

CHE-141
Organic Chemistry I
Spring 2018
Gustavus Adolphus College

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Textbooks Lecture: Organic Chemistry (2nd edition), Klein. 2015
 Lab: James W. Zubrick, The Organic Chem Lab Survival Manual: A Student's Guide to Techniques, 2012.

On-Line Sapling On-line Homework
 Moodle (<http://moodle.gac.edu/>)
 Starfish (<http://gac.edu/starfish>)

Supplies : Molecular models.

Classroom: Section 001: MWRF Confer 128
 Section 003: MWRF Nobel Hall of Sciences (NHS) 201

Office Hours: My scheduled office hours are Mon and Wed 10:30 – 11:30 and Thu 1:30 – 2:30. I am also available by arrangement. (Just email me to set up a time.) Check with starfish and my google calendar to make an appointment.

HOMEWORK:

Homework that is graded will be a combination of on-line problems through Sapling and problem sets. Due dates are set for the material so that **you will most likely have to figure a lot of things out on your own, before we cover it in lecture**. More on this below, but count on spending a significant amount of time on the homework.

EXAMS:

There will be four 1-hour exams that will consist of short answer and/or multiple-choice questions. In addition to asking you to be able to recall facts and principles from lectures and textbook readings, you will be asked to extend the principles you learned to new situations and to offer explanations of the behavior of compounds with which you are not familiar. Each exam will be "comprehensive" because each new concept builds upon previous material. So you will need to know material from earlier units. Test dates are as follows: March 2; March 23; April 27; and May 18. The final exam will be comprehensive, and will be in the regular room at the following time: Section 1 Friday 5/25 from 1:00 – 3:00; Section 3 Friday 2/25 from 8:00 – 10:00.

GRADING

The breakdown of your grade is as follows:

Four one-period exams.....	40%
Homework.....	20%
Comprehensive final exam.....	20%
Laboratory.....	20%

Please note that the grade is based upon your cumulative point total. Laboratory performance is not graded separately then averaged. The total of your lab reports and notebook entries will be normalized, weighted, and added to your cumulative score before grades are assigned.

The final cumulative total, weighted as shown above, will be assigned a grade based upon a standard scale: 93 - 100% =A; 90 - 92% = A-; 87 - 89% = B+; 83 - 86% = B; 82 - 80% = B-; etc. *I reserve the right revise the grading scale as seems appropriate for the class.*

If you do not complete all of the laboratory projects, you cannot pass the course, even if you've taken the course previously.

ACCESSIBILITY RESOURCES

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability, or you think you may have a disability of any nature (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Accessibility Resources staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Accessibility Resources as early as possible. Accessibility Resources (<https://gustavus.edu/advising/disability/>) is located in the Center for Academic Resources and Enhancement. Accessibility Resources Coordinator, Kelly Karstad, (kkarstad@gustavus.edu or x7138), can provide further information.

Help for Multilingual Students

Support for English learners and multilingual students is available through the Center for International and Cultural Education's (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Carly Houston Overfelt. The MIPC can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. If requested, the MIPC can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (<https://gustavus.edu/writingcenter/>).

STUDENT RESPONSIBILITY

At Gustavus, we want students to be active in their own education. For the majority of you, this is your second semester at Gustavus, and you are still learning how the system works. One of the differences between your college experience and your previous educational experiences is the responsibility born by each party. Your teachers here are less likely to simply disseminate facts that you must regurgitate on an exam later; Rather, they are guides who will provide opportunities for you to expand your understanding of the world in which we live. *Gustavus faculty provide the opportunities for you to learn, but you must take advantage of those opportunities.* It is in this spirit that homework due-dates are set such that lecture is not the first time you will have encountered material. This allows you to know where you are having trouble and ask more relevant questions in lecture. I will do my best to help you understand the material, but you are ultimately responsible for that understanding.

ACADEMIC HONESTY

As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide.
(Academic Information and Policies, General Catalog)

The Honor Code at Gustavus is an expression of the importance with which we view academic integrity. Each faculty member is required to implement the Honor Code, and to define what is (or is not) authorized aid. It is the students' responsibility to ask clarifying questions when there is confusion regarding academic honesty. In this class, it is assumed that students are honest about their work. It is also understood that sometimes the boundaries can seem "fuzzy." If you find yourself in a situation where you are unclear about attributions or the use of sources, please ask. In the professional realm, issues of plagiarism and/or fabrication have ruined careers.

The first instance of cheating on an assignment or exam will result in a score of zero for that assignment or exam, and the Dean of Faculty will be informed of the incident. The second instance will result in a grade of F for the course.

To impress of the importance of these two items (student responsibility and academic honesty), I require that you sign the following pledge and return the signed page to me by the beginning of class on Monday, February 16.

On my honor, I pledge that I will not give, receive, or tolerate others' use of unauthorized aid in completing my work.

signature

date

printed name

student ID

STUDY HINTS

Success in organic chemistry requires practice. Much of the information builds upon concepts previously presented; **frequent review is essential**. Here are a few tips to help keep the course material under control:

I. Outline the chapters

Reading a science textbook can cure even the most chronic insomnia. Learning how to read and retain the information is critical for your success. Many students use highlighters to bring attention to important passages. You will quickly find that *everything* in science textbooks is considered important. Highlighting does not work. A better approach is to learn how to outline a chapter.

Read a paragraph and paraphrase (in your own words) what the paragraph means. This causes you to actively assess the information, and is similar to the process of "deep reading" in literature classes. This is a learned skill, and you will probably write too much for each concept in the beginning. At the end of each chapter, there is a chapter summary. Your outline should not be more than twice the length of the summary (in outline form). More than that, and you are simply copying material, not processing it.

Outline before class, and write your questions in the margins. When we get to that part in the lecture, you can ask a productive question.

II. Do the homework problems

The Sapling problems are designed to test your understand of concepts. If you get a question wrong, you will have the opportunity to read a tutorial and see if you have learned the concept. When you try it again, you will get a new problem based upon the same concept. You cannot "brute-force" an answer.

You should also try the problems at the end of the chapters. Many people will try a question and look at the answer right away. If the answer is wrong, the temptation is to say "Oh, yeah. I see what I did...." and move on. If you do this, you have learned nothing. A better strategy is to work a number of the problems, then check them all. If you got something wrong, go back and try another similar problem.

III. Ask Questions

If you have a question in class, the odds are that someone else has the same question. Feel free to ask questions in class. The office hours listed (first page) are those in which I guarantee I will be available. However, I will also be in my office at other times and will be willing to see you if I am free. If the listed times are not convenient, see me and we will arrange a time to meet. **If you are spending more than 2 hours per night on this course, you are doing something wrong. Come see me and I will help you as best I can.**

COURSE COVERAGE

In first semester organic chemistry (the chemistry of carbon-containing compounds), we will learn the language and many of the principles governing organic chemistry. We will study molecular structures, nomenclature, reactions, and reaction mechanisms of alkanes, alkenes. We will also learn about how we know what molecules "look" like.

The schedule below gives a **tentative** outline of the topics we will study.

Topic	Reading	Lectures
Review Bonding and Structure	Chapters 1 and 2	Feb 12 - 21
Acids and Bases	Chapter 3	Feb 22 – March 1
EXAM I	Ch 1, 2, 3	March 2 (Friday)
Alkanes and Cycloalkanes	Chapter 4	March 5 - Mar 15
Stereochemistry / Chirality	Chapter 5	March 16- March 22
EXAM II	Ch 4, 5	March 23 (Friday)
Reactivity and Mechanism	Chapter 6	March 26- 29
Spring Break (March 30 - April 8)		
Substitution Reactions	Chapter 7	April 9 - 13
Mass Spectrometry and Infrared (IR) spectroscopy	Chapter 15	April 16 - 19
NMR Spectroscopy	Chapter 16	April 20 - 26
EXAM III	Ch 7, 15, 16	April 27 (Friday)
Alkenes	Chapter 8	April 30 – May 5
Addition Reactions of Alkenes	Chapter 9	May 7 - 11
Aromatic Compounds	Chapter 18	May 14 - May 23
EXAM IV	Ch 8, 9, 18	May 25 (Friday)

LABORATORY SCHEDULE

Date	Lab	Assignments
2/12 - 2/15	Check in and Urea Synthesis	
2/19 - 2/23	White Solids	Urea Synthesis report due
2/26 - 3/1	White Solids (cont)	
3/5 - 3/8	Acid/Base Extraction	White Solids report due
3/12 - 3/15	Acid/Base (cont)	
3/19 - 3/29	Chiral Resolution	Acid/Base report due
3/26- 4/5	Spring Break / No Lab	
4/9 – 4/12	Stereochemistry of bromination	Resolution report due
4/16 - 4/19	Essential Oils	Bromination report due
4/23 - 4/26	Essential Oils Spectroscopy	
4/30 5/3	Unknowns: Qualitative Analysis	Essential Oils report due
5/7 -5/10	Unknowns: Spectroscopy / Checkout	
5/14 - 5/17	Unknowns: Presentations	