

# University of Wisconsin-Madison

## CHEM 341: Elementary Organic Chemistry

### Contact Information

Matt (Doc) Bowman

262-2519

Chemistry 5232

bowman@chem.wisc.edu

(Please include Chem 341 in the subject line).

3 credits-Traditional Carnegie Definition

**How Credit Hours are Met:** *This class is 3 credits. It meets for 50 min of lecture three times per week and 50 min of discussion once per week over the 14-week fall term. Over the course of the term, students are expected to engage in at least 135 hours of learning activities, which includes class attendance, reading, studying, preparation, problem sets, and other activities.*

**Course Description:** Chemistry 341 is a single semester, terminal course covering selected topics in organic chemistry. Chemistry 341 is not equivalent to either Chemistry 343 or 345 and it does not satisfy the prerequisite for enrollment in Chemistry 345.

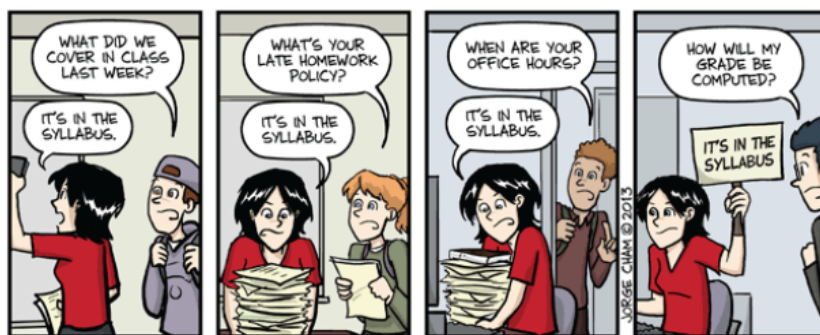
**Prerequisite:** Chem 104, 109, or 116; Not open to students that have taken Chem 343 or Chem 345

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

**Instructional Mode:** face-to-face

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com



## IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

title: "It's in the syllabus" - originally published 5/10/2013

Lecture 1:

MWF 11:00-11:50 AM

Room: Psych 113

Office Hours

Scheduled

Mondays 2:30-5:00 PM in Noland 379

Tuesdays 9:30-11:30 AM in Chem 1371

Wednesdays 2:30-5:00 PM in Noland 379

(or by appointment)

Canvas URL: <https://canvas.wisc.edu/courses/50559>

Teaching Assistants

Sam Krerowicz

krerowicz@wisc.edu

Jess Roberts

jroberts24@wisc.edu

Caitlin Utt

cutt@wisc.edu

TA Office Hours

TA office hours are held in Chemistry B317 (Organic TA Office)

There is a schedule for various TA office hours posted outside Chem B317. The TA's on the schedule are organic chemists and can answer your questions. They do not have to be assigned to our lecture section. Chem 341 is an unusual class with topics that might surprise an unaffiliated TA and as such it may take the TA a little bit of time to answer a question. (If someone asks me a question regarding general chemistry, I have to think quite a bit to figure out the correct answer. Though the deer in the headlight look in my eye usually is enough to convince them to find a gen chem TA).

### Learning Outcomes:

- a.) Students will learn how to master an intellectual discipline that requires both understanding of a complex conceptual framework and memorization of specific facts. This general goal will be pursued in the specific context provided by introductory organic chemistry. There are different paths to achieving this learning outcome, because different people learn in distinct ways. Students will be challenged to determine the learning strategies and styles that are most effective for them. Achieving this learning outcome will empower students to master other disciplines they encounter subsequently as they pursue diverse careers. These later challenges will arise without the framework provided by a syllabus, a textbook, lectures, discussion sections and frequent assessments (exams). Therefore, Chemistry 341 is taught in a manner that encourages students to take responsibility for their own learning success.
- b.) Interpret, visualize, and predict reactivity of molecules by their Lewis structures
- c.) Solve problems by using different approaches

### Grading:

The grade will be based on:

Exams (3 x 100 points)

Quizzes (3 x 10 points) If there are more than three quizzes, the lowest quizzes will be dropped.

Final Exam (200 points)

Some extra credit points (~5 points will be available)

The maximum number of points possible will be **530 points**.

### **ABCDF:**

If you earn 90% of the total points, you will receive an A.

If you earn 77% of the total points, you will receive *at least* a B.

If you earn 57% of the total points, you will receive *at least* a C.

If you earn 40% of the total points, you will receive *at least* a D.

**There is more information further on in the syllabus.**

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 Matt 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. Matt, will work either directly with 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. <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## **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/>

### **Matt's Schedule:**

Matt Bowman this fall is lecturing for two courses Chem 341 and Chem 343. There are 180 students in 341 and 370 students in 343. Matt will try to keep everything straight, but will not remember necessarily which student is in which lecture. These lectures are back to back but in different buildings. Because he has to split his mind to deal with each class, he might not be completely there. There will be weeks in which there will be an exam happening for both classes. Actually, on one day, both classes will have an exam. At which point, any vestiges of his sanity will disappear and there will be drool, *lots and lots of drool*. (His sanity is not being helped much right now as Matt Bowman is writing in the third person). Please state in any email correspondence with him whether you are in 341 or 343. The answer to your questions may differ significantly. Please be patient. If he does not respond within 12 hours, try again.

Also, he does have a hand in at least one laboratory course (Chem 342) so again please be patient.

Textbook: *Organic Chemistry with a Biological Emphasis volumes I and II* by Timothy Soderberg. There are page numbers of Soderberg listed in the syllabus along with keywords you can use to look up in the index of an organic textbook or even google. Quite a few of my course evaluations in the past stated that they never read or opened the book. I do not recommend this course of action, but I do understand it. The textbook can be downloaded free of charge at [http://facultypages.morris.umn.edu/~soderbt/textbook\\_website.htm](http://facultypages.morris.umn.edu/~soderbt/textbook_website.htm)

#### Video lectures

Canvas will host a variety of video lectures. These are typically 5-10 minutes long. They are there to highlight important concepts or clarify points in organic chemistry.

#### Problem sets

There will be a problem set for each lecture day except for the day of an exam or the day preceding an exam. These problem sets will not be graded and are there to help you out. Keys will be available by the next lecture day on canvas.

#### Practice exams

I will make at least three practice exams available for each exam. The exams will be very similar to the practice exams in terms of directions. Answer keys for these exams will also be available. **DO NOT SIMPLY LOOK AT THE KEY. ATTEMPT THE PRACTICE EXAM FIRST. HAVE ANOTHER STUDENT IN THE CLASS GRADE IT AS YOU GRADE THEIRS. DISCUSS DISCREPANCIES AND ONLY THEN LOOK AT THE KEY. Also, there will time to time be errors on the key. Please let Matt know.**

#### Lecture Capture

I will do my best to record all of the lectures on video and post them on canvas. However, please still come to lecture. Sometimes technical difficulties occur and a lecture is not available.

## ***Mental Health Resources:***

Now is as good as time as any to talk about mental health. I realize you are under a lot of pressure. Some of that pressure is internal and some of that is external. Regardless of the source of the pressure, the pressure is very real. Students have a tendency to equate grades with future happiness. It is an understandable connection, but not really a true one. I have quite a few C's on my undergraduate transcript (a few in chemistry) and I still ended up with my dream job. I have had a student that received an F in organic chemistry and had to retake the class. She went on to medical school. So, a low grade is not the end of the world.

**If disaster happens or at anytime you feel that you cannot cope with something, or just need to vent, there are resources available on campus for you. Take advantage of them.**

### *University Health Services (UHS):*

Offers group, individual, couple/partner therapy stress management, and disordered eating assessments and treatment at no cost. It also provides massage therapy, yoga, and other wellness services.

Student Activity Center 7<sup>th</sup> floor 608-265-5600

[www.uhs.wisc.edu/mentalhealth/getting-started](http://www.uhs.wisc.edu/mentalhealth/getting-started)

### *Ask.Listen.Save:*

*Ask.Listen.Save. is a student org that aims to prevent suicide by reducing the stigma of mental illness. Through educating the student body, they aim to increase the awareness and create a safe environment in which students know they are not alone and can feel free to ask for help.*

Student Activity Center Suite 3196 [www.Asklistensave.org](http://www.Asklistensave.org)

### *Badgerspill:*

BadgerSpill is a peer-to-peer support network of and for UW-Madison students. You can write in online to "spill" or vent privately about whatever you are going through and get unbiased feedback, empathy, and resources from other students who have dealt with similar situations. Both parties are anonymous to one another and the spiller gets multiple responses within 24 hours.

[www.badgerspill.com](http://www.badgerspill.com)

Please look on the canvas page for the mental health resource sheet for more resources.





## **Exams:**

There are three regular exams plus the final exam. Each regular exam will be worth 100 points. The regular exams will be evening exams held from 7:15 to 8:45 pm in Bascom Hall 272. Please check your schedules for potential conflicts. The dates are Oct. 3 (Wed), Oct. 24 (Wed), and Nov. 19 (Mon). Please notify me **ASAP by email** of any conflicts so alternative arrangements can be made. **Notifying me the week of an exam is NOT ADVISABLE as I will be cranky.** You may not drop any exam.

The final exam is worth 200 points and cannot be dropped. It will take place on Tuesday, December 18 from 12:25 pm to 2:25 pm. This date is set by the University and I can only grant makeup exams in a VERY limited manner such as two exams within a 24 hour period. Please do not ask for a makeup exam due to airline tickets going home for winter break. I'm afraid that is not listed as a valid reason.

Exams will be graded and returned at the next lecture. PLEASE, PLEASE, PLEASE PICK THEM UP. LOOK AT THEM. UNDERSTAND WHAT YOU HAVE MISSED. MAKE SURE THE SCORES WERE ENTERED CORRECTLY. **YOU WILL HAVE ONLY ONE WEEK TO REPORT DISCREPANCIES. If you pick up your exam within one week of taking the exam, you will receive one extra credit point.**

*Exam regrade policy:* Mistakes in exam grading will occasionally be made. You will have one week after exams are returned to submit the entire exam for regrading. Keep in mind, since mistakes may or may not be in your favor, the exam grade can actually be lowered. All decisions on the regrades are final. **DO NOT UNDER ANY CIRCUMSTANCES CHANGE AN ANSWER AND SUBMIT IT FOR A REGRADE. THIS IS ACADEMIC MISCONDUCT AND WILL BE DEALT WITH HARSHLY.**

*Regrade submittal procedure:* Email Matt that you are submitting an exam for a regrade. Write on the exam score sheet which problem needs to be regraded and why. **DO NOT CHANGE ANYTHING ELSE.** Place the exam in Matt Bowman's mailbox in Chemistry 1146.

*Final Exam Regrades:* Final Exams will be posted to canvas accounts as soon as we are able to. Once posted, an email as well as the exam key will be sent to all students. At that point, you will have 24 h to proofread the grading and contact Matt with any errors. After 24 h have passed, Matt will set the final cutoffs and set grades. The final cutoffs will not be released.

**Exam Penalties:**

Though technically, the regular exams are worth 100 points apiece and the final exam is worth 200 points, it is possible to score a negative value on the exam. There are four exam penalties that you should be aware of and **AVOID** at all costs. **CONSIDER YOURSELF WARNED.**

**Texas Carbon Penalty (TCP):** If one of your answers has a carbon drawn that has five bonds to it, that is an affront to organic chemistry. Such a blasphemous creation will result in a five point penalty in addition to missing any points on that question.

**Acid-Base Arrow Question (AB AQ):** To describe what is happening in a reaction, chemists used the curved arrow notation. This shows the movement of electrons. The most important example of this is in acid-base reactions. I will show you the answer to this question along with examples of wrong answers. **THIS IS THE ONE OF THE MOST FUNDAMENTAL CONCEPTS IN ORGANIC CHEMISTRY.** It is used in 343, 345, 344, biochemistry, etc... If you cannot answer this question, then -5 points.

**Name Penalty:** The most important question on any exam is the one that has you fill in the following blank:

Name: \_\_\_\_\_

Yet, the number of people that do not do this are staggering. (8% of the exams one semester left this blank or missed it).

**EIGHT PERCENT!!!!!!!!!!** There is no excuse for this. **THIS IS YOUR WARNING!**

- 1.) You will need to write your name (First and Last) on the name line appearing on the scoresheet and the page with problem one.
- 2.) You will need to write the first two letters of your last name (legibly) in a box. (**NOT INITIALS**)

You must do both of these to avoid the Name penalty. This penalty will be two points.

**If you email me the word "wallaby" in the subject line by Monday, Sep 10 you will receive 2 bonus points. By Monday, Sep 17, it will only be one bonus point. After Sep 17 no points will be awarded.**

**Time Penalty:** Writing on the exam before the TA's say start or after time is called can be a five point penalty.

A reminder for the meme generation:



**Extra credit opportunity: You will receive one point for picking up your midterm within one week of taking it. You can pick up your exam during Matt's office hours or during the lecture following the exam. That is 3 points total.**

## Take Home Quizzes:

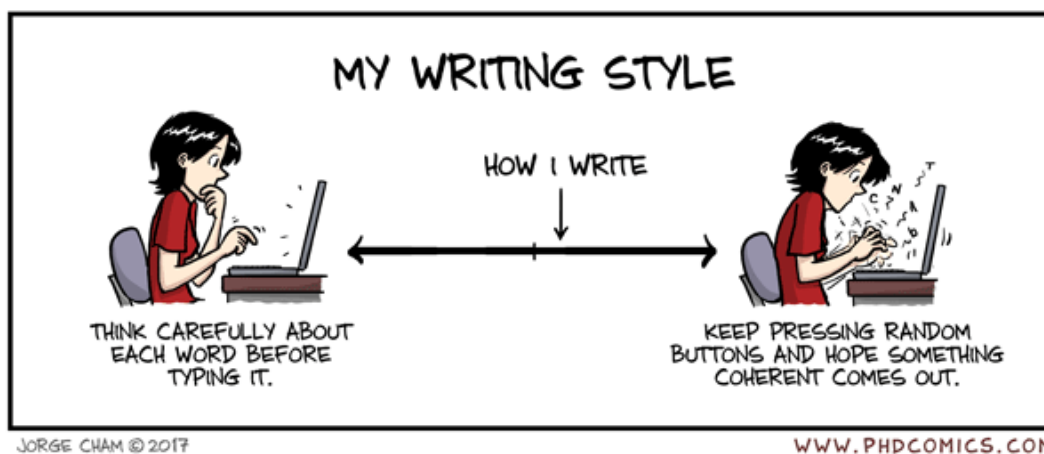
There will be four take-home quizzes worth 10 points each. You can drop one quiz. They will be due the following week in Matt Bowman's mailbox in Chemistry 1146. The take home quiz is open book, open note, open classmate, but is not open TA/tutor/me. By open classmate I mean it is okay to converse with one another, but it is absolutely **NOT** okay to dissect each other or figure out answers by the use of haruspicy. In any event, I suggest you try the quiz on your own first. **I would tell you the dates in the syllabus about when these quizzes are, but that would involve a level of organization that frankly I do not possess.**

## Letter of Recommendation Policee:

I try to teach about ~ 802.5 undergraduates each year. Unfortunately I won't be able to get to know all of you. That makes writing detailed rec letters nearly impossible. Rec letters from me will include grade and class rank and my impression of you. I can write them but I highly suggest that you get a rec from a prof in a small, higher level course or better yet a prof that you work for in a research group. They are more likely to give a better and more fuller depiction of you and will likely use spell check.

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com



title: "How I Write" - originally published 1/27/2017

Yup. That pretty much sums me up (only more to the right on that particular writing spectrum).

## Academic Misconduct

You are all adults. There is no reason to cheat, but plenty of reasons not to. An **F** in the course is one of many reasons. Cheat sheets, notes, textbooks, someone else's paper, iPods, cell phones, a crystal ball bearing the disembodied spirit of the Great Organic Chemist R. B. Woodward, etc... are prohibited from the exam. Use of these prohibited materials during an exam will result in a zero for the exam score. A zero on an exam due to cheating cannot be dropped. You will only be allowed pencils/pens and model kits for the exams.

A percentage of the exams will be photocopied. Should an answer be changed and submitted for a regrading, academic misconduct has occurred and the perpetrator will receive an F in the course and be reported to the Dean's office.

Since it is possible that not all students will take the exam at the same time, it is theoretically possible for some students to receive advance knowledge of an exam. Students leaking test questions to other students that have not taken the exam is also regarded as academic misconduct and shall be dealt with accordingly.

I have been advised by the staff (some of them legal staff) that I cannot use pepper spray in dealing with wandering eyes. I will try to remember to remind the TAs proctoring the exams of that advice. If the TAs suspect anyone of this condition, they will announce for everyone to keep their eyes on their paper. If the problem persists, the TAs have the discretionary power to move any student suspected during an exam. **You must be above reproach.** Exams of adjacent students will be examined, and should there be ample evidence, lower exam scores including zeroes will be given to the perpetrator. Please fight against wandering eyes. Please shield your paper the best you can to remove any temptation from others.

**DO NOT TRY TO CHEAT. I have failed students in the past and I will not hesitate to do so this semester. I have no patience or respect for those that cheat.**

## Study tips

Between 1-4 hours after each lecture, start the problem set. ***Do not wait for the answer key to be posted to start the problem set.***

Between 4-8 hours after each lecture, recopy your notes for that lecture. Look for the patterns.

Organic chemistry is very cumulative. Once you start, you cannot stop. (Oh and you need to start right away). Material on exam I will be tested again on exams II, III, and the Final. Likewise, with subsequent topics. The problem sets will not only cover current material but past material as well.

In the course schedule, the relevant page numbers from the text are listed. The exams are going to be based on the material from the lectures, lecture notes, problem sets, and discussions. The text is there to help you understand the material. I strongly suggest that you read the relevant pages either before or after lecture.

Make flash cards. Carry these with you wherever you go. Flip through them throughout each day.

A very good way to study is to study in groups. Multiple problem sets will be available to work on along with several practice exams. I suggest you form groups to study in. You can go about this by talking to classmates in discussion, etc... The sooner you set up these groups the better off you will be. If you wish a classroom to meet in, I can see about reserving one for you.

The best way to understand organic chemistry is constant practice. The TA's and I will do our best to provide quite a bit of practice in the form of problem sets and practice exams. Should you desire more practice, there are the problems at the end of each chapter in the book as well as multiple websites. Should you find a discrepancy in what the TA's, book, internet, or myself, please bring it to our attention immediately. It may be a case of a subtlety, an outright error, or an over generalization. Regardless, we'll try to explain the discrepancy.

## Discussion Sections

There is a lot of material to cover, and little time to cover it. Sometimes, what I can briefly cover in the lecture will be better covered in your discussion section. The TAs in this course have experience in teaching organic chemistry, through labs, discussion sections, and tutoring. They may have a different way of looking at a topic. As a result, if you do not understand something from me, you may understand it from them. All discussion sections are held in the chemistry building.

Section 301 Tuesdays	3:30-4:20	2373	Caitlin Utt
Section 302 Tuesdays	4:35-5:25	2373	Caitlin Utt
Section 303 Mondays	3:30-4:20	2311	Sam Krerowicz
Section 304 Mondays	4:35-5:25	2311	Sam Krerowicz
Section 305 Mondays	2:25-3:15	2311	Jess Roberts
Section 306 Tuesdays	2:25-3:15	B387	Jess Roberts

### **Proper use of discussion sections:**

Make mistakes. People learn from mistakes. Be vocal. Go to the front of the board and write your answers. If they are correct, congratulations. If they are incorrect, *all the better* as it gives an opportunity to learn something and help out your fellow classmates. Remember, you are only really judged by your exams. Not your peers. Do not be afraid making mistakes. Better to make them in discussion than on an exam. There are many correct answers in organic chemistry (and many more incorrect ones). The TA's are there to give insight on the nuances of organic chemistry.

Get to know your fellow students. Set up study sessions with them. Try problems from problem sets independently and then consult on the answers before looking at the answer key. Try teaching each other.

### **Improper use of discussion sections:**

Just sitting there.

## **Additional Help**

In addition to the TA's and my office hours, there are a couple of places where you can find assistance.

The Organic TA Office is in room B317. There is a schedule posted outside the door of various TA's and when they will be available to help you. Feel free to ask any of them for help even if they are not a TA for Chem 343.

Alpha Chi Sigma Chemistry Fraternity has offered tutoring for chemistry classes in the past. Please contact them about their current help sessions.

GUTS offers tutors as well. They can be contacted at:  
Student Activity Center  
Office #4413  
333 E Campus Mall  
Madison, WI 53715-1380  
Phone: 608-263-5666  
E-mail: [guts@rso.wisc.edu](mailto:guts@rso.wisc.edu)  
<http://guts.studentorg.wisc.edu/>

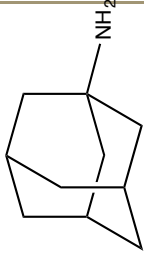
There are also private tutors available. The General Chemistry Office (Room 1328) has a list of tutors and prices. If you do work with a tutor, please let them know that I post notes, problem sets, practice exams, and tutorials on canvas. Anyone can access the canvas by going to:

<https://canvas.wisc.edu/courses/50559>



# SEPTEMBER 2018

# Chem 341

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Page Numbers correspond to Organic Chemistry with a Biological Emphasis Volumes I and II by Timothy Soderberg					1
2	3	4	5	6	7	8
			Periodic Trends Bonding vol. I 5-18		Drawing good organic structures Functional groups vol. I 19-34	
9	10	11	12	13	14	15
	Intermolecular Interactions vol I 95-115	<b>Nomenclature I tutorial</b>	Hybridization vol. I 51-69	<b>Nomenclature II tutorial</b>	Resonance vol. I 81-90	
16	17	18	19	20	21	22
	Conformations and cyclic alkanes vol. I 132-145	<b>Nomenclature III tutorial</b>	Conformations and cyclic alkanes vol. I 132-145	<b>Nomenclature IV tutorial</b>	Acid/Base Chemistry vol. I 331-373	
23	24	25	26	27	28	29
	Acid/Base Chemistry vol. I 331-373		Lewis Acid Base Chemistry		Stereoisomers Enantiomers vol. I 146-181	
30		<b>NOTES:</b> 1-adamantylamine is an antiviral that was once used to treat influenza but no longer. Side effects include "nervousness, anxiety, agitation, insomnia, difficulty in concentrating" according to Wikipedia. Yep, 1-adamantylamine is definitely a molecule to associate with organic chemistry.				

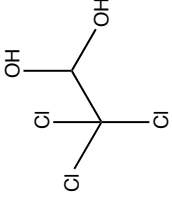
# OCTOBER 2018

# Chem 341

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	1 Stereoisomers Enantiomers vol. I 146-181	2	3 In Class Review <b>Exam I</b> 7:15-8:45 PM	4	5 Substitutions: SN1 vol. I 385-423	6	
7	8 Substitutions: SN2 vol. I 385-423	9	10 Substitutions: SN1 vs. SN2 Energy Diagrams vol. I 385-423	11	12 Eliminations: E2 vol. II 241-246	13	
14	15 Eliminations: E1 vol. II 241-246	16	17 Reverse E1 HX Addition to alkenes vol. II 228-237	18	19 Carbocation Rearrangements vol. II 254-259	20	
21	22 Oxidation of Alcohols PCC and H <sub>2</sub> CrO <sub>4</sub> vol. II 278-280	23	24 <b>In Class Review</b> <b>Exam II</b> 7:15 pm-8:45 pm	25	26 Carbonyl Chemistry Grignard/NaBH <sub>4</sub> vol. II 300-301 (Not really covered)	27	
28	29 Carbonyl Chemistry Cyanohydrin Not in Book	30	31 Carbonyl Chemistry Hemiacetal/Acetal vol. II 53-71				
			<b>NOTES:</b>				
			<b>Drop Date is November 2. If you do not have at least 75 points by this point, consider dropping the course as it will be very difficult to pass.</b>				

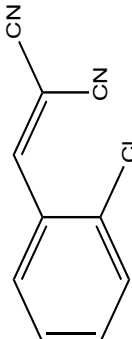
# NOVEMBER 2018

# Chem 341

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
	Grignards and Organolithiums (Not in Book)		Lithium Aluminum Hydride: (Not in Book)		Carboxylic Acid Derivatives: Esters vol. II 95-137	
11	12	13	14	15	16	17
	Carboxylic Acid Derivatives: Acyl transfer reactions vol. II 95-137		Carboxylic Acid Derivatives: Amides and Nitriles vol. II 95-137		Carboxylic Acid Derivatives: Amides and Nitriles vol. II 95-137	
18	19	20	21	22	23	24
	<b>In Class Review Exam III 7:15 pm-8:45 pm</b>		Biological Importance of Peptides/Amides	<b>No Classes</b>	<b>No Classes</b>	
25	26	27	28	29	30	
	Peptide Coupling Protecting Groups		Radical Chemistry Alkane Halogenation vol. II 344-355		Enols/Enolates vol. II 148-158	
	<p><b>NOTES:</b></p> <p>Chloral hydrate is an example of a stable hydrate due to the presence of three electronegative chlorines stabilizing the aldehyde. It is widely used in 1920 crime novels as knockout drops or "Mickies." On a historical basis though, it the cheap starting material for the infamous insecticide DDT, which limited the spread of malaria and bald eagles.</p>					
						

# DECEMBER 2018

# Chem 341

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Aldol Reactions vol. II 159-171	4	5 Claisen vol. II 199-206	6	7 Michael vol. II 207-210	8
9	10 Applications of Aldol, Michael, Claisen	11	12 <b>Review Last Day</b> Email topics to Matt	13	14	15
16	17	18 <b>Final Exam</b> <b>12:25 PM-2:25 PM</b>	19	20	21	22
23	24	25	26	27	28	29
30						
<p><b>NOTES:</b>            CS gas (more commonly known as tear gas) is actually a solid that melts around 93 °C. Typically, it is dissolved in an inert non-flammable solvent such as dichloromethane and packed into cannisters. Upon pulling a pen, a small incendiary vaporizes the solution and spreads it. It acts as a <i>REVERSIBLE</i> Michael acceptor to nucleophilic sites around the eyes. This causes the burning sensation.</p>						

### **Chem 341: Survey**

Please answer the following questions so I can adapt Chem 341 to better suit your needs. Please turn this page in to Matt Bowman's mailbox in Chemistry 1146 by September 13.

What is your year? (Freshman, Grad Student, Returning Adult, etc...)

What is your major?

What do you hope to get out of this class? (Besides a good grade)

When is the ideal time for office hours (day and time)?

Do you learn a lot from textbooks?

What other classes are you currently enrolled in?

Have you found electronic homework to be helpful in your other classes?

Add these numbers together:

946251.074373

9475780.400