

**San José State University**  
**College of Science/Department of Chemistry**  
**Chem 1A General Chemistry Sec. 3 Fall 2022**

**Course and Contact Information**

Instructor:	Dr. John Diniz
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Telephone:	Email is preferred
Office Hours:	WF 11:30AM-12:30PM
Class Days/Time:	MWF 1:30 – 2:20 PM
Classroom:	MD 101
Prerequisites:	Proficiency in high school chemistry or CHEM 010 (with a grade of "C" or better; "C-" not accepted) or instructor consent; proficiency in high school algebra and eligibility for MATH 019; Writing Enrollment Group W-I or W-II, or ENGL 1AF with a grade of CR, or ENGL 1A with a grade of C- or better.**

**Please check your Canvas frequently as lecture quizzes and Canvas announcements will be there.**

**COURSE FORMAT**

This course has a lab and seminar component, which complement lectures. Lecture quizzes, lab exams and seminar quizzes will be administered online in seminars. Lecture exams will be taken in person during lecture time.

**COURSE DESCRIPTION**

Topics including stoichiometry, reactions, atomic structure, periodicity, bonding, states of matter, energy changes, solutions using organic and inorganic examples. Lab program complements lecture. Prerequisite: Proficiency in high school chemistry or CHEM 010 (with a grade of "C" or better; "C-" not accepted) or instructor consent; proficiency in high school algebra and eligibility for MATH 019; EPT requirement met. Misc/Lab: Lecture 3 hours/lecture 1 hour/lab 3 hours.

**COURSE LEARNING OUTCOMES**

The detailed learning outcomes can be found at the end of this syllabus.

**BS/BA CHEM PROGRAM LEARNING OUTCOMES (Covered by Chem 1A)**

Chem 1A provides basic, introductory support for the following degree outcomes:

PLO #1 - Demonstrate understanding of core concepts and to effectively solve problems in inorganic chemistry.

PLO #2 - Demonstrate understanding of core concepts and to effectively solve problems in organic chemistry.

PLO #3 - Demonstrate understanding of core concepts and to effectively solve problems in analytical chemistry.

PLO #4 - Demonstrate understanding of core concepts and to effectively solve problems in physical chemistry.

PLO #5 - Demonstrate understanding of core concepts and to effectively solve problems in biochemistry.

PLO #6 - Answer questions regarding safe practices in the laboratory and chemical safety.

PLO #7 - Demonstrate safe laboratory skills (including proper handling of materials and chemical waste) for particular laboratory experiments.

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### **\*\*PREREQUISITES/COREQUISITES**

The prerequisites for Chem. 1A are completion of a one-year high school chemistry course; Math 19 (Pre-calculus) and English 1A eligibility. You cannot be a remedial student. You need to recall your high school chemistry. **You should not enroll in Chem 1A if you have not had high school chemistry, if you can't remember your high school chemistry, or if you had a weak high school chemistry class!** If any of these scenarios apply to you, please take Chem 30A first. Every student who wishes to remain in the course or who wishes to add the course must be present in lab and seminar for the safety discussion and must take and pass a safety quiz. If you are waiting to get into the class, please make certain you attend the safety discussion and take the safety quiz. You must pass the safety quiz with a score of 8 or better!

### **\*Notes on Emails**

I will check my email at least 2x a day. You can expect to receive a response within 48 hours during Mon-Fri 9:00-5:00pm. There are 200 students enrolled in this course, but I will try to keep response times under 24 hours. Nighttime emails might not be answered until morning and weekend emails might not be answered until Monday. If there is a large volume of similar emails, I might respond to your email by making a Canvas Announcement that should answer your question. Emails with Follow up questions are always welcome. If more than 40 hours have passed since you have sent me an email, you are invited to send a follow up email. With that in mind please, feel free to email me anytime, any day of the week.

### **BOOKS/SUPPLIES/COURSES**

#### **Required Materials**

- 1) Chemistry: The Central Science – Brown, LeMay and Bursten – 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> edition (Or a college level Chem. text if you feel comfortable with a different textbook.)
- 2) **Lab Manual for Chemistry 1A** - Sold by the Chemistry Club (DH 20) during the first 2 weeks of school. Cash only.
- 3) Hand-held scientific calculator – **Must be non-programmable** and should have log x, 10<sup>x</sup>, ln x, e<sup>x</sup> and x<sup>y</sup> keys. **You will not be allowed to use your programmable calculator or your cell phone during a lecture or lab exam, or quiz.**

**Although class is in person, internet access, a computer, microphone, speaker, and printer access is required** for online components of this course. Scanner is also very useful. This is just in case of an emergency where the course must change to a remote modality.

#### **Recommended Materials and Courses**

- 1) **Academic Excellence Workshops** to help you study for Chem. 1A. These are 3 hour a week organized study sessions. We will have 4-12 different sessions facilitated by former 1A students. I strongly encourage you to enroll in one of these workshops.
- 2) **Lecture Booklet** – Contains sample exams, problems with solutions, abbreviated class notes, etc. Available through Chemistry Club (DH 20) during the first 2 weeks. Cash only.
- 3) Other Chemistry texts - Most freshman chemistry books are about the same in quality and content, however you might find another author's "prose" and text layout more to your liking. You can check out additional textbooks

from King Library.

- 4) Solutions manuals to textbook problems - These options are available with your book.

### Things you must do the first week of class

- 1) Starting on August 22nd, attend your lab section to claim your space. **If you miss your first lab, we will have to drop you from the course.**
- 2) **Attend seminar on August 19<sup>th</sup>.**
- 3) **Read this greensheet and the continuation lab/seminar greensheet thoroughly.** These greensheets provide you with the expectations and resources for this course. Best to know the rules and resources before you start.
- 4) If you decide to drop the course, please email Dr. Singmaster a note with your name indicating that you will be dropping the course. It will allow us to add people efficiently.
- 5) If you are trying to add, please note the only person that can add you to the course is Dr. Singmaster. You will receive a form on the first day of class. Complete this form (both sides), making sure to select as many lab times as possible to increase your chances of getting added.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Lecture Exams and Final**

Three fifty-minute exams (100 points each) will be given. Scheduled dates for the exams are attached. Plan for your exams. The final exam (200 points) will be 2 hours long; it is a comprehensive multiple-choice exam. This course builds on itself so material covered on a previous lecture exam is needed in a following exam. I reserve the right to give both in class quizzes and take-home quizzes. There will be no make-ups for lecture exams. Should you miss an exam because of illness or equally compelling reasons, you should inform me of the fact as soon as possible, and hopefully before the exam is given. You can do so by emailing me. You will need to provide me with written evidence (doctors' note, police report, etc.) for your compelling reason for missing an exam. If I accept your reasoning and written evidence, I will use the score on the final (questions pertaining to the particular exam) as your exam score. An unexplained or unsatisfactory excuse for missing a lab or exam will result in a grade of zero. You can arrange to take the exam a day early if you have a preplanned, formally

Chem 1A Fall 2022

excused absence for the exam day. *You will need to bring your photo ID card, a #2 pencil, and a non-programmable calculator to exam days. Handouts and scratch paper will be distributed.*

### **Lecture Quizzes**

Several take-home quizzes will be given. Take-home quizzes must be submitted on assigned due dates, or they will not be accepted. **No make-ups for missed quizzes. Do not miss the due dates!** The quizzes will be posted on your Chem 1A Lab Canvas account, and you will need to finish them online before the due dates. More information will be given in lecture meetings before the due dates.

*Once you submit your quiz on canvas, you cannot access it again so make sure you print a hard copy of the quiz for your reference. The quizzes will help you prepare for the exams.*

### **Laboratory (Lab)**

The total lab grade constitutes 35% of the final grade. **Failing lab (55.0% or less) or lack of attendance to lab will result in an F grade for the FULL COURSE, irrelevant of how well you are doing in lecture.** Do not miss labs. Details regarding the lab grade will be provided in attached lab Greensheet.

### **GRADING INFORMATION**

Lecture-65% of total course grade and it includes the following:

- a) Three lecture exams - ~100 pts each
- b) Canvas Quizzes - ~ 35 pts
- c) Final ~ 200 pts

*Lecture is based on points, add up all the points, divide by the total.*

Lab/Seminar – 35% of total course grade – Details provided with lab/seminar.

**Your grades for all the lecture exams and canvas quizzes will be posted on canvas. You have 9 days from the day a grade is posted to ask for a regrade. I will not accept regrade requests after nine days have passed.**

## Grading Scale

At the end of the semester, you will receive a single grade for the course. The following grade scale is for the full course, including lab.

above 97.0 %	A+
96.9 - 92.0 %	A
91.9 - 89.0 %	A-
88.9 - 85.0 %	B+
84.9 - 80.0 %	B
79.9 - 77.0 %	B-
76.9 - 72.0 %	C+
71.9 - 65.0 %	C
64.9 - 61.0 %	C-
60.9 - 57.0 %	D+
56.9 - 54.0 %	D
52.9 - 50.0 %	D-
Below 50.0%	F

## **Incomplete**

Incompletes are only given to persons who have completed at least 80% of the course and have a strong compelling reason, with evidence, that requires an incomplete to be granted. Incompletes are removed from your record by completing pending tasks.

The role of Incompletes is often misunderstood so I will list some situations where incompletes are not granted and what to not expect:

- Incompletes will not be given unless a strong compelling reason, with proof, is furnished to support the need for an incomplete.
- Incompletes will not be granted because the university won't late drop you. Incompletes will not be granted because your low grade will disqualify you or put you on probation.
- Incompletes do not remove past scores in exams.
- I do not provide special projects to make up incompletes.

**PLEASE note -- I DO NOT provide extra credit work at the end of the semester for students who are doing poorly. You need to perform well in your tests, lab reports and quizzes.**

**PLEASE note** -- that I provide bonus points throughout the tests/quizzes to push your grade up a bit just in case you feel some grading was harsh or uneven. This can amount to as much as an extra 2%. At the end of the semester, I decide letter grades using the scale above without providing additional bonus.

## **HOW MUCH TIME should I spend each week on Chem 1A?**

During a normal Semester, a 5-credit Chemistry course assumes a median workload of 15-20 hours per week.

## **LECTURES/LAB BUDDIES**

In a difficult and time-consuming class such as this one, it is often very useful to establish a buddy relationship with one or two students. You can lend each other notes, study together, collect handouts for each other and commiserate with each other. Seriously consider establishing such a relationship with someone in lecture and in your lab (doesn't have to be the same person).

## **RESOURCES FOR SUCCESS in Lab and Lecture**

*(Whether the resource is best for help with Lecture or Lab will be noted in parentheses).*

- 1) **Dr. John Diniz** (Lab and Lecture)
- 2) **Office Hours** (Lecture and Lab) Think of Office Hours as Open Tutoring. Office hours are an opportunity to receive individualized help and learn about where the class is going directly from your instructor. Office hours are free and require no commitment – these are drop-in hours. The nature of the help you will receive in Office hours will depend on how many students are present. Due to the large enrollment of the course, there might be a line. With that in mind, please be efficient and organized when you come to ask questions during office hours. I might have to limit the amount of time I can spend with you, if there are several students waiting.
- 3) **Seminar instructors** (Lab and, to some degree, lecture also)
- 4) **Lab instructors** (Lab predominantly, although some can also provide excellent help for Lecture)
- 5) **Academic Excellence Workshops** (Lecture) – You must be enrolled! I highly recommend that you do enroll. These workshops are organized, collaborative study times. **Please note that these are not tutoring sessions.**

- 6) **COSAC** – The College of Science Advising Center is located on the second Floor of Duncan Hall, DH 213. They have peer advisors and tutors. Check their schedule.
- 7) **Peer Connections** – They have small group, individual, and drop-in tutoring for several undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.
- 8) **SI Sessions.** Free study sessions lead by former Chem 1A students.
- 9) **ASPIRE** – Student Services Center – Services are limited to low-income, first-generation college students or students with disabilities.
- 10) **Counseling Services** - Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.
- 11) **Career Center:**  
<http://www.sjsu.edu/careercenter/>
- 12) **Accessible Education Center.** If you feel that you are unable to keep up with the class even though you have all the prerequisites; if you are spending ample time studying yet you never have time to finish exams and quizzes and/or if this class, for some reason, is testing your abilities to learn, you might consider paying a visit to the Accessible Education Center, ADM 110. They might be able to test you to determine
- 13) **Your Peers** – See Lecture/Lab buddies section above this list of resources

### EMERGENCIES/EVACUATIONS

If you hear a continuously sounding alarm or are told to evacuate by Emergency Coordinators (colored badge identities), walk quickly to the nearest stairway (end of each hall). Take your personal belongings with you as you may not be immediately allowed to return. Follow instructions of Coordinators. Be quiet so you can hear. Once outside, move away from the building. Do not return to the building unless the Police or Coordinators announce that it is permissible. If an alarm should occur during an exam

or quiz, please attempt to give your instructor the paper.

### SAFE AND RESPECTFUL COMMUNITY

We hope that the classroom and laboratory will serve as an environment that will promote learning and the development of new ideas, as well as be a safe and respectful community. Behavior that interferes with the normal academic function in a classroom or lab is unacceptable. Students exhibiting this behavior will be asked to leave the class. Examples of such behavior include

- a) Persistent interruptions or using disrespectful adjectives in response to the comments of others.
- b) The use of obscene or profane language.
- c) Yelling at classmates and/or faculty.
- d) Persistent and disruptive late arrival to or early departure from class without permission.
- e) Physical threats, harassing/bullying behavior, or personal insults (even when stated in a joking manner).
- f) Use of personal electronic devices such as pagers, cell phones, PDAs in class, unless it is part of the instructional activity.

### UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

**(Syllabus continues on next page)**

## Syllabus for Chem. 1A – Dr. Diniz

TOPIC	CHAPTER	Lab
<b>Independent Study: Elements, Units, Significant</b>		
Figures, Dimensional Anal., Density, Temp., Atomic and Molec. Weight	1, 2.4, 3.3	#1
Mole, % comp., empirical	3.4 - 3.5	#2
Nomenclature	2.5 – 2.8	
Solubility/Dissociation Rules	4.1 – 4.2	#3, 4
Net Ionic Equations	4.2- 4.3	#3, 4
Chemical Reactions	4.4, 20.1 – 20.2	#3, 4, 5
Stoichiometry	3.6 – 3.7	#6
Concentration and solution stoichiometry	4.5 – 4.6	#6
Structure of Atoms	2.1 – 2.4	#7
Periodicity	7.1 – 7.6	#8
Bonding	Chap. 8	#9
Molecular Structure	9.1 – 9.6	#9
Gases	Chap.10	#10
Liquids and Solids	Chap.11, 23.5 - 23.6	#11
Heat Transfer and Thermochemistry	11.4, Chap. 5	#12
Organic Chemistry	2.9, 25.1 – 25.6	

**Important Dates** – All of these are important. Write them down in your calendar (If you don't have a calendar, planner, or app to keep track of your course dates, I strongly recommend you start)

Fri, August 19	First Chem 1A Lecture
Fri, August 19	First Chem 1A Seminar
Mon, August 22	First day of Chem 1A Labs
Mon September 5	Labor Day – Campus Closed
Fri, September 15	Last day to drop a class
Fri, September 15	Last day to add a class
Wed, September 28	Lecture Exam I
Fri, October 14	Lab Exam I
Wed, November 2	Lecture Exam II
Fri, November 11	Veteran's Day – Campus Closed
Wed, November 23	No Instruction
Thu November 24	Thanksgiving – Campus Closed
Fri, November 25	Rescheduled Holiday – Campus Closed
Wed, November 30	Lecture Exam III
Fri, December 2	Lab Exam II
Mon, December 5	Last lecture
Tues, December 13	Final (12:15 PM)

## Chem 1A Course Learning Outcomes

### Dr. Diniz's Lectures

This is a list of very specific learning outcomes for Chem 1A lecture. The lab will also provide hands-on opportunities to develop and apply this knowledge. If a specific outcome is also partially addressed with an experiment, we have included the experiment number in parenthesis. Please note that for many of the topics in this course real world examples are used. Also, on occasion, the topics result in brief discussions of economic or societal issues.

The student will be able to:

- 1) apply significant figures rules in all calculations providing the correct number of significant figures and units (Exp 1, 2, 6, 7, 10, 11 and 12)
- 2) convert between different units using conversion factors and dimensional analysis (Exp. 1)
- 3) name elements, provide their symbols and determine the number of protons, neutrons, electrons and nuclei in elements and compounds
- 3) calculate percent composition given a molecular formula and molecular formula given the percent composition (Exp. 2)
- 4) name salts, acids, bases and covalent compounds and provide formulas for these given a molecular formula (Exp. 3)
- 5) explain the difference between solubility and dissociation in water and apply this knowledge to acids, bases and salts (Exp. 3)
- 6) identify weak and strong acids and bases and insoluble compounds using dissociation and solubility rules and develop the net ionic representation for these species using the rules (Exp. 3 and 4)
- 7) construct molecular, total and net ionic equations for double displacement reactions (Exp. 3 and 4)
- 8) identify redox reactions including identifying the oxidation, reduction, oxidation agent and reducing agent (Exp. 5)
- 9) calculate oxidation numbers and balance redox reactions (Exp. 5)
- 10) perform stoichiometry calculations for chemical and non-chemical systems whether the limiting reactant is known or unknown (Exp. 6 and 10)
- 11) calculate molarity of a solution starting with pure solute or with a concentrated solution as well as explain how to prepare a solution of a given molarity (Exp. 6)
- 12) provide brief descriptions of the accomplishments of Planck, Einstein, Thompson, Rutherford, Millikan,

Rydberg, Bohr, de Broglie and Schrodinger; and how these contributed to understanding the atom

13) explain how a cathode ray tube works and how it assisted in understanding the electronic configuration of atoms.

14) convert between wavelength, energy and frequency for light and understand the relationship between absorbed light and color (Exp. 7)

15) calculate the energy and wavelength of a given electronic transition in hydrogen (Exp. 7)

16) define what each quantum number represents and how to obtain quantum numbers for any electron in an atom

17) analyze an atom or ion of a given element providing the full electronic configuration, the abbreviated electronic configuration, the  $n\ell^x$  notation, a representative diagram of the orbitals and the unpaired number of electrons; then use this information to determine the possible oxidation states of the element and the magnetic properties of the element (Exp. 8)

18) define electronegativity, electron affinity and ionization potential

19) organize a set of element or monoatomic ions in order of increasing atomic radius, ionic radius, first ionization energy and electronegativity

20) determine whether a bond is metallic, ionic, covalent or polar covalent

21) represent covalent and ionic bonding using Lewis dot structures

22) evaluate the molecular geometry, hybridization and polarity of a covalent molecule (Exp. 9)

23) evaluate the type of molecular bonding( $\sigma$  or  $\pi$ ) in a covalent molecule and identify the orbitals used for bonding

24) explain the properties of temperature and pressure including how these are measured and convert between different units for these properties, including the use of different liquids in the measurement of pressure (Exp. 10)

25) derive the relationships between pressure, volume, temperature and moles for ideal gases; perform calculations using these relations, including when they are combined with stoichiometry or percent composition problems (Exp. 10)

26) define and apply Dalton's Law of Partial Pressures and Graham's Law of Diffusion and Effusion to mixtures of gases (Exp. 10)

27) use the results from the Kinetic Molecular Theory of Gases to explain the relationship between kinetic energy, average molecular velocity, temperature, pressure, density and number of collisions when an ideal

gas undergoes a change of state

28) describe and provide examples of the five types of intermolecular forces and be able to analyze the forces present in a substance and organize a set of compounds in order of increasing intermolecular forces (Exp. 11)

29) define the terms and explain the temperature dependence of surface tension, viscosity, vapor pressure, normal boiling point, capillary action; and be able to organize a set of compounds in increasing order for most of these properties (Exp. 11)

30) explain the concept of specific heat and apply the equation to heating or cooling of materials

31) perform heat transfer calculations for systems with and without phase changes (Exp 12)

32) calculate heats of reaction using Hess' Law or heats of formation, including combining the process with stoichiometry, and identify whether the reaction is exothermic or endothermic (Exp 12)

33) name unsubstituted and substituted alkanes, alkenes and alkynes given a drawing of a molecule and vice versa

34) identify all the isomers associated with simple aliphatic hydrocarbons and predict boiling point and vapor pressure change as a function of the number of carbons

35) identify and name the organic functional groups in a molecule