On non-exam weeks, I will be holding an optional problem-solving session via Teams from 7:00PM-8:00PM, during the Chem032 exam block, colloquially referred to as “Monday Night Madness.” This purpose of these sessions is to provide extra, guided practice with some of the more challenging material in the course and to answer your questions about the course material. These sessions work most effectively when you actively participate in solving the problems. It is highly recommended that you send me topics or questions that you want discussed ahead of time to make the best use of these sessions.

These sessions are recorded for two major reasons. I find that not recording the sessions encourages students to attend these problem-solving sessions instead of simply planning on watching the recording later and missing out on the major benefits of the session. Secondly, since these sessions are a time for you to practice what you know and make mistakes while you grow your knowledge, I have found that not recording these sessions makes students more willing to make mistakes and meaningful attempts at difficult problems since they know it will not be recorded for later viewing by their classmates.

Throughout the semester, your mastery of the course content will be tested at three midterms exams, administered on the days specified below.

A. Alveshere

While Chegg, Quora, and other similar "homework help" sites/forums also contain information on chemistry, it is best to avoid these sites for two main reasons: 1) the information provided by these sites is not always correct and often contains errors or misinformation, and 2) it is easy to cross the line from using these sites to help you understand chemistry to committing academic integrity violations. A good rule of thumb when using some of these additional resources is not to look for the answer itself but for information that will help you discover the answer for yourself. For example, don't search for the whole question but individual pieces of information. Posting on these sites for help with assignments is considered cheating and a violation of UVM's academic conduct policies.

In order to learn chemistry well, you must also learn to do chemistry. As a part of this course, you

quizzes, exams, and lab reports. Be prepared to work independently to demonstrate your own mastery of the material.

Each lab will be worth a total of 25 points, for a total of 250 points possible for the lab portion of your grade, making lab worth the same as final exam or two mid-semester exam. Often lab ends up being a major boost for most students' final grade. Grades for each lab will be divided between the pre-lab questions (8 points), the post-lab calculations and questions (14 points), and technique points (3 points).

There are a maximum of 1000 points available split between your "lecture" points (max 750) and your "lab" points (max 250). Doing well in both components of the course is needed to do well in the course overall. The points are further broken down as follows:

1) Lab: 250 points
   25 points/lab * 10 labs = 250 points
2) Homework: 125 points
   12.5 points/assignment * 8 assignments = 100 points
3) Mid-Semester Exams: 375 points*
   125 points/exam * 3 exams = 375 points
4) Formative Assessments: 25 points
5) Final Exam: 250 points

You must take the final exam to pass the course

The University of Vermont is committed to an environment in which the quality of students' work is evaluated fairly, and in which students have the right to discuss and review their academic performance with their instructors. If you feel you have been graded unfairly, you have the right to

The Mosaic Center for Students of Color (MCSC) Vision is to create a diverse and rich community of

- Women of Color Research Network (WoCRN): https://womeninscience.nih.gov/ women-of-color
- Latinas in STEM: http://www.latinasinstem.com/
- Maximizing Access to Research Careers (MARC): https://www.nigms.nih.gov/training/MARC

The University of Vermont's number one priority is to support a healthy and safe community. To help accomplish that goal, UVM provides a number of resources for students to help maintain physical and mental health.

Center for Health and Wellbeing (CHWB): https://www.uvm.edu/health
802.656.3350
health@uvm.edu
Counseling & Psychiatry Services (CAPS): https://www.uvm.edu/health/CAPS
802.656.3340

CHWB has a number of resources for supporting student physical health, including on-campus appointments for behavioral health, cold & flu, eating disorder and body image support, nutrition services, sexual health, transgender healthcare, allergies, and sports injuries. Most services at CHWB will take place via telehealth, and if you are having difficulty finding a private space for your telehealth appointment, spaces in the Davis center can be booked a minimum of six hours in advance (https://www.uvm.edu/sites/default/files/Center-for-

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

only human!). My responses to messages will be limited on the weekends, so messages sent late on Friday may not receive a response until Monday morning.

The use of electronic devices during lecture is permitted as long as they are being used in a manner that is not disruptive to your fellow students. This includes, but is not limited to, making sure that all electronic devices are silenced and that you are using them to support your learning by taking notes, accessing class materials, and/or doing calculations. If you are using your electronic devices in such a way that disrupts other students, I reserve the right to ask you to either put the device away or leave the classroom. If you cannot silence your electronic device (waiting for a medical update, a potential family emergency, etc.), please let me know before class begins.

Offenses against the Code of Academic Integrity (i.e. cheating) are deemed serious and insult the integrity of the entire academic community. Any suspected violations of the code are taken very seriously and will be forwarded to the Center for Student Ethics and Standards for further investigation.
For more information: http://www.uvm.edu/policies/student/acadintegrity.pdf

Sexual misconduct, discrimination, and harassment are never the fault of the victim.

The Affirmative Action and Equal Opportunity Office investigates complaints by administering an equal opportunity complaint procedure including investigating allegations of prohibited discrimination and harassment brought by students, faculty, and staff. This office also resolves both informally and formally complaints of discrimination based on race, color, religion, ancestry, national origin, sex, sexual orientation, disability, age, positive HIV-related blood test results, status as a disabled or Vietnam era veteran, or gender identity or expression. UVM encourages any person who has experienced or witnessed a bias incident, discrimination, or harassment to report the conduct to UVM and to utilize available support services. Visit https://www.uvm.edu/aaeo to report an incident or to seek out resources for preventing and recovering from a bias incident.

In the deeply unfortunate event that you experience a bias incident and need additional help and support in dealing with AAEO, please reach out to me. I will personally provide what support I can as you navigate the reporting process and recover from the incident.

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.
http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/

Dates	Material	Homework Problems
17- 22 Jan	Syllabus and Class Dynamics	Review the syllabus
	Chapter 13: Solutions	Ch13: 25, 27, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 59, 63, 65, 67, 69, 71, 73, 77, 79, 81, 83, 85, 87, 89, 93, 97, 99, 105, 109, 115
24-28 Jan	Chapter 13: Solutions Chapter 14: Chemical Kinetics	Ch14: 27, 29, 31, 37, 41, 45, 47, 53, 55, 59, 65, 71, 75, 77, 83, 89, 91, 95, 103, 105, 107
31 Jan		
31 Jan – 4 Feb	Chapter 14: Chemical Kinetics	See previous box
		Chapters 13 & 14†
7 – 11 Feb	Chapter 15: Chemical Equilibrium	Ch15: 21, 23, 27, 29, 31, 33, 35, 37, 39, 41, 45, 47, 49, 53, 55, 59, 63, 65, 67, 69, 71, 73, 75, 79, 81, 83, 89
14 – 18 Feb	Chapter 15: Chemical Equilibrium Chapter 16: Acids and Bases	Ch16: 31, 33, 35, 37, 39, 41, 45, 49, 51, 55, 59, 61, 65, 67, 69, 71, 75, 79, 81, 83, 85, 87, 89, 91,

11 – 15 Apr	Chapter 18: Free Energy and Thermodynamics Chapter 19: Electrochemistry	Ch19: 33, 35, 37, 39, 41, 43, 45, 47, 49, 53, 57, 59, 61, 63, 65, 69, 71, 73, 77, 83, 85, 89, 97, 99, 103, 105, 115, 119
		Chapters 16, 17, & 18[§]
18 – 22 Apr	Chapter 19: Electrochemistry	See previous box
25 – 29 Apr	Chapter 19: Electrochemistry	
2 – 6 May	Chapter 20: Radioactivity and Nuclear Chemistry	Ch 20: 31, 33, 35, 37, 41, 45, 51, 57, 61, 71, 73, 81, 83, 89

[§] Material covered on exam will depend on our lecture progress