The easiest way to contact me is through e-mail. It is important for you to learn how to be professional in your email communications. Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24 – 48 hours).

When corresponding with me, please:

✓ include CHEM 111 in the subject line
✓ include a respectful greeting
✓ fully sign your name
✓ use complete sentences
✓ proofread your email

Text: General Chemistry: Atoms First 4th Edition Authors: Burdge, Julia and Overby, Jason. The online text is included in ALEKS 360. Class Code: WVRJU-RRWV4

Technology:
• A computer with reliable internet access, microphone, speakers and webcam.
• A scientific calculator that you know how to use and bring to each class meeting. (If there is a test or quiz requiring use of a calculator, you will not be able to use your cell phone as a "calculator.")
• A method to scan in multiple pages of your handwritten work into a single pdf document that can be quickly uploaded to OAKS. I recommend AdobeScan, which is a free app that can be used with your cell phone. See the following link for a tutorial on how to scan in your work: http://tlt.cofc.edu/2020/03/24/tech-tip-tuesday-how-to-scan-handwritten-drawn-work-to-a-pdf-to-submit-in-oaks/.
• Adobe Acrobat, software available through the AppsAnywhere portal.

Course Info: An introductory course in chemistry emphasizing theoretical aspects and designed primarily for students who intend to take one or more additional courses in chemistry.
Co-requisites: Math 111 (unless exempt), Chemistry 111L. [CHEM 111L is a co-requisite course. You must either be concurrently enrolled in the lab or else have already passed the lab. The two courses (CHEM 111 & 111L) are graded independently of each other.]

Chem 111 Learning Outcomes:
• Describe how to employ the scientific method
• Solve chemistry problems by employing mathematical techniques and chemical reasoning
• Understand how atoms interact covalently and non-covalently to form molecules and compounds
• Identify the properties of compounds
• Employ an understanding of chemical reactivity to analyze chemical reactions

General Education Learning Outcomes:
• Students apply physical/natural principles to analyze and solve problems.
• Students will develop an understanding of the impact that science has on society.
(Note: These will be assessed in the second semester course of the Science Gen Ed Sequence, Chem 112)

Distance Learning: What to expect:
Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances.
All updates and class materials will be posted on OAKS. Please check OAKS multiple times a day. Each lecture will be accompanied by a powerpoint presentation of the material, highlighting information from your textbook. You should review the powerpoint presentation prior to our virtual or live class meetings. Class meetings (on-line AND in-person) will occur as scheduled and will be the time for problem-solving and open questions. It is essential that you come prepared to ask any questions you may have to get the most out of our class meetings. (Please be flexible, as distance learning is new to all of us!)

**Recording of Classes (via ZOOM):** Class sessions will be recorded via voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**Attendance:** Attendance is only mandatory for test days. If you are a student-athlete or away from class due to documented college-related business an accommodation will be made if arrangements are made prior to the absence.

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**How to Prepare for Class: Chemistry is not a spectator sport!**

- **Practice:** The only way to get good at solving problems is to practice solving problems. Watching someone else solve the problem or reading the solution cannot substitute for you putting pen to paper and trying to solve the problem on your own.

- **Be consistent:** Develop a regular study schedule and learn the concepts as we discuss them in class. Chemistry is cumulative and it takes time for the concepts to sink in. You cannot cram chemistry.

- **Think:** Chemistry needs to be understood, not memorized. Always ask yourself why you are doing a certain step in problem or using a particular equation. Take responsibility for learning the material and be actively engaged.

CHEM 111 is taught with the assumption that students have learned the fundamental concepts covered in a full year of high school chemistry class. You are responsible for all material covered or assigned (check OAKS and ALEKS daily for updates). Do not rely on the powerpoint presentations alone for the material – they are only highlights of concepts. You should also read your book for clarification and examples of how to work problems.

It is vital that you **keep current in your studies.** I am here to explain the material and help you to the best of my time and ability. However, the burden of learning is upon you, the student. The key to success in this class is working through chemistry problems until you understand the concepts. I encourage you to study with other students, and to collaborate on homework concepts, but not on individual assignments.

**Homework (ALEKS) assignments: Class Code (Fall 2020):** WVRJU-RRWV4

The key to success in this class is doing chemistry problems again and again. You need to be working problems every single day. ALEKS is designed to help you learn the concepts I cover in class, so this may take you a little bit of time, or a lot of time, depending on how fast and how well you master the material. Before your sit down at your computer, makes sure you have paper, pencil and a calculator so that you are prepared to work on the problems that are presented.

KEEP UP with your assignments and don’t try to cram at the last minute. Work a few sets of problems each day, so that you don’t get overwhelmed! It is important for you to put pencil to paper, to actually work out the problems, drawing structures, performing calculations, and naming compounds. As you work the problems, seek to understand the process and not simply to get the correct answer. **I am very willing to help you, but for the most part, learning chemistry is a lonely, time-consuming and difficult lesson in self-discipline.**
Quizzes:
There is will be several quizzes given throughout the semester. Most quizzes will test whether or not you understand the concepts from the online lectures and problems from ALEKS. Quizzes cannot be made up, though if you have an absence excused by the Dean of Students, you may be allowed to turn in an extra assignment to take the place of any missed quizzes.

Tests:
There will be four 75-min **in-person** exams throughout the semester, each being worth 15% of your final grade. Although the tests are not necessarily cumulative, the material in this course builds upon what is learned, that is, in order to understand later material, it is necessary for the student to grasp the previous section’s material. The final exam, however, will be cumulative. There will be NO MAKE-UP tests. Your lowest test score (including missed tests) may be replaced by the final exam grade.

Final Exam:
The comprehensive final exam will cover Chapters 1-11. The content and format of the final exam will be online. (see Final Exam Schedule for date and time).

Academic Support Services: The Center for Student Learning (CSL) is located on the first floor of Addleston Library, and offers a wide variety of tutoring and other academic resources. Make use of the Math Lab and the Science Lab as needed. Supplemental Instruction (SI) is offered in conjunction with this section of CHEM 111. SI sessions give students a chance to work together with trained SI leaders to discuss course concepts, develop strategies for studying course material, work problems, and review notes. All services are described and lab schedules are posted on the CSL website (http://csl.cofc.edu).

Disabilities: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. Center for Disability Services/SNAP.

Mental & Physical Wellbeing:
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

The Honor Code: The honor system is in effect in all efforts for this course. Cheating will not be tolerated. Please familiarize yourself with the College of Charleston Honor Policy as well as the Department of Chemistry’s policy on Scientific Integrity. By enrolling in this course, you are agreeing to abide by the Departmental policy on Scientific Integrity. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.
Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.

**Grading:** (There will be NO extra credit given in this course)
15% ALEKS Assignments
10% Quizzes
60% Tests
15% Final Exam

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Chemistry 111 Fall 2020 Working Schedule** *(subject to change, please be flexible)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25</td>
<td>Introduction, Syllabus, Chapter 1 <em>(synchronous online)</em></td>
</tr>
<tr>
<td>Aug 27</td>
<td>Chapters 1 &amp; 2 <em>(synchronous online)</em></td>
</tr>
<tr>
<td>Sept 1, 3</td>
<td>Chapter 2 <em>(synchronous online)</em></td>
</tr>
<tr>
<td>Sept 8, 10</td>
<td>Chapter 3 <em>(synchronous online)</em></td>
</tr>
<tr>
<td>Sept 15</td>
<td>First <em>in-person</em> class, Test Review &amp; online portion of Test #1</td>
</tr>
<tr>
<td>Sept 17</td>
<td>In-class portion of Test# 1 (Chapters 1, 2 &amp; 3), Intro to Chapter 4</td>
</tr>
<tr>
<td>Sept 22, 24</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sept 29, Oct 1</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Test # 2 on Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>Oct 8, 13</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Chapters 7&amp;8</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Test # 3 on Chapters 6, 7 &amp; 8</td>
</tr>
<tr>
<td>Oct 29, Nov 5, 10</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Nov 10, 12, 17</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Nov 24</td>
<td>Test # 4 on Chapters 9, 10 &amp; 11</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Catchup on Chapter 11 &amp; review for final <em>(synchronous online)</em></td>
</tr>
<tr>
<td>Dec 3</td>
<td>Review for Final Exam <em>(synchronous online)</em></td>
</tr>
</tbody>
</table>

**Tentative Test Dates** – Tues/Thurs 9/15&17, Tues 10/6, Tues 10/27, Tues 11/24
Learning strategies

Class Preparation Strategies:

1. Implement a study schedule to include 3-4 intense study sessions per day.
2. Actively prepare to read by previewing reading assignments.
3. Read actively by developing questions before you start to read.
4. Paraphrase information in each paragraph/section of a reading assignment.
5. Actively read and learn by using flashcards, concept maps, chapter maps, and other tools.
6. Always attend every class.
7. Take good notes by hand.
8. Preview and Review for every class.
9. Ask and answer questions and actively participate in class.
10. Do HW assignments without using examples or textbook information.
11. Prepare as if you have to teach the information you are learning.
12. Study with a partner or study group, go to each session prepared.
13. Create practice exams to evaluate your mastery of the material.
14. Start HW the day it is assigned as do a little of it each day.
15. Memorize everything you are told to memorize.
16. Aim for 100% mastery of the material.
17. Use on-campus resources.
18. Visit SI sessions and/or your professors’ office hours on a regular basis.

Test Strategies:

19. Organize test information by preparing charts, outlines, or a study guide.
20. Write down formulas or other information you may need before you begin an exam.
21. Read directions VERY carefully, listen to directions, and ask for clarification.
22. Survey the exam before starting and budget your time.
23. Begin with the easiest questions and work your way to the harder ones.
24. Expect memory blocks and recognize that information will come back to you if you move on to other questions, so don’t get stuck!
25. Perform deep breathing to relax, and use positive self-talk to reduce test anxiety.
26. Analyze all returned tests and quizzes, and develop a plan for improvement.

General strategies:

27. Adopt a growth mindset about intelligence.
28. Monitor your self-talk and stay positive.
29. Attribute results to action, not ability.
30. Know and understand your learning style and preferences.
32. Keep a calendar and check-list.
33. Commit to studying 20-25 hours per week.
34. Protect your free time.
35. Prioritize your needs and wants.

(adapted from Saundra and Stephanie McGuire’s Strategies for students)