

## Course Syllabus

Course Number: Chem 2423

Trimester Credit Hours: 4

Course Title: Organic Chemistry I

Total Contact Hours Per Trimester: 90

Course Director: Dr. Carissa Manrique

Office Hours: M 9-10:50pm; T-R 1-1:50pm

### COURSE DESCRIPTION:

Our mission is to provide students with core knowledge in basic sciences so they can become successful as Parker students, on board exams, in treating patients, and eventually becoming chiropractors and leaders in the field of wellness.

The topics covered that will be covered in Organic I are in depth studies of the main functional groups found in organic chemistry and your body. The topics covered that will be covered in Organic I are organic molecules, structures, properties, stereochemistry, reactions, alkenes, alkanes, alkynes, SN1, SN2, E1, E2 and alcohol properties.

### GENERAL APPROACH TO TEACHING:

As I learn more about the teaching process and tools and techniques for engaging students and improving classroom techniques, I hope to become a stronger teacher, and leave students with a better understanding of science. I employ several active learning techniques, in an attempt to keep students involved. To get students involved in the process of learning, I have found that giving varied assignments and multiple examples are effective techniques.

I teach because I have a passion to work with students and help them develop fundamental skills to have a successful life. I teach organic chemistry which is traditionally thought of as a “dreaded” course by students by challenging student’s preconceived thoughts and show them that organic chemistry applies to every aspect of their lives and is nothing to be feared. I educate with a more relaxed style where students are welcome to chime in at any point in the lecture and ask questions. I measure the effectiveness of my class in several ways: First, the traditional exams, quizzes. Second, I have students build wiki pages over organic chemistry studies they find interesting online. The more involved and detailed these pages become the more I realize they are learning. Last, I can tell by informal means such as student’s facial expressions and the quality of questions they are asking in class. There is nothing better than seeing a student who has an expression of full understanding of a challenging concept.

### COURSE REQUIREMENTS

To succeed in this course I recommend studying approximately 1 hour each day over the new material learned in class. This class is accelerated and each day you will learn many new topics. It is vital that you keep up with the material and review

every day. I recommend using note cards for each organic concept and reaction in each chapter. When doing the online homework make sure you can understand all problems and can work them out by yourself. I do not mind if you work in groups to do the homework but remember you will only benefit if you can work them out independently. The lab reports are completed individually; you can get help from a peer but make sure you understand the material. All lab citations will be in APA format. All assignments **MUST** be turned in on time. No late assignments will be accepted.

#### ESTIMATE OF STUDENT WORKLOAD:

The estimated workload for this class is approximately 2 hr studying/1hr lecture

#### LEARNING OUTCOMES:

At the completion of this course, the student should:

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1. Apply the foundation of various bonding theories to aspects learned in class
2. Evaluate the structures and properties of organic molecules
3. Dissect and predict features and properties of alkanes, alkenes and alkynes
4. Evaluate and Perform organic laboratory reactions
5. Create weekly discussion posts over journal articles applied to class concepts

#### Weekly Learning Outcomes:

##### **Week 1. Objectives Chapters 1 & 2 Wade**

- i) Atomic Structure
- ii) Electron Configurations
- iii) Electron Diagrams
- iv) Lewis Dot Structures
- v) Resonance
- vi) Acids and Bases
- vii) Molecular Orbital Theory

##### **Week 2. Objectives Chapters 2 & 3 Wade**

- i) Sigma and Pi Bonding
- ii) Hybridization
- iii) Isomers
- iv) Intermolecular Forces
- v) Naming

**Week 3. Objectives Chapters 3 & 4 Wade**

- i) Conformations
- ii) Cyclics
- iii) Cis/Trans
- iv) Cyclohexane ring flips
- v) Radical reactions
- vi) Thermodynamics

**Week 4. Objectives Chapters 4 & 5 Wade**

- i) Kinetics
- ii) Energy Diagrams
- iii) Hammonds Posulate
- iv) Reactive Intermediates
- v) Chirality
- vi) Enantiomers
- vii) R,S configurations

**Week 5. Objectives Chapters 5 & 6 Wade**

- i) Diastereomers
- ii) Meso
- iii) S<sub>N</sub>1
- iv) S<sub>N</sub>2
- v) E1
- vi) E2

**Week 6. Objectives Chapters 7 & 8 Wade**

- i) Degrees Unsaturation
- ii) IUPAC
- iii) Alkene Stability
- iv) E1
- v) E2
- vi) Reactions of Alkenes

**Week 7. Objectives Chapters 8 & 9 Wade**

- i) Reactions of Alkenes
- ii) Reactions of Alkynes

**ASSESSMENT:**

The student will be assessed through discussion questions, lecture exams, online homework

**PREREQUISITES:**

Enrollment in Parker University, High School chemistry, College algebra, General chemistry I and II

**REQUIRED TEXTBOOKS:**

“Organic Chemistry” 7th ed L.G. Wade

**RECOMMENDED ADDITIONAL TEXTBOOKS:**

Organic Chemistry I as a Second Language: Translating the Basic Concepts by David Klein

**SUPPLIES:**

Access to a computer that is compatible with the My Parker website and can support the course resources, basic calculator with log functions, scantrons, pencils, Sapling online learning hw system, lab goggles, lab coat, latex gloves

**GRADING SYSTEM:**

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Our class will be graded on a point system, so each assignment or exam is worth a designated amount of points that will be totaled for a final average. This will allow students not to focus on averages but instead have positive mindsets about the points they earned. Final course grades and their interpretation are listed below:

Grade	Numerical Value	Grade Point Average	Interpretation of Academic Achievement
A	89.5-100	4.0 (>1096.4 pts)	Excellent
B	79.5-89.49	3.0 (>973.9 pts)	Above Average
C	69.5-79.49	2.0 (>851.4) pts	Satisfactory
D	69.49 or Below	0.0 (< 851.4) pts	Unacceptable

This grading scale is strictly adhered to. There are NO exceptions.

Exams: (4)                      33%                      (100pts each)

Final Exam (1)                12%                      (150 points)

Lab Reports: (5)                10%                      (20 pts each)

Lab Worksheets (10)        12%                      (15 pts each)

Lab Exams (2)                 8%                        (50 pts each)

Discussions: (7)               4%                        (125 pts)

Online HW (9)                15%                      (20 pts each)

**Total:                            100%                      (1225 points)**

**LABS:**

Lab coat, Goggles, Latex Gloves

## My Parker Website: Description of Assessments

1. **Discussion postings**- the student will be expected to create one original discussion posting answering the question posed by the instructor. This must be posted no later than midnight on Monday in that week. The student is expected to make at least 2 substantive responses to discussion postings by other students by Monday at midnight. The discussions can be found on “week X” and clicking on “Forum Home”. Examples below will help determine acceptable posts and replies. Each week 1 or more parts of this rubric will be applied to the grading of your discussion post.

### Discussion Critical Thinking Rubric

<b>TRAIT</b>	<b>Emerging (1)</b>	<b>Developing (2)</b>	<b>Exceeds (3)</b>
Identifies and summarizes the problem/question at issue	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue
Identifies and presents the STUDENT'S OWN perspective and position as it is important to the analysis of the issue	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources
Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information
Identifies and assesses the key assumptions.	Does not identify the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue
Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments
Identifies and considers the influence of the context on the issue	Discusses the problem only in egocentric or sociocentric terms and not present the problem as having connections to other contexts-cultural,	Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis.	Considers other pertinent contexts.

	political, etc		
Conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own assertions

#### Example of Average Post:

What is an aldehyde? How can I apply this to my chiropractic career?

Post: An aldehyde is an organic chemistry functional group; I need this class to get my degree

Posts: Type of carbonyl; Ill Probably need to know this for Biochemistry

Reply: I agree

Reply: An aldehyde is an organic chemistry functional group, good job

#### Critical Thinking Posts and Replies:

Posts: An aldehyde is an organic chemistry functional, specifically a carbonyl. A carbonyl is a carbon that is connected to oxygen through a double bond. An aldehyde is a carbonyl that has at least one hydrogen bonded to the carbonyl carbon. A functional group is the reactive portions of a hydrocarbon where the reaction will take place. The reactivity of the aldehyde is due to the electronegative oxygen that pulls the electron density towards itself giving the carbonyl carbon a partial positive charge.

I can apply this to my chiropractic career because aldehydes are found throughout the body. Aldehydes are oxidized in the body to carboxylic acids and secreted through the urine. Ethanol in the body is also oxidized, first to the aldehyde then to the carboxylic acid. A person on a detox diet promotes aldehyde oxidation so the body can be purified of any unwanted aldehyde compounds. Aldehydes are also converted to imines and hemiacetals through nucleophilic reactions to be further reacted in the body.

Reply: This is interesting! Do you see the same effect happen with ketones since they have similar connectivity? How are imines and hemiacetals found in the body? Is this how they detox patients of alcohol when they are consuming a lot? I had a friend.....

1. **Lecture Exams:** An exam covering the topics outlined found in the weekly learning outcomes. Typically 20 questions long that are approximately 50% multiple choice and 50% workout
2. **Final Exam:** A comprehensive exam. 50% comprehensive and 50% new material. The exam will be approximately 80% multiple choice and 20% workout
3. **Weekly Assignments page-** Each week you will find a page on the My Parker website. Each weekly page contains material for the weeks lecture. Lecture notes, handouts, lab materials, discussions link and an outline of lecture topics are found.
4. **Daily lecture vodcasts** are provided for students to have additional tools to study. If there is a concept in class that was covered too fast for you it is encouraged to review the vodcast for the day at your own speed. Historically, students that re-reviewed the vodcasts were highly successful in the classroom
5. **Lab Materials-** This section on MyParker contains a safety video that will be viewed before your first lab session. In addition, the lab rubric and lab rules are also found on MyParker. The MyParker lab section will have all materials, lab reports, what is expected, etc for each week.
6. **Lab Reports:** You will submit all assignments through a Forum located on the class lab Parker page, a handout and video instructions can be found under “lab materials” on MyParker. Each week one labreport, two worksheet and two videos submissions are due. The grading rubric for the lab reports can be found on MyParker under “Lab Materials”
7. **Online HW system: Sapling Learning - Online Organic Chemistry Practice Problems**

The majority of organic problems involve structure drawing, and, depending on the question, stereochemistry or curved arrows must also be drawn. Some questions allow one to drag given structures/formulas to rank by a property (e.g., acidity) or sort into groups (e.g., alkene vs. alkyne). Nomenclature questions allow one to type in the name. There are also some multiple choice questions. Altogether, the online problems: 1) allow pretty much any question that is asked on paper to be performed on a computer; 2) enable one to draw their own structures, just as they will need to do on an exam; 3) grade instantly and provide feedback via tutor-like hints, allowing one to keep working with a question to arrive at the correct answer; 4) include detailed answer explanations.

1. Go to <http://saplinglearning.com>
2. a. If you already have a Sapling Learning account, log in, click "View Available

Courses", then skip to step 3. b. If you have a Facebook account, you can use it to quickly create a SaplingLearning account. Click "create account" located under the username box, then click "Login with Facebook". The form will auto-fill with information from your Facebook account (you may need to log into Facebook in the popup window first). Choose a password and timezone, accept the site policy agreement, and click "Create my new account". You can then skip to step 3. c. Otherwise, click "create account" located under the username box. Supply the requested information and click "Create my new account". Check your email (and spam filter) for a message from Sapling Learning and click on the link provided in that email.

3. Find your course in the list (listed by school, course, and instructor) and click the link.
4. Select your payment options and follow the remaining instructions.
  - Once you have registered and enrolled, you can log in at any time to complete or review your homework assignments.
  - During sign up - and throughout the term - if you have any technical problems or grading issues, send an email to [support@saplinglearning.com](mailto:support@saplinglearning.com) explaining the issue. The Sapling support team is almost always more able (and faster) to resolve issues than your instructor and TAs.

#### COMMUNICATION WITH THE INSTRUCTOR:

The instructor will respond to E-mails posted through the course page within 24 hours during the week and within 48 hours on the weekend. In addition, notifications will also be posted on the My Parker website. If student needs additional help it is encouraged to come to my posted office hours.

**A complete listing of all Academic policies is found on the [https://my.parker.edu/ICS/Academics\\_-\\_Coursework/Academics/Common\\_Policies/](https://my.parker.edu/ICS/Academics_-_Coursework/Academics/Common_Policies/):**

Absences for Religious Holidays

Academic Dishonesty

Academic Promotion, Probation and Dismissal Policy

Altering Grades on Exams

Appeals

Assistance and Accommodations

Attendance Policy

Audio/Video Taping

Cell Phones and Electronic Devices in Class  
Classroom Behavior  
Communications  
Computer Usage  
Exam Review  
Examinations (Make up Exams/Lab Practicals)  
Excused Absences  
Final Examinations  
Grading System  
Late Instructors to Lecture/Lab  
Grade Appeals Process  
Missed Exam Policy  
Professional Decorum  
Special Needs Consideration  
Student Bereavement Policy

## **DISCLAIMER**

The lecture outlines contained in the lecture booklet are NOT intended to represent the entire content of the course. A lecture outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.

The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase, acquire from off of the internet or be given by previous students.

## **IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker University, College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the

Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if at all possible) will be given to the student(s).