

## CHM 2211 – Organic Chemistry II (Online Section), Summer 2021

**Instructor:** Dr. Jason D. Portmess (Dr. J)  
**Office Hours:** Discussion Board, M-F from noon-2pm

**Office:** My Den, Porch or Campus Office  
**Email:** [portmess@ufl.edu](mailto:portmess@ufl.edu) (ONLY!)

### PLEASE 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. A command of acid-base behavior, both Bronsted and Lewis, will be integral to your success in this course and the importance of understanding and writing detailed mechanisms will be emphasized throughout the course.

This course is participating in UF All Access, the least expensive and fastest way to get access to your course materials for the semester. Please visit the Bookstore [All Access Site](#) to opt-in and purchase your required Connect code. This will provide you access to the eBook, solutions manual and the OWLv2 homework assignments.

**Text:** Brown, Foote, Iverson, Anslyn, *Organic Chemistry*, 8<sup>th</sup> Edition (highly recommended) and accompanying, *Solutions Manual, Organic Chemistry*, 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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.). This course will be conducted in a non-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). Organic Chemistry is not a sprint – it is a journey. No one can become proficient at Shakespeare by reading CliffsNotes, nor can you become proficient in this course by buying LTP summaries.

### Evaluation Items for the Semester

**1) Organic 1 Review Materials:** During the past 15 years, I have provided multiple resources and practice aides to assist students in getting back up to speed from their Organic 1 layoff and varied backgrounds. 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 review items are available on our Canvas site on the *Organic 1 Review Materials* page. You will also find on this Canvas page the details (content and deadlines) for the “Organic 1 Review Materials” Canvas Assessment which will be worth 30 points towards your final grade. The items that you will find on this page are there for your practice (not for credit). I have even put together some practice Canvas Assessments to give you a feel for what our actual assessments will look like. But, these are not for graded credit – just for your practice. What will count for actual graded credit will be “Organic 1 Review Materials” Canvas Assessment.

*Setting the tone early:* The students last semester that earned 27 or more points out of 30 had a final average in the class of 75.4%. Those who scored less than 20pts on the Review Materials had a final average of 65.1%. Some of you understand how you got to this point while others blindly followed a map. If you are not sure which group you belong to, then these Organic 1 Review Materials will help you decide. **Don't delay – The Organic 1 Review Materials Canvas Assessment is due on 5/18/2021 @11:55pm.** More details will be sent via Canvas Announcements.

**2) OWLv2 Online Homework (70 pts):** The primary design of the OWL system for our course is based on three basic principles: i) To ensure that you are routinely keeping up with the material with low to moderate difficulty assessments with low stakes point values. ii) Weekly and multi-weekly assessments will be due to discourage binge watching of Lecture Topic Presentations (LTPs) and to incentivize that learning the material is more easily integrated in smaller, more manageable topics. Binge watching a season of *Breaking Bad* is entertainment. This material requires serious thought while learning. Remember, *Learning without thinking is useless. Thinking without learning is dangerous.* iii) To give students who demonstrate minimal effort a path to receiving a minimal grade to pass this class. This is NOT a guarantee but as it turns out last semester, not a single student failed to pass the class with a minimum grade of “C” that earned at least 70% of the OWL credit. In most

situations, you will be provided 3-5 attempts at a particular topic. So, with proper preparation and effort, the OWL portion of the course should not only allow you to learn from your mistakes and improve your understanding of the material, but it invariably should improve your final grade in the course as well.

**3) Quizzes and Exams:** All quizzes and 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 and all quizzes will be scheduled for 30 minutes. There will be a slightly larger window of availability (7:00pm-8:40pm for exams; 7:00pm-7:50pm for quizzes) but the assessment will automatically close at the end of the window. Provided below are dates for these online assessments. Please make the appropriate arrangements in your current living situation to ensure a “distraction-free” environment.

**Quiz #1 – May 27<sup>th</sup>**  
**Exam #1 – June 17<sup>th</sup>**

**Quiz # 2 – July 15<sup>th</sup>**  
**Exam #2 – August 5<sup>th</sup>**

**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 assessment.**

It is possible for you to earn up to 100 points for each exam and 25 points for each quiz. All assessments will be cumulative, as it is the nature of the course, but the emphasis (60-70%) on each assessment will be focused on unevaluated (“new”) material and 30-40% will be considered foundational (“old”) material. Language courses build on a solid foundation of fluency. Organic Chemistry is no different.

**Grading:** The final grade will be determined by the 2 exams (200 pts), 2 quizzes (50 pts), the Organic 1 Review Materials (30 pts) and the OWL Online Homework (70 pts) for a total of 350 possible points. I find in life it is best to exceed expectations rather than relying on the performance of others to dictate outcome. Therefore, to earn the grade that you desire, you must perform at a certain level. In other words, like the game of golf and life, you are competing against yourself and the course – not each other. Letter grades will be assigned based on the grading scale below. If you want it, go get it!

#### Grading Scale

A:	92.00 - 100	B+:	83.00 - 86.99	C+:	65.00 - 71.99	C- or less
A-:	87.00 - 91.99	B:	78.00 - 82.99	C:	58.00 – 64.99	below 57.99
		B-:	72.00 - 77.99			

**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](http://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](mailto: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/#absencestext> ). 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 for 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 and discipline. 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 to achieve the outcome they desire. The only exception to that would be if you are a chemistry major looking to one day pursue a career in Organic Chemistry. In Spring 2020, I had over 400 students in my Organic 2 course and I only had one student who proclaimed that to be their plan. *I wonder what the number will be this semester?* Many semesters the answer to that question is zero. But, this course is so much more than just another “weed-out” class that stands in the way of your goal. It is a course that forces you to ask yourself 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?* My greatest hope for each of you will be that you can confidently answer all of these questions when our course comes to a conclusion. Much more so than, *“What is more basic, a methyl Grignard or sodium acetylide?”*

The key to success in this class is to approach it the way it should be treated – like a language course. Languages are not memorized - they are practiced daily in situational based scenarios. Think of it like learning how to drive 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 does not make a lot of sense and it will limit your abilities to move forward and deal with more complex situations (kind of like driving on a slick road 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 perform, solve 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 a little bit at a time, but rarely should there be a day that you do not 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 in this manner. A traditional face to face (F2F) lecture during the summer semester would be 75 minutes, 3 times a week (225 minutes per week) over the course of 12 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 less than 30 minutes in length and be paced by following a **Weekly LTP Pacing Guide** which can be found on our Canvas homepage. Watching a shorter LTP everyday (M-F) should promote an improved cumulative buildup of knowledge compared to larger blocks of time in fewer days. Here is where the discipline becomes so very important. Binge watching to catch up is great for a Netflix series – it is counterproductive for learning a language like Organic Chemistry. As far as the total time commitment to watching LTPs, there will be approximately 1700 minutes of video to be presented this semester, whereas a live lecture course would normally meet for more than 2300 minutes. Please, do not look at this time savings and yell “Woo Hoo!” like Homer Simpson. Consider it an opportunity to spend more time on what is really critical in being successful in this class....*organization, integration and practice*. If you want your stress level to be lessened during examinations, then your confidence level needs to increase. Use this freed-up time wisely.

**Doing Problems:** *"I must have studied 50 hours and not a single thing on the test is what I studied. I understand what you are saying in lecture, I do ALL of the problems, but why did I get 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.... 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 you feel the stress of the exam because you are not confident in your preparation. This is not a scare tactic – it is a reality if you do not spend the time developing a process.

This is not a course where your performance is determined by your ability to regurgitate facts or figures. To be successful in this class, you must be fluent enough in the language of Organic Chemistry to diagnose the 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 is 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. Having said that, each LTP will have Pertinent Practice Problems to reinforce the presented material and there will be select problems from the Textbook that I are available on our Canvas site to give you the practice to develop the necessary skills to be successful.

## **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 would not worry how people would think of you and the fact that you could not 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.* Better yet, seek out guidance before you actually need the help. It is rare in life that something FREE is better than paying a price, but here are some FREE options that truly are superior.

## **FREE Help:**

1. **Dr. J's Office Hours:** In the early stages of the semester, I will be consumed with generating and organizing all of our online content; but I will be constantly monitoring our course Online Discussion Board (see Canvas Homepage). This will serve as your primary vehicle for asking questions. My current plan is to continuously monitor the Discussion Board from noon-2pm, M-F. This represents a minimum of 10 hours of available time for you to directly ask me a question. Unless announced, my intention is to have any question posed during this time to receive a response within 30 minutes – *that's faster than Chegg* – if not sooner. Any question posted on the Discussion Board between the hours of 9am-5pm (M-F) will be answered that day. With nearly 500 students registered this semester this will be the most effective way to answer questions and keep them organized for all students to examine. The Discussion Board provides a platform where a greater number of questions can be asked, organized and be permanently available for later review. The Discussion Board also provides an opportunity for all students to see commonly asked questions and follow my responses without the redundancy which can occur during Zoom Office Hours.

2. **Dr. J's UGTAs:** This semester I will have nearly 20 former undergraduate students who have already taken my course, and in most cases, they have worked with students via Zoom and they will be able to help you as well. They will be providing Zoom Group Sessions throughout the week but to attend these sessions you must sign up. This is not a required activity but attending a session once a week (or more) can really improve your standing in the course. In my opinion, these UGTAs 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, for our course. I trust them – so should you. I will provide more information in the coming days about their scheduled Zoom Office hours but I will leave you with this student testimonial.

*I had \*\*\* as my UGTA and his group chat and review sessions helped me in the class. I am also 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 \*\*\*\*\* \*\*\*. 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.*

**Bottom Line:** There will be nearly 50 hours of scheduled time available for FREE assistance.

3. **Knack Tutoring.** It has been my mission for the past 10 years to make sure that no student in my class should have to spend an extra dime to be successful in my course. For the past 6 years I have worked with my army of UGTAs in conjunction with the Broward Teaching Center to make this dream closer to a reality. UF believes this to be true as well and has recently forged a collaboration with a student driven tutoring operation called Knack. I basically call it Uber Tutor. Essentially you will have an opportunity to work with a tutor in a one on one or in small groups and UF will pick up the tab. Many of you will find that my UGTAs are also employed by UF/Knack so you may see some familiar faces. In the end, it is another option if you are finding yourself struggling or if you just need some reassurance. For more information, follow the link below:

<https://www.joinknack.com/school/university-of-florida/>

4. **Broward Teaching Center**

[UF Teaching Center](#) - *Make an Appointment for an Online Tutor - FREE!*

### **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/](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. **Campus Helping Resources**

- *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/)*

## 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://www.advising.ufl.edu/resources/gpa-calculator/>

## 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.