

**CHM 2210, Organic Chemistry I - PHPB, Summer C 2019, FLI 109**  
**Section 7D09: MWR, 6<sup>th</sup> Period (3:30 PM-4:35 PM)**

**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 would be Chapters 1-11 in CHM 2210 but this section is hardly traditional. So let's see how it goes.

**Text:** Brown, Foote, Iverson, Anslyn, *Organic Chemistry*, 8<sup>th</sup> Edition (recommended) and accompanying, *Solutions Manual, Organic Chemistry*, 8<sup>th</sup> Edition (recommended – **with caution...it can be addictive**). Note: Any edition of our Brown textbook will suffice but the problems posted will relate to the 8<sup>th</sup> edition (6<sup>th</sup> and 7<sup>th</sup> editions are essentially identical in this regard). Copies of both the textbook and solutions manual can be checked out at the Reserve Desk at the Marsten Science Library.

**Quizzes and Exams:** All quizzes and exams will be given in class during normal class times. Here are the dates:

**Quiz 1 – May 23<sup>rd</sup>**

**Quiz 2 – June 6<sup>th</sup>**

**Quiz 3 – July 11<sup>th</sup>**

**Quiz 4 – July 25<sup>th</sup>**

**Exam 1 – June 20<sup>st</sup>**

**Exam 2 – August 8<sup>th</sup>**

**Exceptions and anticipated scheduling conflicts should be presented to the instructor well in advance.**

All quizzes (25 points each – 100 total) and exams (100 points each – 200 total) are cumulative with 60-70% of the material focused on previously unevaluated or "new" material.

**Homework: This will be comprised of two categories and will be weighted, in the end, to be worth a total of 75 points.**

**1) Preparation and Follow-Up (FU):** Coming to class prepared and reinforcing the concepts of the day's lecture topics are integral in developing the requisite skills to be successful in this course. In-class FU problems will be assigned randomly and will be collected at the next meeting time unless stated otherwise. This exercise is primarily designed to make sure you are not only keeping up with the material that has been presented to date but also to ensure you are coming to lecture fully prepared to engage in new material.

**2) Problem Sets:** Each week a problem list will be assigned and designed to highlight the topics that have been previously discussed but also concepts that are also quickly approaching. These problems will be written in a "test-like format" in order to better prepare you for the quizzes and exams. These problem sets will be assigned each Thursday and will be due the following Mondays (unless noted otherwise).

**Grading:** 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. There is a total of 375 pts available in the course and a bonus will be earned if your second exam score is higher than your first exam score. The value of the bonus will be determined by the instructor. The following grading scale will be used to determine your final course grade:

**Grading Scale**

A 89.00-100%	B 76.00-88.99%	C 62.00-75.99%	C- and D 50.00-61.99%
E less than 50.00%	<b>(Pre-Requisite for CHM 2211 – "C" or higher)</b>		

**Plus/Minus grades will also be given and will be determined by the instructor.**

**Attendance:** No one is here to hold your hand, but success in this course can be highly dependent upon your attendance of lecture. The ability to ask questions and experience firsthand 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 or special announcements that may have been missed during lecture. Always remember, it is your decision whether you decide to attend class or not.

**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.... Hmm... 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 the consent of the instructor (flat on the table, 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 4.041 pages 11 and 12) and may result in your dismissal from the lecture room and it WILL result in receiving a zero during an examination.

#### **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's smart!*
2. **Broward Teaching Center, "UF's Learning Resource Center"** - The Teaching Center offers various forms of academic support to help students succeed in their studies. All tutoring services are *free* to UF students. See our Canvas site for more details.
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/](http://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](mailto: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.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://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/](http://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/>.