

Course Syllabus

*This syllabus is designed to be used as a reference throughout the semester. Please keep it with your course materials and consult it when you have questions about administrative matters. **The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.***

By remaining enrolled in this class, you agree to the policies and procedures outlined in this syllabus.

Information contained in this syllabus

- ▶ Class meeting times
- ▶ Instructor contact information
- ▶ Special accommodations for students with disabilities
- ▶ Texts and supplies, required and recommended
- ▶ Nature of the course
- ▶ Academic dishonesty
- ▶ Grading Policies (including scoring and policies for grade disputes and missed work)
- ▶ Advice for studying and homework

Class Meetings

Lecture Sections: MWF 8:00-8:50, EH 103. **Attendance is required.** There is no direct contribution to your grade from attending class, but there will be frequent in-class quizzes and assignments that cannot be made up. Class time is important—the textbook is a supplement to class attendance, not a substitute for it.

Exam dates are also given in the attached course calendar. Bring your student ID to all exams and quizzes. Check **now** for schedule conflicts and see the “Policies regarding makeup of missed work” later in this syllabus.

The Final Exam for this course is **Tuesday, May 1, 8:00-10:30 am**. Plan your end-of-semester travel accordingly; leaving early for break is NOT a valid cause for rescheduling the final. Accommodations for missing the final exam are exceedingly rare and must be negotiated well in advance.

Athletes and others with activities that may interfere with class times: I try very hard to be flexible and accommodate extracurricular activities and work schedules. But regardless of how worthy the activity, you can only miss so many lectures or quizzes before it affects your grade. In addition, your boss, coach, or advisor may have to be flexible as well (if you miss a test for a game, you may have to miss practice to make up the test.) I will make reasonable accommodations for university-sponsored activities but I can only do so much—you still have to learn the material.

Instructor: Dr. Lenore Hoyt

Chemistry Building, room 220, 852-2997, lenore.hoyt@louisville.edu. Note that my office and our classroom are in different buildings, so I have to reserve some time for getting myself and the course materials to and from class; I am unavailable to answer questions at these times.

If you want me to remember something, give it to me in writing. Better yet, give it to me in writing and then send me an email reminder. Email is the best way to get in touch with me outside of class time, if you cannot come to my office.

Office hours: 9-10:20 MWF; 2-3 TR. These are the hours I’m tied to my chair, but I am **generally available** most of the day MWF except during class times, and most of the afternoon on TR, by chance or appointment; arrange appointments in class or by email. Please do not see office hours only as a time to discuss problems with the course. You can use them for any course-related questions, comments, or discussions; don’t wait for a crisis!

Names and phone #s of **at least two classmates:** _____

Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate in and complete requirements for this class, contact the disability resource center (Robbins Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Texts and Supplies

REQUIRED:

Lecture text: *The Chemistry of Everything*, by Kimberly Waldron. The material for which you, the student, are responsible includes lecture material and the assigned homework. You are responsible for material in assigned chapters in the text whether or not it has been specifically discussed in class. The textbook is a supplement to the lecture.

Calculator: You will find a **scientific calculator** useful in this course (we will show you how to use it and explain a little of what it's doing.) Recommended calculators include TI-30 or TI-35. Scientific calculators capable of roots, exponents, scientific notation, and logarithms can be purchased for less than \$25 (often less than \$10) at most department stores. Sharing of calculators, or the use of calculator functions on PDAs, blackberries, cell phones, etc, on quizzes or exams will not be permitted under any circumstances.

Blackboard website: we will make regular use of the Blackboard website for this course; to access it, go to www.louisville.edu and click on the "Current Students" tab, then choose the "Blackboard" link. Accessing Blackboard through Ulink is not recommended as some functions may not work properly. Daily internet access is assumed; if you don't have access at home I'll be happy to help you find out about the computer labs on campus. Materials that may be posted to Blackboard include announcements, study guides, homework assignments, corrections to lecture or text material, and anything else that needs to be distributed between class meetings. In addition there are discussion boards where you may ask questions, arrange meetings of study groups, etc. It is difficult for me to get in touch with you any other way between classes, so please check in regularly.

RECOMMENDED: a large 3-ring binder for lecture notes and handouts, as well as returned graded work.

Other course materials may be handed out in class.

Nature of the Course

Chem 101 partially fulfills the General Education Natural Sciences requirement, as described in the "University-wide General Education Competencies, Content Areas and Learning Outcomes:"

Natural Sciences are concerned with understanding the physical world through the scientific method.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Relate everyday observations of the world to physical principles;
2. Apply scientific principles to construct explanations of natural phenomena;
3. Communicate an understanding of scientific explanations of natural phenomena.

What does all that mean? That you'll have a clue when you look around you at the world. That you won't fall for baloney (at least not quite as easily). That you'll be able to think about problems in a productive, intelligent way, if you choose to do so. And it might be more interesting than you think. It's certainly very important.

Be prepared to spend two to three hours studying for every hour you spend in lecture. That means a **minimum of 6-9 hours/week outside of class** reading the book, reviewing your notes, and working problems; if reading takes you a little more time, if you are easily distracted, if you have less background in science than some of your classmates, etc, you may require more time to do well. You think I'm kidding about this, but I'm not. Even if you have taken some chemistry before, many of the topics we'll discuss will be new to you. Regular short study sessions are much more effective than infrequent long sessions (we all know this, but most of us do not practice it). It's a good idea to form study groups with your classmates. If you do so, I can recommend some strategies to get the most benefit out of the least meeting time.

There is a lab (Chem 103) associated with this course that also counts toward fulfilling the General Education Science requirement. Look online for openings in Chem 103.

Policies Regarding Academic Dishonesty

Cheating in any form will not be tolerated. Academic integrity is taken very seriously by this instructor. Academic dishonesty will be prosecuted as outlined in the University policies in the Redbook and the Faculty Handbook. Examples of academic dishonesty include, but are not limited to, copying from someone else's work, letting someone copy from yours, putting your name to someone else's work or allowing a different name to be put on yours, discussing or collaborating on work that is intended to be done alone (for example, getting help during an exam from someone other than the instructor, or helping someone on an exam), discussing an exam with or in the hearing of someone who has not yet taken it, or any other conduct which confers on you or someone else an advantage unavailable to other members of the class. Keep your nose clean and don't make me go to the trouble of kicking you out of the class.

By remaining enrolled in this class, you are agreeing to abide by the Academic Code of Conduct as outlined in the Student Handbook.

Grading Policies

Scoring:

Your grade for the semester will be determined by points accumulated for the course. Points may be earned in a number of ways:

(a) In-class quizzes: there will be in-class quizzes and projects on a fairly frequent basis throughout the semester (possibly almost every day). There are no makeups on these. Quizzes may apply to material presented the same day, or they may refer to material from the previous class meeting or the assigned reading, or there may be other sources of inspiration for quiz material as the semester progresses. There may be in-class group projects or take-home assignments that will be recorded as quiz grades for simplicity. Approximately **25%** of your course grade will come from in-class quizzes and assignments.

(b) Tests: there will be 4 exams. **Dates are firm: Jan 24, Feb 14, Mar 7, and Apr 4.** Test material comes from class meetings, the textbook, and other assigned or provided readings. Approximately **50%** of your course grade will come from the tests, which will be approximately evenly weighted at about **13% each** (approximately 100 points each). Tests are somewhat cumulative, because in chemistry, the concepts are building on one another throughout the semester. Exams contain a mix of multiple-choice, short-answer and other free-response questions.

(c) Final Exam: Tuesday, May 1, 8:00-10:30 am, in our regular classroom. The Final Exam is cumulative; criteria are the same as for test material. Approximately **25%** (approximately 200 points) of your course grade will come from the final exam—about twice the contribution of any single test, and the exam will be about twice as long as the regular tests.

Since the number of in-class assignments is flexible and depends on the material being covered, the pace of progress, etc, the percentage contributions from each category can only be estimated. At any point in the semester, your percentage score can be determined by the following formula:

$$(\text{your total points for all assignments so far} \div \text{total stated points for all assignments so far}) \times 100 = \% \text{ score.}$$

Often there are actually more points available on an assignment than the stated value (e.g. a test with a stated value of 100 points may actually have 104 or 105 points available), so totals over 100% are possible (and fairly common).

Letter grades for the course will be assigned as follows. There is no curve. Grades earned are entirely based on your achievement:

A+	97.0% or higher	B+	87.0-89.9%	C+	77.0-79.9%	D	60.0-69.9%	F	0%-59.9%
A	94.0-96.9%	B	84.0-86.9%	C	74.0-76.9%				
A-	90.0-93.9%	B-	80.0-83.9%	C-	70.0-73.9%				

Note that there are no +/- designations on a grade of D or F.

Policies regarding grade errors and grade disputes:

After each test, grades are posted on Blackboard. Answer keys are also posted on the bulletin board outside Dr. Hoyt's office. **Check your posted grades**, see that points have been added up correctly, and bring any questions or disputes to Dr. Hoyt.

If you believe you have found a mistake in the grading of an exam, or if you wish to discuss or ask questions about any of the quiz or exam problems, **DO NOT** write on the exam:

- (1) Check your answers against the posted answer key. Dr. Hoyt will not discuss your grade with you until you have looked at the key and tried to work out the problems you missed on a separate sheet of paper.
- (2) If you are requesting a regrade, **WRITE** the request on a separate sheet of paper, attach it to your exam and submit both to Dr. Hoyt. Or bring the exam to her during office hours.
- (3) The entire exam may be regraded. If mistakes are discovered your grade will be raised **OR** lowered accordingly.
- (4) The deadline for grade disputes and partial credit is normally one week after the work is returned. Exceptions may be made at the discretion of the instructor.

Policies regarding missed work:

A course calendar, with dates for exams, has been provided. Check it **NOW** for conflicts and discuss problems with Dr. Hoyt as soon as possible. Absences due to illness or emergency will require written excuse from the student health services or other written proof. A grade of 0 will be recorded for any work missed due to unexcused absence. Ride for break leaving early, family reunions, social engagements, etc. are **NOT** considered acceptable excuses.

There will be no makeups on exams after the rest of the class has taken them. If you know in advance that you must miss a quiz, for a university-approved reason, you **may**, in certain cases, be able to arrange with Dr. Hoyt to take it early. Proof of excused absence will be required before special arrangements can be made.

If you must miss a lecture, it is up to you to get the lecture notes and any handouts from a classmate. Any information that is presented in class, whether it appears in your text or not, is legitimate test material. Likewise any material that appears in assigned portions of the book may appear on the exam, whether discussed in class or not (except sections that are specifically excluded by announcement). You **must** study the book and attend class.

Other policies

Phones, pagers and other devices must have audible signals turned off during lectures and exams. Furthermore, all communication devices must be out of view. Students with justifiable causes (e.g., emergency response personnel, others with job-related causes, etc.) who need to have these devices active may do so, but this must be reported to the instructor before the start of the exam. Please remain seated and refrain from preparing to leave until dismissed. The book shuffling is disruptive. If you must leave before class is dismissed, please sit near the back door so you can do so as quietly as possible.

Under no circumstances will use of cell phones, PDAs, Blackberries or other communication devices be permitted during exams or quizzes (so you must have a real calculator).

Use of **translation devices** is not normally permitted on exams and quizzes. Rare exceptions to this policy may be granted on a case-by-case basis, and must be discussed with Dr. Hoyt in advance.

Any problems with the course should be discussed directly with the instructor as soon as possible after they come up. You may at any time request an appointment with the instructor. If you wish you may also request that the Chair of the Chemistry Department be present, and we will try hard to accommodate you.

Inclement weather and other emergencies: the University's policies for closings and delays will be followed. If the University is operating, class will meet. In the event of a closing on an exam day, the exam will be given on the first class meeting when classes resume.

Posted 2/14/2007: This is a clarification of the “Policies regarding missed work” in the original syllabus.

Clarification: What constitutes an excused absence?

- Absences due to illness will be excused, if you provide a note from your doctor or the student health services stating that you were unable to attend class. The note must be dated and we reserve the right to call your health care provider to confirm that the excuse is genuine. You do **not** need to tell us the nature of your medical emergency and we don't want to know. We will not ask for, nor disclose, any personal medical information.
- Absences due to the death of a close family member will be excused, if you provide a copy of the obituary or other document stating the time and place of memorial services.
- Court dates may constitute an excused absence. You must provide a document from the court stating that you were required to be present at the time and date in question. You do **not** need to tell us the purpose of your court date and we do not want to know.
- Absences due to emergencies like a car accident on the way to class will require appropriate documentation showing that you were unable to be in class at the time and date in question (e.g., police or insurance report.)
- Absences stemming from family emergencies or work-related conflicts will be handled on a case-by-case basis. Appropriate documentation will be required and excuses are not granted automatically.
- Absences relating to University-sponsored travel (e.g. for athletes or members of other University organizations) require official documentation from the appropriate departments.
- If the University is operating, absences due to inclement weather are **not** excused, and a grade of 0 will be recorded for any missed work.
- Some things that **do not** constitute excused absences:
 - ▶ oversleeping your alarm, power outages
 - ▶ dead battery/car not starting, missing your bus, ride not showing up, being stranded out of town
 - ▶ accident or illness at a time other than during the class or exam
 - ▶ lack of child care
 - ▶ studying for another class, exam in another class, paper required in another class, etc.
 - ▶ social engagements, family reunions, family in town, picking people up at the airport, personal travel
 - ▶ club sports, club events, fraternity or sorority events, etc. except as covered above under “University-sponsored travel”

How are excused absences generally handled?

In general, an exam or quiz missed due to excused absence is dropped from the semester grade calculation for that student: the value of that exam is not included in the total points for the semester when that student's semester grade is calculated. It is a good idea, if you have an excused absence on an assignment, to remind the professor during the week before finals, just to make sure your grade is calculated and recorded correctly.

How will an unexcused absence affect my grade? (Can I still pass?)

A missed exam or quiz due to an unexcused absence will be recorded as a score of 0. **BUT:** First, each exam only counts 10-12% of your total grade for the semester. In principle, a student who missed an exam but earned high grades on the other work in the course could still earn a B+ without any accommodations at all, especially in view of the fact that there are often extra-credit points available. Second, there is some flexibility at the end of the semester for the professor to take circumstances into account. (Not a lot of flexibility, but some.) Students who have had otherwise very consistent performances, and end up just under a borderline at the end of the semester because of an unexcused absence, may negotiate with the professor, who will try to be as fair as possible.

What appeals processes are in place?

If you believe you are not being treated fairly under the terms of the syllabus and University policy, you should meet with the professor and make your case. If, after doing so, you believe the professor is not treating you fairly, you should make an appointment to speak with the Chair of the Department of Chemistry. You may request that your professor be present or not. The Department Chair can inform you of the other appeal options available to you under University policy.

Homework and Study

We will follow the organization of topics in the attached course calendar and will look at almost every chapter in the text. Bring your textbook to class every day. Expect a quiz nearly every day on the previous day's work or on the reading assignment for that day.

Expect to spend one to four class days per chapter, and be prepared to answer questions from any assigned chapter on the final exam. Specific limits of coverage for each test will be announced in class.

Some of the problems on the tests and quizzes will be similar to those in the book. Some will look very different, because one of the things you are learning is applying what you know to problems you haven't seen before. We are learning methods and skills here: not just methods for solving specific problems, but methods that can be applied to a wide range of different types of problems. **The assigned problems are a starting point, not a limit.**

Tests will contain a mixture of calculation problems to test basic skills, and questions to test understanding of concepts. Working the assigned problems will help with both, but it is absolutely essential that you master the material presented in your notes and in your textbook.

If you're one of those people who already has great study skills and is very disciplined, and your eyes are glazing over at the prospect of more advice, skip this section. But many people are apprehensive about this course. If you're one of them, read on.

A little advice for studying:

1. Read ahead in the chapter before each day's lecture. You will get much more out of the lecture if you have already seen the material, even if not everything makes sense to you at first. Plus there will be a quiz!
2. Review or if possible recopy your notes after each lecture. Seeing the material again right away reinforces concepts, you can immediately go for help if there is something missing or something you don't understand, and if you do this after each lecture it takes less than an hour a day. Realistically, if you get behind you won't do this, so get started right away.
3. Keep up with the work. Leaving your studying until right before the exam makes it very hard to get help. Studying in small chunks brings the work down to a manageable level.
4. Get help! Dr. Hoyt is here to help YOU learn chemistry. Make it a habit to go for help when you are stuck or don't understand something, or just drop by and say hello. Use the web. Go to the SI session. Ask your TA. Get help!
5. USE your textbook. Read out loud (this really helps because it makes you slow down and hear each word as well as seeing it, and no, your roommate won't think you're nuts). Pay attention to what you are saying, especially to anything in bold or italic type, and don't leave a section until you understand. Have a pencil in your hand. If you're not convinced of something, work through it until you are, or go get help. This book is written for the express purpose of helping people learn chemistry; once you get started reading it you'll find it's very friendly. It's also much smaller than most intro chem texts, so bring it with you to class, to lab, and when you come for help.
6. Practice until you can work problems without looking at the book. If you can't do it when you're studying, you won't be able to do it on the test! Don't fall into the trap of thinking you *know* something because you *recognize* the answer when you see it. Practice problems until you can work similar problems with nothing but a pencil and calculator.

Finally, a little story: a math teacher stood before a blackboard, demonstrating how to multiply large numbers. After she completed the third problem, a student raised his hand and said, "I suppose a few kids might need to know that 37 times 79 equals 2923, that 16 times 81 equals 1296, and that 46 times 59 equals 2714, but I don't. I need to know what 83 times 22 equals. You're just not giving me answers that help me." (Amy Dacyczyn)

The point of this course isn't to turn you into a chemist. It's to give you basic skills, tools and concepts you need to learn and figure out a host of other things that will come up in your education, your career, and your day-to-day life.

Grade record sheet

Note: it's up to you whether you put your name on this—if the privacy of your grades is more important, don't put any identifying information on; if you are more concerned that you might lose it and would want it back, you may choose to put your name or even phone number on it.

Example: On Quiz 1, Chris earns 2 points. Q1 has a stated value of 13 points but in fact 14 points were available. A pizza-related emergency comes up, and missing a day of lecture results in a score of 0 for Quiz 2, which has a stated and actual value of 8 points. Chris realizes that the current strategies are not going to earn a stellar grade for the course and starts attending class regularly, studies like crazy, goes to office hours, gets help from the lab TA, and then completely blows away Exam 1, earning all 103 points available even though the stated value is 100 points. The record of these three events would look like this:

Assignment	Q1	Q2	E1
My grade	2	0	103
Stated Value	13	8	100
Total possible	14	8	103

Current % score:
 $(105 \div 121) \times 100 = 86.8 \%$

The "total possible" doesn't need to be recorded except for interest—it will not be used in calculating your grade—but it may be something you'd want to know for future reference. You might also choose to include a date for each assignment.

****Don't forget to record the stated value for assignments you miss—they count!**

Assignment												
My grade												
Value												
Total possible												

Assignment												
My grade												
Value												
Total possible												

Assignment												
My grade												
Value												
Total possible												

Assignment												
My grade												
Value												
Total possible												

Time management worksheet

1. Lecture hours/week (all classes): _____
 2. Multiply that number by 2 to calculate out-of-class study hours/week: _____
 3. Laboratory hours/week (all classes): _____
 4. Add at least 1 hour per laboratory course for laboratory preparation: _____
 5. Hours spent at work each week: _____
 6. Hours spent commuting each week (include work and school commutes): _____
 7. Hours spent with family and in religious/spiritual activities: _____
 8. Hours spent at practice for athletic team: _____
 9. Hours spent at meetings, clubs, social or service organizations, etc.: _____
 10. Hours spent eating: _____
 11. Hours spent doing housework, laundry, car and home maintenance, yard work, etc: _____
 12. Hours spent watching TV, reading for pleasure, exercising, or other leisure activities: _____
 13. Hours spent sleeping: _____
 14. Hours spent doing other duties or activities (list): _____

- Total—add all lines: _____

There are 168 hours in a week. How does your total add up? Chem 101 alone is going to require a minimum of 3 hours/week in lecture, 6-9 hours/week in study time—a total of at least 9-12 hours/week you should expect to spend on this course alone. Some weeks will be heavier than others.

The most common reason for poor academic performance is unbalanced time between work and school. If you work full time (35+ hours/week), don't take more than 6-8 credits. If you plan to go to school full time (12+ credits), don't work more than 20 hours/week.