Disclaimer: If you were in CHEM 1031-sec.18 in the fall 2016 and read the first semester syllabus, be aware that some jokes have been recycled. Nobody reads a syllabus, leave along two syllabi, so no need for me to get creative! Recycled joke number 1:

Reading a syllabus is the most boring activity ever… not true: writing a syllabus is even more boring! This being said; it does contain all the info you need. Pick one of the following options.

a) Read the entire syllabus and be aware of how the class is structured
b) If you really want to be lazy, read at least sections 1b, 1f and 1k and 4a, b and c, before you come to the first class!
c) Print it out and carry it around campus pretending you care...
d) The parts in italic font, are supposed to be humorous side notes… at least, read those parts and pretend you find them funny… this will get used to my quirky sense of humor

SYLLABUS FOR

GENERAL CHEMISTRY II – CHEM 1031 – Sec. 018 – “Flipped”

1. Course Descriptions:

All right. You survived CHEM 1031. Congrats. Now what? Here we go again, with another long semester of wondering why on earth you enrolled in college. Here’s why: knowing things is awesome. Sure, you can Google them, but really… if you actually know things, you can show off during trivia night at that bar where you are having a cheap drink even though the bartender knows your ID is a fake. So here are the things you need to know before you begin to actually know stuff.

a. Content: In the second semester of chemistry for science majors, pre-professional students, and others in science related fields, you will experience a quantitative (this means math... Go ahead, scream!) analysis of dynamic chemical systems such as physical changes of matter, chemical equilibrium in chemical reactions, chemical kinetics, acid/base reactions, RedOx reactions and nuclear processes

b. Goals: By the end of the semester, you will:

- Refuse to accept scientific knowledge as mere facts, but wonder “why” and find the relative “because” by designing specific questions to investigate the driving forces of chemical processes.
- Articulate basic concepts of the chemistry of multi-component dynamic systems through
  a. critically thinking about them;
  b. explaining them to peers;
  c. holding educated conversations about them with peers, teachers and lay people.
- Solve complex problems by
  a. analyzing situations involving pure substances in the gas phase and in aqueous solution, identifying their energy-related driving forces and breaking them down into single steps;
  b. gathering all the needed information and correctly applying it to mathematically solve the problems;
  c. evaluating the physical implications of the results.
- Visualize the 3D nature of the microscopic dimension of matter and apply it to understanding the dynamics and kinetics of chemical processes
- Recognize the conceptual connections among the different topics of the course, the applications of the materials learned in CHEM 1031, and between the materials covered in class and applications of chemistry to everyday life.

Disclaimer: Cheesy Pep Talk ahead...

Note: I said “you will”, not “you should” or “you may” or “I would be happy if you did”... you will. This means giving up is not an option. Maria, Kyle and I are there to help you; anything you need, ask! Many materials are available as sources of info (see point 1) but your main resource is your brain. It can solve complicated everyday troubles; it surely can solve chemistry problems. No statements such as “I am not
good at...” are allowed in this class. You may have some weaknesses (we all do), but there is nothing more fulfilling in life than overcoming obstacles; so, get to work, let us know how we can help you reach these goals and enjoy the challenge!

This being said, I often hear students complain about “he doesn’t teach you anything”, “you’re definitely on your own”, “he expects you to learn by yourself”. Duh... YOU are learning, we are here only to guide you in your learning process. I cannot learn you something (grammatically meaningless sentence). We can teach you something, but teaching is only the process of helping you learn. The important people of a college are the students, not the teachers. It is about you, not about me. Make it yours. Own it. You are paying thousands of dollars for this class, it is yours to use. It is not my one man show. Use all the tools provided, including your teachers, to achieve success. If you get into this mindset, you will surely do well in the class.

c. Pre, Co and Pro-Requisites:
   - Pre-requisite: CHEM 1031 with a C- or higher.
   - Co-Requisite: CHEM 1034 is normally taken concurrently but not required. Students enrolled without meeting these requirements may be de-enrolled by the Dean’s office.

   Note: This course can be used to satisfy the University Core Science & Technology First Level (SA) requirement. Students must earn the grade of C- in this course or higher before enrolling in Organic Chemistry I.

   BUT: If you earn a C-, although you will be allowed by the powers in the registrar’s office to progress to Orgo, you may not be allowed to take some other classes; also, several majors require a C or higher, so... well... target a higher grade. You will be happy and I will not have to deal with you begging me to raise your grade. It ain’t gonna happen anyways.

d. Structure:
This section of General Chemistry II covers the same topics of regular General Chemistry II classes but it is presented with a drastically different structure, following the model of the “flipped” classroom to allow more time during class for active learning. This syllabus is already long and boring enough…. I am not going to explain what a “flipped” class is…. Google knows it! This isn’t trivia night, you may Google things.

e. Teaching Staff Contact Info:
Lecturer: Dr. Daniele Ramella; Office: BE 126B; Phone: 215-204-1931; E-mail: daniele.ramella@temple.edu or daramella@gmail.com (you are welcome to use the Gmail for instant G-chat messaging as well, though I may not always be live).
Peer Instructors: Maria Velopolcek (tug07259@temple.edu) and Kyle Winters (tuf91109@temple.edu)

f. Schedule:
   - Lectures: MWF 4-5.10pm in SERC 108A.
     - Yeah, right.... Friday evening chemistry class! Who’s the genius who came up with this schedule!? Oh wait... that would be me.... Oops.... Too late to change it.... Sorry.
   - No Recitations.
     - Do you forgive me for Friday evening classes, if I tell you that there is no recitation in this class?
   - For the full schedule of classes, exams and deadlines, check the blackboard calendar

g. Office Hours:
Just drop by my office if the door is open and I am at my desk... seriously, don’t be shy!(←This isn’t in italic font, because... it isn’t a joke!)

h. Coordinator/Administrator:
Dr. John B. Michel (BE 126B; ext. 2434; jmichel@temple.edu). Dr. Michel is the person to see regarding scheduling issues and drop/adds. They don’t trust me and don’t let me touch those things... so go bother him!

i. Communications:
   - Blackboard® will be used to post materials, grades and official announcements, follow this link to find the page: http://learn.temple.edu, I’ll register you automatically; if you have no access to it by the beginning of classes, e-mail me and I will add you.
• Piazza. A course forum/blog is active on www.piazza.com. This website is free of charge and you will receive an e-mail invitation with instructions to register. You can ask questions, answer other students’ questions, plan study groups and communicate quickly with your fellow students and your instructors. You may also post videos of pretty kitties, but it is not going to help you do well in the class… Android and iOS apps exist to download for free on your smart phone or iPhone.

j. If something goes wrong: I guess giving up is a legal option after all... but my goal for the semester is to end it with all of you. If you really feel you cannot complete the class though, we can discuss these options. Please, come see me though, before you drop the class; a poor grade on some assignments does not automatically mean you cannot pass the class, so come discuss your situation, before making your choice!

• Drop/Add: During the first two weeks of the semester you may add/drop/switch sections with permission from Dr. Michel in consultation with the lecturer. The last day to drop is Monday, 1/30/2017.

• Withdrawal: The last day to withdraw from a course is Tuesday, 3/22/2017. The withdrawal policy is set by the University: http://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/.

• Incompletes: In case the semester cannot be completed, a temporary grade of “I” may be assigned. Please review the “incomplete coursework” policy for more information, at http://bulletin.temple.edu/undergraduate/academic-policies/incomplete-coursework/.

k. Course Materials:

• Access to Sapling Learning with Moodle Text: https://www.saplinglearning.com/ibiscms/login/. This on-line platform, includes:
  - On-line textbook. Readapted from OpenStax Chemistry.
  - Homework software (Pre-lecture Activities, Some in-lecture Activities, Post-lecture Homework)
  - It requires the course ID “Temple University - CHEM1032 (Section 18) - Spring17 - RAMELLA” and an access code to be purchased directly on-line. The cost is $34 for the entire year (two semesters); if you bought it in the fall, it should still be valid.

• Electronic devices: this class will make major use of in-class technology; although not required, I strongly encourage each one of you who has a laptop to bring it to class; tablets and smartphones are also welcome. Electronic devices are to be used as tools to carry out projects and obtain information and data. Please refrain from wasting lecture time on social media and personal communications (text messages, IM, etc…). Whatever you feel the urge to tell the world about…. read this first: http://www.qz.com/story/instagram-fomo-disorder-treatment-plan.

• TurningPoint Technology. You are required to purchase access (If you have done this for any other class, the account is valid for all your classes, so no need to spend more money). You are not required to purchase a clicker; once you have created an account, you may download the ResponseWare App on your smartphone or the website on your laptop.

• Textbook: – OpenStax Chemistry; Free, Open Source textbook, the html version as well as a downloadable pdf file are available online at https://openstax.org/details/chemistry. You may also (NOT REQUIRED!) order a paper copy of it for $55 (the bookstore should have these on reserve), or obtain the iBook for $4.99. I suggest you print out the free pdf version and collect it in a binder!

• OPTIONAL - For the Final Exam, you are encouraged to purchase the General Chemistry Study Guide from the American Chemical Society (ACS) at: http://shopping.nal.netuser.com/s.nl/c.3773982/fli.Afd.1717/f Copies of this guide are on reserve in the Science and Engineering Library.

2. Meetings and Attendance:

• You can earn only half of the points available for this class through exams, the other half can be earned instead during in-class and at-home work; if you miss out on it, you will not pass the class. This means that in order to enjoy the class and learn enough to obtain a good grade, you need to come to lecture. Yes, even if it is on a Friday evening....

• All electronic devices are allowed if used for class-related purposes; constantly using them for non-learning related activities (social media, games, etc…) will waste lecture time and make you miss out or not finish on time the assigned work. Take good notes; be aware of deadlines, assignments, announced schedule changes and their implications to graded work. It is your class, so please be on top of it…. I’m an old Italian grandma, but not your grandma, so don’t make me baby-sit you! Despite, you’ll enjoy the class much more if I don’t have to play bad cop.
3. **Assignments, Class Preparation and Important Information:** The following cycle happens for each lecture. This means: three times per week. This means you will have to look at chemistry every single day of the week (lucky you!). If you keep up with it, you will easily reach the goals of the class, learn a lot and earn a good grade.

**Before Lecture.**
- Watch the assigned video(s), posted weekly;
- Read the assigned materials including, but not limited to, the pertinent sections of the textbook;
- Complete the Pre-Lecture Activity (graded).

**In lecture.**
- Variety of hands-on, group work, interactive activities and problem solving. Some graded, some not…
- Obtain and record feedback on your out-of-class work

**After Lecture.**
- Review your notes
- Complete the homework
- Come to my office with any questions you may encounter

4. **Assessments and grades**
   a. Exams: I try to be as accommodating as possible of students’ needs; if you have a legitimate reason to ask for a make-up let me know in advance and we will try to find a solution, within reason.

   Before each exam, tutors from the CLASS tutoring center will conduct review sessions, in which they will solve a practice exam. Attending these review sessions will be more productive if you attempt solving the practice exam on your own before going, and come prepared with any questions.

   b. “Others” includes pre-lecture, in-lecture and post-lecture activities and projects. After listening to students’ feedback during the first semester, I have decided to break it down as follows:
   - 100 pts for the post-lecture on-line homework
   - 50 pts for the pre-lecture on-line activities
   - 100 pts for the Monday quizzes
   - 50 pts for the end of semester project
   - 200 pts for in-class activities (some individual, such as clickers, others team/group work)

   Each of the above may be the result of a non-even number of points (e.g.: the total points for in-class activities may add up to 230 or 180), depending on how class react to them and upon how much time we may want to dedicate to each activity. All this numbers will be “normalized” to the total number of available points listed above.

   c. Approximate grades are as follows: A or A+: 80 – 100; B+, B or B-: 65 – 79; C+ or C or C-: 50 – 64; D: 40 – 50; F: 0 – 39. This grading scale may change slightly depending on the class average, which normally translates to the C+/B- boundary. Note that this scale applies to your overall score in the class, not to individual exams; you should expect your exam scores to have an average in the 50s. So, don’t panic if you get a 50 on an exam, it does not mean you are failing the class…

5. **Other stuff.** (Sshhh… Just trying to make this syllabus as long as possible!)
   a. Cheating: The University has a specific approach to cheaters; it is included in the Student Code of Conduct, which you may find at [http://policies.temple.edu/getdoc.asp?policy_no=03.70.12](http://policies.temple.edu/getdoc.asp?policy_no=03.70.12). My policy is: “please don’t cheat, it is not nice.”
   b. Student Rights and Responsibilities: The University has a policy also on Student and Faculty Academic Rights and Responsibilities: [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)
   c. Extra Help is available at the Tutoring center: CLASS, [http://www.temple.edu/class/](http://www.temple.edu/class/)
   d. Disability: If your learning or test taking processes are affected by a recognized disability, please contact me as soon as possible. We will make a plan to address it. You will also need to contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex, [http://www.temple.edu/disability](http://www.temple.edu/disability), to obtain the needed documentation, but do not rely solely on the letter I automatically receive from them. If you come see me in person, we can make a detailed action plan to make your experience as enjoyable and productive as possible.