

UPDATED - - - SYLLABUS - CHEM 243 ORGANIC CHEMISTRY I - FALL 2022

Dr. Edward Brush

Instructor Information:

- **Where can you find me?** My office is DMF 407
- **How can you schedule a meeting with me?** I have both formal and in-formal office hours. Feel free to stop in and chat about class, careers, research, etc.
 - “Formal” office hours are [by appointment](#) on Monday & Tuesday, 3:30 - 5:00 PM
 - Please use this [e-signup sheet](#) to meet with me during my formal office hours. You will have the option of requesting either an in-person meeting or a Zoom meeting. The Zoom meeting link can be found in Blackboard.
 - You can also use the [e-signup sheet](#) to make an appointment to meet at some other time
 - My door is always “open”. If you are in DMF feel free to stop by at any time
- **Contact info:** ebush@bridgew.edu; 508-531-2116
- **Course Web page:** <http://webhost.bridgew.edu/ebush/>

Class Meetings (DMF 477/481): CHEM 243-001 MWF, 8:00 - 8:50 AM
 CHEM 243-002 MWF, 10:10 - 11:00 AM

Laboratory (DMF 477): CHEM 243 Labs will begin the week of September 12.

***PLEASE NOTE: All lab students are now required to use **Visorgogs** or full-coverage safety goggles in all chemistry laboratories. **Visorgogs** in the [bookstore](#) sell for ~\$14, and on [Amazon](#) sell for ~\$12. The goggles are listed in the book requirements for each chemistry lab course on the Bookstore website.

Your health and safety are my number one priorities:

- Our “lecture” class meets in well-ventilated organic chemistry labs (DMF 477 & 481). You will have access to hand sanitizer and masks.
- There is a covid vaccine + booster requirement for [everyone](#) on campus.
- **To get into my classroom you MUST wear an approved mask that covers your mouth and nose.** Blue surgical masks and hand sanitizer are available in our classroom.
- Please use a multi-layer cloth mask, BSU supplied surgical mask, or N95 mask.

There are always a few “bumps” the first few weeks of any semester. Let’s all commit to being patient, flexible and accommodating. We are all working together to learn organic chemistry in a safe and inclusive environment and prepare for the next steps of your academic career.

Please complete this [Class Survey](#) by Friday, September 16 at 12:00 noon for Bonus Points
 (<https://forms.gle/3bsDHH3NdyD8os3r6>)

IMPORTANT DATES:

September 14 (W):	Last day to Drop/Add
October 10 (M):	No classes – Columbus Day/Indigenous Peoples Day
November 11 (F):	No classes – Veterans Day
November 16 (W):	Last day to withdraw
November 24 & 25:	No classes – Thanksgiving
December 8-18:	Mid-Year Symposium 2022 is a Hybrid Event! <ul style="list-style-type: none"> • December 8-9: In-person sessions • December 8-18: Asynchronous presentations online
December 14 (W):	Last day of Fall 2022 classes
December 15 (R):	Reading Day (CHEM 243 course grades sent to students)
December 16 (F):	CHEM 243-001 Optional Exam V
December 19 (M):	CHEM 243-002 Optional Exam V

Fall 2022 COVID Health Protocols - A Message from President Clark to Students (edited by EJB)

Masking

- **Mask Optional Campus.** BSU will continue to be mask optional throughout most of the campus. As a mask-friendly campus, however, we encourage mask wearing as an effective tool in reducing the spread of COVID-19.
- **Classrooms/Instructional Spaces.** As was the case in the spring and over the summer, **masks will be required for students in all classrooms and instructional spaces** during scheduled class times for the Fall semester. **However, to provide more flexibility, faculty have the new option of NOT requiring mask wearing in their classes.** You should prepare to wear masks in all classrooms and instructional spaces unless a faculty member has eliminated the requirement in their class.
- **Transit/Library.** As was the case over the summer, students and employees do NOT need to wear a mask while on BSU transit or in public spaces of the Maxwell Library (unless in a classroom during class time).
- **Wellness Center.** Masks will continue to be required in the Wellness Center, as they are in all health care settings in Massachusetts.
- **Offices.** Faculty have the option of requiring that a mask be worn in their individual single-occupancy offices.
- **Supplies.** Free [medical procedure masks](#) will be available throughout the academic year.

Vaccination

- **Vaccination Requirement.** As has been the case throughout the pandemic, all members of the campus community are required to be vaccinated with an FDA approved COVID-19 vaccine.
- **Returning Students.** If you are a returning student who has already attested to your vaccination status or previously requested and received an exemption from the vaccination mandate, **you do NOT need to take any further action for the Fall semester.**
- **New Students.** All incoming new and transfer students attending Fall classes in-person and/or using BSU facilities are required to be [up-to-date](#) on their COVID-19 vaccines. New students [can attest](#) to being vaccinated here.
- Per the CDC, you are **up-to-date** with your COVID-19 vaccines when you have:
 - **Received all doses in the primary series:** Initial 2 Moderna/Pfizer vaccines or your initial single J&J vaccine; and
 - **Received one booster when you are eligible,** either 5 months after completing your primary series of Moderna/Pfizer or two months after your primary series of J&J.
- **Medical/Religious Exemption Forms:**
 - [Medical Exemption Form](#) (pdf)
 - [Religious Exemption Form](#) (pdf)
- **BSU will hold booster clinics during the Fall semester.** Clinic dates and times will be communicated by the Wellness Center.

Testing

- Students who will live in BSU residence halls will need to provide **evidence of a negative COVID test (rapid tests are acceptable) prior to moving into residence halls for the Fall semester.** You will receive a separate communication prior to move-in with instructions on how to do so.
- BSU strongly encourages **exempted students to test weekly by utilizing free rapid tests that will be made available for the campus community.**
- **Free rapid test kits will be available to the BSU community** through the Wellness Center and at other on-campus distribution sites throughout the year.
- We ask that all members of our campus community who are COVID-positive or want to report exposure to COVID, please complete our [COVID 19 reporting form](#).
- BSU will provide PCR testing by appointment only to individuals who have symptoms of COVID-19.

COVID-19 Webpage/Dashboard

- BSU will continue to operate its [COVID-19 webpage](#) where the community can find the most recent communications regarding the university's response to COVID-19.

DIVERSITY, EQUITY, INCLUSION AND RESPECT

It is imperative, more so now than ever, to address questions related to diversity, equity, inclusion and respect. We have been saddened, appalled, and horrified by numerous tragic events, including the murder of George Floyd, the disproportionate impacts from the COVID-19 pandemic, as well as other environmental injustices impacting human health. We must listen, learn and respect each other, as we uncover broader inequalities based on race, gender, income, and those focused on the LGBTQ+ and immigration communities. Diversity, Inclusion, Equity and Respect must be an integral part of BSU strategic priorities.

As the “central science”, the field of chemistry is uniquely positioned to provide an understanding of, and contribute solutions to, complex global problems. To accomplish this, we must be able to effectively collaborate as a Team, with people who have diverse perspectives and life experiences in order to understand the challenges facing the world in the 21st century and develop and apply the strategies needed to help solve them.

I am personally committed to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If you feel that your performance in this class is being impacted by your experiences in- or outside of class, please don't hesitate to come and talk with me. If you prefer to speak with someone outside of the course, Dr. Kristen Porter-Utley, Dean of the College for Science and Math, is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

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CHEM 243 COURSE DESCRIPTION, LEARNING OBJECTIVES AND GOALS

Course Description. CHEM 243, Organic Chemistry I (4 credits). This is the first semester of an introductory course in organic chemistry designed for students majoring in biology, chemistry, and the geological sciences. CHEM 243 carries four credits earned by three hours of lecture, one hour of recitation, and three hours of laboratory work weekly.

Prerequisite: minimum C- grade in CHEM 142.

Learning Outcomes CHEM 243 Organic Chemistry I Lecture. Students who successfully complete this course will be able to...

- Apply the basic principles that govern covalent bonding concepts to the structure of organic compounds including the octet rule, Lewis structures, formal charge, hybridization and resonance;
- Recognize families of organic compounds based on their functional groups, and apply nomenclature rules to draw formulas, structures, and write the names of organic compounds;
- Explain the role of chemical structure, hybridization, resonance and inductive effects on acid/base strength, and apply acid/base theory to correlate structure and reactivity in the context of the reactions and mechanisms of organic compounds;
- Use molecular and/or computational models, structural drawings, and proper terminology to describe the conformations of alkanes and cycloalkanes, to distinguish stable versus reactive molecular conformations, and to explain chemical reactivity;
- Apply the concepts of isomerism and chirality in organic chemistry; draw and name structures and construct models of constitutional, conformational, cis-trans, and stereoisomers; recognize and assign configurations; draw Fischer Projections;
- Apply knowledge of functional group reactivity to propose reasonable mechanisms for basic organic chemistry reactions using “curved arrow” designations, and apply knowledge of reaction mechanism to predict and explain the outcome of a reaction, relative reactivity, and stereochemistry.

Goals of this Course. Organic Chemistry is the “*Chemistry of Life*”, and is essential for students pursuing careers in the biological, chemical, environmental, health and medical sciences, as well as biochemistry, genetics, the pharmaceutical sciences and medicinal chemistry. You may want to consider working on a research project in Bio-organic Chemistry, Green Chemistry, or Chemical Sustainability as the discipline is rich in basic research that has led to numerous advances in biomedicine, the design and synthesis of modern materials, and development of safer products for society. Examine your surroundings; almost everything around you is composed of organic molecules, including the biomolecules in your own body, not to mention the numerous bioorganic reactions occurring in all living organisms.

My goals are to help you develop:

- I. A solid foundation in the basic facts and concepts of organic chemistry;
- II. The confidence to work together collaboratively in solving problems; and
- III. An understanding that the field of organic chemistry is dynamic, exciting and essential to all life processes.

This will be accomplished through the following objectives in the lecture and laboratory:

- 1) This course will help you build a solid foundation of facts and fundamental principles in organic chemistry that you will be able to apply to intermediate and advanced courses in biology, biochemistry, chemistry, and geological sciences, as well as to research in any of these fields;
- 2) Through *student-centered learning* you will develop the confidence to take charge of your own learning by working together with other students to develop skills in problem solving, critical thinking and decision making as you collaboratively discover new information and solve problems.
- 3) The lab portion of the course will clarify some concepts discovered in lecture, and will help you develop confidence to apply laboratory methods to conduct research and create new knowledge in organic chemistry;
- 4) You will gain a better appreciation of how collaborating with other students who have diverse backgrounds, life experiences and skills can help you to use your chemistry content knowledge to identify and understand big global problems, and contribute to their solutions.

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CHEM 243 COURSE REQUIREMENTS AND RESOURCES

All lecture and lab sections are meeting in-person. Our in-person “lecture” classes will meet in the well-ventilated organic chemistry labs (DMF 477/481). You will have access to sanitizing wipes, hand sanitizer and masks.

Attending class/lab virtually (Zoom). If you are ill, or have tested positive for covid, **DO NOT come to class!** Stay away and rest! You can use the “Zoom option” to join class:

- Send me an email **AT LEAST ONE HOUR BEFORE CLASS**
- I will confirm your Zoom attendance, and email you the group worksheet
- Use the Zoom class link found in Blackboard
- **You must turn on your camera and participate in group discussions**

I encourage all students to bring a laptop/tablet to every class. You can use your computer to answer questions on worksheets and for project work. All students are expected to have access to a computer and the technology to access the internet. The Maxwell Library Circulation Desk has loaner devices (laptops, Chromebooks, iPads, wireless hotspots, etc.) available for you to borrow: 508-531-1392 or visit <https://www.bridgew.edu/technology/itloaners>. I can also provide loaner laptops.

Required Software. Many of the worksheets and other documents for our class are in **Microsoft Word or Adobe PDF**. You will also need to access **Microsoft Teams**. You must have these applications in order to open and work with class documents. You can download the Microsoft Office Suite here: <https://www.bridgew.edu/ccs/online/student/technical-requirements>. We will also work with **ChemBioOffice** structure drawing software. Instructions to download this free software will be provided in lab.

Blackboard and On-line Security: <https://bridgew.blackboard.com/>. Our course Blackboard site will be the only source for Zoom links to virtually join our class or my office hours.

Course Resources. All course resources (class videos, documents) can be accessed through my CHEM 243-244 course webpage: <http://webhost.bridgew.edu/ebrush/>.

Attendance and Group Work Policy. Class Attendance is critical to your success! In our “flipped” classroom you have a responsibility to your group to come to class prepared, and actively engage in problem solving. We cover material at a rapid pace and if you fall behind it is very difficult to catch up. ***I expect you to attend class each day and arrive on time.***

- I do track attendance through our daily worksheets, and make note of late arrivals.
- I will not penalize students who **occasionally** miss class or arrive late. If you miss excessive class work, I will request a meeting to talk about how we can do better.
- As we have group worksheets in every class, you will lose worksheet points if you miss an excessive number of classes, or arrive to class late. To get full credit for a worksheet it must be done in collaboration with your group.
- Group work and collaboration with your team is critical to your success. There will be a peer evaluation at the end of the semester where you will be evaluated by your peers based on how you contributed to group work.

***If you have tested positive for covid, or have covid-related symptoms,
you may not attend class.***

Covid and Class Attendance. Under these circumstances ONLY, and if you are feeling well enough, you can attend class virtually using the “Zoom” option:

- Send me an email at least one hour before class to let me know that you either tested positive for Covid, or have Covid-related symptoms and must isolate.
- If you are a close-contact, are vaccinated, and have no symptoms, you can still attend class!
- You can join class using the Zoom class link found in Blackboard. You will work with your group, virtually completing the daily worksheet. **You must turn on your camera!**

Missing class for other reasons. The Zoom option only applies if you are ill or for covid-related issues. If you miss class for any other reason, you will not get credit for the daily worksheet. However, all students will be able to earn “Bonus Points” that will offset missed worksheets and/or low scores on daily worksheets. All students will have the opportunity to “bank” at least 30-40 points that will offset three or more missed worksheets.

E-mail. You are responsible for all e-mail communications sent by your instructor and your classmates to your BSU e-mail account. It is important that you check your BSU e-mail every day so that you do not miss important communications from your instructor and classmates.

Peer Leader Office Hours. The organic chemistry Peer Leaders will hold office hours and/or review sessions to help you master course material covered during the week.

Textbook Requirement. I *do not* have a “formal” textbook requirement. There are numerous on-line resources for learning organic chemistry. For this reason, I do not have specific textbook requirement. *However all students are required to identify an organic chemistry resource to help you succeed in this course.* Here are several low-cost and free options (also listed on the course web page):

- CHEM 243-244 Organic Chemistry Web Page (<http://webhost.bridgew.edu/ebrush/>). The following course material is available: Lecture and lab syllabi, lab handouts and reading assignments, worksheets, and answer keys.
- Buy a used organic chemistry text on-line (check with me before buying).
- Sign-out an organic chemistry textbook from Dr. Brush
- Find your own on-line resource (NOT Wikipedia!). Here are a few free organic chemistry resources. The URL can also be found on the course web page:
 - [Khan Academy Organic Chemistry \(videos\):](https://www.khanacademy.org/science/organic-chemistry) (<https://www.khanacademy.org/science/organic-chemistry>)
 - [Virtual Organic Chemistry Textbook](http://www2.chemistry.msu.edu/faculty/reusch/VirtTxtJml/intro1.htm) (rated as excellent): (<http://www2.chemistry.msu.edu/faculty/reusch/VirtTxtJml/intro1.htm>)
 - [LibreTexts Organic Chemistry Textbook](#)
 - [Organic Chemistry Practice Problems:](http://www2.chemistry.msu.edu/faculty/reusch/VirtTxtJml/Questions/problems.htm) (<http://www2.chemistry.msu.edu/faculty/reusch/VirtTxtJml/Questions/problems.htm>)

Course Notebook. All students are required to take hand-written notes and maintain a notebook or binder for your course material.

You are expected to bring your notebook to class every day. There will be unannounced checks of your course notebook for Bonus Points. You will be allowed to use your course notebook during exams, but not any other course material unless provided by me during the exam.

Responsibilities of the student. By registering for this course, you have accepted the responsibility expected of all BSU students: *it is the student's responsibility to take the initiative to learn the course material!* Examples include:

- respecting your classmates, Peer Leaders, and the course instructor
- coming to class and lab prepared and on time
- taking exams as scheduled
- notifying the course instructor ahead of time if you will miss a class
- collaborating on worksheet problems in class
- keeping an up-to-date lecture notebook
- turning in assignments on time
- taking advantage of office hours

Responsibilities of the instructor. I will be as accessible as is reasonably possible, and it is my responsibility to provide all students with every opportunity to master the material covered in this course.

GRADING POLICY – Subject to Change!

Grading Instrument	Points	% of final grade
Group Worksheets (10 points each worksheet, scaled to 150 points)	150	15%
Exams (individual, 4 x 150 points each)	600	60%
Group Project	100	10%
Lab grade	150	15%
TOTAL	1000	100%

Final Grade. Assigned at the end of the semester based on the following scale: A's (90+), B's (80-89), C's (70-79), D's (60-69), F (<60). All graded work will be assigned a numerical score that will not be curved. **Note: an "A" grade requires a 95% average, and a "C-" requires a 70% average.**

Return of Course Work to Students. I will return graded work to you as quickly as I can. I will not list your grades in Blackboard so its important that you keep your own record of graded work. All worksheets, exams and answer keys will be posted to the course web page.

Group Worksheets. Your goal is to earn 150 "Worksheet Points" (15% of your grade). This can be accomplished by:

- Daily group worksheets in class. You will collaborate with your group on each worksheet for a group grade. Group worksheets may NOT be done individually or outside of class. **Point deductions will be made if you arrive late or leave early.**
- My worksheets are designed with the assumption that you have: (1) watched the videos, (2) taken notes, (3) have your notebook open on your bench, and (4) are working with your group in solving worksheet problems.
- Bonus Points. These will be used to replace missed worksheets and/or low worksheet grades. There will be opportunities to earn Bonus Points through the semester, including:
 - Class Survey
 - Worksheet "Zero" - a review of key concepts from CHEM 141-142
 - Bonus questions on group worksheets
 - An occasional short quiz at the beginning or end of class
 - Maintaining an up-to-date course notebook

Class Project. The class project (described below) requires: (1) group work, (2) the reading of assigned material or watching assigned videos outside of class, (3) the completion of group work in your MS Teams e-notebook, and (4) a group presentation at the Mid-Year Symposium.

Exams. There will be a total of four exams (150 points each) that must be done individually. You will be told what topics will be covered on each exam, there will be an in-class review prior to each exam, and you will be provided with a detailed Study Guide for each exam. **Please note that you will receive a zero grade for a missed exam.** There are no make-ups for missed exams, unless a student is ill or had an emergency. All students will have the option to replace your **lowest** exam grade by taking an optional "Exam V" at the end of the semester. There is no formal final exam.

Lab Grade. Your lab grade will be worth 15% of your course grade.

Optional "Exam V". I do not give a formal Final Exam. On Reading Day, I will notify each student about their "final" course grade. Students will then have the option of accepting that "final" grade, or taking "Exam V" to replace their lowest exam grade and improve their final grade. Exam V will be given during the final exam period, will be the same length and format as a semester exam, you will have the same amount of time (50 minutes), and you will be told in advance what topics will be covered.

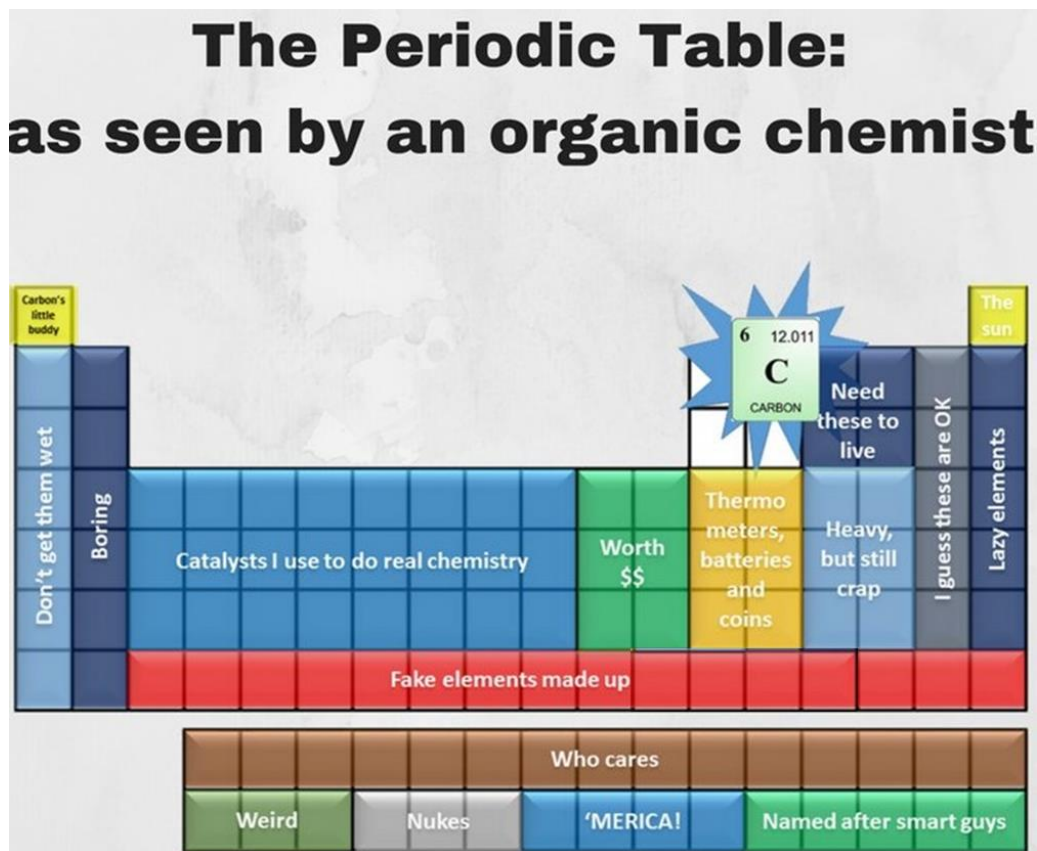
FLIPPED CLASSROOM

In the flipped classroom, basic information will be made available prior to class through short, YouTube video “lectures”. URL links to these videos are posted on the class web page and allow students to learn from anywhere, and at your own pace. This way we can spend valuable class time making sense of the material through problem solving! You can discuss course concepts with other students, the Peer Leaders, and the course instructor.

For you to take full advantage of the flipped classroom the following points are critical:

Attendance.....Preparation.....Engagement

- For each class you will be assigned 1-3 lecture videos (see schedule below). **Before coming to class**, you will watch the videos and take notes in your required course notebook.
- **You may not watch lecture videos during class.**
- **During class**, you will work together in groups of 3-4 students on class worksheets for a group grade. Group worksheets may NOT be done individually or outside of class. The only exception will be worksheets assigned outside of class for Bonus Points, or due to snow days.
- **I do not allow groups of 2 or 6 unless necessary due to absences.**
- My worksheets are designed with the assumption that you have: (1) watched the videos, (2) taken notes, (3) have your notebook open on your bench, and (4) are working with your group in solving worksheet problems.
- **Point deductions will be made if you arrive late or leave early.** If you know that you will arrive to class late or need to leave early, please let me know ahead of time.
- Occasionally, there may be a short Bonus quiz at the beginning or at the end of class.
- All worksheets and answer keys are posted on the class web page, so you can practice and review.
- Students who are not actively engaged in problem solving discussions with their peers will be marked as absent.
- If you consistently arrive to class unprepared, I will request a meeting to discuss how we can do better.



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UNDERGRADUATE RESEARCH AT BSU!!!!

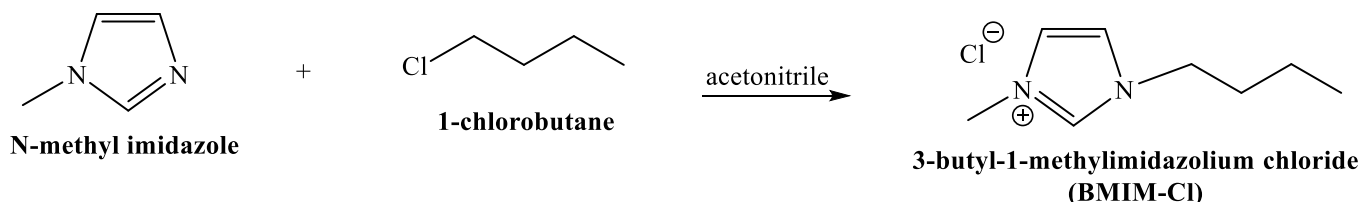
Did you know that the Undergraduate Research Program at BSU is ranked as one of the very best in the country? In January 2020 the Council on Undergraduate Research (CUR) presented BSU its [Campus-Wide Award for Undergraduate Research Accomplishments](#) (AURA). BSU has semester and summer grants for faculty-student research, and you can learn more about these opportunities through the [Office of Undergraduate Research](#), or by talking to me!

No time for formal lab research? I also realize that many students are not able to participate in formal lab research in the sciences due to work, family obligations, or other responsibilities. The good news is that BSU will be piloting a new program to conduct **virtual research** specially designed for these students! To learn more PLEASE contact me!

CHEM 243-244 Class Project: Global Warming, Climate Change, Green Chemistry and Carbon Capture. Does chemistry do a good job solving global problems? Can teams of students effectively collaborate to understand and solve these problems? You will be engaged in a class project to explore a global problem, and investigate how *green and sustainable chemistry* can provide solutions. Our context comes from the [UN Sustainable Development Goals](#) (SDGs), the world's "to-do" list, that offers an agenda to address world-wide challenges of poverty, protecting the planet and ensuring prosperity.

Chemists must play a key role in achieving these goals. As part of our normal class work you will explore the problem of global warming and climate change, understand the connections to the UN SDGs, and learn how green chemistry can contribute to reducing the impacts of greenhouse gases through *carbon capture*. Specifically, how liquids can capture the greenhouse gas carbon dioxide (CO₂), a known contributor to global warming and climate change. You will each learn to appreciate the unique skills that individual students can bring to a project team, and apply your chemistry knowledge to understanding the challenges and opportunities of carbon capture. Outcomes of this project include:

- Opportunity for your group to present your project at the Mid-Year Symposium in December. Your group will work together preparing and giving a presentation on the class project. This presentation grade will be part of your Project Grade.
- Be able to answer the question on how organic chemistry can contribute to solving global problems.
- Some of you may be interested in participating on a more formal research project. My research group is exploring:
 - Experimental ideas about carbon capture by *ionic liquids*.
 - Developing innovative solutions for using or storing the captured CO₂ (waste or resource?).
 - How carbon capture can be used to remove CO₂ during long term human space flight.
 - Identifying, understand and solving existing and emerging issues related to environmental injustice.



Undergraduate Research. My research group uses green chemistry to help address global issues related to the grand challenges of sustainability. We are currently studying the efficiency of different liquids to capture carbon dioxide from air. The reaction above is the synthesis of an ionic liquid which has an unusual capacity to capture CO₂. Greenhouse gases like CO₂ contribute to global warming and climate change. The goals of our research are to better understand the chemistry of CO₂ capture by liquids, what to do with the CO₂ after it is "captured", and how to incorporate these concepts into K-12+ education. You will have the opportunity to learn more about this project as part of this class.

UPDATED - - - CHEM 243 TOPICS AND WEEKLY SCHEDULE – Subject to Change!

Videos 1-1 to 1-3	Review: Bonding and Molecular Structure
Videos 2-1 to 2-5	Families of Carbon Compounds: Functional Groups, Intermolecular Forces, IR Spectroscopy
Videos 3-1 to 3-5	An Introduction to Organic Reactions and Mechanisms: Acids and Bases
Videos 4-1 to 4-6	Nomenclature and Conformations of Alkanes and Cycloalkanes
Videos 5-1 to 5-7	Stereochemistry: Chiral Molecules
Videos 6-1 to 6-9	Ionic Reactions: Nucleophilic Substitution and Elimination Reactions of Alkyl Halides
Videos 7-1 to 7-6	Alkenes and Alkynes I: Properties and Synthesis. Elimination Reactions of Alkyl Halides
Videos 8-1 to 8-3	Alkenes and Alkynes II: Addition Reactions
Videos 11-1 to 11-4	Alcohols, Ethers and Epoxides: Synthesis and Reactions

Dates	CHEM 243 Videos	Classwork
September 7 (W)	1-1, 1-2, 1-3	Worksheet “Zero” (CHEM 142 review)
September 9 (F)	1-1, 1-2, 1-3	Worksheet #1
September 12 (M)	2-1 & 2-2	Worksheet #2
September 14 (W)	2-3 & 2-4	Worksheet #3 (Worksheet “Zero” Due)
September 16 (F)	2-5 & 3-1	Worksheet #4
September 19 (M)	3-2 & 3-3	Worksheet #5
September 21 (W)	3-4 & 3-5	Worksheet #6
September 23 (F)	REVIEW	Worksheet #7
September 26 (M)	Exam I	
September 28 (W)	4-1 & 4-2	Worksheet #8
September 30 (F)	4-3 & 4-4	Worksheet #9
October 3 (M)	4-5 & 4-6	Worksheet #10
October 5 (W)	REVIEW	Worksheet #11
October 7 (F)	5-1 & 5-2	Worksheet #12
October 10 (M)	No classes	N/A
October 12 (W)	5-3 & 5-4	Worksheet #13
October 14 (F)	5-5 & 5-6	Worksheet #14
October 17 (M)	5-7	Worksheet #15
October 19 (W)	REVIEW	Worksheet #16
October 21 (F)	Exam II	
October 24 (M)	6-1	Worksheet #17
October 26 (W→F)	6-2 & 6-3	Worksheet #18
October 28 (F)	6-4 & 6-5	Worksheet #19
October 31 (M)	6-6 & 6-7	Worksheet #20
November 2 (W)	6-8 & 6-9	Worksheet #21
November 4 (F)	REVIEW	Worksheet #22
November 7 (M)	7-1 & 7-2	Worksheet #23
November 9 (W)	7-3 & 7-4	Worksheet #24
November 11 (F)	No classes	N/A
November 14 (M)	7-5 & 7-6	Worksheet #25
November 16 (W)	REVIEW	Worksheet #26
November 18 (F)	EXAM III	
November 21 (M)	Group Project Work – Finish MYS Power Point	
November 23 (W)	8-1 & 8-2	
November 24 & 25	No classes	N/A
November 28 (M)	8-3	Worksheet #28
November 30 (W)	11-1 & 11-2	Worksheet #29
December 2 (F)	11-3 (start watching at 5m12s)	Worksheet #30
December 5 (M)	11-4	Worksheet #31
December 7 (W)	REVIEW	Worksheet #32
December 9 (F)	EXAM IV	
December 12 (M)	TBA	
December 14 (W)	TBA	TBA
December 15 (R)	Reading Day (Course grades available)	
December 16 & 19	Optional “Exam V”	8:00 AM

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BSU RESOURCES FOR STUDENT SUCCESS

[BSU's safety recommendations and mandates](#) for the Fall 2022 semester.

Technical Requirements & Support: <https://www.bridgew.edu/ccs/online/student/technical-requirements>.

Issues with Blackboard, Zoom or BSU email. I will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience technical issues, please [contact the IT Service Center](#) and provide as many details as possible, including screenshots, so that the IT Service Center can best assist you.

[The Academic Achievement Center](#). The AAC provides students with academic services and resources that propel them toward successful and timely degree completion. The AAC is the largest hub of student academic services on campus, offering services both online and in-person. The AAC is comprised of four major support areas: Academic Advising (first-semester freshmen), Student Accessibility Services, Learning Assistance (Academic Coaching and Tutoring), and Testing Services.

[Learning Assistance \(LA\) consists of both Academic Coaching and Tutoring.](#) Tutoring areas include: Math Services, the Accounting & Finance Lab, Writing Studio, Tutoring Central (100/200 introductory and Core Curriculum courses), and Second Language Services. To make an appointment for Tutoring or Academic Coaching, please sign into our platform, [Accudemia](#), using your BSU credentials.

[Student Accessibility Services.](#) As a member of the Bridgewater State University community, it is my goal to create a learning experience that is accessible for all students – including those with disabilities. BSU's commitment to students with disabilities is not only shaped by legal requirements but is also driven by our commitment to social justice and ensuring a fully accessible University experience to our community. Students with disabilities are encouraged to collaborate with Student Accessibility Services to confidentially explore accommodations and other resources available to them. SAS can be reached at SAS@bridgew.edu or 508.531.2194.

[Student Code of Conduct.](#) The Student Code outlines expectations for student conduct, including provisions related to the University's COVID-19 Safe Return Plan. Bridgewater State University is a community dedicated to the lifelong success of all students. All students are expected to adhere to the core values of the university community which include civility, fairness, inclusivity, and respect for others' dignity. The *Student Code of Conduct* defines the rights and responsibilities of students and provides a process for responding to allegations of student misconduct in a way that aligns with [the university's values](#).

[Title IX and Sexual Violence.](#) The Office of Equal Opportunity and the Title IX Coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. See <https://studentbridgew.sharepoint.com/sites/OfficeofEqualOpportunity> to learn more. Note the site provides a page for Title IX and a page for Discrimination and Harassment. Each page contains a report form that you may utilize to report concerns of sexual violence, relationship violence, stalking, sexual harassment, or protected category based discrimination and harassment. (The associated form indicates that it "is unlawful to retaliate against a student, employee or any other person affiliated with the University for filing a complaint or for cooperating in an investigation of a complaint."). To learn more about Title IX please visit: <https://www.bridgew.edu/office/titleix>. The Sexual Violence Advocacy and Support Center is a *confidential* support resource for all community members who have experienced sexual, gender-based, or relationship violence. [SVAS Center Support Form \(maxient.com\)](#)

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