

Chemistry 201 “Advanced General Chemistry” Syllabus – Fall 2024

Instructor:	Professor Aaron Rossini
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E-mail:	arossini@iastate.edu
Class Hours:	MTWThF 1:10-2:00 PM, Gilman 3354
Help Center Hours:	In addition, meetings can be scheduled by arrangement in the Martha E. Russell Chemistry Help Center, 1761 Gilman
Teaching Assistant (TA) office hours:	Raven Buckman, buckm065@iastate.edu Friday 11 am, Chemistry Help Center, 1761 Gilman, Thursdays,

- 1. Learning Objectives and Outcomes:** Chemistry 201 teaches advanced aspects of general chemistry. Students completing the class are expected to understand at an intermediate level:
- fundamental principles involving matter and measurements, and stoichiometric calculations;
 - states of matter and phase transitions;
 - electronic structure of matter and chemical bonding; and
 - chemical equilibrium and kinetics.

Chem 201 assumes mastery of knowledge that one should have attained in a good high school chemistry course. It is not a review, nor is it an accelerated version of Chemistry 177 and 178. Chem 201 and 201L are corequisite courses (meaning **you must take both for credit at the same time**). Students who drop 201L will be required to drop 201 and *vice versa*. Students who do not take both will receive an “F” grade. Students who audit Chemistry 201 will be required to drop 201L. Students may not register to audit Chem 201 after 5:00 PM on Friday, September 6, 2024. The audit does not count towards full-time student status. To add recitation or lab sections, please email isuchemistry@iastate.edu. To drop a recitation or lab section, see <https://www.registrar.iastate.edu/students/registration/add-drop--schedule-changes->. The last day to drop Chem 201 is Friday, October 27.

Mathematics 165 or higher is a requirement for this course. Chemistry is a physical science and requires mathematics for proper understanding of its concepts. Chemistry 201 is a 5 credit course (**attendance is essential to success in the course since we will be using Team-Based Learning, TBL – see last pages of syllabus for more information on TBL**). Upon satisfactory completion of the course, students are ready to continue with the majors’ sequence in chemistry (Chemistry 211/211L) and, if they wish, to take organic chemistry in the Spring semester.

- 2. Canvas:** *Canvas* (<https://canvas.iastate.edu/>) will be central to disseminating information (such as Instructor notes, problem sets, solutions, and grades) and announcements for the class. *Canvas* will also be used to post supplementary information that can help with understanding the concepts of the course.

- 3. Required Materials:** We will use Instructor notes that can be accessed via *Canvas* as the primary text. You may print these out. The notes were largely written by Professor Gordon Miller, modified and augmented by Professor Jacob Petrich and Professor Theresa Windus. In addition to these notes, many internet resources will be made available in the notes and via *Canvas*.

Textbook: ***Chemistry an Atoms-Focused Approach*** (3rd Edition), Gilbert, Kirss, Bretz, Foster (2020), Norton. This book is part of the **Immediate Access** program at Iowa State, which means that by enrolling in this course you will have the e-book version and the electronic homework included as part of your U-Bill (DO NOT buy another version!). By using this option, the book and homework comes at a total cost of \$63.50, which is a much lower price than other textbook/homework options. This book will supplement the Instructor notes.

Smartwork 5: *Smartwork 5* is an online homework and tutorial system that is associated with our textbook. Because we have Immediate Access you **SHOULD NOT** buy an “access code” for *Smartwork 5*. You already have access by signing up for this course (as long as you haven’t taken actions to override the Immediate Access billing on your UBill.) You will be able to access the homework, the ebook and a set of “animations” associated with the book directly from the *Canvas* page for the course.

Required: A scientific calculator (with the functions: $\ln(x)$, e^x , 10^x , y^x) is essential. Graphing calculators or those with text capabilities may **not** be used during exams or quizzes. All calculators are subject to inspection during exams and quizzes; improper calculators may be temporarily confiscated. Bring your own calculator to class and recitation. Your mobile phone **cannot** be used as a calculator on a test or quiz.

Smart phone or laptop: During most of the TBL applications, it will be useful to have a smart phone or laptop. Students are encouraged to bring these to class, but subject to point 11, Classroom Etiquette.

Language translators and dictionaries are not allowed during quizzes and exams – no exceptions.

4. Assignments: There will be daily reading and homework problems to help with reading comprehension. These will need to be completed outside of the class. Problems (iAPPs – see TBL discussion on the last two pages) will be due before class with some work to be turned in at the beginning of class and some submitted through *Canvas* or *Smartwork 5*. If the iAPP is to be turned in at the beginning of class, the assignment may be typed or handwritten. If the latter, it must be legible to be accepted. ***No credit will be received for homework handed in late.*** Feel free to work with other students on the homework, but you must turn in your own individual set of solutions – no plagiarism is allowed. Answers to problem sets that are handed in will be posted to *Canvas* after the class when the assignment is due. An occasional quiz may be given in class (these will be announced at least a day before the quiz). These quizzes will be part of the iAPPs portion of the grade.

Note: Illegible exams or problem sets will NOT be graded. All work must be presented reasonably neatly and logically. The sheets in your assignment should be stapled together. The graders and instructor are not responsible for losing material that has not been securely assembled.

5. Exams: There will be four 50 minute exams (all on Fridays during the regular class time) and a *comprehensive* final exam. The first exam will occur after the end of the first two weeks of the course (**Sept. 6**). This first exam will mostly be based upon material that you should have mastered in high school. Students scoring 40% or less are strongly encouraged to move to Chemistry 177. The examination will be comprised of, among other topics:

Conversion of units, for example, moving between molecules or atoms to grams or moles

Balancing chemical equations:

nonredox and redox

reaction in acid or base

Stoichiometry:

e.g., for a reaction $aA + bB \rightarrow cC + dD$, if X grams of D were made, how many moles of A were there? And other variants on this theme...

Limiting reagents and yield problems

Empirical formula determination

The other three 50 minute exams are scheduled for **September 27, October 25, and November 22.**

Make-up exams will not be administered.

The date/time for the **final exam is Tuesday, Dec. 17, 12-2 PM**. Please note that the final exam date and time are set by the University and will not be changed. Do not leave the University before the exam date. If you have 3 final exams on one day, you may ask the instructor of the course with the *smallest enrollment* to arrange a different time for the exam. Any student wishing to make this change must make this request to me no later than, Friday,

December 6, the last day of classes before the beginning of “prep week”. Note that the grade for the final exam *cannot* be dropped.

6. Paper: During the class you will be listening to and talking to a professor about their research. You will also be provided with several papers related to their research. Based on this material and the material in the class, you (as an individual, not as a team!) will write a 2-page paper that will be due no later than 1:10 P.M. (start of lecture), Monday, December 4, the first day of “prep week”. *No late papers will be accepted.* (Early papers will obviously be accepted.).

The paper must conform to the following points:

- (a) Length: 1.5-2.5 pages (ca. 500-700 words).
- (b) Prepared with a word processing program (e.g., MSWord) that I can edit – not Google docs; this will be submitted electronically so that they can be automatically checked for plagiarism;
- (c) Double-spaced, 12 pt font;
- (d) **Proper English grammar and spelling** (I will read and grade them carefully);
- (e) Include your name and a title on the paper;
- (f) The content should include at least these 3 segments:
 - (i) A brief description of the person: his or her research interests, and educational and professional background;
 - (ii) A description of the research topic addressed in class in your own words: you may use 1-2 figures, but these do not count toward the page limit. Define any specific terminology, symbols, or abbreviations you mention. Do not summarize the entire research portfolio of the faculty member; stick to the problem he or she discussed in class.
 - (iii) Your *own* impression of the research and its significance: what questions do you think the work addresses; how do you think this work benefits society, chemistry, or another science area in some way?
- (g) A complete listing of all references you used in American Chemical Society (ACS) format: include websites/webpages with complete URL addresses, and any articles or books. These references do not count toward the page limit. (<https://pubs.acs.org/doi/full/10.1021/acsguide.40303>)

7. Grading: The final letter grades will not be graded harder than a standard grading scale. Prof. Rossini reserves the right to lower the scale for the grades, but will not curve the grades. The grade percentages for this class will be determined by representatives from the student teams in the second week of the class. These team representatives will also decide on the relative weights of the categories within the individual performance area. The procedure for setting grade weights will be as follows:

- 1) Teams decide on weights and select a member to meet with the other teams’ representatives.
- 2) Team representatives will meet in the front of the room during class and develop a consensus about the grade weights for the class as a whole, following the limitations listed in the table below.

There are three major performance categories that will be used to determine grades:

Performance Category	Within Category	Out of Total
Individual performance		50%
Paper	10%	
Individual Readiness Assessment Tests - iRATs	10%	
Individual Applications – iAPPs	15%	
Exam 1	10%	
Exams 2-4 (12% each)	36%	
Final Exam	19%	
Team performance		40%
Team Readiness Assessment Tests - tRATs	20%	
Team Applications - tAPPs	80%	
Team contribution		10%

NOTE: If your average score on the individual in-class exams and the final exam is not above passing (as defined by the final cutoff determination for the course), then you cannot pass the course.

The iRATs, iAPPs, tRATs, tAPPs, and Team contribution parts are all discussed in detail in the last 2 pages of the syllabus and throughout the course discussion.

8. Teaching assistant and substitute instructor: The TAs for the course will have **office hours** in the Martha E. Russell Chemistry Help Center, 1761 Gilman. Time as listed at the top of syllabus. You are welcome to go to the Help Center any time that it is open and talk to *any* of the tutors that are available.

9. Electronic communication: Students are encouraged to use the discussion boards in *Canvas* since this will help all students. If you do send an e-mail, please put **Chem 201:** at the beginning of the subject line. This will help Prof. Rossini and the TAs see your questions in their mailboxes and to put priority on answering these e-mails.

10. Additional office information: Prof. Rossini's office is located in the basement of Hach Hall.

11. Classroom etiquette: It is expected that you will respect your fellow students, TAs, and the instructor during the class. Cell phone and other electronic communication devices must be used only as part of the classroom activities. These devices must *not* be used during formal quizzes and exams, and usage during these times will result in a zero grade for that assignment. People who engage in distracting behavior during class will be asked to leave. Examples include reading materials on devices or discussing topics that are not related to the class.

12. Prep Week: This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the [Faculty Handbook](#). Daily problem sets **will** be due during prep week. Also, the paper will be due on the Monday of prep week and the final peer assessment will be due on the Friday of prep week.

13. Honors credit: Chem 201 counts for Honors credit – even though it is not directly stated in the course catalog or directly on the Honors webpage. An [Honors contract](#) must be submitted before Friday of the fourth week of classes, September 15th, to ensure the H designation is added to CHEM 201. These will be in the form of an individual contract and Leisha Estep (honors@iastate.edu) can help with the form. These contracts will also be discussed in HON 121.

14. Accessibility needs: Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

If you require accommodations, please contact me as soon as you can (preferably during the first week you are enrolled in the course) so that we can make appropriate arrangements to meet your needs as soon as possible.

15. Academic Dishonesty: The class will follow [Iowa State University's policy on academic dishonesty](#). Anyone suspected of academic dishonesty will be reported to the Office of Student Conduct in the Dean of Students Office. Academic Misconduct includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University.

Information about academic integrity and the value of completing academic work honestly can be found in the [Iowa State University Academic Integrity Tutorial](#).

16. Right to Privacy: The Federal Educational Rights and Privacy Act (FERPA) prohibits the instructor or TA from public disclosure of grades and scores. You may obtain your exam scores in person from your instructor or TA or from the *Canvas* grade book. The instructor and the TA are prohibited from giving or discussing specific grades over the phone or e-mail.

17. Harassment and Discrimination: Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

18. Religious Accommodation: Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request a reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) at 515-294-1020 or the [Office of Equal Opportunity](#) at 515-294-7612.

19. Free Expression: Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

20. Mental Health and Well-Being Resources: Iowa State University is committed to proactively facilitating all students' well-being. Resources are available on the [ISU Student Health and Wellness website](#) (<https://www.cyclonehealth.iastate.edu>).

21. Issues associated with the guidelines: If you are experiencing or have experienced a problem with a violation of any of the university guidelines above, please contact Professor Rosini to discuss the issue or, if that alternative does not seem viable to you, email academicissues@iastate.edu. This email will put you in touch with the Office of the Senior Vice President and Provost. This email address may be used for any course, not just Chem 201.

22. Order of Events: This is a *tentative* schedule and will be updated as the course progresses. Appropriate reading will be discussed in class and be available in the preparation guides on *Canvas*.

Date	Chapter
Week 1	Orientation and Review (Module 1)
August 30th	Last day to drop a course and not appear on permanent record; last day to process schedule changes without fee.
Week 2	Orientation and Review, continued (Module 1)
Sept. 2	NO CLASSES, LABOR DAY AND UNIVERSITY HOLIDAY
Sept. 6	Last day to choose to audit a course for the Fall. (I must approve the audit)
Sept. 6	EXAM 1 (1:10 PM)
Week 3	Electronic Structure of Atoms and Periodicity (Module 2)
Week 4	Electronic Structure of Atoms and Periodicity, continued (Module 2)
Sept. 20	Due date for practice peer assessment
Week 5	Chemical Bonding and States of Matter (Module 3)

Sept. 27 **EXAM 2 (1:10 PM)**
Week 6 Chemical Bonding and States of Matter, continued (Module 3)
Week 7 Chemical Reactions and Thermodynamics (Module 4)
Week 8 Chemical Reactions and Thermodynamics, continued (Module 4)
Week 9 Chemical Reactions and Thermodynamics, continued (Module 4)
Oct. 25 **EXAM 3 (1:10 PM)**
Week 10 Chemical Equilibrium (Module 5)
November 1st LAST DAY TO DROP CLASS
Week 11 Chemical Equilibrium, continued (Module 5)
Week 12 Chemical Equilibrium, continued (Module 5)
Week 13 Phase Changes and Phase Diagrams (Module 6)
Nov. 22 **EXAM 4 (1:10 PM)**
Week 14 NO CLASSES, THANKSGIVING BREAK (Nov. 25-29)
Week 15 Chemical Kinetics (Module 7)
Week 16 Chemical Kinetics, continued (Module 7)
Dec. 4 Due date for paper
Dec. 8 Due date for peer assessment
Dec. 17, Tuesday FINAL EXAM 12:00 – 2:00 PM

What is Team-Based Learning (TBL) and Why Use It?

Team-based learning (TBL) is one type of a flipped classroom. Rather than sitting in your chairs, passively listening to a lecture and to a few students answering questions now and then, the goal of a flipped classroom is to ENGAGE you in thinking, integrating, and applying the content. For flipped classrooms to work, you *need to come to class prepared*. Most of the content is covered individually with readings and short problems completed outside of class and most of the application activities, conventionally done as out-of-class homework and group projects, are done in teams during class. The quality of your experience will depend on the quality of your preparation *prior* to class. Thus, there are *problem sets (individual applications - iAPPs) to be completed and submitted prior to most classes*.

TBL is a specific type of flipped classroom in which you will be placed in permanent teams of 5 to 7 students. These teams will be formed on the second day of class, and formed on a principle of heterogeneity, primarily based on different career paths. So, for example, most teams will have one or two people headed into chemistry, one or two people headed into biochemistry, one or two people headed into chemical engineering, and one or two people who are still deciding on their major. A secondary consideration in generating the groups are results of the initial survey for the class.

All team work is DURING class – there are NO outside team assignments or projects. Your team may wish to meet outside of class to study, but there is no requirement to do so. Most classes will include questions that are answered by your team – your team must come up with one answer. These questions may be content questions, or they may require integration or application. They will vary based on that day's content. Your team will have the opportunity to discuss the options and come to a TEAM ANSWER. (Note – a smart phone or laptop can be useful for this course. If you do not have this type of device, there are other options that are available.)

Overall class structure: The class is broken down into 7 Modules. During the course, there will also be 4 hourly exams (usually covering several Modules), one final exam and two peer assessments (one that is informative only and the other to be counted toward the grade).

Modules: For each of the 7 Modules there will be a set of Instructor Notes, one individual readiness assessment test (iRAT), one team readiness assessment test (tRAT), daily individual applications (iAPPs), and daily team applications (tAPPs). Each of these Modules build on the concepts of the previous Modules in an atom first approach (starting in Module 2). Some of the Modules are longer than others depending on the topic at hand.

iRATs and tRATs: There are 7 individual readiness assessment tests (iRATs) and 7 team readiness assessment tests (tRATs) total across the semester and they occur at the beginning of each Module. During a given class period, you will take the iRAT on your own, and turn in your answers. These iRATs will be graded after class and you will be awarded an individual score. Then together, your team will do the same assessment (tRAT). **The team must come up with one answer per question.** Thus, if team members have differing answers, your team will have to discuss the evidence and decide on one answer. **NOTE that individually you must get at least 50% on the iRAT for your team's performance on the tRAT to count for your tRAT score.** The rationale is that, if you cannot get at least 50% of the questions right, then you will not provide much help for your team on the tRAT. If you get lower than 50%, then you may participate and learn from the tRAT process, but your iRAT grade will also become your tRAT grade. It is also important to note that it is not uncommon for iRAT scores to be lower than tRAT scores.

Following the tRAT and outside of class, your team can write appeals for questions you missed. The appeals must be based on either disagreement with the question answer or question wording or a claim of ambiguous information in the readings. If the issue is a disagreement with the question answer, provide the reason that the answer is wrong (with reference to source material describing why the answer is wrong) and an alternative answer. If the issue is in question wording, provide the issue with the wording and suggested alternative wording for the question. If the issue is ambiguity of information in the reading, describe the ambiguity and provide a reference to the ambiguous material with the appropriate quote. Appeals must be well written and clearly explain the issue associated with the appeal. Appeals must be received no later than 2 “school” days after the RAT. The instructor will review the appeals outside of class time and report the outcome of your team appeal within two class meetings. Only your

team is allowed to appeal questions (no individual appeals are considered). The instructor reserves the right to deny an appeal if she cannot read or understand the basis of the appeal. Only the teams who appeal can benefit from an appeal. If a change is made in the tRAT score for a team, it will also be reflected in the iRAT score for the team members of that team.

iAPPs and tAPPs: Before most classes, you will be responsible for daily reading and homework problems to help with reading comprehension. These assignments will be available in *Canvas* in the Preparation Guides (PG) or *Smartworks 5* and will need to be completed outside of the class. The problems are individual-applications (iAPPs) that will give you an idea of how prepared you are for the tAPPs. The iAPPs will be due before class with some work to be turned in at the beginning of the class and most through *Smartworks* or *Canvas*. No credit will be received for homework completed or handed in late. Feel free to work with other students on the iAPPs, but you must turn in your own individual set of solutions – no plagiarism is allowed. Answers to handed-in problem sets will be posted to *Canvas* after the assignment is due.

There will also be tAPPs (team-applications), which are larger, more involved questions that apply and integrate the content. tAPPs will be the majority of the work during the class periods. These questions start out more straightforward and increase in complexity with the course content to help you learn, integrate, and apply the content prior to the exams. Most of the time, your team will indicate a specific choice publicly and the decisions are subject to cross-team discussion/critique. Teams will often be asked to report the rationale for their answer to the rest of the class.

NOTE that individually you must get at least 50% on the iAPP for your team's performance on the tAPP to count for your tAPP score. If you miss class, you will receive the grade for the tAPP for up to 5 missing classes, if you have completed the iAPP. After 5 missed classes, you will receive a zero grade for the tAPPs.

Team contribution/Peer Assessment: Finally, the team contribution grade will be determined by Peer Assessments, so there is accountability within the team. If someone is not coming to class prepared and is not engaging in a quality manner in the team process, then team members will have the opportunity to inform a team member of any concerns, and then, ultimately, grade them accordingly if they do not up their game. There will be two Peer Assessments: the first one due on September 15 is for information purposes only and the second one due December 8 will be applied to the grade.

In the Peer Assessment, each individual will evaluate the contributions of all the other members of their own team by assigning an average of 10 points to the other team members. For example, with members of a 6-person team:

- Split 50 points among the other 5 members based on each member's contribution.
- Must give at least one score >10 (with a maximum of 15) and at least one score < 10.

Team contribution scores will be the average of the scores received. Team members cannot help everyone in their team get an "A" by giving each team member high peer assessment scores; the only way for everyone in a team to earn an "A" is by doing an outstanding job on individual and team tasks. In addition, you will be required to provide constructive comments on the performance of each individual in the team to aid them in continuing or improving their participation in the team.

Why use TBL? 1) It engages students in ACTIVE LEARNING, which is a key component in long-term, substantive learning. Active learning helps one consolidate the content. Through this active process you learn the material better and engage in higher level thinking processes. And, after all, problem-solving and thinking is what life is about, including what we engage in during professional work. 2) You will learn some team skills of communication and negotiation, which are important skills for life – most of you will be a part of a team in your home life as well as your professional career, so this is good practice. 3) It is much more interesting and engaging for students. Most students find that they enjoy the team process, and much prefer it over passive lecture-format classes. (Note – TBL is much more challenging for the professor, so the motivation for this format is very student-need-centered!)