

# Chem400

## General Chemistry

Instructor: Prof. Maddox

### Please Note

- For the rest of the semester, this lab section will run from **1.00 pm to 3.50 pm** (not 12.45 pm to 3.50 pm)
- Wait-listed students can get access to class materials for the first week at;  
[http://www.arc.losrios.edu/Faculty\\_Web\\_Pages/Michael\\_Maddox.htm](http://www.arc.losrios.edu/Faculty_Web_Pages/Michael_Maddox.htm)

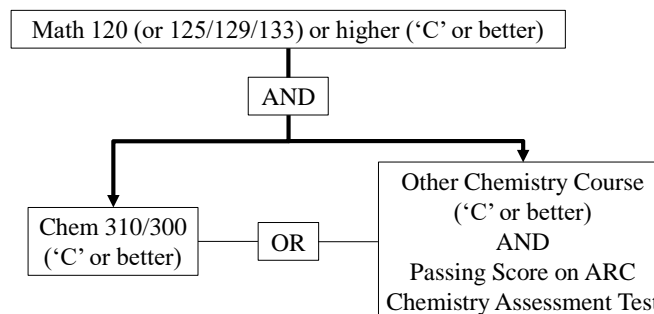
## Paperwork

- Please pick up;
  - ⇒ **1 syllabus** – read this carefully, as you will be taking a 10 question multiple-choice test on the “Syllabus Lite” section **at the start of the next lab**  
(syllabus also available on Canvas and at;  
[http://www.arc.losrios.edu/Faculty\\_Web\\_Pages/Michael\\_Maddox.htm](http://www.arc.losrios.edu/Faculty_Web_Pages/Michael_Maddox.htm))
  - ⇒ **1 lab safety form** (pink) – **another one is in your lab manual**
- **Enrolled students only** please pick up;
  - ⇒ **1 waiver form** (white)Turn in the following form now;
  - ⇒ **1 completed** waiver form (white) – **Parent/Guardian must sign if you are under 18 years old**

## Class Roster

- **Roll Call**
  - ⇒ the **3 highest placed students on the waiting list** will be enrolled in the class
  - ⇒ **enrolled students** who are absent and fail to contact me within 48 hours will lose their spot on the roster and be replaced by the highest placed student from the waiting list
  - ⇒ **wait-listed students** will immediately lose their place on the waiting list if they are not present at the start of their lab period
- **Permission slips**
  - ⇒ students added from the waiting list must register online by midnight, **and pay their fees, or they will lose their spot**
- **Wait-listed students** who still wish to add should attend lecture and lab through Thursday, January 24
  - ⇒ If any student drops the class before Monday 1/28 at 5 pm, the highest placed student(s) from the waiting list will be added
  - ⇒ **No student will be added to this lab section after Mon 1/28**

## Prerequisites



## Prerequisites

- **Math 120 (or 125/129/133) or higher**  
⇒ I have most math class grades within the Los Rios District.  
Otherwise, show transcripts to me by 5 pm on Mon, 1/28
- **Chem 310, Chem 309 ('C' or better)**  
⇒ I have this information
- **Chem 305, Chem 300 ('C' or better)**  
⇒ Show transcripts (online or paper) to me by 5 pm on Mon, 1/28
- **Other Chemistry Class – High School or Out of District ('C' or better)**  
⇒ Show transcripts to a [counselor](#) in Student Services and then show me the [prerequisite slip from your counselor](#) by 5 pm on Mon, 1/28
- **Chemistry Assessment Test**  
⇒ You must take the Chem 400 assessment test at Student Services and show me the results (in person or by email) by 5 pm on Mon, 1/28 (you need at least 20/44 to pass)
- **If all prerequisites have not been met by 5 pm, Mon, 1/28, you will be dropped from the class and your place will be filled from the wait-list**

## Math Prerequisite

Show math class transcripts to instructor

- Hadi, Rusul
- Rivera, Jeremy P
- Davoulas, Tristan P
- Velichko, Annette
- Castaneda, Illiana A

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## Completed All Prerequisites

- Gimon, Jessie
- Greely, Christopher
- Jones-Lewis, Mikayla A
- Medina, Ryan I
- Mehmandoust, Helya
- Morales, Marley N
- Nash, Emerald S
- Smith, Devin T
- Tauber, Claire A.
- Varner, Josiah N
- Kim, Lindie
- Borisov, Alex
- Copeland, Christopher A
- Kuzmenko, Victoria N
- Zimmer, Joyce A
- Baltzley, Caitlyn N
- Frasier, Sidney N
- Quist, Kaitlyn R
- Sonan, Justyna K

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## Chemistry Assessment Test

Show test results page to instructor  
(unless you've passed Chem 300)

- Crane, Tyler S
- Davtyan, Julia
- Duong, Jonathan
- Ha, Vincent S
- Lopez, Ruben
- Murray, Samantha K
- Polishchuk, Anna
- Reddy, Kavya R
- Sleeper, Megan N
- Summerell, Andrew
- Tiwari, Avinash
- Hadi, Rusul
- Velichko, Annette
- Rivera, Jeremy P
- Johnson, Jason M
- Davoulas, Tristan P
- Hadley, Alexis
- Jennings, Phoebe
- Dali, Cerine A
- Brint, Nicole J
- Karajeh, Mohammad K
- Kolesnikova, Lilya

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## Chemistry Class Prerequisite

Show Chem 305 or Chem 300 transcripts to instructor  
OR

- 1) Show other chemistry class transcripts to a [counselor](#)
  - 2) Show [counselor's verification](#) to instructor
- Crane, Tyler S
  - Davtyan, Julia
  - Duong, Jonathan
  - Ha, Vincent S
  - Lopez, Ruben
  - Murray, Samantha K
  - Reddy, Kavya R
  - Summerell, Andrew
  - Tiwari, Avinash
  - Hadi, Rusul
  - Velichko, Annette
  - Rivera, Jeremy P
  - Johnson, Jason M
  - Davoulas, Tristan P
  - Jennings, Phoebe
  - Dali, Cerine A
  - Brint, Nicole J
  - Karajeh, Mohammad K

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## Scientific Method Activity

- We are going to demonstrate the scientific method by playing a game of “20 Questions” to try to find the identity of an object
- But you only get 5 questions
- You can ask questions about the object, but you can't ask “is it a \_\_\_\_\_?”
- Work in groups of 2 – 5 people
- Start by writing your first five guesses on the handout sheet
- As each question is asked, write it down, along with the answer and your next five guesses (some or all may be unchanged)
- Continue like this until all 5 questions have been asked
- Write a short conclusion

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## Equipment

- By **Tues, January 29** you **must** have;
  - ⇒ Chem 400 Lab Manual, Maddox Version, 11<sup>th</sup> Edition (green cover - available at ARC bookstore)
  - ⇒ Carbonless Duplicating Laboratory Notebook (available at ARC bookstore)
  - ⇒ Appropriate clothing and footwear (see syllabus)
  - ⇒ Lab goggles (approved types only)

## Lab Safety

- Carefully read through the pink safety sheet
- Answer the questions on the Lab Safety Quiz (you can use the pink safety sheet to help you)
- Correct any answers you got wrong as we go through the quiz together
- Sign and date the last page of the pink safety sheet and turn it in along with the Lab Safety Quiz now

## Scientific Method Activity

### Summary

- The less information (experimental data) you have, the more hypotheses are possible
- Running experiments provides data that allows you to reduce the number of hypotheses
- The more data, the better (use other people's data, where possible)
- It doesn't matter what your initial hypothesis is – if you use the scientific method you should still finish with the correct hypothesis
- Poorly planned experiments may provide useless or ambiguous information
- The conclusion should summarize what you know and include how confident you are

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