

Syllabus – Chemical Structure & Properties

The purpose of this syllabus is to describe the course, resources, and policies. It is meant to help all students understand the expectations and requirements for the course, and it should be used as a reference for questions about policies. When updates to the syllabus are made during the term, a new version will be posted electronically, and all students will be notified.

Course Information

Course: Chemistry 160 – Chemical Structure and Properties (3 credits: Lecture & Discussion)

Prerequisites: Math 117 with a grade of C- or better, or the equivalent. A student missing a prerequisite may be withdrawn at any time.

Time Zone: This syllabus lists dates/times using Chicago local time (U.S. Central Time Zone)

Lectures: Monday, Wednesday, and Friday from 8:20-11:10 am (Flanner Hall 105)

Course Coordinator: Dr. Adri Takacs (atakacs1@luc.edu)

Chemistry 160 is a multi-section lecture & discussion course with common content and common outcomes across all sections. This includes the Common Final Exam during the Common Final Exam Period as scheduled by the University. The Course Coordinator is responsible for consultation and coordination with instructors regarding policies, exam writing, and grading. Your Section Instructor is responsible for communicating with you regarding all course content and policies and is the first and primary person you should contact with questions about all aspects of the course. As needed, all Section Instructors will consult with the Course Coordinator throughout the semester.

Section Instructor: Dr. Adri Takacs

Instructor Contact Information

Office: Flanner Hall 200A

Email: atakacs1@luc.edu

Office Hours Schedule: Wednesday from 11:30 am -12:30 am (FH200A)

Required Course Materials

- Textbook: OpenStax Chemistry, Atoms First 2e. Web-only, digital, or printed version. <https://openstax.org/details/books/chemistry-atoms-first-2e?Book%20details>
- Additional OpenStax sources may be used to supplement the primary textbook.
- ALEKS Homework platform (aleks.com)
- Molecular Model Kit (Duluth Labs MM-005 or equivalent)
- Scientific Calculator (non-programmable, non-graphing, and independent of another device such as a phone or tablet)
- Loyola Sakai course management site: sakai.luc.edu/portal/ and tools integrated into the site.
- Loyola email: messages are sent to the entire class via Sakai, linked to your Loyola email account
- Additional web-based systems will be used for uploading your work and facilitating feedback and evaluation. Registration will be free but required. These may include [Gradescope](#) and other sites.
- Additional software may be used. These may include applications that convert photos to PDFs, and collaboration materials for group work.

Copyright/Intellectual Property reminder: Course materials provided by your instructors at Loyola, including my materials, may not be shared outside any course without the instructor's **written permission**. Content posted without permission will be in violation of Copyright/Intellectual Property laws.

Course Description

This course is the first in a sequence of multiple chemistry courses designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. It includes the following topics: atomic structure, periodic properties, characteristics of bonding and properties of molecules, solid states, interactions and connections of light and matter, quantum and molecular mechanics models of atoms and molecules. Historical and current developments in chemistry as well as real-world problems that chemists address are incorporated into the course.

Alongside specific content, these themes will cycle through each of the foundational courses. They include:

- Structure-Activity Relationships
- The culture and practice of science.
- Energy.
- Polymers, proteins, and macromolecules.
- Sustainability.
- Chemical synthesis, purification, characterization, and analysis.

Learning Outcomes

The emphasis of this course is on understanding, prediction, investigation, explanation and evaluation over memorization. This means that students must foster their problem solving skills, ability to make claims based on evidence, use and understanding of models and their limitations, and skills of effective communication of scientific results. It is not enough to know *what* happens in chemistry, the student must also be able to explain *why* it happens. When successful, a student will be able to:

- Differentiate types of matter based on their chemical and physical properties (for example, pure substances vs. mixtures, metals vs. nonmetals, ionic vs. covalent vs. metallic, electrolyte vs. nonelectrolyte).
- Use multiple perspectives of matter (macroscopic, particle, symbolic levels) to qualitatively describe and explain characteristics, properties, and relationships of the following: atomic structure, periodicity, molecular structure, chemical bonding, gases, liquids and solids, solutions.
- Draw and interpret multiple representations of structures depicting connectivity, configuration, and conformations.
- Quantify relationships between variables controlling chemical systems.
- Differentiate among closely related factors, categorize problem types, and select appropriate tools to solve these problems.

Class Attendance & Course Coverage

You will have the chance to introduce yourself to multiple classmates early in the course. Our actual pace may vary from this schedule: if you miss a class for any reason, it is your responsibility to work through the content, and I also suggest you contact a classmate for further discussion of the topics as you are still responsible for all material covered and assigned. Slides/handouts/links/animations and other additional resources will be shared on Sakai. We are covering the course topics in a more traditional (structure-first) order compared to how topics are listed in your textbook. To help you stay on track, pre-lecture readings will be posted and continually updated on Sakai. We will not cover every topic in every chapter of the textbook this semester. Focus first on the material that is directly covered in lecture and assigned or recommended. Explore the additional material in the textbook for your own interest and enrichment. Classroom & Group Work Guidelines The classroom is a space designed for learning. My expectations are that all voices will be heard and appreciated in the classroom, and that we will invite each other to engage while recognizing that contributions can take multiple forms. You will write expectations/guidelines for your group work this semester. During lecture & discussion times we will be actively practicing the material so bringing a non-graphing calculator to class is beneficial.

Classroom & Group Work Guidelines

The classroom is a space designed for learning. My expectations are that all voices will be heard and appreciated in the classroom, and that we will invite each other to engage while recognizing that contributions can take multiple forms. You will write expectations/guidelines for your group work this semester: this will be an essential part of the course.

Student and Faculty Expectations

I expect you to take ownership of your learning and to use office hours as learning resources to help you reach your desired level of achievement in the course. For this course, it is anticipated that the average independent working time (outside of class) required to learn the material in order to achieve a minimal passing grade of C- is 3-4 hours per day, every day, but your needs will also vary depending on your prior knowledge and ability to master cumulative concepts in the course material as the semester progresses. What can you expect of me? My primary objectives are to provide you with the tools, environment, encouragement, and support to learn Chemistry. Because the course objectives are based on what students will learn, my teaching techniques include the use of pre-lecture homework, active learning and metacognition, to help you maximize your

learning. I expect that all of us will work together! Please ask me to provide additional help as needed! If I don't know there's a problem, I can't fix it.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Course Repeat Rule

Effective with the Fall 2017 semester, students are allowed only THREE attempts to pass Chemistry courses with a C- or better grade. The three attempts include withdrawals (W). The Department advises that it is preferable to complete a course with a grade of C or C-, and to demonstrate growth in future coursework, than to withdraw from a course.

After the second attempt, the student must secure approval for a third attempt. Students must come to the Chemistry Department, fill out a permission to register form or print it from the Department of Chemistry & Biochemistry website: <https://www.luc.edu/chemistry/forms/> and personally meet and obtain a signature from either the Undergraduate Program Director, Assistant Chairperson, or Chairperson in Chemistry. A copy of this form is then taken to your Academic Advisor in Sullivan to secure final permission for the attempt.

Academic Integrity

All students in this course are expected to have read and to abide by the demanding standard of personal honesty, drafted by the College of Arts & Sciences, which can be viewed at:

<https://www.luc.edu/cas/advising/academicintegritystatement/>

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, submitting false documents, and deliberately disrupting the performance of other class members. Standards apply to both individual and group assignments.

Regarding the use of Artificial Intelligence: our Provost has expressed to "Let us all make sure we are learning and sharing best practices and not allowing AI to do the learning for us." In this course, any work you submit for credit must represent your own ideas and understanding of the assigned material. If you are uncertain about any case where your use of AI may be in conflict with University or course standards, please see me to discuss your concerns.

An instance of academic misconduct (including those detailed on the website provided above or in this syllabus) will be reported to the Department Chair and the academic Dean's office. Any instance of misconduct will result in a grade of 0 for the assessment in question.

Loyola University Absence Policy for Students in Co-Curricular Activities (including ROTC):

Students missing classes while representing Loyola University Chicago in an official capacity (e.g., intercollegiate athletics, debate team, model government organization) shall be allowed by the faculty member of record to make up any assignments and to receive notes or other written information distributed in the missed classes.

Students should discuss with faculty the potential consequences of missing lectures and the ways in which they can be remedied. Students must provide their instructors with proper documentation i.e., "[Athletic Competition & Travel Letter](#)" describing the reason for and date of the absence.

This documentation must be signed by an appropriate faculty or staff member and it must be provided to the professor in the first week of a semester. It is the responsibility of the student to make up any assignments. If the student misses an examination, the instructor is required to allow the student to take the examination at another time.

(<https://www.luc.edu/athletheadvising/attendance.shtml>)

Students who will miss class for an academic competition or conference must provide proper documentation to their instructor as early in the semester as possible.

Accommodations for Religious Reasons

If you have observances of religious holidays that will cause you to miss class or otherwise effect your performance in the class you must alert the instructor **within 10 calendar days of the first class meeting of the semester** to request special accommodations, which will be handled on a case by case basis.

Other Items

- A link to the official Loyola calendar can be found here: <https://www.luc.edu/academics/schedules/>
- The Withdraw deadline for the semester is on Friday, June 21.
- Loyola is using SmartEvals to provide instructor & course feedback. OIE will send emails near the end of the term.

Class Recording & Content Information

In general lecture, meetings may be recorded. The following is a mandatory statement for all courses in the College of Arts & Sciences (CAS). We will discuss class norms and standards during the first week and continue the discussion as needed throughout the semester.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so **only** with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Additional Content, Copyright & Intellectual Property Statement

By default, students may not share any course content outside the class without the informed written consent of the owner of that content. This includes any additional recordings posted by students, materials provided by the instructor, and publisher-provided materials. For example, lectures, quiz/exam questions, book figures/slides, and videos may not be shared online outside the class. In some cases, copyright/IP violations may overlap with breaches of academic integrity. Remember that obtaining consent to share materials is an active process.

Pass/Fail Conversion Deadlines and Audit Policy

A student may request to convert a course into or out of the "Pass/No-Pass" or "Audit" status only within the first two weeks of the semester. For the Spring 2024 semester, students can convert a class to "Pass/No-Pass" or "Audit" through Monday, January 29th. Students must submit a request for Pass/No-Pass or Audit to their Academic Advisor.

Final Exam

The University sets the schedule for all final exams. The final will be held on:

Friday, June 28th at 8:20 am

You will have exactly 2 hours to complete the exam. Additional time will not be granted, even if you start late. There will be no make-up final exams given under any circumstance, and the exam will not be given early, either.

Instructors may not reschedule final exams for a class for another day and/or time during the final exam period. There can be no divergence from the posted schedule of dates for final exams. Individual students who have four (4) final examinations scheduled for the same date may request to have one of those exams rescheduled. If a student reports having four final examinations scheduled for the same date, students should be directed to e-mail a petition to Adam Patricoski, Assistant Dean for Student Academic Affairs, CAS Dean's Office (apatricoski@luc.edu).

Universal Absence Accommodation Policy

The purpose of a universal absence accommodation policy is to account for emergency circumstances (e.g., serious illness, caring for a family member, car accident) that require you to be absent from class, while maintaining fairness in grading for students who attend and complete all in-class graded assignments. We believe that class attendance and participation are essential for your success in this class, and that your health is important to us and our shared community. Please use good judgement and stay home if necessary/prudent for your circumstances.

This is the universal accommodation policy for in-class graded assignments:

- FOs: multiple attempts at Mastery are automatically provided during the term, so a missed FO assessment due to absence for any reason is already accommodated in the course grading system.
- COs: you are eligible to submit for Proficiency after the first attempt at an CO whether you complete the problems or not, and reattempts at Mastery are available during the term, therefore, a missed CO assessment due to absence for any reason is already accommodated in the course grading system.
- Group Discussion Assignments: the lowest 3 scores will be dropped

You may provide documentation for an absence, but it is not required. These accommodations are automatically available to all students.

Course Topics

We will not cover every topic in every chapter of the textbook this semester, but the material will usually come from the Chapters listed below. Focus first on the material that is directly covered in classes and assigned or recommended. Explore the additional material in the textbook for your own interest and enrichment. Supplemental sections from other OER sources may be used in this course.

Chapter 1: Essential Ideas

Chapter 2: Atoms, Molecules, and Ions

Chapter 3: Electronic Structure and Periodic Properties of Elements

Chapter 4: Chemical Bonding and Molecular Geometry

Chapter 5: Advanced Theories of Bonding

Chapter 6: Composition of Substances and Solutions

Chapter 10: Liquids and Solids

Chapter 11: Solutions and Colloids

Chapter 19: Transition Metals and Coordination Chemistry

Chapter 21: Organic Chemistry

Course Grading System

Design

There are three basic principles that we have used to design the grading system for this course. These are for you to:

1. Understand what the standards and requirements are for each letter grade so that you can choose what level of academic achievement to pursue in this course. We encourage each of you to strive for high achievement because I believe in the potential of all students to learn and improve their abilities in Chemistry.
2. Expect a challenging but flexible learning environment. The standards for demonstrating your Mastery of the course material are high in each area, but the methods for meeting the standards are designed to give you chances to revise and improve the quality of your work throughout the semester.
3. Learn from mistakes. Deep, connected learning involves hard work and reflection on your progress. Chemistry is a cumulative subject where the new topics build on prior knowledge and this system is designed for cycles of learning.

Standards

The standard for each letter grade is listed here according to all required course components. You must meet or exceed all of the standards listed to earn the corresponding letter grade; grades are not averaged across categories. You will earn the highest grade for which you have met all of the standards at the end of the semester. Grades are only based on the criteria listed in the syllabus; no substitutions, and no additions. Descriptions of graded components can be found on the next pages.

A Standards

Homework = 90.0-100%
Group Work = 90.0-100%
FO Mastery: ≥ 23
CO Mastery: $\geq 13 + 2$ Proficient

B Standards

Homework = 80.0-100%
Group Work = 80.0-100%
FO Mastery: ≥ 20
CO Mastery: $\geq 10 + 2$ Proficient

C Standards

Homework = 70.0-100%
Group Work = 70.0-100%
FO Mastery: ≥ 17
CO Mastery: $\geq 5 + 4$ Proficient

A- Standards

Homework = 90.0-100%
Group Work = 90.0-100%
FO Mastery: ≥ 22
CO Mastery: $\geq 12 + 2$ Proficient

B- Standards

Homework = 80.0-100%
Group Work = 80.0-100%
FO Mastery: ≥ 19
CO Mastery: $\geq 8 + 3$ Proficient

C- Standards

Homework = 70.0-100%
Group Work = 70.0-100%
FO Mastery: ≥ 16
CO Mastery: $\geq 4 + 4$ Proficient

B+ Standards

Homework = 80.0-100%
Group Work = 80.0-100%
FO Mastery: ≥ 21
CO Mastery: $\geq 11 + 2$ Proficient

C+ Standards

Homework = 70.0-100%
Group Work = 70.0-100%
FO Mastery: ≥ 18
CO Mastery: $\geq 7 + 3$ Proficient

D Standards

Homework = 50.0-100%
Group Work = 50.0-100%
FO Mastery: ≥ 8
CO Mastery: $\geq 2 + 2$ Proficient

Posting of Grades

Final course grades at the end of the semester are posted only LOCUS. Grades are never sent via email. ALEKS scores are automatically recorded in the ALEKS Gradebook for that system. Scores for all other required components will be made available via Sakai. Each student will see an estimated midterm grade in LOCUS before the withdraw deadline.

All of the following are required components of your course grade, no additions, no substitutions:

ALEKS: Required Homework

Online, at www.aleks.com, with additional information and tips posted on Sakai. At the end of the semester, your Overall ALEKS grade is calculated from: 50% Modules + 5% Final Knowledge Check + 45% Pie Progress. Regular work (Learning topics in Modules) is due 1 time per week at 11:59pm as post-lecture work. Assessments or "Knowledge Checks" are also included to help you retain course content throughout the entire semester. Chemistry is a complex and challenging subject, so we have chosen ALEKS to make sure you master the basic, fundamental concepts in the course to fully advance your personal educational and career goals. We have solid data that show this service can improve mastery and retention, particularly for students who would otherwise have difficulty passing. What you must do is decide to trust the system when it assigns you work: trust that this is indeed the work you should be doing now, and that doing it diligently will build the essential mastery you need to succeed in chemistry as fast as possible. ALEKS will help you by finding out YOUR individual state of knowledge, and then tutoring you in only the topics on which YOU need to work. The list of topics to be mastered has been set for the course, and it is the same for everybody. But YOUR individual path is going to be unique to you. We will drop your lowest 2 Module scores from the overall grade calculation at the end of the semester to account for the instances when you may not be able to finish an assignment by the deadline.

Discussion

On average, 2 assignments per week, usually completed in assigned groups. Most assignments will be completed in class and submitted to Gradescope. The purpose of participation is to improve your learning by: 1) cooperation, communication and support among your classmates as you practice the skills required for success in the course; and 2) providing feedback on your progress to encourage reflection and improvement. You will get as much benefit from these assignments as you choose to put forth in your effort and you are expected to correct your work after receiving feedback. Each assignment will contribute equally toward this category in your course grade. Refer to the Universal Absence Accommodation Policy for missed discussions.

Foundational Objectives (FOs): Mastery Testing

The purpose of testing is to align your course grade with your level of learning, based on your mastery of Foundational Objectives (FOs). The FOs are all related to the Course Content & Learning Outcomes listed earlier in this syllabus. A list of FOs will be updated for each unit as we progress through the material. There will be some overlap between chapters. FOs will be scored as Mastered or Not Mastered. A score of Mastered is earned for correctness and completeness of the problem(s), and each FO may only be counted once toward your FO Mastery total. You will have multiple chances to demonstrate mastery of all of the FOs during the term: for example, if you receive a score of Not Mastered for any FO on the first test (or if you choose not to attempt an FO), you can try again to earn a score of Mastered for that FO on the second test. Revision of work that does not meet mastery standards is expected for your learning. Because you will have more than one chance to master the FOs, you will also be able to choose which FOs to work toward for the course. Note that the standards for earning Mastery will be high: by definition, there is no partial credit, but you will learn the standards from the examples for class activities. Tentative test dates **5/24, 5/31, 6/7, 6/14, 6/21, and 6/28**. Specific FO dates and timing will be announced at least one week in advance. All procedures, allowed resources, and requirements will be posted before each round of testing. Refer to the Universal Absence Accommodation Policy for missed tests.

Comprehensive Objectives (COs): Mastery Testing & Proficiency Revisions

The purpose of testing is to align your course grade with your level of learning, based on your mastery of comprehensive topics. The purpose of COs is to allow you to demonstrate your higher-level skills of applying and analyzing, requiring you to go beyond memorization of facts and processes and transfer your understanding of essential course concepts to new scenarios. The COs are all related to the Course Content & Learning Outcomes earlier in this syllabus. A list of COs will be updated for each unit as we progress through the material. COs will be scored as Mastered or Not Mastered for each test. A score of Mastered is earned for correctness and completeness of the problem(s). Note that the standards for earning Mastery will be high: by definition there is no partial credit, but you will learn the standards from the examples for class activities. Each round of testing on COs will be followed by an opportunity to resubmit work to earn a score of Proficient for a CO that was Not Mastered in the first testing opportunity. Resubmissions for Proficiency will also earn reattempts of COs. Reattempts will take place in a later round of testing, and resubmissions for Proficiency are not available following reattempts. Note that your grade will not count both Mastery and Proficiency for the same item; a CO that is scored Proficient and then is subsequently Mastered on a re-attempt is counted in the Mastery total. Tentative test dates **5/24, 5/31, 6/7, 6/14, 6/21, and 6/28**. Specific CO dates and timing will be announced as we proceed through the course material. All procedures, allowed resources, and requirements will be posted before each round of testing. Refer to the Universal Absence Accommodation Policy for missed tests.

Changes to Syllabus

There may be changes to the syllabus during the semester. ***You are responsible for all syllabus changes made in class whether or not you attend.***