

**Ms. Anu Sharma** *MS MEd MBA*  
**CHEMISTRY – De Anza College**

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42682CHEM-030A-61 [Introduction to General, Organic and Biochemistry I](#) (CLAS) 05:30 PM-07:20 PM MW SHARMA, ANU S55  
 (LAB) 07:30 PM-10:20 PM M SHARMA, ANU SC2204  
 42690CHEM-030A-62 [Introduction to General, Organic and Biochemistry I](#) (CLAS) 05:30 PM-07:20 PM MW SHARMA, ANU S55  
 (LAB) 07:30 PM-10:20 PM W O'NEILL, JOHN SC220

**OFFICE HOURS : 4:30 pm – 5:30 pm Monday & Wednesday Room S55**

**MISSED LABS & LECTURES:** Will not be repeated in class or in lab or during office hours. Its the student's responsibility to fill up their loss on their own. Take help from a tutor or from Learning Resource Center.

### **COURSE DESCRIPTION**

This course includes Chemistry of inorganic compounds, atomic theory, bonding, equations, gas laws, solutions, acid-base theory and nuclear chemistry. Chem 30 A is the first semester of a two-semester sequence of general chemistry. This course is for those students who are planning to enter a health occupation field such as nursing or dental hygiene and for meeting the IGETC – CSU/UC general education laboratory science requirements.

**Prerequisite:** College MATH preparatory courses OR MATH 114 or equivalent ALGEBRA course (completed with a grade of C or higher). Concurrent enrollment is unacceptable.

### **MATHEMATICS REQUIREMENTS - Prerequisite Skills:**

Before entering the course the student should be able to:

1. apply order of operations to simplify algebraic expressions;
2. solve linear equations in one variable;
3. graph linear equations in two variables by various methods;
4. add, subtract, multiply, divide and simplify rational expressions;
5. apply algebraic methods to solve word problems;
6. apply the properties of integral exponents;
7. solve formulas for any given variable;
8. find the slope of a line from the graph;
9. understand dimensional analysis;
10. know mathematical rules & rounding off numbers.

**ADVISORY :** Trigonometry, Statistics, Geometry, Basic Arithmetic courses are NOT substitutes for Math requisition. Students without adequate prerequisite math courses struggle much, however a passing grade of "C" with the help of extra credit assignments, tutoring and hard work is achievable in this course. Please be advised that a grade of "A" or a "B" is not practical if a student has "Fs and Ds" on Midterm Tests and Quizzes. The grades from Mid Terms and Final Exam are the TRUE reflection of your learning outcome in this course.

### **GRADING**

Graded Items	%
10 Homework @ 20 points each	10%
9 Labs Reports @ 5 pts prelab + 20 pts expt & full report	15%
10 Quiz @ 20 points each	15%
3 MidTerms @ 50 point each	30%
1 Final Examination (cumulative) @ 100 points	20%
1 Lab Final Exam @ 50 points	10%

**TOTAL 100%**

Grade	Range*
<b>A</b>	90-100 %
<b>B</b>	80-89 %
<b>C</b>	70-79 %
<b>D</b>	60-69 %
<b>F</b>	< 60 %

**BOOKS AND SUPPLIES (REQUIRED)**

- General, Organic, and Biological Chemistry, Janice G Smith, McGraw-Hill 3rd ed 2016
- Chem 30A Laboratory Manual - <http://www.deanza.edu/chemistry/pdf/30A/>
- Laboratory safety goggles, covered shoes, scientific calculator, carbon copy lab notebook

**Homework 10 %**

Homework includes READING each chapter twice a week and writing the PRELAB report that is due before each Lab session. You need to pick questions from every section at the end of each chapter. Do a total of 30 questions for every chapter. Do NOT COPY ANSWERS published in the appendix.

**Labs 25 %**

**Performing Experiments & Writing a Lab Report 15%** : Lab Reports are due the SAME DAY of the lab AFTER completing the experiment. No points will be awarded for missed labs. Missing 2 Labs is a FAILING grade. Each lab report is 25 points. Write the PreLab which includes the "Procedures of experiments". See handouts for more details. All safety rules need to be followed in lab sessions. Practicing CLEANLINESS DURING and AFTER each lab session is critical part of the grade. Repeat violations of safety rules and cleanliness will result in a FAILING grade. Each member of the group needs to participate in cleanliness & doing their part at the sink.

**Lab FINAL Exam 10%** : Cumulative of all the 9 experiments will be given on check out day. NO MAKE UPS possible for Lab FINAL Exam. If you miss the Lab Exam, you CANNOT take it AFTER the exam is given out to others. PLAN AHEAD.

**POP Quizzes 15%**

Ca. 10 Quizzes : Bring the 25 question **scantron** for each quiz. Those who show up only in the lab will lose their chance to take the quiz that day. No Make Up on the Quizzes. READ DAILY, Take notes in class and do your homework regularly, to do well on the quizzes.

**MID TERM Tests 30 %**

3 Midterms: Tests will cover the material from homework, lecture, and lab. Please bring 25 question **scantron**. Each test is 50 points. No makeup tests. You may be able to take only 1 missed test at home for a grade of "D". So please PLAN AHEAD.

**Final Exam 20 %**

1 Final Exam: Cumulative. Please bring 50 question **scantron** for the final exam. Final exam is 100 points. There is no make-up final. So please plan in advance.

**Extra Credits TBA**

The grades on Final Exam, Midterm tests and Quizzes are a reflection of Mastery Learning. Extra Credit assignments provide a chance to learn concepts differently, but they will only help move up 1 letter grade in the following order – F → D → C → B → A. Those who receive "F" are required to consult with me. Again, F can be moved to a C, but F will NEVER become a B or an A.

**Course Participation**

**Attendance:** It counts towards classroom participation. Please be advised that Absences from lectures & lab is loss in conceptual understanding as well and it is your responsibility to catch up on your own. YOU WILL GET SOME CREDIT FOR TAKING THE TEST IN CLASS EVEN IF YOU FAIL (on borderline though). Be in class at 5:30 pm. You will be marked ABSENT for TRUANCY. Anyone getting >4 absences will be either dropped or will get a 1 letter grade reduction in their overall final course grade. Similarly, missing 2 labs accounts for a FAILING Grade. Look at the schedule and consult with me as needed. Pop quizzes will be given at random times, hence your attendance in the lecture and lab session is MANDATORY.

**Class Activities:** Simple, casual 3-5 minutes of activities that help students be more engaged and learn from each other will be assigned from time to time. Depending upon the topic, you may be called to go solo or in pairs or in groups. You have the option to bring a prop or share a video or animation or use the white board to explain a concept. The whole idea is to include variety of learning styles during lectures and keep the learning interesting and fun.

**Questions / Discussions / Online Forum :** Those who READ ACTIVELY and THINK through, contribute to classroom discussions intelligently. Questions that emerge based upon the reading and thinking process contribute to healthy discussions and bring value to the overall learning environment in the class. Questions that emerge based solely on the attention getting needs of individuals or impulsivity often result in distraction and effect the learning experience of everyone. Similarly, “off topic” questions put forth when the lecture is in session will be seen as an interruption. Although I do take a few questions during the lectures, please be advised that due to time constraints, feasibility of having all questions answered will be restricted. However, I highly encourage each student to feel FREE to post any question on the discussion forum. Each student in the class is similarly encouraged to respond to questions on the forum. Those questions posted on the forum that are perceived to offer a learning value for others as a whole, will be included in the lesson plan. However, questions that are related to homework or quiz or something else while the lecture is in session will be seen as an interruption. Please be mindful that as instructors, we create a “Lesson Plan” that is our “objective” for the day, which gets disturbed in case of unwarranted questions. Please POST your question on the forum, or bring your question to me AFTER the class, so that it could be included in the next lesson plan.

**Reading:** If reading itself is a challenge, I encourage you to follow **SQ3R** technique, form **study groups**, take the support from the **disability office**, watch **online videos**, check out **e-books**, **audio books**, seek **tutoring**, see other resources at the learning center and in the library.

**Presentation:** (TENTATIVE) In the last week of the semester, students are required to form groups of 3-4 and make a presentation on the concepts covered in the course. Points will be awarded and will count towards your participation grade. See presentation guidelines for details.

**CHEM 30A COURSE PAGE :** Course Studio - <https://myportal.fhda.edu>

The **MAIN HUB** for this course. I have posted variety of extra resources and important links on Chem 30 A Course Page at this site. Please visit this site for any assignments, supplemental notes for every chapter, links to many FREE online resources and other course updates and information as needed.

#### **INTEGRITY OF TESTS & TESTING IN ALTERNATE SETTING :**

In order to maintain the integrity of the tests, students who prefer to take the tests in alternate settings such as DSPS center are required to take the test a **FEW HOURS BEFORE** and on the **SAME DAY** when the rest of the class takes the test. In the eventuality, a student misses the same day time period, a valid and verified proof needs to be furnished in order to allow rescheduling. Alternate time slot should be NO LATER than 9:00 am the next day. And this provision will be allowed only once during the semester. Please be advised that such arrangements have to be done with prior agreement and knowledge of the professor and duly signed by me for approval. Students using DSPS center are required to discuss their testing accommodation with me regularly. **NO CELL PHONE** use allowed during tests. Seating arrangement as assigned by the instructor.

**SPECIAL NEEDS ACCOMMODATIONS:** Disabled Student Program and Services (DSPS) operates under mandates set forth in Section 504 and Section 508 of the Rehabilitation Act of 1973; the Americans With Disabilities Act of 1990; and Title V of the California Code of Regulations. For further details - Please visit - <http://www.deanza.edu/dsps/>

Please meet with DSPS counselors and provide me with a verified “Letter of Accommodations” that I can honor as needed by the student throughout the quarter **WITHIN THE FIRST TWO WEEKS** of the quarter.

**Student Learning Outcome: (SLO)**

Upon completing this course, students will acquire the following knowledge and skills:

- Student Learning Outcome: Solve stoichiometric problems by applying appropriate molar relationships.
- Student Learning Outcome: Predict the behavior of ideal gasses using Kinetic Molecular Theory.
- Student Learning Outcome: Apply acid-base chemical principles to biological processes.

**Audio Visual Presentation:**

Audio-visual materials may include any of the following : Please TAKE NOTES on videos.

Video films  
Periodic tables  
Molecular models  
Transparencies / book  
Computer simulations  
PowerPoint presentations

**TYPICAL LECTURE LESSON PLAN : (Tentative)**

- Submit assignments (in the class)
- Question of the day on the board (if needed)
- Group Discussion – Reading Recap
- Brain Storm – What was read? Bullet points
- Student Presentation – Icebreaker (if needed)
- Lecture – Interactive
- Group exercises (as needed)
- White Board Activities
- Wrap up (important announcements)

**Reading skills – Different Methods of READING - Reading Strategies: -**

<http://educatoral.com/SQR3.html>

1. Styles of reading – Scan, Skim, Detailed reading for information
2. Active reading - Highlighting, Note taking, Questions, Summarize
3. Speeding up active reading - SQ3R technique - Survey, Question, Read, Recall, Review
4. Navigation aids – Recognize the sequences in paragraphs
5. Building vocabulary – Words associated with concepts as “key terms”

**Some resources & Strategies for learning:**

**Mind Maps:** See ideas in course website to construct schema to learn concepts

**Online:** Course page, Google searches, You Tube, Yahoo Answers, MOOCs, Open course ware

**Group:** Peer support, Cooperative learning, labs, projects, learning centers, tutoring

**Flash cards:** Notes, Quizlet (online)

**Questions :** Higher Order Thinking based on bloom’s taxonomy

**MIND MAPS :** 10 points EXTRA CREDIT for FINAL EXAM – build 2 Mind Maps for each chapter

**HAND OUTS :** Use them for reference throughout the course

**STUDENT CODE OF CONDUCT – Please refer to Student Handbook for more :-**

A conduct that fosters learning is expected from students. Unacceptable behaviors are -

**Plagiarism** = Copying others' work for grade and without acknowledging the author

**Fabrication** = Falsification of data

**Deception** = False excuses or false claim to submission of work

**Cheating** = Obtaining assistance on tests

**Sabotage** = Willfully disruption of class exercises/experiments/lectures

**Harassment** = Sexual and/or Intimidation (towards other students and/or professor)

**Obstruction** = Of teaching activities/administrative work/learning environment/ lectures

**Defiance** = Disobedience and/or Insulting behavior (towards other students & professor)

**Possession** = Firearms and/or drugs

**Vandalizing** = College property and/or of others

**Stealing** = Property belonging to college (including work sheets/tests/grade book)

**Discrimination** = Race, gender, religion, age, national origin, disability and statuses protected by law

**Copying** is cheating hence an act of **Academic Dishonesty** which will earn you a "0" and a referral.

**CLASS ROOM DISCIPLINE**

Please follow the **GOLDEN RULE** of politeness, courtesy, good manners, respect and honesty. Saying our **"Thank You", "Sorry", "Excuse Me", "Pardon me", "I apologize", "I appreciate"** – prevents heartaches. My request is, please help in maintaining class decorum, follow these **CLASS RULES** :

**PLEASE DO –**

- 1) Control your anger & stay calm
- 2) Raise your hand before speaking
- 3) Let others get a chance to take part

**PLEASE DON'T -**

- 1) Distract other students with negative talk or gossip
- 2) Interrupt the instructions with questions or comments
- 3) Argue or talk back rudely with instructor and other students

Recognize these **"Class Killing Behaviors"** –

<b>Bullying</b>	<b>Gossiping</b>	<b>Dramatizing</b>	<b>Complaining</b>	<b>Fault finding</b>	<b>Arguments</b>
<b>Class clowning</b>	<b>Egocentricities</b>	<b>Lack of purpose</b>	<b>Attention seeking</b>		
<b>Negative attitudes</b>	<b>Frustrated feelings</b>	<b>Prejudiced thinking</b>	<b>Spreading negativity</b>		
<b>Entitlement</b>	<b>Ego Intellectualism</b>	<b>Dominance of a single student</b>			

In cases when instructions & learning are effected, Following preventive actions will be taken -

**Preventive actions :**

1<sup>st</sup> event : Personal Discussion

2<sup>nd</sup> event : Warning - Drop in a letter grade (as the case may be)

3<sup>rd</sup> event : Referral to higher authorities – Drop the class (as the case may be)

**CALL SECURITY** for immediate action (as the case may be)

**REMEMBER** : As in all human relationships, **Respect Fosters Respect**. Respect the rights of the instructor to teach and of students to learn. Speak with me in person in case you are experiencing difficulties. We are preparing you for STEM careers. Lets seek for solving problems in professional ways, just like they do in real world work places.

**LABORATORY POLICIES****SAFETY RULES :**

- 1. Behavior: DO NOT SCREAM** in event of accident. **STAY CALM.** Call me.
- 2. Discipline:** Be on time. No horse playing, running, loud talking.
- 3. Safety Goggles:** Must be worn at all times in the lab. Use only prescribed ones.
- 4. Shoes:** Must NOT be open toed, high heeled, sandals, flip-flops or dress shoes.
- 5. Food:** Must be inside your bags. No eating, chewing, or drinking is allowed.
- 6. Dress code:** No mini skirts, shorts, tank tops, sleeveless and midriff bearing tops. Neither very long flowing fabrics, delicate loose garments, skin tight attire, formal or fancy dress. Long hair should be pinned and tied in buns or braids. Remove heavy jewelry. Hats should be removed. Make up shouldn't be applied inside the lab. Ideal dress is jeans, T-shirt or buttoned up long sleeve shirt and boots or sneakers.
- 7. Waste Disposal:** Broken glasses, chemicals – used or unused go in labeled bins. Do your part. Clean up after each use of space – hoods, bench, common areas, sinks and waste sites. Notify me in case of spillage or breakage.
- 8. Chemicals & Apparatus:** Handle with care. Do not mix, touch or fiddle with unassigned lab materials. Turn off water and gas knobs. Keep hood sashes low. Please place back the common lab apparatus and chemicals after each use. Read labels. Keep all areas clean. Wash your lab apparatus in your lab kit after finishing the experiment.

**PLEASE NOTE : There will be DEDUCTION of 10 points for any INFRACTION in the safety policies.**

**General Laboratory Guidelines:**

Laboratory is a community environment. You will be working either singly in the lab or in pairs. Please, share all glassware, chemicals and apparatus. Do NOT remove items from common areas. Place all common use supplies back to the original spot immediately after each use.

CLEANLINESS is a very important requirement while working in the lab environment. Keep your bags, water bottles, food, books away from the working area. All accidental spills and breakages need to be addressed appropriately. Notify the instructor immediately. Do your part at the sink. Before leaving for the day, PLEASE WASH the apparatus and place all items appropriately for drying on the racks. Wipe the work bench with a paper towel when done before leaving. In a community environment, groups often watch for those who don't do their part in maintaining cleanliness, those who leave mess in the sink, fume hoods, common areas, those who don't play fair. **Please be advised that 10 points will be deducted for not cleaning the lab apparatus after use.** Instructor will be inspecting on regular basis.

The lab reports are due the SAME lab period after completing the experiment, unless otherwise announced. Please familiarize yourself with the scheduled experiment before coming to the lab. Do the prelab. Be prepared for laboratory discussions. Get my signatures on the Data Table in the Lab Report in each lab period, as a mark of attendance in the lab. All data, observations, and notes must be recorded directly onto the laboratory notebook in pencil. If you make an error, erase neatly and write legibly. Do not copy the results of other groups. Write your true results, even if you made a mistake. Freely discuss your data with other groups. In case of errors, write the analysis of the errors – accidental spillage, breakage of apparatus, etc. It's OK to make mistakes in lab. What you learn from your mistakes is critical. Record all raw data as is. Everyone needs to participate equally in the lab activity. Two students per experiment only. In case of the absence of the partner, a small group of 3 is temporarily allowed for that particular experiment. Pairing needs to resume. In case you are facing difficulty, please don't hesitate to talk to me.

**Guidelines for Writing Lab Reports:**

Please see separate handout for instructions on Writing a PreLabs & Lab Report.

## HOW DOES ONE LEARN CHEMISTRY?

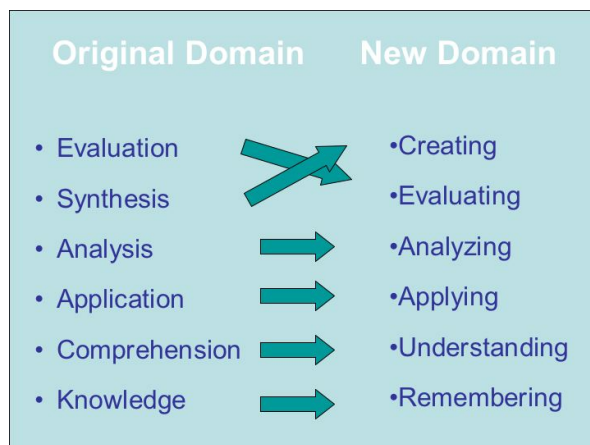
**ONCE AGAIN, READING IS CRITICAL TO UNDERSTAND CHEMISTRY.** Active reading is **pre-studying** a concept that builds your base for classroom participation and understanding lectures. Unlike other disciplines, **Chemistry is NOT a linear subject**. In order to understand one concept, one has to build a schema by linking other relevant concepts in various orders. Understanding Chemistry involves Remembering, Reviewing, Recalling, Researching, Reflecting, Relating, Reasoning, Realigning, Rebuilding and Redundancy. It's like trying to make sense in a game of puzzle, hence generally a "jumpy feeling" as one goes back and forth linking many different concepts ultimately making sense. Experiencing a state of confusion, called **Dissonance**, is normal and is in fact a good sign as it shows that your mind is activated enough to build upon the next level in the schema. With **Pre-Reading**, you will get further clarification during the lectures, classroom activities and in the laboratory exercises. Read for homework, read again for quizzes and preparation for tests. Do word problems as you read. This will strengthen the understanding that becomes concrete with each layer of activity. Learning is a **PERSONALIZED PROCESS**, which comes in stages, however **Pre-reading, Practice, Participation, Patience** and **Persistence** in efforts are critical to gain mastery of content. It's a **LIFE LONG PROCESS !!!**

## MY TEACHING PHILOSOPHY:

I follow Jean Piaget's "**Constructivist Approach**" where a student learns by being an **active participant** in his/her learning. The instructor generates **inquiry** in the minds of the students by asking questions and the students obtain response through thinking, reading, guessing, discussing, experimenting, observing and researching. The students are encouraged to explore and look for patterns and derive conclusions. I understand that students have different **learning styles** and not everyone learns at the same pace, therefore I believe in giving opportunities for continuous learning, hence the curriculum remains **open ended**. I see my role as a facilitator in your learning. Please see **Howard Gardner's theory of Multiple Intelligences** (see chart on MI theory) and let me know your most preferred intellectual domain so I may understand you better and individualize your learning experience as needed. Constructivists also believe in the power of "**Cooperative Learning**" – that students learn from each other in **teams** and that they learn even more, when students **teach each other** – so, I do encourage sharing ideas, explaining concepts, presenting materials as and when needed. This form of teaching leads to **experiential learning** – where students learn through experiences. Therefore, **classroom participation** is very important and I expect each student to **add value** to the system in the best of their capacities. The focus during the course will be on building **higher order thinking skills** (see chart on **Bloom's Taxonomy**) with special emphasis on analysis and synthesis of knowledge and understanding. Constructivists believe in the power of building upon the innate knowledge present in individuals, therefore **pre studying** is critical to building a strong foundation for understanding. Pre studying will not only allow you to actively participate in the lectures, but also will give you the base to ask **intelligent** and **thoughtful questions** that bring value to the class as a whole. Students entering the class with an **open mind** benefit the most from this approach. More on Constructivist Theory of Learning can be read in the following link - [http://en.wikipedia.org/wiki/Constructivism\\_\(learning\\_theory\)](http://en.wikipedia.org/wiki/Constructivism_(learning_theory))

## BLOOM'S TAXONOMY

We will be working on developing higher order thinking skills in this course



## The Seven Types of Intelligence



Psychologist Howard Gardner has identified the following distinct types of intelligence in his Multiple Intelligences Theory ("MI Theory") in the book "Frames of Mind". They are listed as -

1. **Linguistic** - They enjoy writing, reading, telling stories or doing crossword puzzles.
2. **Logical-Mathematical** – They possess logical intelligence and are interested in patterns, categories and relationships. They are drawn to arithmetic problems and strategy games.
3. **Bodily-Kinesthetic** – They process knowledge through bodily sensations. They are often athletic, dancers or good at crafts such as sewing or woodworking.
4. **Spatial** - They think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Legos or daydreaming.
5. **Musical** - They are always singing or drumming to themselves. They are usually quite aware of sounds others may miss. They are often discriminating listeners.
6. **Interpersonal** – They are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives and they possess interpersonal and emotional intelligence.
7. **Intrapersonal** – They may be shy. They are very aware of their own feelings and are self-motivated. They are thinkers in the pack.

MI Theory teaches learners and educators to look for signs of innate precociousness that helps in understanding.

Please indicate your **MOST PREFERRED** intellectual domain in the Student Survey (Separate handout).



**A Little bit about myself.**

Born and raised in northern India, I have been living in US for past 25 years now. I hold **MS Organic Chemistry** (Clemson University), **M Ed Secondary Education** (Texas Christian University) and **MBA General Business Administration** (University of Phoenix) and 16+ years of industrial experience in drug discovery in pharmaceutical R&D space. I have been a recipient of Graduate Research Assistantship from National Science Foundation (NSF) to conduct research on CONSTRUCTIVIST approach in teaching science. For two consecutive years, I had applied the methodologies in this style of pedagogy, to teaching undergraduate students from various disciplines at Clemson University.

I bring with me > 30 semesters of higher education teaching experience in community colleges and university classes. I have been teaching lecture and labs of college chemistry courses – Chem 1A at De Anza College; Chem 30A & Chem 30B at Berkeley City College; Chem 30A & Chem 31 at Chabot College & Las Positas College; Chem 210 Lab at Skyline College; and Organic Chemistry Laboratories at Clemson University in Clemson, SC.

While in graduate school, I was awarded Greenville Hospital Systems Graduate Research Assistantship to conduct research in the design of antitumor agents. Professionally, I had worked in drug discovery programs as a **Medicinal Chemist** with Chiron / Novartis in Emeryville, CA for almost a decade. Employing structure based drug design techniques, my work as a bench chemist involved multistep synthesis of small organic molecules to address structure activity relationships on biological targets for desired therapeutic effects. During this time, I was also a contributor on 3 PATENTS on several new compounds which exhibited specific biological activities on cancer, diabetes and obesity projects.

Beside part time teaching, I have been working as a Senior Executive for companies that are headquartered in Hungary, Sweden, France, Spain and in USA, managing sales and marketing of cheminformatics software in worldwide territories. Apart from other requirements in this position, I have been giving webinars, and providing training through web demonstrations; attending and presenting at conferences held all over United States and in several parts of Europe. As you can imagine, this leg of my career alone has led me to travel far and wide, allowing me exposure to understand trends in drug discovery and enjoy a variety of world cultures.

For more, please see my profile - [www.linkedin.com/in/anusharma11](http://www.linkedin.com/in/anusharma11)

I live with my son and a dog (Corgi + King Charles Spaniel mix) in the east bay and enjoy nature and watching sunsets on the beach. I enjoy teaching Chemistry and I look forward to an exciting quarter with you all.

Anu

**Ms. Anu Sharma**

*MS MEd MBA*

Adjunct Professor – Chemistry- DeAnza, Skyline, Chabot, Las Positas and Berkeley City College !

Cheminformatics – Drug Discovery & R&D – Pharmaceutical & Biotechnology

Marketing, Sales & Business Development – Consultant – Cheminformatics

	SPRING 2017	TENTATIVE	SCHEDULE	CHEM 30A	
WEEK	Date / Day	Lecture	Lab	Do at home this week	Turn it in class
1	Apr 10 Monday	Course Orientation Ch 1 Matter & Measurement	Safety Orientation CHECK IN	Read Ch 1 HW Ch 1 Write PreLab A1	Lab Safety Agreement Student Survey Group Activity Poster
	Apr 12 Wednesday	Quiz Ch 1 Diagnostic Ch 2 Atoms & Periodic Table	Safety Orientation CHECK IN	Read Ch 2 Write PreLab A1	Lab Safety Agreement Student Survey Group Activity Poster HW CH 1
2	Apr 17 Monday	Ch 2 Atoms & Periodic Table Ch 3 Ionic Compounds	MEASUREMENTS A1	Read Ch 2 & 3 HW Ch 2 Read Lab A2	Lab Report A1 HW CH 2
	Apr 19 Wednesday	Quiz Ch 2 Ch 3 Ionic Compounds	MEASUREMENTS A1	Read Ch 3 HW Ch 3 Read Lab A2	Lab Report A1 HW CH 2
3	Apr 24 Monday	Quiz Ch 3 Ch 4 Covalent Compounds	NOMENCLATURE A2	Read Ch 4 Look at Lewis Structure online A3	Lab Report A 2 HW CH 3
	Apr 26 Wednesday	Ch 4 Covalent Compounds	NOMENCLATURE A2	HW Ch 4 Look at Lewis Structures online A3	Lab Report A2 HW CH 3
4	May 1 Monday	Quiz Ch 4 REVIEW Ch 1-4	MODELS A3	Prepare for Test 1 Extra Credit Write PreLab A 4	Lab Report A 3 HW CH 4
	May 3 Wednesday	<b>TEST 1 Ch 1 - 4</b> Ch 5 Chemical Reactions	MODELS A3	Read Ch 5 Write PreLab A 4	Lab Report A 3 Test 1 Extra Credit HW CH 1 - 4
				<b>ALL WORK DUE THIS WEEK</b>	<b>50% reduction in grades after this</b>
5	May 8 Monday	Ch 5 Chemical Reactions	HYDRATES (1) A4	HW Ch 5	
	May 10 Wednesday	Quiz Ch 5 Ch 6 Energy & Reactions	HYDRATES (1) A4	Read Ch 6	HW CH 5
6	May 15 Monday	Ch 6 Energy & Reactions Ch 7 Gases, Liquids & Solids	HYDRATES (2) A4	HW Ch 6 Write Prelab A 5	Lab Report A 4 HW CH 6
	May 17 Wednesday	Quiz Ch 6 Ch 7 Gases, Liquids & Solids	HYDRATES (2) A4	Read Ch 7 Write Prelab A 5	Lab Report A 4 HW CH 6
7	May 22 Monday	Ch 7 Gases, Liquids & Solids	GASES A5	HW Ch 7 Write PreLab A 6	Lab Report A 5 HW CH 7
	May 24 Wednesday	Quiz Ch 7 REVIEW Ch 5 - 7	GASES A5	Prepare for TEST 2 Extra Credit Write PreLab A 6	Lab Report A 5 HW CH 7
8	May 29 Monday	MEMORIAL	DAY	HOLIDAY	NO CLASSES
	May 31 Wednesday	<b>TEST 2 Ch 5 - 7</b>	TBA		Test 2 Extra Credit
				<b>ALL WORK DUE THIS WEEK</b>	<b>50% reduction in grades after this</b>
9	June 5 Monday	Ch 8 Solutions	CONDUCTIVITY A6	Read Ch 8 Write Pre Lab A 7	Lab Report A 6
	June 7 Wednesday	Ch 8 Solutions	CONDUCTIVITY A6	HW Ch 8 Write Pre Lab A 7	Lab Report A 6
10	June 12 Monday	Quiz Ch 8 Ch 9 Acids & Bases	TITRATION A7	Read Ch 9	Lab Report A 7 HW CH 8
	June 14 Wednesday	Ch 9 Acids & Bases	TITRATION A7	HW Ch 9	Lab Report A 7 HW CH 8
11	June 19 Monday	Quiz Ch 9 Ch 10 Nuclear Chemistry	LAB CHECK OUT LAB FINAL EXAM	Read Ch 10 HW CH 10 (some)	HW CH 9 HW CH 10 (some)
	June 21 Wednesday	TEST 3 Ch 8 -10 REVIEW Ch 1 - 10	LAB CHECK OUT LAB FINAL EXAM	Prepare for FINAL EXAM	Test 3 Extra Credit MIND MAPS
				<b>ALL WORK DUE THIS WEEK</b>	<b>50% reduction in grades after this</b>
12	June 26 Monday	<b>FINAL EXAM - MONDAY</b> NO FINAL EXAM MAKE UP	<b>6:15 PM - 8:15 PM</b> NO MORE MEETINGS	MONDAY ONLY NO WORK SUBMISSION	

SPRING 2017		TENTATIVE	SCHEDULE
WEEK	Date / Day	Lecture	Lab
1	Apr 10 Monday	Course Orientation Ch 1 Matter & Measurement	Safety Orientation CHECK IN
	Apr 12 Wednesday	Quiz Ch 1 Diagnostic Ch 2 Atoms & Periodic Table	Safety Orientation CHECK IN
2	Apr 17 Monday	Ch 2 Atoms & Periodic Table Ch 3 Ionic Compounds	MEASUREMENTS A1
	Apr 19 Wednesday	Quiz Ch 2 Ch 3 Ionic Compounds	MEASUREMENTS A1
3	Apr 24 Monday	Quiz Ch 3 Ch 4 Covalent Compounds	NOMENCLATURE A2
	Apr 26 Wednesday	Ch 4 Covalent Compounds	NOMENCLATURE A2
4	May 1 Monday	Quiz Ch 4 REVIEW Ch 1-4	MODELS A3
	May 3 Wednesday	<b>TEST 1 Ch 1 - 4</b> Ch 5 Chemical Reactions	MODELS A3
5	May 8 Monday	Ch 5 Chemical Reactions	HYDRATES (1) A4
	May 10 Wednesday	Quiz Ch 5 Ch 6 Energy & Reactions	HYDRATES (1) A4
6	May 15 Monday	Ch 6 Energy & Reactions	HYDRATES (2) A4

		Ch 7 Gases, Liquids & Solids	
	May 17 Wednesday	Quiz Ch 6 Ch 7 Gases, Liquids & Solids	HYDRATES (2) A4
<b>7</b>	May 22 Monday	Ch 7 Gases, Liquids & Solids	GASES A5
	May 24 Wednesday	Quiz Ch 7 REVIEW Ch 5 - 7	GASES A5
<b>8</b>	May 29 Monday	MEMORIAL	DAY
	May 31 Wednesday	<b>TEST 2 Ch 5 - 7</b>	TBA
<b>9</b>	June 5 Monday	Ch 8 Solutions	CONDUCTIVITY A6
	June 7 Wednesday	Ch 8 Solutions	CONDUCTIVITY A6
<b>10</b>	June 12 Monday	Quiz Ch 8 Ch 9 Acids & Bases	TITRATION A7
	June 14 Wednesday	Ch 9 Acids & Bases	TITRATION A7
<b>11</b>	June 19 Monday	Quiz Ch 9 Ch 10 Nuclear Chemistry	LAB CHECK OUT LAB FINAL EXAM
	June 21 Wednesday	TEST 3 Ch 8 -10 REVIEW Ch 1 - 10	LAB CHECK OUT LAB FINAL EXAM
<b>12</b>	June 26 Monday	<b>FINAL EXAM - MONDAY</b> NO FINAL EXAM MAKE UP	<b>6:15 PM - 8:15 PM</b> NO MORE MEETINGS

## CHEM 30A

### Do at home this week

### Turn it in class

Read Ch 1  
HW Ch 1  
Write PreLab A1

Lab Safety Agreement  
Student Survey  
Group Activity Poster

Read Ch 2  
Write PreLab A1

Lab Safety Agreement  
Student Survey  
Group Activity Poster  
HW CH 1

Read Ch 2 & 3  
HW Ch 2  
Read Lab A2

Lab Report A1  
HW CH 2

Read Ch 3  
HW Ch 3  
Read Lab A2

Lab Report A1  
HW CH 2

Read Ch 4  
Look at Lewis Structure online A3

Lab Report A 2  
HW CH 3

HW Ch 4  
Look at Lewis Structures online A3

Lab Report A2  
HW CH 3

Prepare for Test 1  
Extra Credit  
Write PreLab A 4

Lab Report A 3  
HW CH 4

Read Ch 5  
Write PreLab A 4

Lab Report A 3  
Test 1 Extra Credit  
HW CH 1 - 4

### ALL WORK DUE THIS WEEK

**50% reduction in grades after this**

HW Ch 5

Read Ch 6

HW CH 5

HW Ch 6

Lab Report A 4

Write Prelab A 5

HW CH 6

Read Ch 7  
Write Prelab A 5

Lab Report A 4  
HW CH 6

HW Ch 7  
Write PreLab A 6  
  
Prepare for TEST 2  
Extra Credit  
Write PreLab A 6

Lab Report A 5  
HW CH 7  
  
Lab Report A 5  
HW CH 7

HOLIDAY

NO CLASSES

Test 2 Extra Credit

**ALL WORK DUE THIS WEEK**

**50% reduction in grades after this**

Read Ch 8  
Write Pre Lab A 7

Lab Report A 6

HW Ch 8  
Write Pre Lab A 7

Lab Report A 6

Read Ch 9

Lab Report A 7  
HW CH 8

HW Ch 9

Lab Report A 7  
HW CH 8

Read Ch 10  
HW CH 10 (some)

HW CH 9  
HW CH 10 (some)

Prepare for FINAL EXAM

Test 3 Extra Credit  
MIND MAPS

**ALL WORK DUE THIS WEEK**

**50% reduction in grades after this**

**MONDAY ONLY  
NO WORK SUBMISSION**