

Lecture: MTuThF 10:30–11:20
Bagley 131

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Office Location/Hours: Bagley 215/Mondays 2:00–4:00

Course Web Site: <http://depts.washington.edu/chemcrs/> . Click on Spring 2004 Chemistry 162B.

Section	TA	E-Mail@u	Quiz	Lab	Section	TA	E-Mail@u	Quiz	Lab
BA	G. Mitchell	gtm	11:30–12:20	1:30–5:20 Th	BF	G. Mitchell	gtm	12:30–1:20	12:30–4:20 M
BB	D. Cohen	dec3	12:30– 1:20	1:30–5:20 Th	BG	E. Nam	enam	1:30–2:20	12:30–4:20 M
BC	D. Stevens	dshinobu	10:30–11:20	12:30–4:20 F	BH	D. Stevens	dshinobu	2:30–3:20	12:30–4:20 M
BD	D. Cohen	dec3	11:30–12:20	12:30–4:20 F	BI	D. Kilin	kilin	3:20–4:20	9:30–1:20 W
BE	E. Nam	enam	12:30– 1:20	12:30–4:20 F					

Study Center, 100-Level Chemistry: Bagley 330, MTWTh 9–6, F 9–2. Computers, reference materials. Graduate students available to answer questions. Do **WebAssign prelabs** here!

Required Books and Supplies:

- **Text. Author:** S. Zumdahl, “Chemical Principles,” 4th Edition, 2002, Chapters 14–20.
- **Course Pack. Author: J. Norman. Lecture notes; homework problems/answers. Bring to class every day. Buy at Odegaard Library Copy Center (~\$7).**
- **Lab Manual. Author:** F. Nyasulu. Odegaard Library Copy Center.
- **Approved Lab Notebook. Lab Coat, and Safety Goggles; Calculator.**
- **WebAssign Access.** For **pre-labs.** Book Store or <http://www.webassign.net> .
Login: username = UW NetID; institution = washington; password = student # without leading 0's.

Lecture, Quiz, and Exam Schedule: *Quiz sections meet every Wednesday – not just on quiz dates.*

Lecture Dates	Text Chapter	Course-Pack Problems	Quiz Date
March 29–April 20	14	1– 12	April 14
	15	13– 23	
	16	24– 64	
April 23–May 18	MID-TERM EXAM #1: Thursday, April 22		May 12
	17	65– 89	
	18, 19	90–102	
May 21–June 4	MID-TERM EXAM #2: Thursday, May 20		June 2
	18, 19	103–130	
	20	Later!	
	FINAL EXAM: Monday, June 7 (8:30–10:20)		

Lab Schedule: *Labs meet only during the 6 weeks listed below.*

Lab Lecture	Lab Meeting	Experiment	Text Chapter
March 30	April 5, 7, 8, or 9	Models and Magnetism	13, 14
April 13	April 19, 21, 22, or 23	Kinetics	15
April 27	May 3, 5, 6, or 7	Intermolecular Forces	16
May 4	May 10, 12, 13, or 14	Fractional Crystallization	17
May 11	May 17, 19, 20, or 21	Periodic Trends	18, 19
May 18	May 24, 26, 27, or 28	Spectrochemical Series	20

1. You can only **add** the course *online* – if and when a space opens up. I *can't* do *anything*. You may attend *Week #1* lectures while *trying* to add. If you're *not* registered by *8:30 Monday April 5: stop* attending; work begins then that *can't* be made up.

For *special situations* or to **drop** the course, go: (a) *during* Week #1 to the “*Add and Drop Labs Here*” window, Bagley *2nd-floor back hallway*; (b) *after* Week #1 to Bagley *195*.

2. There are **200 possible points**: labs 60; quizzes 30; mid-term exams 60; final exam 50. I grade simply on the *chemistry knowledge* you *personally* demonstrate. Your grade is *unrelated* to anyone else's or the mean. **There is no “curve.”** Grade ranges (I use *only* these 12 grades):

4.0 85–100%	3.3 75–80%	2.7 65–70%	2.0 55–60%	1.3 45–50%	0.7 35–40%
3.7 80– 85%	3.0 70–75%	2.3 60–65%	1.7 50–55%	1.0 40–45%	0.0 0–35%

You receive the *higher* of *two* grades figured on the above scale using:

(1) your % of *total* points; (2) *mean* of your % of *total* points and your % of *final-exam* points.

Mean grade in my 100-level courses, last 8 years (17 classes; 3,557 students): **2.79**.

My most recent 162 *item means*: labs, 88%; quizzes, 72%; exams, 56%; total, 68%.

3. **Chem 162 is more about ideas and less about numerical problems than 142 and 152.** Work to *understand concepts* and how they *relate*. You *can't* do well by memorizing; you must learn to *apply* the important concepts to *many different* situations. Come to *every* lecture. Work *every* problem, but remember that quiz/exam questions *aren't* the same as the problems. Use your *understanding* of concepts to make up *new* problems (that's how I write exams!). Study *with* other students. Ask your TA or me for *help* if you need it.
4. To *understand* lectures: (a) read *ahead* in the **text**, averaging *31 pages* per week; (b) before *each* lecture, study the **course-pack** pages that will be covered for ≥ 20 minutes; (c) after *each* lecture, study the material covered and associated **problems** for ≥ 40 minutes.
5. **Quizzes/exams are based on lectures and the course pack, which summarize the most important concepts.** In lectures and the course pack, I often: (a) cover topics in a *different order* than the text; (b) present material *not* in the text; (c) *omit* text material.
6. **Course-pack problems** are *quiz/exam questions* from my past 162 classes. *Unlike* other 142-152-162 sections, there are *no* WebAssign homework problems, and course-pack problems are *not* part of your course grade. *Learn* from them.
7. **25-minute quizzes** are given at the *end* of 3 quiz-section meetings. Each quiz covers lecture material since the previous quiz or exam. Your TA uses the 25 minutes before the quiz (all 50 minutes when there's no quiz) to explain concepts and answer questions. *Take advantage*; think *before* quiz section about what questions *you* have.
8. Quiz/exam **answers** are posted on the Web site. Your *TA* returns graded papers. Direct grading questions to your *TA, not me*. *Deadline* for questions: *48 hours* after papers are *first* returned.
9. **There are no makeup exams/quizzes or “extra credit”; lowest grades aren't dropped.** You get a **zero** for *any* exam/quiz absence *not* due to family death, physician-verified illness, religion, incapacitating accident, or UW-team competition. In those cases, contact your TA (*not me*).
10. **Dr. Frazier Nyasulu** (nyasulu@chem) lectures about **lab** on *6 Tuesdays* shown in the **Lab Schedule** (*other* Tuesdays *I* lecture). *Before* lab, you must *also* read the **lab manual** carefully and *complete* required **pre-labs**. You **lose points** if you're *late* submitting your pre-lab *or* arriving for lab. Direct *all* lab questions to your TA or Dr. Nyasulu, *not me*.

Background

In *large-lecture* courses, it's hard:

- for people not to feel *anonymous* (when they do, they're sometimes *less considerate* of others);
- to create an environment where people can *learn well*.

The *goals* of the following policies are that:

- your TA and I get to *know you* well;
- we all treat each other *considerately*;
- you get *full value* for the time and money you spend on this course.

Students in past large lectures suggested these policies. Grades have been *20-30% higher* in quarters where they've been used, compared to quarters where they weren't.

Policies

1. During the first week, find a seat you like: anywhere *except*:
 - center-aisle seats *267* and *278* near the top of the hall;
 - 4th-row-center seats *80* and *81*.

Sit in your preferred seat on the **second Monday, April 5**; arrive early to be sure you get it. That day, a sign-up sheet is distributed and collected. Your seat that day is where you *must* sit for the *entire quarter* (except for *exam days*, when you're assigned a *different* seat on a random basis).

Left-handed desks are in the center section along the right-side aisle (as seen from the front).

2. **Lecture attendance is not required.** However, *every* day that you *do* attend, you *must*:
 - **turn off all cell phones and pagers before you enter the lecture hall;**
 - **be sitting in your assigned seat when the bell rings to start class (arrive on time);**
 - **remain in class working until I end the lecture (don't leave or "pack up" early);**
 - **not talk to other students while I'm lecturing.**

A TA monitors compliance using the seating chart. **If you allow your cell phone/pager to ring, arrive late, leave or pack up early, or talk during lecture, you lose points each time.** There's *no limit* to the number of points you can lose.

If a special situation requires you to leave early on a particular day, tell me so you won't lose points.

3. Using the seating chart, I occasionally call on students *by name* to *answer questions* about the topic at hand. You aren't expected *always* to have the right answer, and I know that it's hard to speak up in a big group. If you don't know the answer, say so, and I'll move on to someone else.