*CH **204 GENERAL** CHEMISTRY II*
Spring Semester 1999
***MWF** 11:00 pm & MT 2:00 pm*
Henry Hall 33

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TEXT: ***Chemistry:*** The ***Central*** Science by **Brown, LeMay, &** Bursten; 7th edition

WEEK	**DATES**	TOPIC	PROBLEMS
1	Jan 11-15	CH 11 (4)	11:4,7,8,12,16,22,25, 29,38,42,46,51,56, 62,66
2	Jan 18-22	**CH12(2)**	12:2,8,14,16,24,28,32, 34,36
3	Jan 25-29	CH 13(4)	13:2,6,10,11,21,27,30, 35,37,45,51,56,73
	EXAM **#1-FEB** 3 **(CH** 11, 12, 6 13)		
4	Feb 1-5	CH 14 (3)	14:2,3,13,14,16,17,20, 22,25,29,39,45,51, 53,56
5	Feb 8-12	CH 14(1) & CH 15(3)	15:2,4,8,9,12,15,19,21, 25,31,35,40
6	Feb 16-19	CH 15(2) & CH 16(1)	16:4,5,14,18,22,24,28, 34,40,44,56,60,62, 64,72,80
	EXAM **#2-FEB** 24 (CH 14 & 1S)		
7	Feb 22-26	CH 16 (3)	" " "
8	Mar 1-5	CH 17(4)	17:2,4,6,12,18,22,32, 34,40,46,60
	EXAM #3-MAR 10 (CH 16 & 17)		
9	Mar 8-12	CH 19(3)	19:2,4,10,24,28,30,32, 42,46,50
10	Mar 15-19	CH 19(2) & CH 20(2)	" " "
	---------- SPRING **RECESS,** Mar 22-26 ----------		
11	Mar 29-Apr 1	CH 20(3) & CH 21(1)	20:2,4,10,14,22,24,28, 32,34,44,48,52,64,76
	EXAM #4-APR 10 (CH 19 & 20)		
12	Apr 5-9	CH 21(3)	21:2,6,10,14,16,26,29, 33,40,43,61
13	Apr 12-16	CH 24(4)	24:2,4,8,14,16,18,24, 2$,35,44
	EXAM **#5-APR** 23 (CH 21 & 24)		
14	Apr 19-23	CH 24 (2)	" "

15 **Apr 26-30** **CH 18,22,23,25** TBA

Here we go again! In **addition to the exams (each worth 50 points), there will be the regular daily cooperative quizzes worth another 100 pts. Homework assignment turned in on time will be worth five points each. The final will count 150** pts. **and, once** again, **the "double or nothing" principle will apply for the final. Grand total: 500 pts. Per last semester, you must turn** in the **e-mail practice exams for each chapter prior to taking an exam. The Mori-e-mail deal still stands,i.e., an extra point for each chem-e-mail. Also, extra points for doing a "tough" problem (any black exercise that is bracketed, additional, or integrative). Lastly, extra credits for pointing out mistakes in the lecture, lab, or textbook.**

Once more I shall be around to assist you in teaching yourself general chemistry - but only you can really do it! Remember that the Learning Center is also willing and able to help out.

We'll start by considering solids and doing a bit of geochemistry and organic chemistry. Then on to solutions prior to spending nine weeks attempting to unravel the questions of how & why reactions occur. We'll end the course studying nuclear chemistry, more sophisticated bonding in coordination cmpds., and finally other applications of chemistry.

once again, the key to understanding this maze of uncertainty is doing problems! First do the assigned ones (five pts. a **crack) and then do more & more & more & more & more & more & more & more & ..... you'll receive an extra four points for each additional set of 10 problems that** you do. **What a deal!**

Over **the years, many students have asked me how to study general chemistry. Let me answer that by telling you how much you should study.** I **firmly believe that you must put in six (6) hours of study per week.** If you **don't believe me, ask the students who received A's and B's for** the first **semester. Also, it must be six hours every week, not eighteen straight hours the night before an exam. "All-nighters" produce only one thing -- exhaustion. If you put in six hours of work each** week, **you will learn some chemistry, and, most likely, it will be reflected in your final grade. Perhaps even more important, if you do not develop the habit of studying chemistry six hours a week, organic chemistry could well be a serious problem next year.**

Every possible MWF at high noon will be given over to problem therapy sessions -- Henry Hall 33 or 39. **Be there!** Aloha.

Read **the attached material** again **and let's start bonding!**

LEARNING CHEMISTRY

Fatigue and how to minimize it

Even if you remove from your study area all the distractions that surround Joe College, you still must overcome fatigue. After long hours at a task, people become physically and mentally tired. You will not be physically tired if you get enough sleep. If your learning efficiency is high, you will have plenty of time to sleep. High learning efficiency and adequate sleep support each other.

Mental fatigue is another matter. After lengthy work periods at the same and similar tasks, you lose sharpness and enthusiasm. you must work harder and longer for a given amount of learning. You cannot avoid fatigue altogether, but you can minimize it. Try these ideas:

1. If you have several subjects to study, tackle first the most difficult or least interesting. Then, when fatigue begins to appear, you will be at least interested in what you are doing.

2. Again if you have several subjects to study, and if they are equal interest and difficult, rotate them, if it can be done without losing continuity. When you feel yourself losing interest in one subject, switch to another. Come back to the first subject when you tire of the second.

3. Take breaks. Study for about 50 minutes, and then take 10 minutes off. Stretch. Walk around. Snack. Watch the time, so you are sure to be back in time to start the second hour at full learning efficiency. Repeat hourly.

4. Work in short sessions. You will experience less fatigue in two two-study hour sessions than in one four-hour period. Try a two hour session in the afternoon and another two period in the evening. Then relax.

Notetaking

Now you have an idea of what your assignment is about, you are ready to learn. Learn now, that is, not later. As you approach each section that has a performance goal, read it carefully and fix in your thought what to do for as you study. When you come to a point of your reading that is important and should be learn, think about it. Summarize the main ideas and write them into your notebook in your own words. If what you see what your eyes stops over in your mind long enough to be analyzed, revised and summarized, you are learning it at that time. Continue to the entire assignment in this way. When you finish, you will have a compact set of notes covering the main ideas which you have learned already. When test time comes, you will be able to revise them. That is much easier than learning them for the first time.

Most students do not study in a textbook this way. The more common procedure is to sit down with a book and felt a pen. important items are marked, not in condensed form, but in their full textbook presentation. Many ages wind up half colored. You don't have to think about something to recognize that it is important and highlight it. If you don't think it, you don't learn it. You have only made a date to learn it later. When test time comes, you have so many dates to keep it is impossible to keep them all. There is too much to read and too much to learn in too little time.

This is not to say you should never use a highlighter. Just use it sparingly and intelligently, as a supplement to your handwritten notes. Your notes should have a page reference to the marked materials. And when you highlight something, stop. Think about it. Learn it. Now!

Problem solving

As you begin learning how to solve chemistry problems, it helps to see clearly that your purpose is not to solve the problem, but to learn to solve the problem. You are never finished with an assigned problem until you understand it well enough to solve all other problems like it -- or nearly like it.

Here are some general hints on how to solve problem:

1. Be sure you have read and understand the theory or principle behind the problem. Know the definitions if any mathematical relationships you will use, how they are written mathematically, and the units in which they are expressed.

2. As you use the question-and-answer method on an example, be sure you understand each step before going on to the next. THIS IS THE TIME AND PLACE TO LEARN HOW TO SOLVE PROBLEMS.

3. If you are solving a problem from the end of the chapter, solve the problem without referring to an example in the chapter. In particular, do not put one finger at the place of the problem and another finger at the page where a similar example is solved and then flip back and forth, repeating for your problem each step that appears in the example. This technique gets answers, but no understanding. Instead, if you get stuck, turn from your end-of-the-chapter problem altogether and work through the matching example from start to finish. When you thoroughly understand the example, close that page of the book, go back to the problem, and solve it completely.

4. Once you get an answer, be sure it is reasonable. {Just because an answer came from a calculator does not make it reasonable!

5. Finally the crucial questions: "Did I learn how to solve this problem and others like it?" Even if you have a correct answer, but cannot give a "yes" answer to this question, you have not finished with the problem.

KEEP YOUR OBJECTIVE IN MIND. YOUR PURPOSE IS TO LEARN HOW TO SOLVE PROBLEMS, NOT TO GET A CORRECT ANSWER AND COMPLETE AN ASSIGNMENT.

LEARNING FROM LECTURE

What a student learns from a lecture depends on what the student does before, after, and during the lecture. We will exam all three.

Before the lecture

Just as a preview of a text reading assignment improves learning from reading the text, so a preview of the lecture improves learning from the lecture. If you know in advance what part of the textbook to be covered in your next lecture, flip through the pages the night before--or even better, the hour before- the lecture. Glance at section headings and illustrations. Make notes on what you think the main points will be. Try to guess how these ideas go together. Being right or wrong is not important. The act itself prepare you to learn during lecture, rather than after. This should take about ten minutes, but it can save an hour or more of study after the lecture to accomplish the same amount of learning.

During the lecture

What you learn from a lecture depends largely on the quality of the notes you take. In general, the best lecture notes are brief summaries that list the main ideas presented. Phrases are used rather then sentences. Ideally they are in outline form, showing major topics and subtopics. The notes are short, but they include all special conditions that are essential to the main ideas. Good lecture notes also anticipate a follow-up in which the comments are expanded. This is done by writing notes on only one half of the page, or one of the facing pages in a bound notebook. The remaining space is available for additional comments.

After the lecture

This is a crucial time. It has been demonstrate that a student who waits 24 hours before studying lecture notes forget almost half (46%) of the material presented in the lecture. In two days, SO% is forgotten, and at the end of the week 62% is gone. By contrast, the student who goes over the lecture notes within a few hour after the lecture retain about 98% of what was said, hold 97% a week later, and still remembers more than 90% of the lecture three weeks after.

It is during the review of the lecture that you use the open space in your notebook. Write in greater details the items that were condensed to a few words during the lecture. Check your text for anything you didn't quite understand. Summarize the main points of the lecture. As in notetaking from the textbook, it is the act of thinking through something to the point that you can write at it in your own words that assures learning. Review the lecture just as soon after it is over as possible. Nowhere you will find the better bargain in time and lea rning.

LEARNING EFFICIENCY

If you have homework that required three hours of genuine learning, how many hours will you study to accomplish that learning? Surely it will be more than three hours. For some students it would be a lot more. How much more for you depends on your LEARNING EFFICIENCY (LE). Learning efficiency is the ratio of minutes learning to minutes of study multiplied by 100. If a student gets 48 minutes of learning in one hour of study, the learning efficiency is

LE = (minutes of learning)/ (minutes of study) X 100 = (48/60) X 100 = 80% efficiency

The object, of course, is to *make* the numerator as large as possible— maximize learning— while making the denominator as small as possible- minimize the tine *spent* studying.

CONCLUSION

L is very individual matter. An excellent study technique for one student may be unsatisfactory for another. We do not mean io suggest that you should intermediately adopt all the suggestions given here, but we do suggest that you consider them. They have worked for other students, and there is every reason to believe that most of them will work for you too.

FINALLY: How difficult *it* is to learn chemistry? Here is one opinion:

> If to comprehend is the same as forming an image, we will never form an image of a happening whose scale is a millionth of a millimeter, whose rhythm *is* a millionth of a second, and whose protagonist are in their essence invisible
>
> PRIMO LEVI, 'The Periodic Table"