

CHM 2211 – Organic Chemistry II (All Sections), Fall 2020

Instructor: Dr. Jason D. Portmess (Dr. J)
Office Hours: TBA

Office: My Den or Campus Office
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DO NOT SEND ME EMAILS VIA 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 based reactivity of aromatic compounds. In addition to the reactivity relationships that will be studied, a cursory investigation of the spectroscopic (IR, NMR and UV/Vis) behavior of these organic functional groups will also be introduced. A solid, pre-requisite 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*, 8th Edition (highly recommended) and accompanying, *Solutions Manual, Organic Chemistry*, 6th, 7th or 8th Edition (recommended – **with caution...it can be addictive**).

Honorlock Technology Requirements: High speed internet, computer (w/ Google Chrome), webcam and microphone. For more information, see the **Honorlock** section on page 2.

Lecture Topic Presentations: All course content this semester will be made available to you via our Canvas site. The materials will be presented by utilizing a variety of different presentation platforms (handouts, emails, pre-recorded video lectures, etc.). We will NOT conduct this course in a synchronous fashion which will allow you to watch the Lecture Topic Presentations (LTPs) at your convenience but you must maintain a diligent, consistent routine that works best for you (see **PHILOSOPHY** on page 2). *Finish the way your start:* Last semester the total number of views for LTP #1 was 667. The total number of views for the last LTP was 245.

Evaluation Items for the Semester

1) Organic 1 Review Materials: During the past 15 years, I've provided multiple resources and practice aides to assist students in getting back up to speed from their Organic 1 layoff. The highly motivated student routinely will tackle these documents as suggested – during week 1. The less motivated student will entertain these items around the time of the first exam (or not at all) which is obviously too late. *Consequence:* They have put themselves in a position which can sometimes be impossible to recover. *Solution:* Make it required. These items and their individual deadlines will be announced via email and will be worth 30 points toward your final course grade. *Setting the tone early:* The students last semester that earned 27 or more points out of 30 had a final average in the class in GPA points of 3.08. Those who scored less than 20pts on the Review Materials had a GPA for the course of 2.02.

2) OWLv2 Online Homework: The primary design of the OWL system for our course is based on three basic principles: A) To ensure that you are routinely keeping up with the material with low stakes and low difficulty assessments. B) That you are reinforcing individual Lecture Topic Presentations as a means to prevent binge watching videos in an effort to catch up. That definitely doesn't work – watching a bunch of LTPs isn't like watching a season of *Breaking Bad* or *The Office* over the weekend. C) To give students who demonstrate minimal effort a path to getting a minimal grade to pass this class. Overall, the OWL assessments will be worth 70 points toward your final grade. *How about an "A" for effort?:* OWL will mostly be about effort. I have never used OWL as a grade factor in my course before but last semester I did offer some Effort Opportunities. There were 6 Effort Opportunities and those who earned a grade of "B+" or better participated in 5.7 out of 6 of those opportunities. Those who earned a "C-" or less only participated in 2.6.

3) Exams: All examinations will be administered online via Honorlock (see **Honorlock** on page 2). Any non-university sanctioned scheduling conflicts must be resolved by the student and the second party. Again, special exam scheduling due to work or other obligations is not the responsibility of the instructor. You must make the appropriate arrangements. Unless stated otherwise, the only permissible materials allowed during online assessments will be a writing utensil and two blank pieces of scrap paper. Failure to comply with this simple instruction will result in Honor Code Violation proceedings. This course must be a measure of what you have been able to accomplish – nothing else! All exams will be scheduled for 75 minutes but there will be a slightly larger window of availability. Provided below are the reserved dates and times for these online assessments. Make sure to make the appropriate arrangements in your current living situation in order to provide yourself a "no-distraction" environment.

Progress Exams 1-3 will be given from 8:00-10:00 PM on the following dates with the exception of the final exam which is scheduled by the registrar's office:

Exam 1 – September 16th
Exam 2 – October 14th

Exam 3 – November 12th
Final Exam – December 14th (12:30-2:30PM)

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 quiz or exam.

It is possible for you to earn up to 100 points for each exam (400 pts). 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. This is also the same philosophy and approach that you should adopt when preparing for the final exam as well.

Grading: The final grade will be determined by the four exams given during the semester (400 pts), the Organic 1 Review materials (30 pts) and the OWL Online Homework (70 pts). **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 performance in the course. **The Final Exam is an isolated evaluation 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 desire, you must perform at a certain level. 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. If you want it, go get it!

Grading Scale

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%

Honorlock: The online proctoring service, Honorlock, will monitor your exams this semester. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock will be used during our officially scheduled examination times (see above). All that is required is a computer, a working webcam, microphone and a stable Internet connection. To get started, you will need Google Chrome and then download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to begin, log into Canvas, go to your course, and click on your scheduled assessment. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room and workspace area. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device. Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone (844-243-2500), and/or email (support@honorlock.com). If you access the [Supplemental Materials](#) page on our Canvas site, you will find a PDF and a video link to the Honorlock Student Guide.

Exam Absences: These will be handled in accordance with official UF academic regulations. For more information, see <https://catalog.ufl.edu/UGRD/academic-regulations/>. Please read below for further clarification for the most common situations:

(1) *Conflicts with other events:* Acceptable reasons to miss a scheduled exam include conflicting evening exams in courses with higher course numbers, religious holidays, military obligations, special curricular requirements (e.g., attending professional conferences), or participation in official UF sanctioned activities such as athletic competitions, etc. For more information on such absences see the official UF Policy at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext>). If you must be absent for an exam due to a documented and approved conflict known in advance, you must e-mail your instructor the relevant documentation at least **one week prior** to the scheduled exam and an early conflict exam will be scheduled for you.

(2) *Missing an exam due to an emergency or sudden illness:* If you are absent for an exam due to an unpredicted documented medical reason or family emergency, you must contact the instructor within **24 hours of the missed assessment, and have your excuse verified by the Dean of Students Office (DSO)**. Your instructor will follow UF academic regulations in evaluating the notification and/or documentation received by you and by the DSO on your behalf. Once confirmed by your instructor, a make-up exam will then be scheduled. If your documentation is deemed insufficient to excuse your absence you will receive a zero on the missed assessment.

PHILOSOPHY

Attendance: This course is not an attendance based course but your success in this class will most certainly be determined by your level of effort. Having said that, time spent is NOT an accomplishment. Simply spending a large amount of time on a subject will not make you an expert and it will not provide you the confidence to perform well on assessments. To be successful, the time you spend must be planned and properly executed in order to generate maximum performance with minimal effort. I seriously doubt there is a single student in this course that is looking to spend one more minute on this material than is absolutely necessary in order to achieve the outcome they are looking to obtain. The only exception to that would be if you are a chemistry major looking to one day pursue a career in Organic Chemistry. Last semester I had over 400 students in my Organic 2 course and I only had one student who proclaimed that to be their plan. Most semesters the answer to that question is zero. But, this course is so much more than just another science course that stands in your way of your goal. It is a course that forces you to ask serious questions about yourself. *Where do I want to go? What do I want to be? What am I willing to do? What am I willing to sacrifice? How bad do I want it?*

The key to success in this class is to treat it the way it should be treated – like a language course. Languages are not memorized - they are practiced daily in situational based scenarios. Similar to driving a car. If you want to learn how to drive a car, then you do so by driving a car. I seriously doubt that any of you made a stack of note cards on the steps to follow in this exercise. Organic Chemistry is alive and dynamic so studying with static, lifeless materials doesn't make a lot of sense and it will limit your abilities to move forward and deal with more complex situations (kind of like driving or speaking a foreign language). Organic 1 taught you the basics of this language but it was limited in the depth of content to what you could actually perform or communicate. In most cases only a single path to a solution was possible. This semester, like a language, you will see there are a multitude of ways of getting the point across. This is why it is so important that you deal with the material of this course a little bit at a time but rarely should there be a day that you don't deal with it at all. Let that become your mantra – *A little bit, all the time*. Short, super-concentrated bursts multiple times per day. The Lecture Topic Presentations (LTPs) will be presented as such. A traditional lecture during the fall would be 50 minutes, 3 times a week (150 minutes per week) over the course of 15 weeks. Personally, I think this is a ridiculous way to learn anything, especially something that requires the amount of intense focus that this subject demands. So this semester, due to COVID-19, we have an opportunity to change the game. The game plan is for each LTP to average around 30 minutes in length but a new topic will be released each day Monday thru Friday (still, 150 minutes per week). Bottom line, there will be approximately 1600 minutes of LTPs to be presented this semester. If you consider that a F2F lecture course would normally meet for 2250 minutes this should be a big time saver. I know we have 4 exams at 75 minutes each so if you subtract that from the F2F total we are now down to 1950 minutes. So in the end, COVID-19 is going to save you 7 days of coming to class (that's more than 2 calendar weeks). This time saver is not for you to go, "Woo Hoo!" like Homer Simpson. It should be time that now can be shifted toward more problem solving, more integrative planning and less concern about new material.

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, show lone pairs, draw arrows, identify non-zero formal charges, etc. Don't turn to the solutions manual at the first moment of struggle. The struggle is real and it is absolutely necessary to make the mental connections required to be successful. Successful diagnostics is born out of pattern recognition. Don't deny yourself this opportunity by simply turning to an answer. Answers are irrelevant without a logical, diagnostic process. Relying on the solutions manual or watching someone on YouTube can be a monumental mistake. 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 an examination setting. This is not a scare tactic but a reality if you don't develop a process.

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. *Knowledge Comes from the Learning*. 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 is the most successful? Answer this question and you will know how many problems to attempt.

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.

Free Help:

1. **Dr. J's Office Hours:** In the early stages of the semester I will be consumed with generating all of our online content but I will be constantly monitoring our course online Discussion Board (see Canvas Homepage). As soon as things settle in I will establish some Zoom office hours.

2. **Dr. J's UGTAs:** This semester I will have more than a dozen former undergraduate students who have already taken my course, and in most cases they worked with students last semester via Zoom and they will be able to help you as well. In my opinion, they are a collection of students that are the best that this university has to offer, and they are all yours and they are free. There are plenty of opportunists out there that will tell you otherwise but only these UGTAs have been through this process in our course. I trust them – so should you. But, if you want to give your money away then be my guest. I will provide more information in the coming days about their times of availability but I will leave you with this testimonial from a student last semester.

*I had *** as my UGTA and his group chat and review sessions helped me in the class. I also am very grateful for the practice exams and videos that the UGTAs released before each exam. This was my second time taking Orgo 2 and last Semester I finished with a 33% in the class using Study edge. This Semester I tried even harder and was able to pass without needing outside resources, and I believe it was partially due to the resources the UGTAs provided.*

3. **Chemistry Department Organic Graduate Teaching Assistants:** Due to COVID-19 our Organic Graduate TAs are now going to be available for Zoom conferences to assist you with questions regarding our material. Several graduate TAs will be assigned to this course and each will be offering Zoom Conferences for questions. Scheduling is still an issue right now so I will be in contact when more information becomes available for these graduate TAs. All in all, between the UGTAs and Graduate TAs nearly 40 hours a week of free assistance will be available. **NO TOKENS REQUIRED.**

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.

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/*

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>

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/>.

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.