

# Chem400

## General Chemistry

Instructor: Prof. Maddox

### Please Note

- For the rest of the semester, this lab section will run from **8.00 am to 10.50 am** (not 7.45 am to 10.50 am)
- 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)

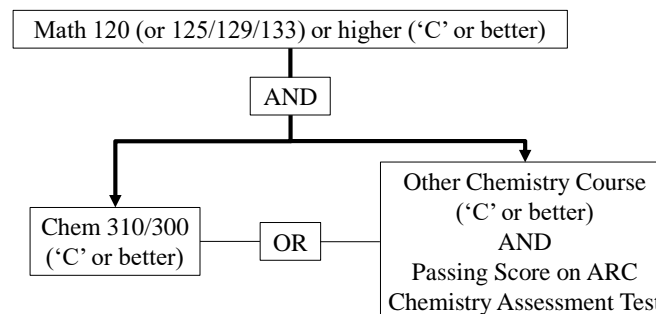
## Paperwork

- 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 18
  - ⇒ If any student drops the class before Monday 1/22 at 6 pm, the highest placed student(s) from the waiting list will be added
  - ⇒ **No student will be added to this lab section after Mon 1/22**

## 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 6 pm on Mon, 1/22
- **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 6 pm on Mon, 1/22
- **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 Mon, 1/22 at 6 pm
- **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 6 pm on Mon, 1/22 (you need at least 20/44 to pass)
- **If all prerequisites have not been met by 6 pm, Mon, 1/22, 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

- Behnke, Trevor A
- Chavez, Johnathan M
- Eggen, Karen C
- Elliot, Rhiannon J
- McKibben, Patrick K
- Pinsky, Daniel
- Stahl, Jordan S
- Ling, Alexandria M
- Edmond, Mary T
- Ababa, Bereket G
- Alkaabi, Dimah
- Angleton, Carolyn

## Completed All Prerequisites

- Davtian, Vrej
- Kuzmenko, Janet
- Mechineni, Srikeerthi
- Minhas, Ranpartap S
- Moheballi, Niloofar
- Pulido, Andrea L
- Rodriguez, Yesenia

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## Chemistry Assessment Test

Show test results page to instructor

- Asse, Chabi K
- Bascara, Fatima I
- Baza, Julissa A
- Behnke, Trevor A
- Bekele, Sara
- Buttler, Morgan D
- Castleman, Kayla M
- Chavez, Johnathan M
- Clapp, Kyle A
- Eggen, Karen C
- Elliot, Rhiannon J
- Evans, Alexandra K
- Hahn, Sophia K
- McKibben, Patrick K
- Nakagawa, Adrienne M
- Pinsky, Daniel
- Stahl, Jordan S
- Velichko, Yekaterina N
- Vasilchuk, Diana
- Haidari, Freshta
- Aboueljoud, Rola K
- Halidy, Jeremy T
- Yang, Alexis S
- Pan, Hao
- Edmond, Mary T
- Rodriguez, Miguel
- Ababa, Bereket G
- Nguyen, Chi Q
- Alkaabi, Dimah
- Angleton, Carolyn

## 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

- Asse, Chabi K
- Bascara, Fatima I
- Baza, Julissa A
- Behnke, Trevor A
- Bekele, Sara
- Castleman, Kayla M
- Chavez, Johnathan M
- Clapp, Kyle A
- Eggen, Karen C
- Elliot, Rhiannon J
- Evans, Alexandra K
- Hahn, Sophia K
- McKibben, Patrick K
- Nakagawa, Adrienne M
- Pinsky, Daniel
- Stahl, Jordan S
- Vasilchuk, Diana
- Haidari, Freshta
- Halidy, Jeremy T
- Pan, Hao
- Edmond, Mary T
- Rodriguez, Miguel
- Nguyen, Chi Q
- Alkaabi, Dimah
- Angleton, Carolyn

## 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 23** you **must** have;
  - ⇒ Chem 400 Lab Manual, Maddox Version, 10<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

- Follow along as we read through the pink safety sheet
- Sign and date the sheet and turn it in now

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## 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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