



Chemistry 329: Fundamentals of Analytical Science SYLLABUS

Course Description

Fundamentals of chemical measurement in chemistry, biology, engineering, geology, and the medical sciences. Topics include equilibria of complex systems, spectroscopy, electrochemistry, separations, and quantitative laboratory technique. For chemistry majors, chemical engineering majors, and related majors. Lecture, lab, and discussion.

Course Credit: CHEM 329 is a 4-credit class that meets each week for two 50-minute lectures, one 50-minute discussion, and two 4-hour laboratories. Over the course of the semester, students are expected to do at least 180 hours of learning activities, which includes class attendance, reading, studying, preparation, problem sets, laboratory reports, and other learning activities.

Course Designations: Intermediate level; physical science breadth; counts as L&S credit.

Instructional Mode: Face-to-face

Requisites

CHEM 104 or CHEM 109.

Lecture time: MW 11:00-11:50 AM

Lecture location: 228 Educational Sciences

Lab time: TR 1:20 -5:25 PM

Lab location: MSC 5360 & 5385

Disc time: F 11:00-11:50 AM

Disc location: (depend on your section assignment):

2377 Chemistry Building

B387 Chemistry Building

2323 Sterling Hall

2307 Chemistry Building

2339 Sterling Hall

Instructor:

Dr. Lida Khalafi

Office: MSC 551B

Office hours: M 12:30 – 2.30 PM or by appt.

E-mail: Khalafi@wisc.edu (Please include "Chem 329" in the subject line.)

Course webpage: <https://learnuw.wisc.edu>

Teaching Assistants:

TA Office hours listed on the course Moodle page.

Section 331/631 Xingyang Fu XFU47@WISC.EDU

Section 332/632 Graham Delafield DELAFIELD@WISC.EDU

Section 333/633 Austin Henke HENKE3@WISC.EDU

Section 334/634 Jason Scheeler JSCHEELER@WISC.EDU

Textbook: Harris, Daniel C. "Quantitative Chemical Analysis" 9th Ed.

Other Required Material: Lab manual (available in the Mills Street lobby of Chemistry building), Bound laboratory notebook with carbon copy, safety goggles, a USB or flash drive, and a lab coat.

Learning Objectives for Chem 329:

Students will be able to

- Apply the statistical methods for the evaluation of laboratory data
- Use calibration and sampling methods important to quantitative analysis
- Model chemical systems and experimental data using relevant quantitative, mathematical, and computational methods.
- Learn analytical methods based on titrations, separations, electrochemical measurements, and spectroscopy and interpret the results for chemical analysis
- Identify, formulate, and solve integrative problems using appropriate information and approaches.
- Develop skills in working collaboratively with others, both chemists and those from other disciplines, to solve problems and create new knowledge.
- Communicate chemical knowledge effectively through written reports, oral presentations, and visual aids.
- Locate, evaluate, and use information in the chemical literature.

Grades:

The point distribution is as follows:

Exams:		3 exams	48%
Homework:		12 assignments	15%
Laboratory:		total	37%
	11 labs	11 X 1.4%	
	11 pre-lab quizzes	11 X 0.5%	
	1 project	13%	
	lab exit survey	0.5%	
	TA evaluation	2.6%	
<i>Total:</i>			100%

Additional (extra) points up to 5% will be considered for participation and active contribution in class activities. (Lecture problems)

The intended grading scale is:

A	90-100%
A/B	84-89.9%
B	79-83.9%
B/C	74-78.9%
C	68-73.9%
D	60-67.9%
F	<60%

However, the scale may be shifted to reflect overall class performance. You will be updated changes to the scale twice during the semester.

Exams:

There will be three exams this semester. The exams are not cumulative; however, most of the material is inherently pedagogical. Therefore, in general you must have a firm understanding of previous material in order to fully comprehend new material. If you have conflicts, please arrange makeup exam sessions with your TA in advance.

Exam I:	March 7, Thursday 2.30-4.30 PM
Exam II:	April 11, Thursday 2.30-4.30 PM
Exam III:	("Final Exam"): May 6, Monday, 2:45-4:45 PM

Homework:

You may work on these assignments as a group, but you must turn in your own homework. Be sure to note that the homework assignments directly reflect exam material. If you cannot work out the problems yourself after the completion of the homework, you will not gain the *proficiency* required to solve the problems on the exams within the timeframe of the exams.

Homework- assigned on Fridays and due in the course Dropbox on Thursday at 9 PM. Homework will be discussed and graded by you during the 11 AM Friday discussion section.

Course Outline:

The tentative course schedule is as follows:

Week	Lecture Topics	Book Chapters
1 (Jan23 -Wed)	Intro, Spectrophotometry	0,18
2 (Jan 28,30)	Spectrophotometry	19, 20
3 (Feb 4,6)	Equilibria	6,8
4 (Feb 11,13)	Units, Errors	1,3
5 (Feb 18,20)	Statistics	4
6 (Feb 25, 27)	Acid-base	8,9
7 (March 4,6)	Acid-Base	9, 10
8 (March 11,13)	Acid-base titrations	7, 11
9 (March 18,20)	spring break	
10 (March 25,27)	EDTA	12
11 (Apr 1, 3)	Chromatography	23
12 (Apr 8, 10)	Chromatography	24
13 (Apr 15, 17)	Chromatography, Electrochemistry	14, 25
14 (Apr 22, 24)	Electrochemistry	15
15 (Apr 29, May 1)	Electrochemistry, Redox titrations	16

This schedule will change as we go along, depending on how we do in these lectures.

You should also note that textbook chapters 0, 2, and 27 are devoted to analytical laboratory practices. Although you will not be directly tested on these chapters, you may find information in these chapters that will boost your performance in the laboratory.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Laboratory:

The laboratory grade is divided into three main categories: standard experiments, lab quizzes, and project.

- There will be 11 graded standard experiments, and your grade will be based on the accuracy and precision of your results. **The results from these experiments are to be turned in no later than the start of the laboratory period following the completion of the experiment.** You will lose 2 pts/day if the result is turned in late.
- The primary goal of the pre-lab quizzes is to prompt you to prepare for the labs beforehand and to test your knowledge and understanding of the concepts behind the standard experiments. Overall, being “prepared” for a lab means you are familiar with the: overall concepts and goals of the experiment, methods used in the experiment to accomplish the goals, procedure (enough so that you understand the impact of each step on the chemistry and the calculations, e.g. dilutions, stoichiometry, etc), and calculations (enough so that you understand how to perform the calculation required for the experiment given a set of raw data). You can have two attempts at each quiz, the higher grade will be the final grade. It is advised that you make your first attempt for each quiz at least 1 day before the lab so that you have time to ask questions before your second attempt, in case you encounter any difficulties. **The quiz for each lab becomes unavailable when that lab starts.**
- The lab project could be the most challenging and also most rewarding part of this course. We will discuss the project in more details as we go into the semester.

Week	Date	631 Xingyang Fu	632 Graham Delafield	633 Austin Henke	634 Jason Scheeler
1	22-Jan	<i>No Lab -- Martin Luther King Jr. Day</i>			
	24-Jan	Check-in/Weighing	Check-in/Weighing	Check-in/Weighing	Check-in/Weighing
2	29-Jan	Volumetric Calibration	Volumetric Calibration	Volumetric Calibration	Volumetric Calibration
	31-Jan	Spectrophotometric Det. of Fe	Spectrophotometric Det. of Fe	Spectrophotometric Det. of Fe	Spectrophotometric Det. of Fe
3	5-Feb	Standardization of HCl	Standardization of HCl	Standardization of HCl	Standardization of HCl
	7-Feb	Standardization of NaOH	Standardization of NaOH	Standardization of NaOH	Standardization of NaOH
4	12-Feb	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
	14-Feb	Project I Introduction*	Project I Introduction*	Project I Introduction*	Project I Introduction*
5	19-Feb	Project	Project	Project	Project
	21-Feb	Project	Project	Project	Project
6	26-Feb	Project	Project	Project	Project
	28-Feb	Adventures with Buffers	Adventures with Buffers	Adventures with Buffers	Adventures with Buffers
7	5-Mar	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
	7-Mar	Exam 1 (2.30-4.30)			
8	12-Mar	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
	14-Mar	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
9	19-Mar 21-Mar	Spring Break			
10	26-Mar	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
	28-Mar	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
--	2-Apr	Project II Introduction	Project II Introduction	Project II Introduction	Project II Introduction
	4-Apr	Project	Project	Project	Project
11	9-Apr	Project	Project	Project	Project
	11-Apr	Exam 2 (2.30-4.30)			
12	16-Apr	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
	18-Apr	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA	Class Chooses--TBA
13	23-Apr	Project III Introduction	Project III Introduction	Project III Introduction	Project III Introduction
	25-Apr	Project	Project	Project	Project
14	30-Apr	Project/Check Out	Project/Check Out	Project/Check Out	Project/Check Out
	2-May	Poster Presentation			