

## 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: Section 01, MW 2:00-3:50, DA 111.  
Section 75, TTh 5:30-7:20, NS LL30.

**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 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:** Section 01: Thursday, April 26, 2:30-5:00 pm; Section 75: Thursday, April 26, 5:30-8:00 pm. 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. If my office door is open, I’m in. 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:** *General, Organic, and Biological Chemistry: an Integrated Approach*, by K. W. Raymond. The material for which the student is 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. The student solutions manual is not required, though you may find it helpful.

**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](http://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 105 is a four-credit-hour course designed specifically for nursing students. We will study an overview of topics that relate to the health professions. I will try hard not to waste your time—we will concentrate on concepts and trends rather than factoids—but there are some basic skills and some vocabulary you will have to master. We will also spend a lot of time developing and practicing problem solving strategies that will have wide application in and out of your science classes. One of my goals is to help you develop your tool kit for attacking problems you haven't seen before.

A tentative schedule of topics to be covered, and a list of assigned homework problems, is included in this syllabus.

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.



**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 an exam, 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 door so you can leave 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. In the unlikely event that there is a conflict that cannot be resolved between a student and the instructor (it's never happened, but I guess it could), the next step is for the student to arrange a meeting with the Chair of the Chemistry Department. Please try to resolve problems with the instructor first, then with the department chair, before taking your case outside the department.

**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.

## 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, Pat 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. Pat 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 SI leader, 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: $(105 \div 121) \times 100 = 86.8 \%$
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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													
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Assignment													
My grade													
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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 105 alone is going to require a minimum of 4 hours/week in lecture, 8-12 hours/week in study time—a total of at least 12-16 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.