This is a generic Chemistry 134 Syllabus. Specific dates and times will be given in a handout at the beginning of the term.

Class Syllabus
CHE 134 General Chemistry II

Name: R.H. Langley  Phone: (936) 468-3606  Email: rlangley@sfasu.edu
Website: www.faculty.sfasu.edu/langleyricha  Class meeting time and place: see handout
Office Hours: TBA

Course Requirements: The student is expected to report to class on time, work homework problems in a timely basis, and take all quizzes and exams.

Note: Chemistry 134L is a co-requisite for this course. You must enroll in Chemistry 134L, unless you already have credit for the course, and if you drop either co-requisite course, you must drop them both. This may have unforeseen consequences if dropping four hours drops you below the minimum of 12 hours required to be a full-time student. In addition, dropping both courses will count as two of your allowed course drops. The consequences may include loss of financial aid and student discounts on insurance.

Note: Various announcements may be emailed to you throughout the term; it is your responsibility to check your email periodically.

Attendance Policy: See SECTION IV

I. TEXT AND MATERIALS: See handout

II. POINTS AVAILABLE:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>4 Exams (1 hour long, 100 points each)</td>
<td>400 points</td>
</tr>
<tr>
<td>1 Final (2 hours long, 200 points)</td>
<td>200 points</td>
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<tr>
<td>Unannounced Quizzes</td>
<td>??? points</td>
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<td>600+ points</td>
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1) The term "Final" refers only to the final exam. The term "Exam" refers to all other tests except.
2) The “Final” is a two-hour combination of Exam 5 (100 points) and a comprehensive test (100 points) given during the final exam time allocated by the University.
3) The total points may be supplemented by unannounced quizzes (with the additional points to be added at the end of the term). This is the only form of extra credit that will be available. It is available to all students – do not ask for special extra credit just for yourself.
4) Students have lost all the points from an entire exam because they have not read this syllabus completely. You may need to re-read this syllabus at various times during the term.

III. COURSE CALENDAR:

1) The exams will be in the evening on the dates and times listed above. Each exam will be one hour long, and cover the chapters listed above. Curving the exams may occur. The same applies to the final except as noted above.

2) During an exam, you may not use any electronic device other than a calculator or a watch unless prior (before the exam begins) arrangements have been made with the instructor. Disallowed items include, but are not limited to, cell phones, PDA’s, and iPods. All disallowed materials must be out of sight. There should be no items in front of you during an exam except the exam, your calculator, one or more writing implements, and possibly an eraser. The presence of any other item, even a water bottle, is a
violation of this rule. Should you fail to follow this rule, you will not be asked to comply; instead, you
be cited as cheating on the exam.

3) There will be 10-10 point questions on each of the four exams. All exams will have at least 10 points
of definitions, and at least one homework problem from each chapter (the homework problems should
be "giveaways" for anyone who has done the homework). Most of the questions will be of the problem
solving type. For a problem, 80% of the credit will be for the set-up, and the remaining 20% will be for
the answer. A correct answer, without any work, will not get you more than 20% of the possible points.
Set-ups, even partial ones, can get you a lot of partial credit, so never leave a question blank.

4) This section is not applicable to Summer Sessions. If you do poorly on a regular exam, you may take
an optional re-test. A re-test is a second exam over the same material. If you missed the regularly
scheduled exam, or received a 0 for cheating, you must get permission from the instructor before taking
the re-test. You need to see the instructor either before or after class in order to receive permission.
You must have a valid excuse to take the re-test if you missed the regularly scheduled exam; simply
saying you did not “feel” like taking the regular exam, or that you just wanted to wait until the re-test are
unacceptable excuses. The re-tests are optional not a privilege; however, if you begin a re-test you must
finish it. The score on the re-test automatically replaces your original exam score. The re-test schedule
follows the regular exam schedule on the handout. If you have a conflict with any of these times, you
may take the re-test during the preceding day. There will be no alternate times available on the day the
re-test is scheduled.

5) A common mistake is for a student to drop the course before attempting the first exam or to drop the
course before learning the exam grading scale announced in class after the exam. Students have passed
this class even after scoring very poorly on an exam (even with a single digit grade).

IV. LECTURE SCHEDULE

1) The following is a tentative class schedule. If any classes are cancelled, this schedule is no longer
valid; however, there will be an attempt to return to this schedule as soon as reasonably possible. Too
many or too few student questions may result in a minor adjustment in this schedule. “Review” sessions
will be primarily for questions concerning an upcoming exam. Part of a review session may be used to
get back on schedule. If the review session is very short, it is possible that the instructor will move on to
the next topic.

<table>
<thead>
<tr>
<th>Lecture*</th>
<th>(MWF class)</th>
<th>Section(s)</th>
<th>Pages</th>
<th>(TR class)</th>
<th>Section(s)</th>
<th>Pages</th>
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<td>Textbook**</td>
<td>Lecture</td>
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<td>Textbook**</td>
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<tr>
<td>1</td>
<td>14.1-14.3</td>
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<td></td>
<td>14.1-14.3</td>
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<td>2</td>
<td>14.3-14.4</td>
<td>4-7</td>
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<td>3</td>
<td>14.5</td>
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<td>4</td>
<td>14.6-14.7</td>
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<td>14.7, 15.1-15.5</td>
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<td>5</td>
<td>15.1-15.5</td>
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<td>15.6-15.7</td>
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<td>15.6-15.7</td>
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<td>15.5-15.6</td>
<td>14-21</td>
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<tr>
<td>7</td>
<td>15.5-15.6</td>
<td>14-21</td>
<td></td>
<td>Review, 16.1-16.2</td>
<td>22-23</td>
<td></td>
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<tr>
<td>8</td>
<td>15.5-15.6</td>
<td>14-21</td>
<td></td>
<td>16.11, 16.3-16.8</td>
<td>24-26</td>
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<tr>
<td>9</td>
<td>Review</td>
<td></td>
<td></td>
<td>16.6-16.8</td>
<td>27-30</td>
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<tr>
<td>10</td>
<td>16.1-16.4, 16.11</td>
<td>22-23</td>
<td></td>
<td>16.7, 16.10, 16.9</td>
<td>30-32</td>
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You should keep track of the important deadlines in the University calendar.

A student missing two exams or the final will not receive a passing grade for the course. In the absence of any curves, the final course grading scale will be: **A** = 420, **B** = 360, **C** = 300, and **D** = 240.

1) **Method of Evaluation:** Final grades depend upon the total points accumulated, and not on a percentage basis. The exams are specifically designed so that the midpoint of the possible points (50) will be close to the midpoint of the possible letter grades (C). Note: If a 50 is a “C,” there is no curve on the exam. The equivalent letter grades for each exam will be given in class, even though accumulated points and not individual letter grades are being used for the course grade. Do not make the mistake of attempting to correlate the grading scale in this class with any other grading system. If the instructor wished to use an inflexible system such as a 90/80/70/60 system, he would do so. This system allows you to overcome any exam grade (i.e., one test grade cannot cause you to get a low grade in the class).

**Grading scale** – In the absence of any curves, the final course grading scale will be: A = 420, B = 360, C = 300, and D = 240.

2) A student missing two exams or the final will not receive a passing grade for the course. It is possible to get a WP or WH instead of a WF or F. A grade of a WP or WH will only be given in special cases. You should keep track of the important deadlines in the University calendar.

V. GRADING POLICY:

11 16.5-16.8  24-26  19.1-19.7  33-36
12 16.8     27-30  Problems       37-40
13 16.6, 16.10 30-32  Review, 17.1-17.3 41-45
14 16.9-16.10 30-32  17.3       46-47
15 19.1-19.7  33-36  20.1-20.4  48-52
16 Problems  37-40  20.4-20.5  52-55
17 Problems  37-40  20.6-20.9  56-58
18 Review    20.9   58-59
19 17.1-17.3  41-45  Review
20 17.3     46-47  23.1-23.6  60-64
21 17.3     46-47  17.4-17.7  65-66
22 20.1-20.2 48-51  17.4-17.7  67-68
23 20.2-20.4 52-54  17.4-17.7  69
24 20.4-20.5 55-57  Review
25 20.6-20.9 58-59  24.1-24.4  70-73
26 20.9     58-59  24.6, 24.7  74-78
27 Review    24.8-24.10  79-83
29 23.4-23.6 63-64  21.7-21.9  86-88
30 17.4-17.7  65-67
31 17.4-17.7  67-68
32 17.4-17.7  68-69
33 17.7     69
34 Review
35 24.1     70-73
36 24.1-24.4 73-76
37 24.6     77-79
38 24.7-24.10 80-83
39 21.1-21.2 84-85
40 21.3-21.8 86-87
41 21.9     88
42 Review

* Coverage is approximate and depends upon time spent answering student questions
** Review days are for completion of the material for an exam and for answering questions.
3) Under no circumstances may a student take an exam after the scheduled time, or begin an exam after someone has finished the exam and left the exam room. (You should consider this in the case of conflicts.) If there is a conflict, you may schedule an alternate time (it must be before the scheduled exam time). A sign-up sheet for alternate times will be available in class on the Friday before the exam. You will need to wait until then to sign-up. Only re-tests take place after the regularly scheduled exam time. Alternate re-test times must be before the scheduled re-test day, and not on the day of the re-test.

4) Should an emergency or illness arise and prevent you from coming to the exam, do not worry about calling the instructor; see the instructor when you return to school.

5) In this class, there is no distinction between excused and unexcused absences. There are a maximum of three absences allowed. Beginning with the fourth absence, your grade may be lowered one letter grade per absence. If you miss a quiz or leave class early, this may count as an absence. (If you get to class more than 15 minutes after class begins, you are absent.) It is your responsibility to make sure you are not counted absent. If you think you may have been incorrectly counted absent; you must correct this during the same class day. Your participation in University sponsored field trips, sports and the like; may be included as part of your absences. Sponsored events do not change the number of allowed absences. During the past several semesters, people missing one class, for any reason, typically average over a letter grade lower on the next exam compared to students who do not miss a class. This grade loss typically doubles for two absences. (These values double in a summer session.)

6) Unannounced quizzes will supplement your accumulated points. These may occur at any time, and they may cover any material. Should you be late for class after a quiz has begun, make sure you do not disturb the people who are taking the quiz by waiting in the hall until the quiz is finished. If you do not wish to be counted absent, you should submit a paper with your name on it to the instructor. If you turn nothing in to the instructor, you should assume that you are counted absent. Unannounced quizzes are for bonus points; nearly any attempt to answer the problem will yield bonus points. The total number of bonus points is unknown until the end of the term. All information on grades and absences is recorded on Quiz 1. You will get a Quiz 1 the first day you attend class. You will be marked absent until this quiz is submitted to the instructor.

7) Any work submitted must be your own work. There will be a penalty if you copy the solution from any other source, such as the Solution Manual, another student, etc. The penalty for copying is lowering your course grade by one letter grade per offense. You will have one-week to see the instructor to discuss any problems in this area. A common excuse has been “I got the answer from my tutor.” This is not acceptable. Copying a quiz answer from another student is cheating and both the student copying the answer and the person supplying the information are equally guilty. Any student turning in a quiz with another student’s name on it will receive a no-pass for the course. There is absolutely no acceptable excuse for copying material. The instructor wants to know what you are having trouble with, not what you can find somewhere else. (See Section VIII for additional information.)

8) Any form of cheating on an exam will result in a 0 on the exam and a no-pass for the course. (See Section VIII for additional information.)

9) If there is a problem concerning any grading for this course, you should see the instructor. You have one week from the return of the graded item to bring the possible error to the attention of the instructor. The “one week” begins with the return of the papers to the class. After one week, it will be assumed that the grading is correct, and the grade will not be changed. You need to clear all grading disputes, except those concerning the Final, before the last regular class day (not the last day of finals). This is not limited to exams, quizzes, and absences, but includes all items that have a bearing on your course grade.
10) If your calculator has an instruction manual/card inside the case, you should remove it before starting the test. Such material may easily be mistaken for disallowed material, and a penalty incorrectly imposed. The presence of any course related material in your calculator is a form of cheating. You should clear all constants/conversions/equations from your calculator’s memory. If there is any course related material that you cannot delete – you must use a different calculator. There may be a spot check of calculators during an exam to ascertain if the memory is clear or if other material is present. See paragraph 11 in this section for the penalty for refusing a spot check. During an exam, it is cheating if you share a calculator with another student. See paragraph 8 in this section for a discussion of the consequences of cheating on an exam.

11) Note: anything that you bring into the exam room may be checked; by bringing an item into the test room, you are giving permission for its examination. If you wish something to be remain private, either do not bring it to the test room, or consign it to the instructor before the test begins. Failure to allow the checking of an item will count as cheating on the exam.

12) All students must complete an on-line course evaluation.

13) If you have any problem with any penalties, you must address them with the instructor before you experience the penalty. Complaints after the fact are mute.

VI. GOAL AND OBJECTIVES:

COURSE OBJECTIVE: To provide students with an understanding of the basic principles of chemistry and to apply these principles to problem solving involving critical thinking.

STUDENT LEARNING OUTCOMES: The student is expected to learn and apply the following basic principles to problem solving:

1. Basic principles of reaction rates used in chemistry such as experimental determination of rate, dependence of rate on concentration, change of concentration with time, and reaction mechanisms.

2. Basic principles of equilibrium used in chemistry such as describing chemical equilibrium, using the equilibrium constant, changing the reaction conditions; Le Châtelier's Principle, and solubility equilibria.

3. Basic principles of acid-base equilibria used in chemistry such as acid-base concepts, acid-base strengths, self-ionization of water and pH, solutions of weak acid or bases, and acid or base with another solute (buffers, titration curves).

4. Basic principles of thermodynamics used in chemistry such as enthalpy and the first law of thermodynamics, entropy and the second law of thermodynamics, the third law of thermodynamics, and Gibbs free energy.

5. Basic principles of electrochemistry used in chemistry such as half reactions, voltaic cells, and electrolytic cells.

6. Basic principles of nuclear chemistry used in chemistry such as radioactivity and nuclear bombardment reactions.

In other words:

1) The goal of this class is to give you a basic understanding of chemistry. This basic understanding is to prepare you for additional coursework, either in chemistry or in other disciplines, and to help you function in a technological society. This goal assumes no previous exposure to chemistry.

2) There are three basic objectives in this course. The exams are designed to test each of these items either individually or in combination. The objectives are:
1. To make sure that each student is proficient in solving problems of the types assigned from the text, given in class, or on the practice exams.
2. To make sure that each student is able to name compounds correctly, and is able to derive chemical formulas from the names of compounds.
3. To make sure that each student understands the terms used in the text or lecture.

3) In addition to the above, you must answer exam questions using the proper number of significant figures, correct signs, and correct units. Each mistake in one of these areas will cost you one point. Reporting intermediate values to too few significant figures may also warrant a penalty for each occurrence.

4) To aid you in determining if your study has been effective and has prepared you for each of the course objectives, practice exams will be available. These are old exams (in a slightly different format). The practice exams are not study guides that you should take as if it were a real exam. You should try a practice exam after you have nearly finished studying, answer every question, and only allow yourself one hour to complete the test. It is very important that you do not limit your study to the material on the practice test. A common mistake, for many students, is beginning to look over a practice exam before they have finished studying.

A. Objective 1: Problems – This is listed first because it is by far the most important. (Student learning objectives 1, 3, and 4)

1) This is a problem-oriented course, so you must be able to solve problems of the types presented in the text/lectures/practice exams. Selected problems are assigned. These questions illustrate the important types of problems on a particular subject in the text. The list given in the handout is the minimum number recommended for proficiency over the material, if you do not work at least these problems, you will have difficulty passing an exam. (You must reach the point of being able to do these problems entirely on your own – without looking at other material.) The major portion of each exam will test this objective. By the time, you take the exam you need to be able to work these problems without looking at your notes, looking back into the text, or asking someone. The practice exams will not allow you to reach this goal, but they will let you know if you have reached this goal. Practice exams may help you to recognize variations in the wording of questions.

2) NOTE: Just because you are able to get a correct answer, when working a problem, does not necessarily mean that you have a sufficient understanding of the problem. Without sufficient understanding, you will not be able to complete an exam in the allotted time. Many students have the mistaken assumption that it is possible to gain this understanding simply be looking over worked problems (those in the text, the Solution Manual, or the notes). This does not work. You must be able to do all the assigned problems without looking at their solutions. A major cause of low grades in this course occurs when a student studies the problems by looking over the solutions. (This is equal to not working the problems.) You will not have the solution to look at while you are taking the exam, so you should not look at the solution when doing the final preparation for an exam. All time spent looking at solutions to problems is time that better used in studying. Just looking at a solution to a problem serves no constructive purpose in this class. A symptom of this problem is not being able to recognize the homework problems on the practice exams.

3) Students, who limit their study to copying answers from the notes or some other source, have trouble. Students who only look over answers in the notes, and students who do not open their books, comprise a group of students that are relatively easy for the instructor to recognize – their exam grades are below a 40 – never ever higher. (This does not mean everyone with a low-grade falls into one of these three categories.)
B. Objective 2: Nomenclature – Point-wise, this is the second most important objective. (Student learning objective 2)

1) Nomenclature is a fundamental part of chemistry and there will be direct questions on naming compounds, or on deriving a formula from a name. In addition to direct questions, the name of a compound may appear in a question, and if you do not know its formula, you will not be able to answer the question. The use of the wrong nomenclature in a problem will result is the loss of credit on the problem regardless of how much material is correct. Over the entire semester, nomenclature will account for approximately two letter grades (about 120 points) of your course grade. Thus, nomenclature by itself is more important than any single test.

2) The study of nomenclature is a two-step process. The first step is “associational learning.” Associational learning deals with what name is associated with what symbol. For example, H is the symbol for hydrogen. Once you learn the individual names/symbols, it is possible to move on to the second step. During the second step various rules must be applied to combinations of symbols to produce the names of compounds (this is “applicational learning”). For example, if Na is sodium and Cl is chlorine (associational learning); then NaCl is sodium chloride (applicational learning). Many people use flash cards for the first step. This is perfectly acceptable, though it is not the only way to learn these associations. The second step is the more difficult step. Flash cards will not work here unless you can make a card for every possible compound, which is obviously not practical. The best way to accomplish this step is by practicing on as many different compounds as possible. There are several pages for practice in the lab manual, which may supplement the textbook.

C. Objective 3: Terms – at least a letter grade per exam – sometimes more. (Student learning objective 2)

1) Testing of the terms will primarily consist of definition type questions. Testing of the vocabulary may also be through words or phrases within other questions. If you do not know what a word or phrase means, you may not be able to understand or answer a question.

2) When writing a definition, only use the definitions given in class. In many cases, the definitions given in the text will be unacceptable. The only case where a definition from the text is acceptable is when the term occurs in a section of the text not lectured on in class, but you were told to read. Learn only the definitions given in class or in the textbook sections that you are specifically told to read. Do not waste your time on other definitions.

D. General:

1) Most of the exam questions will be problems, and therefore test Course Objective 1 (Student Learning Objectives 1, 3, and 4). Direct definition or nomenclature questions testing Course Objectives 2 and 3 (Student Learning Objective 2) will be a smaller part of the test. Indirect definition and nomenclature questions will be exceedingly common on some (all?) exams. The percentage of indirect nomenclature will increase throughout the semester. These indirect questions will be problems that require you to know either a term or the name/formula of a compound before you can do the problem. Using the wrong term or compound will result in no credit.

2) From time to time, you will need to memorize certain items such as conversion factors/numerical constants. In class, there will be very specific directions to learn these items. Therefore, you will need to pay close attention. If there is no specific mention about learning a value, you will not need to do so. However, if you were not paying attention and insist on asking if you need to know a value, the answer will be “yes” regardless of whether you need to know the information or not. Numbers requiring memorization will be minimal. All other values will be either on the exam or on the periodic table.
accompanying the exam. Many students waste their time learning additional conversions. You cannot impress the instructor by demonstrating how you wasted your time.

3) When you have achieved these objectives, you will be able to work a practice exam completely in one hour. **(Do not waste your time looking at the practice exams until you are nearly done studying. Also, do not spend more than a total of 70 minutes on a practice exam.)** If you do not recognize the questions on the practice test that come from the homework, then you have no business looking at the practice test, you should be studying for the exam. The instructor tests for these objectives by the choice of exam questions **AND** by designing an exam that you will not be able to complete in the allotted time unless you have a certain minimum level of comprehension of the subject. If you feel that the exams are too long, then you do not know the material well enough. If there is any unfairness in the exam, there will be a curve to cancel this.

4) You should dedicate most of your study time to learning how to do the problems. This is more important than reading the textbook. It will be necessary to spend time each day on nomenclature and definitions. The amount of time needed for these two areas will vary from student to student – but no student will be able to ignore these.

**VII. ASSIGNMENTS:**

1) There are two assignments in this class. The first is the reading assignment. You are to read each textbook chapter when instructor reaches the material in class. (Chapters or sections may need to be re-read one or more times.) The second assignment is much more important than the reading assignment. You should begin the second assignment as soon as possible, even if you have not started/completed the first assignment.

2) The assigned problems that are found on the website. These problems are the basis for exam questions. You may look at problems in the text if you wish; these may help you understand the material, but they will not significantly prepare you for the exams. The list on the handout contains the minimum number of problems needed for proficiency over the material. Should you have difficulty with some of these problems; look for other similar problems. The problems are not necessarily in order of increasing difficulty so do not simply give up if you find three or four problems in a row that you cannot complete. At least reading the problems will help you prepare for the next class period, and you may find that you can do one of the later problems. **NOT WORKING AT LEAST THESE PROBLEMS WILL HAVE A SUBSTANTIAL DETRIMENTAL EFFECT ON YOUR EXAM SCORES.** In general, discussion questions are not included in the list – you may wish to review some of these non-numerical problems on your own to test your level of comprehension. Unless a problem has several parts, you should not spend more than 15 minutes on it without asking for help.

3) Time will be set-aside during class to go over the assigned problems (you may come to the instructor's office hours to go over assigned or un-assigned problems). You will need to make sure that you are prepared to take advantage of this time (i.e., you should have at least attempted the problems so you may ask questions or be able to understand other peoples' questions). Feel free to ask additional questions over the same problem should the solution not be clear, but not to simply ask to do the question over again (as this is a waste of your time). It is also very helpful to work along with the problems in class (making sure you get the same solutions on your calculator, etc.). In general, only one part of a multi-step problem will be done during a lecture period to leave the remaining parts for the students to practice.

4) After the class discussion of a problem, you should re-attempt any question(s) that you were unable to answer previously. You must be able to work a problem without looking at the solution; otherwise, you
are not ready for the exam. You can only learn how to do a problem by working it; you cannot learn how to do a problem or review for an exam simply by looking at a solution.

VIII. – University Policies

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Any student found cheating will be subject to the penalties as stated in the Student Code of Conduct handbook; including but not limited to a score of zero on exam, expulsion from the class or expulsion from the University.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

CLASSROOM BEHAVIOR POLICY: To ensure a classroom environment conducive to learning, any forms of classroom disruptions will not be tolerated (examples but not limited to – talking, use of cell phones/beepers, sleeping, reading other material, eating/drinking). Students who violate these rules
will be asked to leave. Repeat offenders will be subject to disciplinary action in accordance with University policies as described in the Code of Student Conduct.
**General Education Core Curriculum Objectives:** This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 1 - Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Assessed in lab</td>
<td>See lab syllabus</td>
</tr>
<tr>
<td>CO 2 - Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Assessed in lab</td>
<td>See lab syllabus</td>
</tr>
<tr>
<td>CO 3 - Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Assessed in lab</td>
<td>See lab syllabus</td>
</tr>
<tr>
<td>CO 4 - Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Assessed in lab</td>
<td>See lab syllabus</td>
</tr>
<tr>
<td>CO 5 - Personal Responsibility</td>
<td>To include the ability to connect choices, actions</td>
<td></td>
<td>Not assessed in this course</td>
</tr>
</tbody>
</table>
You should know the name, formulas and charges for each of the following elements, compounds, and ions. You should be able to predict the oxidation numbers for the elements based upon their position on the periodic table. Other species will be added to this list during the term. Expect nomenclature to account for approximately two letter grades of your course grade (people have lost over 120 points to nomenclature over the semester).

Elements (in their relative positions on the periodic table):

<table>
<thead>
<tr>
<th>H</th>
<th>Li</th>
<th>Be</th>
<th>B</th>
<th>C</th>
<th>N</th>
<th>O</th>
<th>F</th>
<th>Ne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na</td>
<td>Mg</td>
<td>Al</td>
<td>Si</td>
<td>P</td>
<td>S</td>
<td>Cl</td>
<td>Ar</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Ca</td>
<td>Ti</td>
<td>V</td>
<td>Cr</td>
<td>Mn</td>
<td>Fe</td>
<td>Co</td>
<td>Ni</td>
</tr>
<tr>
<td>Rb</td>
<td>Sr</td>
<td>Mo</td>
<td>Ag</td>
<td>Cd</td>
<td>Sn</td>
<td>Sb</td>
<td>Te</td>
<td>I</td>
</tr>
<tr>
<td>Cs</td>
<td>Ba</td>
<td>W</td>
<td>Pt</td>
<td>Au</td>
<td>Hg</td>
<td>Pb</td>
<td>Bi</td>
<td>Rn</td>
</tr>
<tr>
<td>Ra</td>
<td>Th</td>
<td>U</td>
<td>Pu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Polyatomic ions:

- **Cationic:**
  - \( \text{NH}_4^+ \)
  - \( \text{Hg}_2^{2+} \)

- **Anionic:**
  - Named as if monatomic:
    - \( \text{CN}^- \)
    - \( \text{OH}^- \)
    - \( \text{O}_2^{2-} \)
    - \( \text{O}^- \)
    - \( \text{NO}_3^- \)
    - \( \text{NO}_2^- \)
    - \( \text{SO}_4^{2-} \)
    - \( \text{SO}_3^{2-} \)
    - \( \text{PO}_4^{3-} \)
    - \( \text{AsO}_4^{3-} \)
    - \( \text{AsO}_3^{3-} \)

- \( \text{H} \) containing (bi-):
  - \( \text{HSO}_4^- \)
  - \( \text{HCO}_3^- \)

- Oxygen-Halogen:
  - \( \text{OF}^- \)
  - \( \text{ClO}^- \)
  - \( \text{ClO}_2^- \)
  - \( \text{ClO}_3^- \)
  - \( \text{ClO}_4^- \)
  - \( \text{BrO}^- \)
  - \( \text{BrO}_2^- \)
  - \( \text{BrO}_3^- \)
  - \( \text{BrO}_4^- \)
  - \( \text{IO}^- \)
  - \( \text{IO}_2^- \)
  - \( \text{IO}_3^- \)
  - \( \text{IO}_4^- \)

- Others:
  - \( \text{CO}_3^{2-} \)
  - \( \text{OCN}^- \)
  - \( \text{SCN}^- \)
  - \( \text{C}_2\text{O}_4^{2-} \)
  - \( \text{C}_2\text{H}_3\text{O}_2^- \)
  - \( \text{S}_2\text{O}_7^{2-} \)
  - \( \text{MnO}_4^- \)
  - \( \text{CrO}_4^{2-} \)
  - \( \text{Cr}_2\text{O}_7^{2-} \)

Compounds:

<table>
<thead>
<tr>
<th>CH(_4)</th>
<th>NH(_3)</th>
<th>H(_2)O</th>
</tr>
</thead>
</table>

This nomenclature appears in the Chemistry 133 section of the website (www.faculty.sfasu.edu/flangle). During the term, additional nomenclature will be added. These are on the website under Chemistry 134 nomenclature. Nomenclature IV is for Chapter 23. Nomenclature V is for Chapter 22 (divided into two parts depending on the sections covered). Nomenclature VI is for Chapters 24 and 25. You should study the appropriate nomenclature when the class reaches the appropriate chapter. Once the class reaches a particular nomenclature section, nomenclature from that section may appear any time during the remainder of the semester.

**NOTES:**