

CHEM 273 – Organic Chemistry II (Syllabus)

Fall term, Aug 26 - Dec 20, 2019, M, W, F 8:30-9:20 AM in PHYSICI 217.

Prerequisite: Chem 272 (C grade or better)

Instructor: Dr. Jeff Romine

Office: 321A Bilger Hall

Office hours: W, R, F 11-12:00

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Text: “Organic Chemistry” 3rd Edition by David Klein (Required)

Course Description: CHEM 273 covers chapter 13 through 22 and introductory sections in chapters 24-26. The intent is for students to gain a basic understanding of organic chemistry, including spectroscopy, nomenclature, structures, reactions, pKa, aromaticity, etc., enabling further study in organic chemistry and a variety of relevant disciplines.

Tentative Grading Scale: There will be six exams worth 100 pts each. The lowest exam will be dropped and homework (50 points) will be added for a total 550 points. All exams are cumulative. Final grades will be determined as a percentage of 550 points.

[%: A+ 90-100; A 85-89; A- 80-84; B+ 75-79; B 70-74; B-65-69; C+ 60-64; C 55-59; D 54-30; F 29-0].

Tentative Schedule:

Aug 26 - Sept 11 (Chapters 14 - 15);	Sept 13 (Exam 1)
Sept 16 – Sept 30 (Chapters 13 and 16);	Oct 2 (Exam 2)
Oct 4 – Oct 16 (Chapters 17 - 18);	Oct 18 (Exam 3)
Oct 21 – Nov 4 (Chapters 19 – 20);	Nov 6 (Exam 4)
Nov 8 – Nov 25 (Chapter 21 - 22);	Nov 27 (Exam 5)
Dec 2 – Dec 11 (intro to Chapters 24-26);	Dec 16 (Exam 6)

Homework: Homework sets are due on the exam day. It will not be graded, but merely checked for completion. Completing all assignment constitutes 10% of your grade. Make sure your name is legible! See **Problems** below for a commentary.

Makeup Exams: In order that all students be given consistent treatment, exams must be taken on the assigned test dates. Plan and prioritize your activities accordingly. If you know that you cannot attend on a particular exam date, you must make arrangements prior to missing the exam.

Academic Misconduct: Students are expected to meet academic standards, conducting themselves honorably, maturely, and respecting the academic community at UH. The primary objective for students enrolled in university courses is NOT to obtain high grades, but to master the material. Your grades reflect how well you have met this objective and provide you with a

means of assessment. Do you need more study? Do you need tutorial help? Should you change your major? Your grades assist you in making these decisions. Academic dishonesty, as in cheating, renders your grades a meaningless tool for this important assessment process.

Misconduct also reveals a misunderstanding of the purpose for education. Upon graduation you will be in a position to seek employment or pursue graduate level education. Those seeking to employ you need to accurately gauge your strengths and weaknesses. If your GPA truly reflects your academic achievement, then a good match is possible. Employment environments range from casual to highly aggressive and competitive; a good fit is essential. When new hires fail to meet expectations it can result in demotion or dismissal, weakening the reputation of the university, and damaging future career prospects. For all of these reasons, academic integrity must be taken seriously and is thus handled by imposing a failing grade for misconduct.

Professionalism: It is important to know boundaries. It is okay to inquire about a particular score or grading mark for the sake of clarification, which should not happen often. Occasionally, mistakes do happen and they can be corrected. It is altogether another thing to plead for points, and to do this often would certainly reflect poorly upon you. It is great when students try hard and want to be rewarded for their effort, but expend your effort by learning the material well rather than niggling for points.

Learning tips: The lecture material constitutes this course. In order to facilitate thoughtful contemplation of the material, I plan to distribute my slides prior to class. My suggestion is to print them and write your notes right on the slides. My intent is to eliminate mindless note taking as much as possible. Rather, by carefully listening to the lecture students are able to glean a first understanding of the material, recording notes for the sake of clarification and explanation. The lecture is then augmented upon reading the relevant material in the chapters in order to reinforce the concepts. My slides mostly employ screen shots from the book, thereby easing recognition of the material. Because I do include in my lectures from five to ten percent of material not in the book (examples, reactions, etc.), attendance is necessary.

Problems: Problem solving is indispensable to learning organic chemistry. When solving problems, my strong suggestion is that you attempt them without reference to answer keys. This is the best way to sharpen critical thinking skills. However, this implies that the material must be fresh in your mind, and it will be when working on the problems shortly after hearing the lecture. It is good to spend time writing out structures and reagents, drawing mechanism, and thinking through the principles at hand. If you do not acquire an ease with drawing structures you will find it more difficult when called upon to do so for an exam. Pencil and paper are valuable implements. Allowing your problem sets to accumulate by delaying to get to them adds more work because you must first refresh your mind before proceeding. The increased workload may tempt you to work with the answer key in view, nullifying critical thinking, and it certainly won't favor the 'spending of time' writing out structures and mechanisms. This will diminish your learning experience. Finally, students may be able to pass organic chemistry by simply memorizing. This is a harder road to travel. Memory fades quickly upon moving on to other things. Learned principles, however, tend to stay with you, and for this reason you'll observe an emphasis on principles and concepts in both the lectures and chapters.