



**Division of Natural and Computational Sciences**  
**DEPARTMENT OF BIOLOGY**  
**Course Syllabus CHEM 1472 GENERAL CHEMISTRY-II**

**College Mission**

*Texas College is a Historically Black College founded in 1894, by the Colored Methodist Episcopal Church, now the Christian Methodist Episcopal Church (CME). Our mission continues to embody the principles of the Christian Methodist Episcopal Church. The College shall prepare students with competencies in critical and creative thinking related to the knowledge, skills, and abilities as defined in areas of study. Additionally, the College shall provide an environment to inspire intellectual, spiritual, ethical, moral, and social development, which empowers graduates to engage in life-long learning, leadership, and service.*

**Textbooks Required**

Introductory Chemistry – A Foundation, 7th Edition, (Recommended)

By- Steven S. Zumdahl and Donald J. Decoste (BROOKS/COLE – CENGAGE Learning)

Student Copy ISBN-978-1-4390-4940-2

ISBN-13: 978-0-538-73635-0; ISBN-10: 1-538-73635-6

**Other Recommended Readings/Resources:**

1. Chemistry. Provided by: OpenStax CNX. Located at:  
<https://openstax.org/books/chemistry/pages/1-introduction>  
License: CC BY: Attribution. License Terms: Download for free at:  
<https://openstax.org/books/chemistry/pages/1-introduction>
2. Chemistry library. Authored by: Sal Khan. Provided by: Khan Academy. Located at:  
<https://www.khanacademy.org/science/chemistry/>  
License: CC BY-NC-SA: Attribution-NonCommercial-ShareAlike
3. Welcome to AP<sup>®</sup>/College Chemistry! Authored by: Sal Khan. Provided by: Khan Academy. Located at:  
<https://www.khanacademy.org/science/ap-chemistry-beta>  
License: CC BY-NC-SA: Attribution-NonCommercial-ShareAlike
4. Interactive Periodic Table of Elements - INL: <https://inl.gov/periodic-table/>

5. Chemical structure drawing online: PubChem Sketcher V2.4  
<https://pubchem.ncbi.nlm.nih.gov/edit3/index.html>
6. Virtual Chemistry and Simulations - American Chemical Society:  
<https://www.acs.org/content/acs/en/education/students/highschool/chemistryclubs/activities/simulations.html>
7. Student companion website accessible from [www.cengage.com/chemistry/zumdahl](http://www.cengage.com/chemistry/zumdahl), this site provides online study tools, including practice tests and flashcards.

**Other Requirements:**

Will be determined by the Instructor; Primarily, all students should have to have the access to Computer or Labtop.

**Course Description:**

This is a continuation of CHEM 1471. Topics include chemical equilibrium, acid-base concepts, chemical thermodynamics and kinetics, electrochemistry, and nuclear chemistry. Three lecture hours and two-hour laboratory each week.

More elaborately, this course is an upper level general chemistry course. The course will consider the scientific methods, theory development as well as scientific inquiry. This course provides a sound basis in concepts, vocabulary, and analytical problem solving. Related laboratory work covers the scientific method and measurements using scientific notations, collection and manipulation of data, error analysis, and illustration of scientific principles. Important skills such as problem solving, abstract thinking, and logic will enhance and the chemistry vocabularies will expand. Historical examples of scientific creativity will be provided as appropriate and their impact on our daily life.

**Prerequisites:** CHEM 1471 and BIOL 1471 (suggested) or and concurrent enrollment.

**TEXAS COLLEGE OUTCOMES**

1. Critical Thinking Skills
2. Communication Skills
3. Empirical and Quantitative Skills
4. Teamwork
5. Social Responsibility
6. Personal Responsibility

Furthermore, **General Chemistry-II CHEM 1472** ensures the following institutional objectives:

1. Enhance communicative skills (oral and written)
2. Enhance critical thinking and technology skills
3. Enhance leadership abilities and spiritual awareness
4. Create opportunities for professional and post-graduate pathways

All learning objectives reflect the Texas College Core Values:

**Academic Excellence:** Developing a culture of curiosity and creativity that will challenge the frontiers of teaching/learning; stimulate research; raise the level of analytical reasoning and inquiry; and enable students to acquire leadership, human relations, communication, and technology skills.

**Integrity:** Instilling the pursuit of character, honesty, and sincerity of purpose as the moral rubrics upon which the behaviors of our graduates and College family are anchored.

**Perseverance:** Implanting diligence, enterprise, and pride in the application of skills, knowledge and abilities developed during the course of study at Texas College.

**Social Responsibility:** Promoting in the College community a conscious awareness that we are all stewards of the resources entrusted to our care.

**Tolerance:** Emphasizing openness to divergent points of view, applying an eclectic approach to rational and analytical thinking.

**Community Service:** Encouraging self-extension in service to others as the heart and soul of our educational enterprise.

### **STUDENT LEARNING OBJECTIVES & OUTCOMES**

#### Course Objectives:

When you have completed your study in this course you should be proficient in meeting the following objectives.

Course Objective	Assessment
1. Identify Safety measure while in the laboratory, Protocol using Scientific Method; Define <u>Energy</u> : The Nature of Energy, Temperature, Heat and their different units and their conversion, Exothermic and Endothermic Processes, Measuring Energy Changes, Thermochemistry (Enthalpy), Hess's Law. This information will be on the <b>final exam</b> .	Test, Essay
2. Describe <u>Modern Atomic Theory</u> : Electron Arrangements in the First 30 Atoms on the Periodic Table, Electron Configurations and Atomic Properties; Compare and contrast <u>Chemical Bonding</u> : Types of Chemical Bonds, Electronegativity, Bond Polarity, Stable Electron Configurations and Charges on Ions, Ionic Bonding and Structures of Ionic Compounds, Lewis Structures of Molecules with Multiple Bonds, Molecules with Double Bonds. This information will be on <b>final exam</b> .	Test
3. Illustrate <u>Gases</u> : Pressure, Different units of pressure, Pressure and Volume: Boyle's Law, Volume and Temperature: Charles's Law, Volume and Moles: Avogadro's Law, The Ideal Gas Law, Dalton's Law of Partial Pressures, The Kinetic Molecular Theory of Gases; Evaluate <u>Liquids and Solids</u> : Water and Its Phase Changes, Energy Requirements for the Changes of State, Intermolecular Forces, Evaporation and Vapor Pressure, Bonding in Solids; This information will be on the <b>mid-term</b> and <b>final exam</b> .	Test

<p>4. Formulate Solutions: Solubility in Water, Solution Composition: Mass Percent, Molarity, Dilution, Neutralization Reactions, Normality; Evaluate Acids and Bases: Acids and Bases, Acid Strength, The pH Scale, Calculating the pH of Strong Acid Solutions, Acid–Base Indicators, Buffered Solutions. This information will be on <b>final exam</b>.</p>	<p>Test Focus Questions, Essay</p>
<p>5. Interpret Oxidation-Reduction Reactions: Definition, Oxidation States, Reactions Between Nonmetals, Balancing Oxidation–Reduction Reactions by the Half-Reaction Method, Electrochemistry: An Introduction, Batteries, Corrosion, Stainless Steel, Electrolysis. This information will be on <b>final exam</b>.</p>	<p>Focus Questions Test, Essay</p>

**Student Learning Outcomes (SLO):** By the end of this course, the student will be able to:

1. Demonstrate Safety in the laboratory, history of science, and the Scientific Method; Define Energy: The Nature of Energy, Temperature, Heat and their different units and their conversion, Exothermic and Endothermic Processes, Thermodynamics, Measuring Energy Changes, Thermochemistry (Enthalpy), Hess’s Law;
2. Describe Modern Atomic Theory: Rutherford’s Atom, Electromagnetic Radiation, Emission of Energy by Atoms, Atmospheric Effects, The Bohr Model of the Atom, The Wave Mechanical Model of the Atom, The Hydrogen Orbitals, Electron Arrangements in the First 30 Atoms on the Periodic Table, Electron Configurations and Atomic Properties; Compare and contrast Chemical Bonding: Types of Chemical Bonds, Electronegativity, Bond Polarity and Dipole Moments, Stable Electron Configurations and Charges on Ions, Ionic Bonding and Structures of Ionic Compounds, Lewis Structures of Molecules with Multiple Bonds, Molecules with Double Bonds;
3. Illustrate Gases: Pressure, Different units of pressure, Pressure and Volume: Boyle’s Law, Volume and Temperature: Charles’s Law, Volume and Moles: Avogadro’s Law, The Ideal Gas Law, Dalton’s Law of Partial Pressures, The Kinetic Molecular Theory of Gases; Evaluate Liquids and Solids: Water and Its Phase Changes, Energy Requirements for the Changes of State, Intermolecular Forces, Evaporation and Vapor Pressure, Bonding in Solids;
4. Formulate Solutions: Solubility, Water, Solution Composition: Mass Percent, Molarity, Dilution, Stoichiometry of Solution Reactions, Neutralization Reactions, Normality; Evaluate Acids and Bases: Acids and Bases, Acid Strength, Water as an Acid and a Base, The pH Scale, Calculating the pH of Strong Acid Solutions, Acid–Base Indicators, Buffered Solutions; Examine Equilibrium: How Chemical Reactions Occur, Conditions That Affect Reaction Rates, The Equilibrium Condition, Chemical Equilibrium: A Dynamic Condition, The Equilibrium Constant: An Introduction, Heterogeneous Equilibria, Le Châtelier’s Principle, Applications Involving the Equilibrium Constant, Solubility Equilibria;
5. Interpret Oxidation-Reduction Reactions and Electrochemistry: Definition of oxidation and reduction, Oxidation–Reduction Reactions, Oxidation States, Oxidation–Reduction Reactions Between Nonmetals, Balancing Oxidation–Reduction Reactions by the Half-Reaction Method, Electrochemistry: An Introduction, Batteries, Corrosion, Stainless Steel, Electrolysis; Define Radioactivity and nuclear Energy: Radioactive Decay, Nuclear Transformations, Detection of Radioactivity and the Concept of Half-life, Dating Diamonds, Dating by Radioactivity, Medical Applications of Radioactivity: PET, the Brain’s Best; Nuclear Energy, Nuclear Fission, Nuclear Reactors, Effects of Radiation.

### **COURSE METHODS, PROCEDURES, CONTENT, and REQUIREMENTS**

**IMPORTANT:** The instructor provides the environment to facilitate learning; the student must engage his/her mind and actions. The instructor cannot guarantee that students will learn unless they do their part as active participants of their own education. Therefore, (1) Students may vary in their competency levels on these learning outcomes, and (2) they can expect to achieve these learning outcomes only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations. Delete of them as students.

**Instructional Strategies:**

Class/Online Discussion  
Class/Online Presentations

**Student Activities:**

Participation  
Essay Questions  
Website  
Final Exam

**Method of Instruction and Expectation:**

Web-based environment  
Class discussion to examine the topics on the course outline.  
Required readings and online activities.  
Use of online tools and resources to facilitate a deeper understanding of the course contents

Students are expected to ask question in the class and submit assignments on the due date. If you submit an assignment late, you will receive no points for the assignment. No excuses will be accepted, including difficulties with technology.

**Note:** Designated time (Office Hours) will be given to all student to discuss student progress. Make an appointment with your instructor.

**SOFTWARE AND SUPPLIES**

**Software and Program:**

1. *Access to websites as referenced in class. Students attempting to gain access through cell phones, Mac books, or outdated equipment may experience difficulties with certain websites or videos. It is the student's responsibility to locate viable equipment.*
2. *Access to JICS online classroom. It is the student's responsibility to become familiar with the online classroom and related components.*
3. *Most documents in this course will be PDF, Powerpoint, HTML or Word format. However, you will need the additional software (which can be downloaded free from the Internet): Adobe Reader, ZOOM, Windows Media Player, and Quicktime.*

4. *Students should be prepared to back up files on their own Flash Drive. Work should be saved more than once, as it is not the instructor's responsibility if technology issues suddenly occur and information is lost.*

## COURSE REQUIREMENTS

### SUBMISSION OF ASSIGNMENTS

All assignments must be submitted on time **in JICS**. **Please do not submit work through emails**. For each day that an assignment is late, points will be deducted from the final grade of that assignment. If **extenuating circumstances** prevent you from turning in an assignment, please contact me **before** the due date. Late work will be accepted without penalties **only if** emergencies are documented or Texas College has technology outages. Students are required to have access to internet that is JICS compatible.

### ATTENDANCE POLICY

For example: Students are expected to participate in class discussions. In order to participate, you must attend class. To receive credit for substantive participation, you should summarize your participation in thoughtful and complete sentences in no fewer than fifty words. You will not receive credit for participation if you submit bullet points, texting language, slang, profanity, or plagiarized commentaries. Please be advised that poor attendance can be grounds for being administratively withdrawn from the course. **Students should check emails and classroom announcements daily to remain well-informed.**

The student is responsible for attending all lectures, seminars, laboratories, and field work for each registered class—beginning with the first day of class scheduled—in order to verify registration with instructors and to complete all work assigned for the course. If a student does not attend class during the first week (first five instructional days) of the semester, or does not attend five consecutive class sessions, and does not give prior notification to the instructor of reasons for absence, and intent to attend the class, the student may be recommended to the Vice-President for Academic Affairs to be administratively withdrawn from the course. The instructor should read the rules governing class attendance and absences to each of the assigned classes at the beginning of each semester.

These attendance regulations will be strictly enforced.

The student will be held accountable for adhering to the College Attendance Policy. Instructors are not obligated to allow students to submit late assignments because of their absence unless the absences have been officially approved. An officially approved absence, however, gives the individual who missed the class an opportunity to turn in the assignment late but in no way excuses the student from the work required. Official excuses are granted by the vice president for student affairs for authorized College activities, verified personal illness, or illness or death in the student's immediate family. Students should understand that absences may jeopardize their grades. A student will be permitted one unexcused absence per credit hour of the course in which he/she is enrolled. Any student whose unexcused absences exceed the number permitted may, at the discretion of the instructor, be assigned a grade of "**F**" or be dismissed from the class.

Absences will count from the first official date of classes and not from the first day the student attends. It is the responsibility of the instructor to keep an accurate attendance record of all students enrolled. Students

receiving veterans' benefits are required to attend classes according to the regulations of the Veterans Administration in addition to those regulations set by the College for all students.

*Students are responsible for following the policies, schedule, and procedures outlined in this syllabus. The syllabus is subject to change in the event of circumstances beyond the instructor's control.*

### **ACADEMIC HONESTY**

Texas College believes that strength of character is as important as academic achievement; therefore, the College expects everyone in the academic community to maintain personal integrity in academic matters and not to contribute or condone the dishonesty of others. Scholastic dishonesty—which includes any form of plagiarism, cheating, falsification of records, and collusion with others to defraud—is improper and will not be tolerated. Texas College reserves the right to apply disciplinary actions including loss of credit, suspension, and dismissal to a student who has been judged guilty of scholastic dishonesty.

The Texas College Catalog describes academic dishonesty in the following manner:

...an act or attempted act of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. It also includes any form of cheating, plagiarism, falsification of records and/or collusion.

### **ACADEMIC INTEGRITY:**

Texas College believes that strength of character is as important as academic achievement; therefore, the College expects everyone in the academic community to maintain personal integrity in academic matters and not to contribute or condone the dishonesty of others. Scholastic dishonesty (which includes any form of plagiarism, cheating, falsification of records, and collusion with others to defraud) is improper and will not be tolerated. Texas College reserves the right to apply disciplinary actions to a student who has committed scholastic dishonesty. For further information, see the *Texas College Catalog found on the Texas College website ([www.texascollege.edu](http://www.texascollege.edu)) page 33, Item: Academic Integrity Policy.*

### **COVID-19 REQUIREMENTS:**

#### **Texas College COVID-19 Vaccination Policy:**

Texas College as a private, faith-based institution, strongly suggest that effective Fall term 2021, all students, faculty and staff provide evidence that they have been fully vaccinated. Individuals who have religious beliefs, medical reasons and/or philosophies (or are generally indifferent to taking a vaccination) will be required to provide and/or sign a statement to that effect, which they believe prohibit them from being fully vaccinated.

This is available on the COVID-19 page (<https://www.texascollege.edu/covid-19-information/>), as well as the Spring 2024 page redirected to (<https://www.texascollege.edu/fall-2021>).

### **INSTRUCTIONAL METHOD**

Texas College observes **remote synchronous instruction** defined as a two-way, real-time/live, virtual instruction between instructors and students when students are not on campus and observing COVID-19 distance requirements.

In this method, the required amount of instructional time related to courses will be scheduled each day, and communication is generated when attendance is recorded daily at a locally selected time utilizing Bio Signature Software. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method will address the course and degree program requirements. If a student who is originally scheduled to receive instruction through the on-campus or synchronous instructional method is not present at the designated official attendance time, the student will be not be considered present for the day by engaging through the remote synchronous method.

In the remote synchronous instructional method, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's course engagement measure. Students who do not complete the daily measure of engagement will be counted absent for that day, and that absence cannot be changed to remote synchronous present if the student completes the engagement measure on a later date.

Attendance is measured as synchronous interaction for scheduled courses. *Attendance depends on the active participation of students.* Students are expected to attend online sessions just as they would in a face-to-face classroom, by avoiding non-course related activities. We encourage appropriate lighting which promotes better engagement when the video feature of Zoom is in use.

#### **PROGRAM FOR WHICH THE COURSE IS REQUIRED**

**General Chemistry II** is a requirement for **Biology Majors** which leads to a **Bachelor of Science (BS) Degree in Biology**.

#### **METHOD OF STUDENT EVALUATION**

**LECTURE (75% of Total Grade) + LAB (25% of Total Grade) = 100%**

Type/Item (Evaluation Components)	Maximum Lecture Points/Percent	Actual % Weight/Load		
Pretest	Assessment	Assessment	<b>Grading Scale:</b>	<b>Letter grade</b>
Examinations (Midterm + Final)	100/100%	25%	<b>90 – 100%</b>	<b>A</b>
Test/Quiz (Chapters Examinations)	100/100%	20%	<b>80 – 89%</b>	<b>B</b>
Laboratory (Test/Quiz+Assignment+Lab Activity)	100/100%	25%	<b>70 – 79%</b>	<b>C</b>
Reading/Writing Summary on Specific Chapter (or, Research Article)	100/100%	10%	<b>60 – 69%</b>	<b>D</b>
Class Participation / Attendance	100/100%	10%	<b>Below 60%</b>	<b>F</b>
Class Homework/Assignments	100/100%	10%		
Post-test (Before Final Exam)	Assessment	Assessment		
<b>Total Possible Points/Percentage</b>	<b>600/100%</b>	<b>100%</b>		



Extra Credit (QEP 1 + QEP 2)	200/100%	4%		
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**Note:** Out of 5-6 Exams (Exam #1, Exam #2, Exam #3, Exam #4, Exam #5 or Exam #6) only the lowest Exam scores will be dropped. The rest exam points will be counted.

Grade "C" or above is required to pass the course. The course must be repeated if grade is below "C".

### GRADING RUBRIC

90-100	A	Transformative (and submitted on time)
80-89	B	Proficient
70-79	C	Developing
60-69	D	Beginning
Below 60	F	Not Submitted

**Method of Course Evaluation:** Every Chapter will have homework and a quiz to assess the knowledge of the student. All exams are comprehensive. There will be a Midterm Exam and a Final Exam as well as research papers, all of which will be considered in the final grade. Exams will cover material presented in the textbook, class notes, virtual and actual laboratories, and class assignments. For many of the test questions students will be required to use critical thinking in the use of content knowledge in order to answer the question. This gives a better assessment of the student's understanding of the material presented in each chapter.

**Evaluation Criteria:** At least four major tests (theory), mid-term exam, comprehensive final exam, course and laboratory work assignments will be assessed as an evaluation criteria.

**Course Content:**

Read entire chapter. Keep a section of your notebook for "Key Terms" throughout the semester. Respond to each Discussion Question. Visit or follow each suggested Resources or Internet Resource.

### WEEKLY COURSE SCHEDULE

**Lecture and Laboratory (tentative schedule and Book: Zumdahl's Introductory Chemistry):**

Week of	Chapter	Title	Contact Hours	Institutional Objectives (TC) and Student Learning Outcomes (SLO) Through Activities	
Week 1		Pre-Test and Safety and Review <b>Due</b>	Total hours - 12	SLO1; TC 1	<ul style="list-style-type: none"> <li>Laboratory Safety and Test</li> </ul>
Week 2-3	10	<b>Energy:</b> The Nature of Energy, Temperature, Heat and their different units and their conversion, Exothermic and Endothermic Processes, Thermodynamics, Measuring Energy Changes, Thermochemistry	Total hours - 24	SLO1; TC 1,2,4	<ul style="list-style-type: none"> <li><b>Exam 1</b></li> <li>Lab</li> <li>Homework</li> <li>Online Quiz</li> </ul>

		(Enthalpy), Hess's Law; <b>Due</b>			
Week 3-4	11	<b>Modern Atomic Theory:</b> Rutherford's Atom, Electromagnetic Radiation, Emission of Energy by Atoms, Atmospheric Effects, The Bohr Model of the Atom, The Wave Mechanical Model of the Atom, The Hydrogen Orbitals, Electron Arrangements in the First 30 Atoms on the Periodic Table, Electron Configurations and Atomic Properties; <b>Due</b>	Total hours - 24	<b>SLO2;</b> TC 1,2	<ul style="list-style-type: none"> <li>• <b>Exam 2</b></li> <li>• Homework</li> <li>• Lab</li> </ul>
	12	<b>Chemical Bonding:</b> Types of Chemical Bonds, Electronegativity, Bond Polarity and Dipole Moments, Stable Electron Configurations and Charges on Ions, Ionic Bonding and Structures of Ionic Compounds, Lewis Structures of Molecules with Multiple Bonds, Molecules with Double Bonds; <b>Due</b>	Total hours - 24	<b>SLO2;</b> TC 1,2	<ul style="list-style-type: none"> <li>• Lab</li> <li>• Homework</li> <li>• Online Quiz</li> </ul>
Week 5-6	13	<b>Gases:</b> Pressure, Different units of pressure, Pressure and Volume: Boyle's Law, Volume and Temperature: Charles's Law, Volume and Moles: Avogadro's Law, The Ideal Gas Law, Dalton's Law of Partial Pressures, The Kinetic Molecular	Total hours - 24	<b>SLO3;</b> TC 2,4	<ul style="list-style-type: none"> <li>• <b>Midterm</b></li> <li>• Research Paper or SOP on Topic</li> <li>• Homework</li> <li>• Quiz</li> </ul>

		Theory of Gases; <b>Due Mid-Term (February 27 – March 04 - 08, 2024)</b>			
Week 7	14	<b>Liquids and Solids:</b> Water and Its Phase Changes, Energy Requirements for the Changes of State, Intermolecular Forces, Evaporation and Vapor Pressure, Bonding in Solids; <b>Due</b>	Total hours - 24	<b>SLO3;</b> TC 1,2,4	<ul style="list-style-type: none"> <li>• <b>Exam 3</b></li> <li>• Homework</li> <li>• Online Quiz</li> </ul>
Week 8	15/16	<b>Solutions:</b> Solubility, Water, Solution Composition: Mass Percent, Molarity, Dilution, Stoichiometry of Solution Reactions, Neutralization Reactions, Normality; <b>Acids and Bases:</b> Acids and Bases, Acid Strength, Water as an Acid and a Base, The pH Scale, Calculating the pH of Strong Acid Solutions, Acid–Base Indicators, Buffered Solutions; <b>Due</b>	Total hours - 12	<b>SLO4;</b> TC 2,4	<ul style="list-style-type: none"> <li>• <b>Exam 4</b></li> <li>• Virtual Lab – Reactions in Aqueous Solutions</li> <li>• Homework – Reactions in Aqueous Solutions</li> <li>• Quiz – Chemical Reactions</li> </ul>
Week 9	17	<b>Equilibrium:</b> How Chemical Reactions Occur, Conditions That Affect Reaction Rates, The Equilibrium Condition, Chemical Equilibrium: A Dynamic Condition, The Equilibrium Constant: An Introduction, Heterogeneous Equilibria, Le Châtelier’s Principle, Applications Involving the Equilibrium Constant, Solubility Equilibria; <b>Due</b>	Total hours - 12	<b>SLO4;</b> TC 1,2	<ul style="list-style-type: none"> <li>• <b>Exam 5</b></li> <li>• Lab</li> <li>• Homework</li> </ul>

Week 10-12	18/19	<p><b>Oxidation-Reduction Reactions and Electrochemistry:</b>  Definition of oxidation and reduction, Oxidation–Reduction Reactions, Oxidation States, Oxidation–Reduction Reactions Between Nonmetals, Balancing Oxidation–Reduction Reactions by the Half-Reaction Method, Electrochemistry: An Introduction, Batteries, Corrosion, Stainless Steel, Electrolysis;</p> <p><b>Radioactivity and nuclear Energy:</b> Radioactive Decay, Nuclear Transformations, Detection of Radioactivity and the Concept of Half-life, Dating Diamonds, Dating by Radioactivity, Medical Applications of Radioactivity :PET, the Brain’s Best; Nuclear Energy, Nuclear Fission, Nuclear Reactors, Effects of Radiation;</p> <p><b>Due</b></p>	Total hours - 12	SLO5; TC 1,2,4	<ul style="list-style-type: none"> <li>• Exam 6</li> <li>• Lab</li> <li>• Homework</li> </ul>
Week 13		Review	Total hours - 12		•
Week 14		<p><b>Comprehensive Final Exams for All Students (April 29 - May 03, 2024)</b></p>	Total hours - 12		• Final – Post Test
	Total reading hours—60 (4 credit hour course)	Total participation hours— 120 (4 credit hour course)	Total Student Contact Hours TOTAL—180 (4 credit-hour course)		•

*Spring Break is scheduled for the Spring 2024 semester will be March 11 - 15.*

*Due to persistently COVID-19 spreading and necessary schedule modifications, please note that the dates and activities listed may subject to change for the **Spring 2024** semester.*

### ASSESSMENT

Students performance and learning will be assessed via tests (chapter exam), mid-term exam, comprehensive final exam, writing, course and laboratory work assignments. At the end of each chapter there will be a case that reflects the learning objectives of each chapter. The writing essay rubric will be used to assess students' comprehension and reflection of content related assignments.

#### **Rubrics for grading written assignments for CHEM 1472**

##### QEP WRITTEN ASSIGNMENTS

	Excellent (5)	Satisfactory (4-3)	Not Satisfactory (2-1)
Content	Clear topic and many interesting details	Somewhat clear topic and some mildly interesting details	Topic not clear and few details
Organization	Details and sequences are clearly evident	Details and sequence are evident but not clear	Details and sequence are not evidence (jumbled/confused)
Fluency	Written in natural language	Some natural and patterned language	Unnatural language patterns
Mechanics	Very few errors (90%) spelling grammar and usage capitalization punctuation	Majority conventions correct (80%) spelling grammar and usage capitalization punctuation	Frequent errors (70% correct) spelling grammar and usage capitalization

#### **QEP Assignment 1 (2% Bonus pts):**

"Chemistry is a central Science". Explain why do you agree or disagree with this statement. This assignment should be 1-2 pages in length with at least five-paragraph.

#### **QEP Assignment 2 (2% Bonus pts):**

"Learning of Oxidation-Reduction Concept in Advanced Chemistry is necessary because we encounter it in our daily lives". Explain why do you agree or disagree with this statement. This assignment should be 1-2 pages in length with at least five-paragraph.

**Submitting Assignments:** Students are expected to submit assignments on the due date. If you submit an assignment late, you will receive no points for the assignment. No excuses will be accepted, including difficulties with technology. Missed assignment cannot be made up. This is a measure of your attendance, and participation, as well as your thinking skills.

**Course Assignments-Lecture and Laboratory:** (Assignments and their Due Dates Posted on JICS Coursework.)

Each student is expected to complete the assignments as specified. There will be **No exceptions**.

### **REMEDIATION PLAN**

Students who have difficulty with the course will have the opportunity to:

State how you will assist the student with remediation. The following are examples.

- Meet with the professor for one-on-one support through face-to-face meetings, telephone sessions, or web conferencing.
- Revise unsatisfactory work until it is satisfactory within a seven (7)-day time limit.

### **DISABILITIES AND SPECIAL NEEDS LEARNING**

Texas College provides equal opportunity to qualified disabled persons in accordance with the requirements of the American with Disabilities Act (ADA). This Act ensures that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by the College. Texas College adheres to this provision once a student/employee self identifies. Students may contact the Office of Academic Affairs for information/assistance at: Texas College, Attn: Vice President for Academic Affairs, Office of Academic Affairs/Martin Hall 2nd floor, 2404 North Grand Avenue, Tyler, Texas 75702 at (903) 593-8311 Extn. 2335 for accommodations as early as possible in the term..

### **NOTICE OF NON-DISCRIMINATION**

Texas College does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, or veteran status. The Vice President for Academic Affairs has been designated to handle student inquiries regarding non-discrimination policies. Contact information is: Texas College, Attn: Vice President for Academic Affairs, Office of Academic Affairs/Martin Hall 2nd floor, 2404 North Grand Avenue, Tyler, Texas 75702 at (903) 593-8311 Extn. 2335.

### **DIVERSITY STATEMENT**

Texas College is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

### **Caveat:**

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

### **TECHNOLOGICAL STATEMENT**

This course is infused with technology in order to:

- Participate in Courses Synchronously
- To provide access for course information
- Use the Internet and electronic databases to conduct searches for research projects
- Create multimedia presentations to present class projects to teachers and peers
- PowerPoint Presentations

### **WRITING ACROSS THE CURRICULUM**

Strong communication skills are critical for professionals. In an effort to maintain a commitment to developing effective writing skills for all students, all writing assignments will be evaluated for overall communicative competence. The following will be considered when grading written assignments:

- Word-processed (12 font), double-spaced, one inch left, right, top and bottom margins
- Content
- Clarity and Organization
- Source(s)
- Depth of thought/Originality
- Technology and Delivery
- Grammar and mechanics

### **References/Resources:**

1. General Chemistry, 9th Edition,  
By – Darrell D. Ebbing and Steven D. Gammon (Houghton Mifflin Publishers)  
Willey, 2021
2. Principles of Inorganic Chemistry, 2nd Edition,  
By Brian W. Pfennig;  
ISBN: 978-1-119-65032-4  
Publisher : Willey, October 2021
3. McGraw-Hill 2019  
General, Organic, and Biochemistry, 10th Edition  
By Katherine Denniston;  
ISBN-13: 978-1260148954; ISBN-10: 1260148955  
Publisher: McGraw-Hill Education 2019
4. Pearson, 2017.  
Chemistry: The Central Science (MasteringChemistry) 14th Edition  
by Theodore Brown (Author), H. LeMay (Author), Bruce Bursten (Author), Catherine Murphy (Author), Patrick Woodward (Author), Matthew Stoltzfus (Author);  
ISBN-13: 978-0134414232; ISBN-10: 9780134414232  
Publisher: Pearson, 2017.
5. Student companion website accessible from [www.cengage.com/chemistry/zumdahl](http://www.cengage.com/chemistry/zumdahl), this site provides online study tools, including practice tests and flashcards.

6. Carbon Anode in Carbon History:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7662887/pdf/molecules-25-04996.pdf>
7. The Acidity of Atmospheric Particles and Clouds:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7791434/pdf/nihms-1591474.pdf>
8. Carbon Monoxide and Nitric Oxide as Examples of the Youngest Class of Transmitter-2021:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8199767/pdf/ijms-22-06029.pdf>
9. Explore Chemistry:  
<https://www.acs.org/content/acs/en/education/whatischemistry.html>
10. Discover Chemistry:  
<https://www.acs.org/content/acs/en/pressroom/presspacs/2021/acs-presspac-august-18-2021/the-carbon-footprint-of-delivering-the-goods-with-robots-and-automated-vehicles.html>
11. Chemistry. Provided by: OpenStax CNX. Located at:  
<https://cnx.org/contents/9G6Gee4A@25.9:EiMBjG4i@2/Oxidation-State>. License: CC BY:  
Attribution. License Terms: Download for free at:  
<https://cnx.org/contents/9G6Gee4A@25.9:EiMBjG4i@2/Oxidation-State>
12. Understanding Periodic and Non-periodic Chemistry in Periodic Tables-2021:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7818537/pdf/fchem-08-00813.pdf>
13. MolView: <https://molview.org>

### **BIOLOGY PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS**

Professional Associations are a great source of information about internships, career pathways, conferences, scholarships, opportunities to meet people in your field, and a whole host of career-related topics. Usually associations will provide a discounted membership rate for students enrolled in college. A few of these organizations include:

- [American Chemical Society](#)
- [American Society for Biochemistry and Molecular Biology](#)
- [American Academy of Forensic Sciences](#)
- [American Association for the Advancement of Science](#)
- [American Institute of Biological Sciences](#)
- [The International Association for Science, Technology and Society](#)
- [National Academy of Science](#)

[https://www.purdue.edu/science/careers/build\\_professional\\_profile/professional\\_orgs/bio\\_orgs.html](https://www.purdue.edu/science/careers/build_professional_profile/professional_orgs/bio_orgs.html)