

CHM 2210, Organic Chemistry I, Spring 2019, FLI 50
Section (period): 11542 (6th), 11543 (9th), 11514 (10th)

Instructor: Dr. Jason D. Portmess (Dr. J)
Office Hours: See Dr. J Schedule in Canvas

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Whose "Brilliant" Idea Was It for Me to Take Organic Chemistry, Anyway? Good question! What is the problem with organic chemistry that causes students to view the course with so much anxiety? Maybe you've heard comments from students who have recently finished the course. Something like: "You have to memorize five gazillion reactions, and then they don't even ask you the ones you've had in class on the exams!" Everybody has heard the horror stories of memorizing, and to be honest, there is some truth to it. You *will* have to memorize a lot of organic chemistry, but you shouldn't try to memorize five gazillion reactions - what a waste of time! Instead, you will need to learn some basic properties of atoms and molecules, principles that describe how and why reactions take place, and a number of reaction types that can later be generalized to include the various reactions of organic compounds that you will encounter throughout the course. You'll be expected to learn about and *really understand* the ground rules so that you can apply them in a logical way to completely new kinds of situations, and come up with sensible answers. In the end, you will find this course to be much more manageable if you take time to see the forest, and don't get bogged down with all of the trees. And now for all of the technical stuff...

Course Description: This is the first of two basic courses that describe the chemistry of hydrocarbon based compounds. Specific topics to be covered include structure, nomenclature, stereochemistry, and reactivity of various organic compounds including: alkanes, cycloalkanes, alkyl halides, alkenes, alkynes, alcohols and ethers. The importance of understanding and writing detailed mechanisms will be emphasized throughout the course. Traditional course coverage will be Chapters 1-11 in CHM 2210.

Text: Brown, Foote, Iverson, Anslyn, *Organic Chemistry*, 8th Edition (highly recommended) and accompanying, *Solutions Manual, Organic Chemistry*, 8th Edition (recommended **with caution...it can be addictive.**)

Exams: Progress/Assembly Exams 1-3 will be given from 8:20-9:50 PM on the following dates in room locations which will be announced prior to each exam:

Exam 1 – February 5th
Exam 2 – March 20th

Exam 3 – April 10th
Exam 4 – April 24th

Accommodations 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) can be provided, then Exam #4 will be used (in addition to other instructor determined factors) to assist in calculating a "makeup" score for a single missed exam.**

Improvement Bonus Points: Most students who have taken Organic Chemistry would agree that each approaching exam was more difficult than any previously taken exam. Many will often come to me after a test and say, "Dr. J, I worked harder preparing for this test than the last exam and my score didn't change." Despite the fact that the score didn't change your abilities must have improved because the inherent difficulty of the material is always increasing. This is the reason for the **Improvement Bonus**. It is there to award those students who improve despite the fact that the material has become more difficult. **Improvement Bonus points** will be awarded for any exam performance that is equal to or exceeds a previous "personal best". The value of the bonus will be determined by the instructor and can be earned each time a "personal best" score is equaled or exceeded.

Grading: The final grade will be determined by the four exams given during the semester. **There are no dropped exams.** This course is as much of a language course as it is a science course. As a consequence, you must be accountable for everything.

I find in life it is best to achieve or exceed expectations rather than relying on the performance of others to dictate outcome. Therefore, in order to earn a certain grade, 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 determined and assigned by the instructor. Some alterations in grading scale may occur to account for unusual circumstances but the numbers described below are guarantees. Go get it!

A/A-	89.00-100%	C-/D	50.00-61.99%
B+/B/B-	76.00-88.99%	E	less than 50.00%
C+/C	62.00-75.99%		

IMPORTANT: A minimum grade of "C" is required in order to enroll in CHM 2211 (Organic 2)

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 our Canvas site). The ability to ask questions and experience first-hand what is being taught is very important to the learning process and practically 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 below - **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 Study Edge, I understand what you are saying in lecture, and I do ALL of the problems. So how come I got a 52 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. Honestly work them - write them out on paper, balance equations, draw arrows, etc. Don't turn to the solutions manual at the first point of struggle. The struggle is real and it is absolutely necessary to make the mental connections required to be successful. Relying on the solutions manual or watching someone on YouTube can be 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.

This is not a course where your performance is determined 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 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 are not the one exhausted 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 an exam.

"So how many 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 as the semester proceeds.

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 and/or taking pictures is strictly 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 but it WILL result in receiving a zero during an examination.

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

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(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.

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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 NOTE:

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's smart!*
2. **SI-UGTAs:** I will have more than a dozen 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 running volunteer discussion sessions in coordination with the Broward Teaching Center. This current collaboration statistically represents the most comprehensive help network for any single course/instructor at the University of Florida. Oh, did I mention that it is FREE?!
3. **Organic Chemistry Learning Center (OCLC – JHH 205):** Graduate teaching assistants will be basically available Monday through Friday, 9:00 AM – 4:00 PM. An exact schedule will be posted on our Canvas site when it becomes 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/sccr/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 in Reid Hall 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. Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at [352-392-1575](tel:352-392-1575). The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. **Campus Helping Resources**

- *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/>.