

CHM 2211, Organic Chemistry II, Spring 2017, Flint 50

Section 0769: MWF – 3rd Period

Section 0770: MWF – 4th Period

Instructor: Dr. Jason D. Portmess (Dr. J)

Office: FLI 250

Email: Via Canvas Site (<http://elearning.ufl.edu>)

Office Hours: See Schedule on Canvas

Course Description: This is the second of two basic courses that describe the chemistry of carbon compounds. Specific topics to be covered include the main functional group inter-conversions of carbonyl based functional groups (aldehyde, ketone, carboxylic acids and their derivatives), amines, new carbon-carbon bond forming reactions, and the electronics and structure reactivity of aromatic compounds. A solid understanding of the functional group recognition and transformation reactions of alkanes, alkyl halides, alkenes, alkynes, alcohols and epoxy-ethers are expected. The importance of understanding and writing detailed mechanisms will be emphasized throughout the course.

Text: Brown, Foote, Iverson, Anslyn, *Organic Chemistry*, 7th Edition (highly recommended) and accompanying, *Solutions Manual, Organic Chemistry*, 7th Edition (recommended – **with caution...it can be addictive**).

Exams: Progress (assembly) Exams 1-4 will be given from 8:20-9:50PM on dates and room locations which will be announced in class.

Exam 1 – Wednesday, February 8th
Exam 2 – Thursday, March 2nd

Exam 3 – Wednesday, April 5th
Exam 4 – Wednesday, April 19th

Considerations for scheduling conflicts (religious holidays, higher ranking assembly exams, and university sponsored events) will be made but must be presented to the instructor 5 days prior to the scheduled exam.

It is possible for you to earn up to 100 points each for Exams 1-4. All examinations will be cumulative as it is the nature of the course but the emphasis (60-70%) on each exam will be centered on unevaluated “new” material. **There are no-makeup exams (without instructor approval). If a valid excuse (confirmed by the Dean of Student's office) is provided then Exam #4 can be used to determine a “makeup” score for a single missed exam only along with other factors at the instructor's discretion.**

Improvement Bonus Points will be awarded for any exam that is equal to or exceeds a previous “career high”. The value of the bonus will be determined by the instructor and can be earned each time a “career high” is matched or surpassed.

Grading: The final grade will be determined by the four exams given during the semester. There are no dropped exams but the lowest of the first three progress exams will be replaced by the average of Exams 1-3. This “average/replace” will help to minimize the impact of a single poor performance but it does not completely disappear as it still must represent your overall understanding of the course. Exam #4 is an isolated score and will not be used in the “average/replace” calculation.

I find in life it is best to exceed expectations rather than relying on the performance of others to dictate outcome. Therefore, in order to earn the grade that you expect, you must perform at a certain level. All exams carry equal weight giving you a final percentage based on 400 points. Letter grades will be assigned based on the grading scale below. Plus/flat/minus grades will be assigned and determined by the instructor based on student/class performance. Go get it!

A/A- 89.50-100%

B+/B/B- 77.50-89.49%

C+/C 60.00-77.49%

C-/D 50.00-59.99%

E less than 50.00%

Attendance: No one is here to hold your hand, but success in this course can be highly dependent upon your attendance of lecture (see course statistics on Canvas). The ability to ask questions and experience first-hand what is being taught is very important to the learning process and almost essential for understanding some of the detailed concepts presented in this course. It is the responsibility of the student to obtain any notes, in-class assignments that are due, etc. that may have been missed during lecture. Always remember, it is your choice whether you decide to attend class or not but if you choose to attend please make sure not to engage in activities that will disrupt the instructor or more importantly the students around you (see Rule of the Classroom)

Doing Problems: “I must have studied 50 hours and not a single thing on the test is what I studied. I go to the Train with a Tutoring Edge, I understand what you are saying in lecture, and I do ALL of the problems. So how come I got a 58 on the exam?” These statements and this question are as frustrating for me to hear and answer as it is for you to say and ask. My best advice to you is to work as many problems as YOU can. ***Do them until you puke*** and then do some more. Honestly work them - write them out on paper, balance equations, draw arrows, etc. Don't turn to the solutions manual immediately! This is a

monumental mistake that students make all the time. Maybe this will sound familiar..."*Let me just see how they did it.... Hmmm....Yep, that's what I thought the answer was supposed to be. Next question....*" Before you know it, you have tricked yourself into believing that you understand the problems, but then the test comes along and you don't know where to begin. Suddenly a panic attack ensues unlike what you have experienced in a classroom setting. This is not a scare tactic but reality. You know by now that this is not a course where your performance is dictated by your ability to regurgitate facts or figures. In order to be successful in this class, you must be able to diagnose a problem, determine the best course of action and apply what you have learned to new situations. The best way to acquire this skill is to work *a lot* of problems. The more problems YOU attempt, the more YOU will learn. It's that simple. Watching me, teaching assistants, YouTube videos or paid off-campus services solve problems will not acquire a skill for YOU to use any more than watching LeBron James work out will make you a better basketball player. If you are not the one getting frustrated then you are not the one who will do well. If you aren't the one puking from doing more problems in a single subject than you have ever done in your life....then you will be the one wondering "*what happened?*" after your exam.

"*So how many and what problems should I attempt from each chapter?*" There are two basic philosophies in practicing anything to acquire great skill (physical or mental). Some people practice until they get it right and some practice until they CAN'T get it wrong. Which group do you think are the most successful and in which group do you want to be? Answer these questions and you will know how many problems to do. But to assist you in this endeavor I will provide a list of End of Chapter problems that you can omit and others which can be altered to become even more beneficial.

RULE OF THE CLASSROOM:

The use of electronic devices for any non-course related material is prohibited during lectures/exams without consent of the instructor (note taking tablets are permitted). You are welcome to audio record but video recording/taking pictures is prohibited. I find it very distracting and I am asking for your cooperation not only for me but for your fellow classmates. Failure to comply is a direct violation of the Student Honor Code (see below) and may result in your dismissal from the lecture room and it WILL result in receiving a zero during an examination.

4.041 Student Honor Code and Student Conduct Code: Scope and Violations.

Page 11

(j) Conduct Disruptive to the University Community. Conduct that is disruptive to the University's educational objectives, to its operations, or to its officials, staff, and faculty in the performance of their work, or to any other aspect of its mission.

Page 12

2. Disruption of a class or curricular activity. Classroom or other academic workplace behavior that interferes with either (a) the instructor's authority or ability to conduct the class or (b) the ability of other students to benefit from the instructional program.

FINAL NOTES:

If you did not know how to swim and you were thrown into the deep end of the pool you would scream for help. You wouldn't worry how people would think of you and the fact that you couldn't swim. If you feel like the waves of organic chemistry are beginning to crash around you, come and get help before it is too late. *Getting help is not a sign of weakness...it is a sign of strength.* Think of it as a self-imposed discussion section and you get to choose when to go. The following represent my recommendations in order of preference:

Free Help:

1. **Dr. J's Office Hours (see schedule on Canvas):** These are displayed on Canvas and will be presented in class. *I'm the source...Why go anywhere else? Spend 1 hour with me (make it like a discussion section) and I will save you 3 hours if you do it on your own. Now that is smart!*
2. **SI-UGTAs:** I will have several undergraduate teaching assistants assigned to this class. These are all high-performing, past students of mine who know the "ins-and-outs" of the course and the way I like to do things. *They have done it...They know!* These UGTAs will be working together with SI leaders (*see Supplemental Instruction*) provided by the university to provide one of the most comprehensive help networks for any single course/instructor on campus.
3. **Organic Chemistry Learning Center (OCLC – Flint 258):** Graduate teaching assistants will be basically available Monday through Friday, 9:00 AM – 4:00 PM. A specific schedule of who will be running the sessions will be posted on our Canvas site when they become available.

Standard Syllabus Statements

Listed below are standard syllabus statements that meet CALS and UF requirements for undergraduate and graduate courses. All of these topics must be included in the syllabus. These cover the minimum requirements. More details can be added at the instructor's discretion.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies and can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/scsr/process/student-conduct-honor-code/>

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please contact the DRC at 352-392-8565 or go to their website at: www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library
Training Programs
Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601 or at: www.crc.ufl.edu/*

Online Student Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.