CH 100 - General Chemistry

### DONNELLY COLLEGE

Term

LECTURE: Day/Time Rm 326

LAB Day/Time Rm 319

5.0 credit hours

# INSTRUCTOR INFORMATION:

Name:

Office hours:

Office:

Learning Management System: ***Canvas***

[*https://donnelly.instructure.com/*](https://donnelly.instructure.com/)

E-mail address:

Telephone:

# COURSE DESCRIPTION:

This introduction to the fundamental concepts of chemistry develops the principles of general chemistry with an introduction to organic and bio-chemistry. This course is designed for liberal arts students and students majoring in the health sciences.

# PREREQUISITES:

*Appropriate Math Placement and Placement into College Level Courses*

# REQUIRED TEXTBOOK & SUPPLIES:

* Janice Smith, **General, Organic, & Biological Chemistry (SmartBook)**, 5th Edition.

\*\* This course will be using institutional licenses for web-enhanced class resources (supplied by Donnelly). CONNECT is the online adaptive learning system we will use, and the e-book is included.

* **You do not need a textbook**, since the e-book is included. If you would like a physical copy of the book, 3rd, 4th or 5th edition of - Janice Smith, General, Organic, & Biological Chemistry - will be useful.
* Print out class notes and labs
* A basic nonprogrammable scientific calculator capable of scientific notation, exponents, logarithms, etc.

\*\* Programmable / graphing calculators & cell phones, will **NOT** be allowed in quizzes and exams.

# PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

# DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

1 of 14 (revised July 26, 2017)

# PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associate of Science in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. Use of the scientific method.

# STUDENT LEARNING OUTCOMES:

Upon completion of this course:

1. Students will be able to distinguish common principles, terms, compounds and functional groups in general, organic and biological chemistry and explain how they relate to the natural sciences and society.
2. Students will be able to recognize differences between phases of matter and justify the behavior of states of matter using the Kinetic Molecular Theory.
3. Students will be able to identify and analyze different chemical and physical properties of matter, the types of chemical reactions, including energetics and stoichiometry.
4. Students will be able to perform fundamental chemical calculations and solve problems.
5. Students will be able to collect and record quantitative and qualitative data accurately. Critically analyze data and chemical information from various sources responsibly and accurately.
6. Students will be able to demonstrate mastery of common chemistry laboratory techniques and knowledge of good laboratory practices.

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| **Donnelly College Learning Outcomes** | **Program Learning Outcomes1** | **Student Learning Outcomes2** | **Application and Assessment3** |
| Students will communicate effectively in writing and speaking. | Students will demonstrate proficiency and creativity in written and verbal communication. | Students will be able to distinguish common principles, terms and compounds in inorganic, organic and biological chemistry and explain how they relate to the natural sciences and society. | Students will have an average passing score on the three writing projects assigned.   * In my Element * Chemistry Heroes * Chemical Magazine |
| Students will demonstrate proficiency in information literacy skills. | Students will demonstrate effective use of current technology in support of academic work. | Students will be able to investigate and explain how elements and compounds are related to everyday life. |  |

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| Students will demonstrate competency in qualitative and quantitative problem solving. | Students will demonstrate proficient use of qualitative and quantitative methods in problem solving.  Students will demonstrate critical and analytic thinking across a range of disciplines. | Students will be able to recognize differences between phases of matter and justify the behavior of states of matter using the Kinetic Molecular Theory.  Students will be able to identify and analyze different chemical and physical properties of matter, the types of chemical reactions, including energetics and stoichiometry.  Students will be able to perform fundamental chemical calculations and solve problems.  Students will be able to collect and record quantitative and qualitative data accurately. Critically analyze data and chemical information from various sources responsibly and accurately. | Students will demonstrate mastery in problem solving and chemical calculations in 3 of their laboratory reports with at least an average of 80%. (Chemical Reactions Lab, Mole Lab, and Alcohols Lab) |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. |  |  |  |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the  environment. |  |  |
| Students will engage independently and effectively in lifelong learning. | Students will demonstrate the ability to use the scientific method. | Students will be able to demonstrate mastery of common chemistry laboratory techniques and knowledge of good laboratory practices. | Students will demonstrate mastery in with at least an 80% in their lab participation and reports. |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. |  |  |

**Chemistry Lab Report Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Lab (40%)** | **Excellent (40)** | **Good (30)** | **Needs Improvement (20)** | **Poor (10)** | **0** |
| **Attendance and Performance** | 1. Follows all safety rules and recommendations. 2. Reads the instructions before and understands what will be done in lab. 3. Follows lab instructions to perform the experiment. 4. Clean up after lab and follows proper disposal   guidelines. | One of the "excellent" conditions is not met. | Two of the "excellent" conditions are not met. | Three of the "excellent" conditions are not met. | None of the “excellent” conditions are met. |
| **Lab report (60%)** | **Excellent (20)** | **Good (15)** | **Needs Improvement (10)** | **Poor (5)** | **0** |
| **Results (Tables and Graphs)** | Results and data are clearly recorded, organized so it is easy for the reader to see trends. All appropriate labels and units are included. Correct use of scientific notation and significant figures where applicable. | Results are complete, clear and labeled, trends are not obvious, significant figures are not use correctly or units are not included. | Results are complete but unclear, missing labels, trends are not obvious at all. Significant figures are not use correctly or units are not included. | Table or data required to collect is incomplete.  Results are too disorganized or poorly recorded to make sense of. Significant figures are not use correctly and units are not included. | Results are not included. |
| **Data Analysis And Format** | 1. The data and observations are analyzed accurately, trends are noted, enough data was taken to   establish conclusion.   1. Calculations are done correctly; procedure is shown, answers are   underlined or highlighted. 3.Lab report is neat, organized with headings, no spelling/grammar errors. | Analysis somewhat lacking in insight, enough data, though additional data would be more powerful.  Calculations have few careless mistakes.  Lab report is organized with headings, few spelling / grammar errors. | Analysis lacking in insight, not enough data was gathered to establish trends, OR analysis does not follow data.  Calculations have one or two considerable errors.  Lab report is somewhat lacking in organization, multiple spelling/grammar errors | Analysis poor, minimal data, inaccurate analysis.  Overall poor or inaccurate calculations.  Lab report is lacking in organization, multiple spelling/grammar errors, not neat. | Analysis and calculations are not included.  No organization; multiple spelling/grammar errors, not neat, not all lab report components included. |
| **Format Conclusions, Pre- and Post-Lab Questions** | 1. Pre-Lab questions have been completed and accurately answered. 2. Post-lab questions have been completed and accurately answered.   Answers questions summarizing the essential data used to draw conclusions   1. Answers follow data (not wild guesses or leaps of logic) and supportive arguments are given. | Has completed everything but answers are not well supported and/or are not connected to the chemical concepts from lecture. | One of the "excellent" conditions is not met. | Two of the "excellent" conditions are not met. | None of the “excellent” conditions are met. |

# COURSE REQUIREMENTS:

* 1. Students are expected to come to class prepared. All daily assignment should be made and he/she must have all the necessary material for the class period, i.e. paper, pen or pencil, calculator, etc. The main daily assignment is to read lessons for next day and review examples.
  2. During class sessions the quality of the student’s attention and participation usually reflects the quality of their overall performance. For this reason, all ***cell phones*** should be set on silent mode or turned off during class and labs. ***Texting*** in class will not be allowed. Cell phones may NOT be used as calculators on tests or quizzes. Students should refrain from distracting others. Although students are allowed to bring their laptop it is strongly recommended to avoid its use during lecture because it can be a great source of distraction.
  3. Any work handed in (quizzes, tests, lab reports, etc.) that cannot be easily read will not be accepted and will receive a zero.
  4. Food and beverages (other than water) are not allowed in classroom/lab.
  5. Quizzes will be given in lecture and lab over the previous material throughout the semester. The quizzes will usually be done in the first minutes of class or lab. *No make-up quizzes will be given*. I**f you miss a quiz you will receive a zero**. *The two lowest quiz grades will be dropped*.
  6. Assignments will be turn in on time. *Late assignments will not be accepted*.
  7. **No unit exams will be dropped**, but the lowest grade can be replaced by the grade obtained in that unit’s section in the final if a higher grade is achieved.
  8. Students must take tests at the time and date scheduled, only in a case of a rare emergency will a make-up test be available. It is a student’s responsibility to inform the instructor as much in advance as possible and present a valid excuse for the absence.
  9. A comprehensive final test is required to complete the course.
  10. **Laboratory attendance is essential.** Students are expected to attend lab. Make up labs are **NOT** available. Missing a lab should be avoided if at all possible. ***Students who miss more than 2 weeks of lab will receive an F for the course at the instructor’s discretion.***
  11. Pre-lab study questions are due before lab starts. It must be turned in as soon as you enter the lab.
  12. Instructions and safety issues are discussed at the beginning of the lab; these are essential for a successful lab. All students are required to be present; if someone is late they might not be admitted to the lab.
  13. Students entering physical science classes should be aware that they might be in close contact with potentially hazardous chemicals and equipment. The students should assume responsibility in conducting themselves in a manner to minimize such hazards.
  14. Chemical hazards dictate that goggles, shoes and lab coats will be worn whenever chemicals are used in the laboratory. Unauthorized experiments are prohibited and all students are expected to know the safety guidelines for the Chemistry Lab.
  15. The student will be responsible for attending **ALL** of the laboratory sessions and turning in a laboratory report at the conclusion of each lab period (unless instructed otherwise).
  16. If a Lab is missed, a zero will be assigned as the grade for the material/lab report evaluated that day. The

*lowest* **lab report** grade will be dropped at the end of the semester.

* 1. **Students are required to check out with the instructor before leaving lab.** The student will return reagents and supplies to the proper location and clean up their work area. Failure to do so will result in a lower score for that experiment (*5% of lab grade deducted*).

**KEYS TO SUCCESS:**

Chemistry builds up on each topic, it is important you comprehend and master each topic to understand the next. You must organize your time wisely; **it is recommended to spend at least 2 hours in individual work for every hour of class**. Read ahead of time, analyze the examples and write down any questions, this way you will ***come prepared for lecture and lab***. During lecture the most effective way of learning is paying attention, participating actively in class discussing problems with people seated near you and effective note taking. To learn more about effective note taking & other advices visit: <http://slc.berkeley.edu/study-and-success-strategies>

Complete each homework assignment, study and review your lecture notes regularly. The best method is to work daily; through constant practice you will develop and strengthen your problem solving skills. Regular short studying sessions are more effective than a few long sessions. Please do not hesitate to contact me if you have any questions.

# GRADING POLICY:

All grades will be posted on CANVAS. Your final grade is calculated as a **weighted average**.

*Due to privacy issues grade information will never be distributed via personal email or phone. If there are any questions about your grade or how a particular assignment was graded, it should be discussed during office hours or by appointment. Also, I will not discuss grades, attendance or other issues with parents, spouses, children, or significant others.*

# GRADING SCALE:

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| --- | --- |
| **Grading Scale:** | **Distribution of the Grade:** |
| A: 90%-100%  B: 80%-89%  C: 70%-79%  D: 60%-69%  F: Below 60% | **Tests: 65%**   * 40% - Four unit exams (all equal in value) 400 pts. * 15% - Cumulative Final 150 pts. * 10% - Quizzes & assignments. 100 pts.   **Laboratory: 10%** 100 pts.  **Connect Homework: 10%** 100 pts.  **Connect LearnSmart Modules: 10%** 100 pts.  **Projects (3): 5%** 50 pts. |

***Total class points are an approximate and may vary from the list specified in the above column.***

* **REQUESTS FOR EXTRA CREDIT:** Requests for extra credit by concern or struggling students may come up. I do **NOT** offer extra credit to students *on an individual basis*. I do offer to recommend additional work and set up appointment times to review the work and answer questions. No credit will be given for this. Any extra credit will be given at the instructor’s discretion, and will be available to all class members in attendance at the time.

***All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform.*** Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>

### For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

***PROJECT UNIT 4 CHEM-100: CHEMICAL MAGAZINE ARTICLE***

* + 1. ***Choose a type of magazine and name your magazine***: *TYPES: Animals & Pets, Sports, Travel, Food & Drinks, Fitness & Health, Beauty & Style, or Hobbies*. Make the name of your magazine your title page, the name should relate to the type of magazine. Remember to include your name and Be Creative!!
    2. The magazine will be about ***7 pages long***, the title page, a reference page and ***5 pages for 5 different articles over 5 different chemical compounds***. The information for each element or compound ***must be written in an article format*** and contain properly sized images and all of the information required. Each article should have between 400 - 550 words. Make sure you are including ***relevant*** images such as the product label and graphs, tables, etc.

## First Draft Due: Monday November 22nd

**Final Project Due: any day before or on Thursday December 2nd.**

* + - 1. The size of the **font** should be between 10 – 12. You may have slightly larger sizes of fonts in titles and subtitles. Normal **margins** on the pages (about 1”) and 1 or 1.5 line spacing
      2. Please include *well-written* ***references*** for all your sources of information and images. Choose a style you are comfortable with: APA, MLA, Chicago, etc. ***You must have at least 3 DIFFERENT primary source references.*** Choose a variety of mediums for your sources; a mixture of Internet research (Ex. JSTOR, Google Scholar), professional journals, books, and newspaper articles.
      3. Try to include a variety of chemical compounds: ionic and covalent compounds, salts, gases, acids, bases, and different types of organic compounds. (Must have at least **3** different types of compounds). And remember all of the information has to **be presented as an article intended for a broad audience** (not scientists), BE CREATIVE! The article must tie back to main theme or idea.

### Facts to include for each compound:

* + - 1. **Name(s)**: Common, IUPAC, places where it can be found, commercial name if any.
      2. **Chemical formula** (molecular formula)
      3. **Chemical Structure:** Draw the **structure** and ***point out*** any functional groups, “key atoms” (because they give the molecule a special function), **explain** the implications of its structure.
      4. **Classification** as a chemical compound: What type of a chemical compound it is, ionic, covalent, salt, acid, base, gas, etc. Make sure to have DIFFERENT types.
      5. **Chemical & physical reaction(s)** it may participate in. Please include the BALANCED chemical reaction.
      6. **Description** of its physical properties: boiling point, melting point, solubility, reactivity, conductivity. Remember, all of these facts written as an interesting article about the compound.
      7. **Description** of use, advantages and also its disadvantages, toxicity, etc.
      8. Include any **interesting**, **curious** or **amazing facts**.

*Some examples of chemical magazines are posted on your CANVAS course page.*

**Chemical Magazine Article Rubric**

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| --- | --- |
|  | **Total**  **Pts.** |
| **Title:**  A catchy title is used. Creativity to present as a chemical magazine for a **broad audience**. Use of clear and ‘catchy’ words that **engage the reader and communicate the intended message.** | **5** |
| **Structure:**  The article is well constructed and has a clear and well-written intro, body and conclusion. Follows instructions for margins and use of font (type and size). | **5** |
| **Style:**  **The article flows well.** Each compound selected is described in the article **written in an appropriate style for a magazine** – *informal* and *conversational*, yet completely informative. It contains complete ideas. | **10** |
| **Theme:**  The magazine has been created under one main idea, portrayed from the cover throughout the article, the article reflects this theme. All compounds should clearly relate back to the theme. | **6** |
| **Images, Tables and Graphs:**  The use of images is appropriate and relevant to each article’s content. Images are appropriately captioned. (source and/or explanation) The articles have an adequate size, images should not be big. | **6** |
| **Mechanics of Language:**  The article is well edited and uses excellent spelling, grammar and punctuation. | **6** |
| **References:**  Has included well written references in a single style. | **6** |
| **Sources:**  Used a variety of sources, at least 3 different academic and/or primary sources. | **6** |
| ***FOR EACH CHEMICAL COMPOUND (Should be included in the article):*** |  |
| Chemical Name and Common (commercial) name if any | **7.5** |
| Chemical Molecular Formula | **5** |
| Chemical Structural Formula, Lewis Structural, and/or Condensed Structural Formula (**Indicate** the functional groups if it’s an organic compounds) | **7.5** |
| Classification (type of chemical compound: ionic salt, acid, base, alcohol, carboxylic acid, amine, etc.) Should have different types of chemicals. | **5** |
| Chemical Reaction(s): balanced chemical equations or a description of the chemical reactivity. | **7.5** |
| Description of physical properties | **7.5** |
| Descriptions of uses, advantages and disadvantages. | **5** |
| Interesting, Curious or amazing Facts | **5** |

# FALL 2021 CH-100 GENERAL CHEMISTRY TENTATIVE COURSE & LAB OUTLINE:

The schedule is subject to change based on the progress or needs of the class.

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| **WEEK** | **Learning Units** | **Laboratory Activity**  **(Thursdays 11 am - 12:50 pm)** |
| **1** | **Chapter 1. Matter and Measurement** States of Matter & Classification of Matter Measurements  Significant figures Scientific Notation | **08/19**  Safety Lecture & Lab Equipment (virtual)  Thursday August 19 - Convocation |
| **2** | Problem Solving Using Conversion Factors Temperature  Density  **Chapter 2. Atoms and the Periodic Table**  Elements  Structure of the Atom Isotopes  The Periodic Table | **08/24 QUIZ # 1 CH 1 & safety lab**  **08/26**  **Lab** Measurements, Conversion Factors and Density |
| **3** | Electronic Structure  Electronic Configuration (*spdf not included*) Valence Electrons  Periodic Trends  **Chapter 3. Ionic Compounds**  Introduction to Bonding Ions  Ionic Compounds  Naming Ionic Compounds | **09/01 QUIZ # 2 (Chapter 2)**  **09/02**  **Lab** Atoms, Elements, Electron Configuration & Periodic Trends and Properties |
| **4** | Ionic Compounds & their Physical Properties Polyatomic Ions  **Chapter 4. Covalent Compounds** Introduction to Covalent Bonding Lewis Structures  Exceptions to the Octet Rule Resonance  Naming Covalent Compounds Electronegativity and Bond Polarity | **Monday September 6 - NO CLASS (Labor Day – School Closed)**  **09/09 QUIZ # 3 (Chapter 3 & 4)**  ***\*\* Online***  **09/09**  **Common Read Event** |
| **5** | **Chapter 5. Chemical Reactions** Introduction to Chemical Reactions Balancing Chemical Equations Types of Chemical Reactions | **09/16**  **UNIT EXAM I** (Ch. 1, 2, 3 & 4)  **Lab** Chemical Reactions & Equations |
| **6** | Oxidation and Reduction Reactions The Mole and Avogadro’s Number Mass to Mole Conversions  Mole Calculations in Chemical Equations Mass calculations in Chemical Equations  **Chapter 6. Energy Changes, Reaction Rates, and Equilibrium**  Energy  Energy Changes in Reactions | **09/23 QUIZ # 4** (**Chapter 5**)  **09/23**  **Lab** The Mole Lab  **Project # 1 Due “In my Element”** |

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| **7** | Energy Diagrams Reaction Rates Equilibrium  Le Chatelier’s Principle  **Chapter 7. Gases, Liquids, and Solids**  The Three States of Matter Gases and Pressure Properties of Gases  Gas Laws (Relationships)  Intermolecular Forces, Boling Point and Melting Point Energy and Phase Changes | **09/29 QUIZ # 5** (**Chapters 6**)  **09/30** Moles & Chemical Formulas |
| **8** | **Chapter 8. Solutions**  Mixtures  Electroytes and Nonelectrolytes Solubility  Concentrations of Solutions Dilutions of Solutions Properties of Solutions  **Chapter 9. Acids and Bases** Introduction Acids and Bases Brønsted-Lowry Acid & Base Acid and Base Strength  Acid and Base Equilibrium | **10/07**  **UNIT EXAM II** (Ch. 5, 6 & 7)  **Lab** Concentration of Solutions Worksheet (Virtual +Dry Lab, \*\*HW)  **QUIZ # 6** (Chapters 8, *online*) |
| **9** | Dissociation of Water The pH Scale  Common Acid-Base Reactions Titrations  Buffers  **Chapter 10. Nuclear Chemistry**  Natural Radioactivity  Half-Life of a Radioisotope  Medical Applications Using Radioactivity | **10/13 QUIZ # 7** (Chapter 9)  **10/14**  **Lab** Acids & Bases |
| **10** | **Chapter 11. Introduction to Organic Molecules and Functional Groups**  Introduction to Organic Compounds (Shapes & drawing) Functional Groups  **Chapter 12. Alkanes**  Alkanes & their Nomenclature Cycloalkanes  Alkanes with Substituents (haloalkanes) Properties of Alkanes | **10/20 UNIT EXAM III** (Ch. 8, 9 & 10)  **10/21**  **Lab** Organic Compounds (Alkanes)  **QUIZ # 8** (Chapter 11 & 12) Online |
| **11** | **Chapter 13. Unsaturated Hydrocarbons** Alkenes and Alkynes & their Nomenclature Cis-Trans Isomers  Addition Reactions Aromatic Compounds | **10/28**  **Lab** Unsaturated Hydrocarbons  **QUIZ # 9** (Chapter 13) Online  **Project # 2 Due “Chemistry Heroes”** |

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| **12** | **Chapter 14. Organic Compounds That Contain Oxygen, Halogen, or Sulfur**  Alcohols, phenols, Thiols, alkyl halides and Ethers & their Nomenclature  Properties of Alcohols & reactions  **Chapter 16. Aldehydes and Ketones**  Aldehydes and Ketones  Reactions of Alcohols, Thiols, Aldehydes and Ketones & their properties | **10/03**  **UNIT EXAM IV (Ch. 11, 12, 13 & 14)**  **10/04**  **Lab** Alcohols and Phenols |
| **13** | **Chapter 17. Carboxylic Acids, Esters, & Amides**  Carboxylic Acids  Properties of Carboxylic Acids Esters Hydrolisis of Esters  Amides | **10/10 Common Read Event 10/11 QUIZ # 10**  (Chapter 14 & 16, *online*)  **10/11**  **Lab** Aldehydes and Ketones |
| **14** | **Chapter 18. Amines**  Amines  **Introduction to Biochemistry Chapter 19. Lipids**  Introduction to Lipids Fatty Acids  Waxes & Triacylglycerols  Chemical Properties of Triacylglycerols Steroid Hormones | **10/18 QUIZ # 11** (Chapter 17 & 18)  **10/18**  **Lab** Carboxylic Acids and Esters |
| **15** | **Chapter 20. Carbohydrates**  Chiral Molecules  Fischer Projections of Monosaccharides Disaccharides  Polysaccharides | **10/30** Online Lab *(Assessment Day)*  **QUIZ # 12** (Chapter 19) Online  **Project # 3 Chemical Magazine First Draft Due November 22nd**  **Thanksgiving Break**  **(School Closed) November 24-26** |
| **16** | **Chapter 21. Amino Acids, Proteins, and Enzymes**  Proteins and Amino Acids  Acid-Base behavior of amino acids Proteins: Primary Structure  Proteins: Secondary, Tertiary, & Quaternary Structures Enzymes | **Project # 3 Chemical Magazine Final Project Due December 2nd**  **12/02 QUIZ # 13** (Chapter 20)  **12/ 02 Virtual Lab**  Monday, **Dec. 6**: **Overall Review**  Last day of classes for Fall 2021 term |
| **17** | **FINALS WEEK (Dec. 8-9)**  **Our Final Exam: *Thursday Dec. 9 th*** | **FINAL EXAM**  **11:00 am - 12:50 pm** |

**Important Dates:**

**Last Day for Schedule Changes** Friday August 20

**Labor Day (No School)** Monday September 6 **Last Day for Students to Withdraw from Classes** Wednesday November 17 **Thanksgiving Break (No School)** November 24 - 26

**Final Exams** December 8 – 9 (Comprehensive Final Exam: Thursday December 9 @ 11 am)

**POLICIES, PROCEDURES AND OTHER HELPFUL INFORMATION**

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students are expected to attend every class session and be on time for every class session. Absences, late arrivals, and early departures may contribute to the final grade a student earns. Each academic program has a policy stating how many absences are permitted before the instructor will expect the student to withdraw from the course.

Instructors will include the specific attendance policy in the syllabus for the class and adhere to the policy for the duration of the course.

“Students are expected to be present and participate in scheduled class periods; there is **no opportunity to make up missed quizzes or labs**. ***Students who miss more than 2 weeks of lab will receive an F for the course at the instructor’s discretion.*** Tardiness is not acceptable. Students are responsible for all the material and information presented in class.”

If a student has exceeded the number of allowed absences, faculty may institute an administrative withdrawal based on non-attendance. **If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence**.

In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic and Student Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

## Accommodation of Religious Observances

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations, and other course requirements.

Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

## Attendance Public Information

This policy is published on the College website, in the Student Handbook and the College Catalog. **EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

|  |  |
| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

**FALL 2021 COVID–19**

Due to the COVID-19 pandemic Donnelly college has instituted several measures for your safety. The Donnelly college website has an update center. Here is a link to the Donnelly College COVID information: <https://www.donnelly.edu/updates>

All students will read and sign the following Good Faith Agreement; “I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “Ws” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contact tracing to preserve the wellness of the Donnelly Community.”

**Additionally, Donnelly College is instituting the following attendance policy**: “All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form”. Here is a link to the COVID-19 Incident Report Form [https://forms.office.com/Pages/ResponsePage.aspx?id=S\_8IWW-](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u) [rUkmWHLbDxQ34Kzw0\_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u)

I have read and agree to Good Faith Agreement above: Date:

Printed Name:

Signature: