



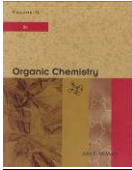

HOUSTON COMMUNITY COLLEGE SOUTHWEST
COURSE OUTLINE FOR CHEM 2425 – ORGANIC CHEMISTRY II
Spring, 2012
Class Number 82819

Discipline/Program	Chemistry
Course Level	Second Year (Sophomore)
Course Title	Organic Chemistry II
Course Rubric and Number	CHEM 2425
Semester with Course Reference Number (CRN)	Spring, 2012 CRN 82819
Course Location/Times	Stafford Scarcella Center, 10141 Cash Road Monday, Room S109 (lab) 5:30 – 8:30 PM Wednesday, Room W121 (lecture) 5:30 – 8:30 PM
Course Semester Credit Hours (SCH) (lecture, lab)	4 (3 lecture, 3 lab)
Total Course Contact Hours	96
Course Length (number of weeks)	16
Type of Instruction	In-person
Instructor contact information (phone number and email address)	Dr. Steven E. Dessens Office Phone: 713-718-6710 E-mail: steven.dessens@hccs.edu Learning Web: http://learning.hccs.edu/faculty/steven.dessens
Office Location and Hours	Room S107 Stafford Scarcella building, 3:00 – 5:00 PM Monday & Wednesday or by arrangement.
Course Description: ACGM or WECM	Study of the properties and behavior of hydrocarbon compounds and their derivatives. Designed for students in science or pre-professional programs.
Course Description: HCC Catalog Description	Continuation of CHEM 2423. Topics include aromaticity, benzene and EAS reactions, aldehydes, ketones, carboxylic acids and their derivatives, condensation reactions, amines, phenols, and infrared and NMR spectroscopy. Core Curriculum Course.
Course Prerequisite(s)	CHEM 2423, Must be placed into college-level reading and be placed into MATH 1314 (or higher) and be placed into college-level writing.
Academic Discipline Program Learning Outcomes	<ol style="list-style-type: none"> 1. To provide the student a basic and practical understanding of chemistry (formulas, reactions, and calculations) and recognize its relevance in our daily lives. 2. To prepare our students to meet with success in higher level chemistry and other science courses when they transfer to four-year universities. 3. To prepare our students for professional programs requiring a mastery of General Chemistry and Organic Chemistry, such as Nursing, Medicine, Dentistry, and Pharmacy. 4. To enhance class lectures with a meaningful, hands-on laboratory experience involving making measurements, observing reactions, evaluating the results, and drawing conclusions with the involvement of lab group or other class members.
Course Student Learning Outcomes (SLO)	<ol style="list-style-type: none"> 1. Compare and contrast the structures, properties, and reactions of aromatic compounds, carbonyl compounds (aldehydes, ketones, carboxylic acids, acyl halides, anhydrides, esters, amides), and amines. 2. Design syntheses for organic compounds and write mechanisms for the reactions. 3. Perform laboratory synthesis, purification, and characterization of organic compounds studied in the course.
Learning Objectives (Numbering system linked to SLO)	<ol style="list-style-type: none"> 1.1. Determine the aromaticity of aromatic hydrocarbons and benzene derivatives using Hückel $4n + 2$ Rule. Explain Electrophilic Aromatic Substitution (EAS) reactions of aromatic rings such as benzene and its derivatives. 1.2. Identify conjugation in organic compounds and the reactions of conjugated dienes using Diels alder reaction.

	<p>1.3. Review nomenclature of alcohols and phenols and reactions based on acidity and basicity properties.</p> <p>1.4. Review nomenclature of ether, thiols, and sulfides and reactions based on acidity cleavage and Claisen rearrangement.</p> <p>1.5. Explain nomenclature, preparations, and nucleophilic addition reactions of ketones and aldehydes by the method of Grignard, Witting, and Wolff-Krishner reactions.</p> <p>1.6. Explain nomenclature, preparations, and properties of carboxylic acids and derivatives including alpha substitutions.</p> <p>1.7. Explain Aldol condensation, Claisen condensation reaction, and mixed Claisen condensations reactions and mechanisms.</p> <p>1.8. Review nomenclature of amines and their derivatives and reactions based on basicity properties. Contrast the reactivity of arylamines and aliphatic amines.</p> <p>2.1. Students should be able write mechanisms of electrophilic addition reactions to alkenes and conjugated dienes, EAS, conversion of alcohols to alkyl halides and alkenes, cleavage reactions of ethers, nucleophilic addition reactions of aldehydes and ketones, reactions of carboxylic acid derivatives, carbonyl alpha substitution and condensation reactions, and reactions of amines with carbonyl compounds.</p> <p>3.1. Determine the molecular structure of organic compounds using interpretation of spectral data such as GC-MS, IR, UV-VIS, and NMR (proton and carbon) or with actual instrumentation at campuses with analytical equipment.</p> <p>3.2. Perform laboratory synthesis and characterization of a the product of a Diels-Alder reaction, perform an EAS reaction such as nitration of methyl benzoate, perform reactions of alcohols and identify an unknown alcohol as primary, secondary, or tertiary, perform similar tests to identify an unknown aldehyde or ketone, perform chemical tests on carboxylic acids and amines to study their properties and classify an unknown amine as primary, secondary, or tertiary.</p>
SCANS and/or Core Curriculum Competencies	Reading, Writing, Speaking/Listening, Critical Thinking, Computer/Information Literacy
Course Calendar	<p style="text-align: center;">Course Schedule</p> <p>Jan 16 🦉 Martin Luther King Day – No Classes 🦉</p> <p>Jan 18 Chapter 12 – Structure Determination: Mass Spectrometry and Infrared (IR) Spectroscopy Chapter 13 – Structure Determination: Nuclear Magnetic Resonance (NMR) Spectroscopy</p> <p>Jan 23 Conclude Chapter 13 EXPERIMENT 1 – Infrared and Nuclear Magnetic Resonance Spectroscopy (Handout)</p> <p>Jan 25 Chapter 14 – Conjugated Compounds and Ultraviolet Spectroscopy</p> <p>Jan 30 EXPERIMENT 2 – The Diels-Alder Reaction</p> <p>Feb 1 Begin Chapter 15 – Benzene and Aromaticity</p> <p>Feb 6 EXPERIMENT 3 – Nitration of Aromatic Compounds: Preparation of Methyl <i>m</i> Nitrobenzoate</p> <p>Feb 8 Conclude Chapter 15, Begin Chapter 16 – Chemistry of Benzene: Electrophilic Aromatic Substitution</p>

	Feb 13	Conclude Chapter 16
	Feb 15	Begin Chapter 17 – Alcohols and Phenols
	Feb 20	☞ Presidents Day – No Classes ☞
	Feb 22	<u>EXAM 1 – Chapters 12 – 16</u>
	Feb 27	EXPERIMENT 4 – Properties of Alcohols
	Feb 29	Conclude Chapter 17
	Mar 5	Begin Chapter 18 – Ethers and Epoxides; Thiols and Sulfides
	Mar 7	Conclude Chapter 18, Begin Chapter 19 – Aldehydes and Ketones: Nucleophilic Addition Reactions
	Mar 12	☞ Spring Break – No Classes ☞
	Mar 14	☞ Spring Break – No Classes ☞
	Mar 19	EXPERIMENT 5 – Dehydration of Alcohols: Dehydration of Cyclohexanol
	Mar 21	Chapter 19
	Mar 26	EXPERIMENT 6 – Identification of Aldehydes and Ketones
	Mar 28	<u>EXAM 2 – Chapters 17–19</u>
	Mar 29	☞ Last Day for Withdrawals (for a grade of W) ☞
	Apr 2	Chapter 20 – Carboxylic Acids and Nitriles
	Apr 4	Begin Chapter 21 – Carboxylic Acid Derivatives: Nucleophilic Acyl Substitution Reactions
	Apr 9	EXPERIMENT 8 – Carboxylic Acids: Reactions and Derivatives
	Apr 11	Conclude Chapter 21
	Apr 16	Chapter 22 – Carbonyl Alpha-Substitution Reactions
	Apr 18	Chapter 23 – Carbonyl Condensation Reactions
	Apr 23	EXPERIMENT 7 – Aldol Condensation: Synthesis of Dibenzal Acetone
	Apr 25	<u>EXAM 3 – Chapters 20–23</u>
	Apr 30	Chapter 24 – Amines
	May 2	Conclude Chapter 24

	<p>May 7 FINAL EXAM – Chapters 12–24, 5:30 – 7:30 PM</p> <p>May 9 Finals Week, No Class</p>
Instructional Methods	Standard class lectures using the whiteboard with occasional use of PowerPoints.
Student Assignments	<p>Outside of laboratory reports, special assignments are normally not required. I will recommend practice problems but these are not graded. Practice problems, such as those at the end of the chapters, are highly beneficial to learning chemistry. The McMurry organic textbook has “in text” problems within the chapters with answers provided at the end of the textbook. Answers to the end of chapter problems are in the study guide. Online problems can be found on my Learning Web site. It is helpful to have a spiral leaf notebook just for working chemistry problems. That will keep your work more organized and you (or I) can more easily review your work.</p>
Student Assessment(s)	<p>The overall score is based on the following:</p> <ul style="list-style-type: none"> • Three regular exams 55% • Laboratory 20% • Final Exam 25% <p>Overall Score = 0.55(Average of three regular exams) + 0.20(Laboratory grade) + 0.25(Final Exam)</p>
Instructor's Requirements	<p><u>Laboratory Policy</u></p> <p>Laboratory rules and safety instructions will be reviewed by the instructor. You should be especially aware of the need for adequate <u>eye protection</u> in the laboratory. Safety glasses or goggles must be worn at all times during the laboratory period. Experiments will be performed in groups of two to three students. <i>Laboratory reports are due one week after the experiment.</i> Each report must be done <u>individually</u>; "group reports" and lab reports from different individuals with identical wording are <u>not</u> acceptable! See the accompanying handout which outlines the format of the lab report. Each report will be graded on a 20 point basis. You should come to lab <u>prepared</u>. Read through the experiment and answer the pre-lab questions beforehand. Keep a bound laboratory notebook (clothbound is standard; spiral is acceptable). This is for you to record your "on the spot" observations, changes to procedure, etc., and general data. The actual report is done separately. Makeup policy for missed labs: None!</p> <p><u>Exams and Make-up Policy</u></p> <p>Examinations will consist of three non-cumulative regular exams plus a comprehensive final. Make-up exams will not normally be given, so make every effort to take the exams on their scheduled dates. In the event that you <i>must</i> miss a regular exam, I will count the grade made on the final exam as the grade for the missed exam (for one missed exam only), and calculate the final course grade accordingly. If you do not miss any of the regular exams, I will replace your lowest exam score with your final exam score if the final exam grade is higher. This is intended to provide you a "second chance" if you do not do well on a particular exam. Remember that the final exam will be <i>comprehensive</i> (meaning that it will cover <i>all</i> of the material from the whole semester, not just the last part). Please note that all students are required to take the final (no student can be exempted).</p>
Program/Discipline Requirements	At the program level, the Chemistry Discipline strives to accomplish the Program Learning Outcomes, Student Learning Outcomes, and Learning Objectives as described above. We desire that you receive a challenging and rewarding experience in your chemistry classes at HCC which will prepare you well for future chemistry and related science courses that you may take in the future.
HCC Grading Scale	<p>A = 100 – 90;.....4 points per semester hour</p> <p>B = 89 – 80:3 points per semester hour</p>

	<p>C = 79 – 70:2 points per semester hour D = 69 – 60:1 point per semester hour 59 and below = F.....0 points per semester hour IP (In Progress)0 points per semester hour W(Withdrawn).....0 points per semester hour I (Incomplete).....0 points per semester hour AUD (Audit)0 points per semester hour</p> <p>IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.</p>
Instructor Grading Criteria	See the above descriptions of the lab, exams, quizzes, and final. The course grade is based on these four criteria according to the Assessment section above.
Instructional Materials	<p><u>Textbook</u></p>  <p>Organic Chemistry, 8th Edition, by John E. McMurry ISBN-13: 978-1-133-06742-9 (Custom HCC Softcover 8th Edition, Cengage Learning: 2012)</p> <p><u>Laboratory Manual</u> Provided as handouts at http://swc2.hccs.edu/pahlavan.</p> <p><u>Optional Study Guide</u></p>  <p>Study Guide with Student Solutions Manual, by John E. McMurry ISBN-13: 978-1-133-06729-0 (Custom HCC Softcover 8th Edition, Cengage Learning: 2012)</p>
HCC Policy Statement: ADA Academic Honesty Student attendance 3-peaters Withdrawal deadline	<p>Access Student Services Policies on their Web site: http://hccs.edu/student-rights</p> <p><u>Disability Support Services (DSS)</u> “Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office.”</p> <p>If you have any special needs or disabilities which may affect your ability to succeed in college classes or participate in any college programs or activities, please contact the DSS office for assistance. At Southwest College, contact Dr. Becky Hauri, 713-718-7909. Contact numbers for the other HCC colleges are found in the Annual Schedule of Classes, and more information is posted at the HCC web site at Disability Services.</p> <p><u>Academic Honesty</u> “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Disciplinary proceedings may be initiated by the college system against a student accused of scholastic dishonesty. Penalties can include a grade of "O" or "F" on the particular assignment, failure in the course, academic probation, or even</p>

	<p>dismissal from the college. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.” In this class, the penalty for willful cheating on exams is a grade of F in the course. This is the standard policy of the Physical Sciences department at Southwest College.</p> <p><u>Attendance Policy</u></p> <p>The HCCS attendance policy is stated as follows: “Students are expected to attend classes regularly. Students are responsible for materials covered during their absences, and it is the student's responsibility to consult with instructors for make-up assignments. Class attendance is checked daily by instructors. <i>Although it is the responsibility of the student to drop a course for non-attendance, the instructor has full authority to drop a student for excessive absences. A student may be dropped from a course for excessive absences after the student has accumulated absences in excess of 12.5% of the hours of instruction (including lecture and laboratory time).</i>”</p> <p>Note that 12.5% is approximately <u>4</u> classes or labs for a 4 semester hour course, such as this one, which meets two times per week in a normal 16 week semester. If circumstances significantly prevent you from attending classes, please inform me. I realize that sometimes outside circumstances can interfere with school, and I will try to be as accommodating as possible, but please be aware of the attendance policy.</p> <p><u>Policy Regarding Multiple Repeats of a Course</u></p> <p>“NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.”</p> <p><u>Last Day for Administrative and Student Withdrawals</u></p> <p>For 16-week Spring '12 classes, this date is <u>March 29</u>. I urge any student who is contemplating withdrawing from the class to see me first! You may be doing better than you think. Either way, I want to be accessible and supportive. I do not believe in "weed out" classes, and I consider you to be much more than just a name or number! Note my office hours above; if you need assistance, I'm here to help.</p> <p>☞ <u>Policy Regarding Withdrawals</u> ☞</p> <p>Students desiring to withdraw from a class must do so by the above withdrawal date by filling out a withdrawal form at the registrar's office. <i>After this date, instructors can no longer enter a grade of “W” for the course for any reason.</i></p>
Distance Education and/or Continuing Education Policies	<p>Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf</p> <p>Access CE Policies on their Web site: http://hccs.edu/CE-student-guidelines</p>
Test Bank	<p>Extra practice problems by chapter, sample exams, and sample finals may be found at the following web sites: http://learning.hccs.edu/faculty/steven.dessens http://swc2.hccs.edu/pahlavan</p>

Scoring Rubrics	<p>Regular exams and the final will consist of multiple-choice and show-work questions. These are graded in the standard manner. The regular exams will include extra questions for extra credit, for a total possible score of about 105 to 110 points.</p> <p>The lab reports are graded on the basis of completeness, neatness, and the correctness of the calculations tied to the experimental result. The pre- and post-lab questions are also checked. Each report is graded on a 20 point basis.</p>
Sample Assignments	N/A
Sample Instructional Methods/Activities	<p>See the PowerPoints at my Learning Web site for an overview of the content of each chapter:</p> <p>http://learning.hccs.edu/faculty/steven.dessens</p>

🔔 **Important Dates** 🔔

January 17	Tuesday	Classes Begin
January 18	Wednesday	Last Day for Drop/Add/Swap
February 20	Monday	Offices Closed – Presidents Day Holiday
March 29	Thursday	Last Day for Administrative/ Student Withdrawals with a grade of “W” 4:30 PM
		After the withdrawal date no W can be given, you <u>must</u> receive a regular grade (A-F) in the course.
May 6	Sunday	Instruction Ends
May 7	Monday	Final Exam (No deviation from the printed schedule is permitted.)
May 18	Friday	Grades Available to Students

Evaluation for Greater Learning Student Survey System (EGLS3)

“At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.” <http://www.hccs.edu/EGLS3>

New Meningitis Vaccination Requirement

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. The immunization must be administered at least 10 calendar days before the start date of your classes and must have been received within the last five years.

<http://www.hccs.edu/hccs/future-students/applying/new-meningitis-vaccination-requirement>

Other Information

Free chemistry tutoring is available. A tutoring schedule will be posted in the classroom and lab and will also be placed on my Learning Web site. We also have [Askonline](#) tutoring 24/7, but I have found that most organic questions, requiring detail and drawings, are much easier to discuss face-to-face. There are also many interesting chemistry resources on the Internet which can be found by using keyword searches. But your best immediate source of information is your *textbook* - make thorough use of it!

The publisher of the McMurry 6th Edition textbook has a useful online companion site with chapter practice quizzes [here](#). The 7th Edition companion site is [here](#) but now requires a paid account in order to access it.

A Few Comments...

Mastering organic chemistry takes time! In my experience, the number one hindrance to doing well is lack of adequate and quality time to study outside of the classroom. Of course, you must also have a reasonable grasp of the principles you learned in General Chemistry. Remember the old adage, "For every hour of classroom time you should allow for two hours of study time at home," for it is true. A heavy class and/or work load does not leave much quality study time! By "quality" time I mean periods in which you can study undisturbed, when you are still wide-awake and alert. Pace yourself - *overloading yourself trying to meet an application deadline is a recipe for disaster!* Always feel free to ask me anything about the material, no matter how trivial the question may seem. Trying (!) to answer those "simple" questions often leads to a much greater understanding (or to at least a greater appreciation!) of the subject.

Take care of the little things, and the big things will take care of themselves. -- C. Sense

If you can't simplify it, you don't know what the !\$# you're talking about!!* -- A. Einstein (so I was told)

Organic chemistry is a vast field. Practically all of the substances we take for granted around us (and in us!), are composed of compounds of carbon. We begin our exploration and understanding of this very large subject in this class. I look forward to working with you this semester!



Steve Dessens
January, 2012

Format of Laboratory Report

Your laboratory report should be divided into the following sections:

I. Introduction

A brief statement of the purpose of the experiment. This is also a good place to show relevant structures and chemical equations.

II. Experimental Procedure

A brief outline of the experimental procedure. Be particular about reporting the amounts of materials used and any modifications made to the original procedure (avoid simply copying the original procedure).

III. Results and Discussion

This section is the most important. Include observations such as appearance of the reaction, color of product, etc. If the experiment was a preparative one, you should also report your percent yield:

$$\frac{\text{actual yield (in grams)}}{\text{theoretical yield (in grams)}} \times 100\% = \text{percent yield}$$

Show all of your calculations! Graphs should be done **on graph paper**.

Note: Our lab manual contains a "Data Report Sheet" for each experiment. You may record your results here and include this sheet at this stage of your report. The discussion part comes from you! Were your results what you expected? If, not, can you suggest reasons why not? If you took a melting point of a compound you synthesized, what is the true, or "literature" melting point? How well does your melting point compare? What does your melting point indicate about the purity of your compound? Assume that your reader is not entirely familiar with the experiment, so you need to explain clearly.

IV. Conclusions

Your overall evaluation of your results. This is a good place to mention any modifications to the procedure which you feel might improve the outcome of the experiment.

V. Answers to Exercises

These questions appear at the end of each experiment in the laboratory manual or handout. Usually you will be given selected "prelaboratory" questions and "regular" questions from the lab manual to answer.

You should write your report **in ink**, or type it, using **one side** of the paper only. If you write your report by hand (which is perfectly OK as long as it is neat and legible), use lined paper (not torn out of a spiral notebook!). **Always** use **complete sentences**. Try your best to avoid spelling and grammatical errors. Write your report in **impersonal form**. The words "I" or "we" should **not** appear in your report. The following examples show some incorrect phrases and how they can be revised to avoid the personal form:

- ☹ **INCORRECT:** I added 10 g of NaCl to ...
- ☺ **CORRECT:** Ten grams of NaCl were added to ...

- ☹ **INCORRECT:** You told me that ...
- ☺ **CORRECT:** The instructor indicated that ...

- ☹ **INCORRECT:** We determined that ...
- ☺ **CORRECT:** It was determined that ...

This style of writing may seem awkward sometimes, but this is the proper form for writing reports. You will find it used extensively in articles and research papers in the scientific literature.