw chemical structures - including stereochemistry and curved arrows. Altogether, Sapling is cheaper than a tutor, it provides more value than a solutions manual, and goes beyond a mere assessment exercise to give a learning experience. See the First Class Assignment Sheet for instructions to enroll in Chem 211 on Sapling; the cost is \$29.99 for the semester.

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 with the development of new material throughout the semester. They also serve to give me feedback on what each student understands.

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 Electronic Recorder's Reports (1/3 of daily grade)
- Your individual voluntary contributions to class discussions (1/3 of daily grade).

Group Work Grades for each week will 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.**

Mid-term Exams

The two **major exams** during the semester will be **in-class closed-book exams** on Wednesday, October 3 and Wednesday, November 28. 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. However, **one week prior to each exam** (Wednesday, September 26 and Tuesday, November 20) a handout 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 handout** 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 questions of me, 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 Wednesday, October 3 and Wednesday, November 28. 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.

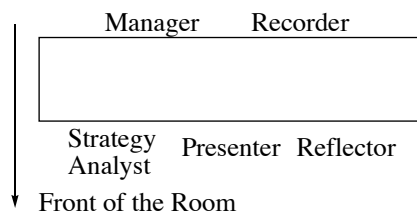
Final Exam:

The final exam will be written during the 3-hour final exam period beginning at 1:30 PM on Monday, December 10. The question handout for the final exam will be distributed after class on Monday, December 3. 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 211 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. The initial memberships of the groups were alphabetical. Group membership will change at times during the semester, however, one aspect of group work will remain constant; for **each class period all members of the group will be assigned new roles and have specific positions 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 recorder's reports **are submitted in a timely manner.**

Recorder

Obtains the **group tablet laptop**, **downloads the electronic activity from the server**, **renames the activity with the group name** 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. In groups of **three people**, the **Manager** will also fill the **Strategy Analyst** role.

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 Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**CHEM 211 Fall Term Calendar
August 2011**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27 Classes Begin -Wk 1 PreLab Disc	28	29	30	31 Quiz 1 -Wk 2 PreLab Disc	

September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Labor Day No Class	4 Last Day for Course Changes	5	6	7 Quiz 2	8
9	10 -Wk 3 PreLab Disc	11	12	13 Fall Convocation	14 Quiz 3	15
16	17 -Wk 4 PreLab Disc	18	19	20	21 Quiz 4	22 Family Day
23	24 -Wk 5 PreLab Disc	25 -Expt. 1 Lab Rpt.	26 -Questions for Exam I -Expt. 1 Lab Rpt.	27 -Expt. 1 Lab Rpt.	28 Quiz 5	29
30						

October 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 -Wk 6 PreLab Disc	2	3 Exam I	4	5 -Wk 7 PreLab Disc mid-term	6 Fall Break
7	8 Fall Break	9 Fall Break	10 -Expt. 2 Lab Rpt.	11 -Expt. 2 Lab Rpt.	12 Quiz 6	13 Homecoming
14	15	16 -Wk 8 PreLab Disc -Expt. 2 Lab Rpt.	17 -Expt. 3 Lab Rpt.	18 -Expt. 3 Lab Rpt.	19 Quiz 7	20
21	22	23 -Wk 9 PreLab Disc -Expt. 3 Lab Rpt.	24 -Expt. 4 Lab Rpt.	25 -Expt. 4 Lab Rpt.	26 Quiz 8	27
28	29	30 -Wk 10 PreLab Disc -Expt. 4 Lab Rpt.	31 -Expt. 5 Lab Rpt.			

November 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 -Expt. 5 Lab Rpt	2 Quiz 9 Drop with W Date	3
4	5	6 -Wk 11 PreLab Disc -Expt. 5 Lab Rpt.	7 -Expt. 6 Lab Rpt.	8 -Expt. 6 Lab Rpt.	9 Quiz 10	10
11	12	13 Wk 12 PreLab Disc -Expt. 6 Lab Rpt.	14	15	16 Quiz 11	17
18	19	20 -Questions for Exam II	21 Thanksgiving Break	22 Thanksgiving Break	23 Thanksgiving Break	24 Thanksgiving Break
25 Thanksgiving Break	26	27	28 Exam II	29	30	

December 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
3	3 -Questions for FINAL	4 -Expt. 7 Group Lab Rpt Presentations	5 -Expt. 7 Group Lab Rpt Presentations	6 -Expt. 7 Group Lab Rpt Presentations	7 Classes End:	8 Reading Day
9 Reading Day	10 CHEM 211 FINAL 1:30PM	11 FINAL EXAMS	12 FINAL EXAMS	13 FINAL EXAMS	14 FINAL EXAMS	17