



Course Information

- Semester and Year: Fall 2026
- Course Title: General Organic Chemistry I with Lab
- Course Prefix and Number: CHM235AA
- Section Number: 18993 (Lecture) and 18994 (Lab)
- Credit Hours: 4
- Start Date: August 25, 2026
- End Date: December 18, 2026
- Room Number: NS 312
- Meeting Days and Times: Lecture: Tuesday, Thursday: 2:00PM–3:15PM
Lab: Thursday 3:30PM–7:30PM
- Class Format: In-Person ([Review approved MCCCDC class formats](#))

**Note: In the case of instructor illness or other extenuating factors and in-person courses cannot be held, the class may utilize a Live-Online format via WebEx at the same scheduled days and times as necessitated.*

Instructor Information

- Instructor: Dr. Relindis Mawo
- Email: relindis.mawo@scottsdalecc.edu
- Phone: (480) 425-6705
- Office Location: Natural Sciences (NS) 124
- Office Hours: Monday 10:30AM–11:30AM
by appointment, in-person in NS 124 or virtual*.
Tuesday, Thursday 12:30PM–1:30PM, in-person, NS 124
Wednesday 4:00PM–5:00PM, virtual* meetings only.
**Virtual meetings will be held through the Zoom Office link in Canvas (preferred) or through [my WebEx personal room](#)*

Course Description

Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis are emphasized. [District Curriculum Site](#).

Prerequisites and/or Corequisites

A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL). Completion of prerequisites within the last two years recommended.

Course Competencies

The Official Course Competencies and Official Course Outline can be found at the [District Curriculum Site](#). Enter "CHM235AA" in the Quick Course Search field.

MCCCD Official Course Competencies

1. Describe the bonding properties of the element carbon. (I, II)
2. Describe the relationship between a compound's structure and its physical and chemical properties. (III, IV, VI, VII, VIII, IX, X)
3. Generate resonance structures of various organic species. (II)
4. Discuss acids and bases in the context of organic functional groups using Bronsted-Lowry and Lewis acid-base theory, including conjugate acid-base theory. (V)
5. Define bond dissociation energy, activation energy, and enthalpy of reaction in terms of transition state theory. (VI-IX)
6. Outline the reaction mechanisms for nucleophilic substitution, elimination, electrophilic addition, and free radical reactions as applied to alkanes, organic halogen compounds, alkenes, alkynes, alcohols, and ethers. (VI-IX)
7. Discuss stabilities of conformations of cyclic and acyclic compounds. (VI)
8. Unambiguously name appropriate examples of organic compounds using accepted nomenclature conventions to define the structures of stereoisomers. (VI-X)
9. Draw structures of appropriate examples of organic compounds. (VI-X)
10. Outline stepwise syntheses of organic compounds from simpler starting compounds. (VI-IX)
11. Interpret infrared and nuclear magnetic resonance spectra and mass spectrometry. (XI)
12. Evaluate chemical hazards for all chemicals involved in each laboratory experiment. (XII)
13. Cite the location and operation of common laboratory safety equipment in the laboratory, such as fire extinguisher(s), fire blanket(s), eyewash station, and safety shower. (XII)
14. Safely handle hazardous chemicals, including proper disposal. (XII)
15. Wear appropriate personal protective equipment, such as goggles, lab apron, gloves, etc. (XII)
16. Maintain a detailed laboratory notebook. (XII)
17. Given a written experimental procedure, plan and complete a series of steps to safely and successfully complete the experiment in the allotted time. (XII)
18. Record quantitative and qualitative data, using proper significant figures. (XII)
19. Interpret quantitative and qualitative data. (XII)
20. Determine accurate masses using an analytical balance to a precision of at least 1 mg. (XII)
21. Perform laboratory operations and measurements using standard-size or microscale organic chemistry glassware. (XII)
22. Perform melting point temperature and boiling point temperature determinations. (XII)
23. Perform vacuum filtrations using a vacuum pump or aspirator for the vacuum source. (XII)

24. Purify crude products using crystallization, distillation, liquid-liquid extractions, and other appropriate methods. (XII)
25. Perform chromatographic separations of organic chemicals, using techniques such as column chromatography, thin-layer chromatography, gas chromatography, or high-performance liquid chromatography. (XII)
26. Perform instrumental analyses of prepared samples using infrared (IR) spectrometry and gas chromatography (GC). (XII)
27. Interpret NMR spectra of analytes. (XII)
28. Prepare written reports in an organized format to include presenting and analyzing data and observations and reporting conclusions. (XII)

MCCCD Official Course Outline

- I. Definition of organic chemistry
 - A. Self-bonding properties of carbon
 - B. Bonding of carbon to other elements
 - C. Structural formulas and isomerism
- II. Chemical bonding
 - A. Ionic bonding
 - B. Covalent bonding
 - C. Resonance
 - D. Atomic orbitals
 - E. Polar and non-polar molecules
- III. Molecular structure and physical properties
 - A. Ion-ion forces
 - B. Intermolecular forces
 - C. Solubilities and physical properties of organic compounds
 - D. Conformational analysis
- IV. Functional groups overview
- V. Acids and bases
 - A. Bronsted-Lowry acid-base theory
 - B. Lewis acid-base theory
 - C. Conjugate acid-base theory
- VI. Alkanes
 - A. Nomenclature
 - B. Properties
 - C. Conformational analysis, cyclic and acyclic
 - D. Reactions
 - E. Bond energies
- VII. Organic halogen compounds
 - A. Nomenclature
 - B. Properties
 - C. Synthesis
 - D. Reactions and mechanisms of organic halogen compounds
 1. Nucleophilic substitution
 2. Elimination

- VIII. Alkenes and alkynes
 - A. Nomenclature
 - B. Properties
 - C. Synthesis
 - D. Reactions and mechanisms
- IX. Alcohols and ethers
 - A. Nomenclature
 - B. Properties
 - C. Synthesis
 - D. Reactions and mechanisms as appropriate
- X. Isomers
 - A. Structural isomers
 - B. Stereoisomers
- XI. Techniques for structure determination
 - A. Mass spectrometry
 - B. Infrared spectroscopy
 - C. Nuclear magnetic resonance spectroscopy
- XII. The organic chemistry laboratory
 - A. Chemical safety/hygiene
 - B. Chemical terminology
 - C. Presentation of data
 - D. Laboratory instrumentation
 - E. Scientific measurement
 - F. Elements of experimentation
 - G. Laboratory equipment

General Education & Institutional Learning Outcomes

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in [Scottsdale Community College's Institutional Learning Outcomes](#): Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility. Students who take CHM235AA will build a foundational understanding of organic molecular structure, properties, and reactions through lecture and hands-on laboratory work. The course strengthens critical thinking, problem-solving, and information-literacy skills as students analyze data and apply scientific reasoning. Students will also practice effective scientific communication and consider the social and environmental responsibilities connected to chemical practices and applications."

Program Learning Outcomes

Program Learning Outcomes can be found on the [Degrees and Certificates page](#) of the SCC Website.

This course most directly applies to the Associate in Science, Emphasis in Chemistry program with the following Program Learning Outcomes (PLOs):

Chemistry PLOs

1. Explain chemical phenomena utilizing a variety of different representations, such as numerical, graphical, symbolic, and verbal.
2. Evaluate information for relevance, usefulness, and applicability to support critical thinking.
3. Communicate quantitative and qualitative chemical concepts using appropriate terminology and notation.
4. Use patterns and relationships to make generalizations and predictions.
5. Apply appropriate chemical principles and reasoning to solve problems.
6. Demonstrate the interconnectedness of chemical and mathematical ideas and how they build on one another.
7. Analyze data to draw reasonable conclusions based on chemical principles.
8. Utilize technology for experimentation, data collection, and analysis.
9. Adhere to standard safety protocols when performing experiments and collecting data.
10. Apply relevant knowledge, skills, and habits of mind to seek career opportunities in the field.

Texts and Course Materials

1. COURSE TEXTBOOK:

- i. Highly Recommended: Organic Chemistry by Wade, L.G., 9th Edition, Pearson Education, Inc. 2016. ISBN-10: 0321971124 / ISBN-13: 9780321971128. **Older Editions will still Work.**
- ii. Recommended: Student's Solutions Manual by Leroy G. Wade and Jan W. Simek, 9th Edition, ISBN-10: 0134160371 / ISBN-13: 9780134160375. **Older Editions will still Work.**
- iii. Recommended: ACS ORGANIC CHEMISTRY STUDY GUIDE: Very useful in preparing for your ACS final.
- iv. Optional: The Wade Companion Website; www.chemplace.com is a valuable resource for students. It provides:
 - Access to several sets of practice exercises in multiple-choice format. Hints for each question are provided, and after the practice quiz has been submitted answer specific feedback is immediately provided to the student.
 - PowerPoint Notes for each chapter.
 - Access to your textbook online.
 - The Molecular Gallery, which features hundreds of 3D animated molecules.
 - Watch videos of example problems worked out on a virtual whiteboard.
 - The Web Destinations link provides links to additional resources available on the Web

2. LAB TEXTBOOK: CHM 235AA Experiments Manual (**Provided** at no additional cost by the Chemistry Stockroom).
3. GOGGLES: Safety goggles will be **required** for admission to the laboratory. No one will be permitted to work in a chemistry laboratory without eye protection. If you wear prescription glasses, you still must wear safety goggles that have side-shield protection.
4. LAB NOTEBOOK, **required**: A lab notebook with duplicate copy (carbonless) and consecutively numbered pages.
5. LAB COAT, **required**: Students are required to have a lab coat with long sleeves and covers down to the knees at the very least. (No student will be permitted to work in the lab without a lab coat).

6. Molecular Models, **required**: Buy yours now. Molecular Modeling kits will be required for the Stereochemistry lab. Many students find a set of molecular models very helpful as a study aid.
7. Scientific Calculator, **required**: A basic scientific calculator will do.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Course Structure

CHM 235AA is made up of the following two components:

Lecture

CHM235AA lecture is an in-person class that meets on specific days and times. Attendance is mandatory. Additional online work that is not synchronous may also be included during the duration the classes are offered and have set due dates for assignments. If for some extenuating reason, the course cannot meet in-person, there is a possibility the course could meet Live Online at the scheduled days and times. This course requires the use of a computer or mobile device with internet access, a webcam, speakers and microphone. Coursework must be completed according to posted deadlines. Lecture notes and videos will be posted on Canvas. Some course assignments will also be completed online on Canvas. Reserve enough time to complete studying the lecture materials for each chapter prior to the assignment due dates.

Lab

Laboratory meets face-to-face once per week during scheduled times.

Laboratory work seeks to:

- i. introduce chemistry principles that will drive meaningful discussion in lecture and
- ii. reinforce chemistry principles that have been taught in lecture. See page 17 of this syllabus for the lab schedule.

Instructional Methods

The learning management system for this course will be Canvas, where students can review course related materials, and check their grades and announcements. Lecture notes and videos will be posted on Canvas for students to study and get back to the instructor with questions on concepts they do not understand or wish to reinforce. There will be regular Pre- and Post-Chapter homework assignments; weekly quizzes; reading assignments from chapter notes/recommended textbook and the lab manual; discussion board posts on Canvas; practical hands-on experience via weekly laboratory experiments and documentation and interpretation of findings in a professional lab notebook. The lab notebook reports will consist of pre-lab, during-lab (or procedure and observations), and post-lab sections. Traditional exams will be given as part of the graded lecture and lab work. **Students will also be required to participate in, and reflect on, at least one of several Service-learning activities offered by the Office of Service- Learning and Leadership.**

This class is taught from an understanding of student learning. I will define student learning as an actual understanding of underlying concepts and not just memorization of random facts or equations. I will strive to give each student the opportunity to make the same logic jumps that were made throughout the history of chemistry. This class will challenge you in ways you may not be familiar with and will prove to be valuable as you continue to learn in your career and in life.

My goal is to be your guide and facilitator in the learning process. I am responsible for allowing appropriate learning experiences to occur, probing your thoughts, and fostering positive classroom discussion. Your responsibility is to be an active participant in the process, engaging fully in the work of constructing knowledge.

Be ready to participate in small-group and whole-class discussions, regular homework, quizzes, and reading assignments. Course materials, homework, quizzes and exams will be posted on Canvas. Some quizzes and exams may be completed on Canvas using a Lockdown Browser and Respondus Monitor. Lab reports, homework, and some parts of exams will be submitted via file upload on Canvas.

Participation & Group Work Expectations

Participation is a requirement! Students are expected to come to class prepared. If one group member comes unprepared, then the entire group will be impacted. Students are expected to work together, assist and teach each other, and present to the class. Students should not expect a class where the instructor does all the talking.

Cell Phone Policy

There will be times that you will use your cell phone to research a topic in class or lab. Appropriate use is understood and acceptable. However, personal or social use of cell phones in lectures is a distraction and, in the lab, is a danger. I will ask you to leave the lab or lecture hall for the personal use of cell phones, both texting and talking.

Make-up Policy

Missing class is strongly discouraged. It is your responsibility to be prepared, attend class, complete, and submit assignments by the due dates found in the syllabus and on Canvas. I am not inclined to give make-ups on quizzes or exams unless you have a valid excuse with written documentation, and you have spoken with me beforehand. You will receive no credit for any assignment that closes without you submitting it. Only one make-up lab **may be** allowed per semester for a valid and documented reason for missing the lab. If you happen to miss a lab due to a valid, documented reason, contact your instructor within 24 hours of missing the lab or as soon as possible to see if you can schedule a make-up lab.

Late Work Policy

Time management and meeting deadlines are some of many important workforce skills. Part of college is learning these skills. **You will lose 10% per day for every day an assignment** (homework, quiz, journal reflection or lab report) **is late** until the answer key is available or the assignment has been graded and feedback released to students in the course. If you submit your assignment after the key has been published or corrected scripts have been returned to students in the course, you will receive a zero. Exams are not eligible for late submission.

Attendance Policy

Attendance is required for this course! Attendance will be recorded for all class and lab sessions. To be considered in attendance:

- Engage in group work: You will often work together in groups, allowing you to converse with your group and, at times, your instructor. Converse with your group and actively use whiteboards and any other idea-sharing technology!
- Engage in whole-class discussions: Participate and share ideas, questions, and concerns with the instructor and/or the class.

Failure to follow these guidelines would result in an absence, even if you attended class.

- If you show up late to the lab, you will miss key procedural and safety information and will not be permitted to participate in that day's lab.
- If you miss class, it is your responsibility to seek knowledge on the content that you missed and what announcements were made.
- If you have 3 absences in a semester that are not "official absences," I have the option to withdraw you (with a grade of W or Y, depending).
- If you miss an exam and I don't hear from you by e-mail (or phone if you can verify email is not possible) with a valid excuse within 24 hours after the exam ends, you may be given a 0% for that exam, and I may withdraw you (with a grade of W or Y, depending).

If you have any special needs or considerations related to attendance, contact your instructor immediately. I understand that life is happening all around us. So just notify me before or as soon as possible if something comes up in your life or if you have concerns that attendance will be an issue. I will work with students who will work hard to learn.

Please consult Section 2.3.2 of [MCCCD attendance policies](#)

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours (Seat time) are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. This is a four (4) credit-hour course with fourteen (14) hours (6 hours in lecture and 8 hours in lab) of direct instructional contact hours per week.

Minimum course expectations include instructional contact hours plus the number of hours students are expected to spend outside of class (weekly) completing coursework. For every hour of direct instruction time, students are expected to spend a minimum of two hours of out-of-class work. This course will require at least fourteen (14) hours on learning activities (homework, lab reports, etc.) outside of class in addition to seven (7) hours of direct instructional contact hours for a total minimum of twenty-one (21) hours per week on academic activities in the course. These are approximations but rather realistic and do depend on your skill level. If you cannot commit to this regimen of daily/weekly study, then you will have difficulties. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

Significant Time Demand

This course, without a doubt, will put significant demands on your time per the Instructional Contact Hours and Minimum Course Expectations outlined above. For students who have Jobs and/or Families, and/or A Life Outside of School, this can be even more challenging. Make the time **NOW** in your schedule to review the topics covered in class and to adequately complete practice problems, homework, quizzes, reflection journals/lab reports and to seek out any help you will need. Chemistry is a cumulative subject, meaning that each new topic builds on the foundation of the previous topics. Do NOT let yourself get behind; it gets extremely difficult to catch up if you are significantly behind!!

A large part of **being a College Student** is learning how to solve problems independently and in a professional manner. This includes finding out how **you** learn and using this knowledge to *find the material and information that **you** need* to accomplish the task at hand. This will not be the same for every student.

Students have the option to use the resources made available to them in class, Canvas, NS Tutoring Center, etc. ***It is the student's responsibility to determine what they need to complete the learning process for concepts and to actively seek it out.*** It is not the responsibility of the instructor to anticipate what every student may need for concepts covered in this course.

Which leads me to a discussion regarding:

Academic Entitlement: behavior which impedes student's academic success. Examples include, but are not limited to:

- Knowledge should be acquired with little to no effort
- Others will offer all the necessary information for learning
- Low grades result from problems associated with the instructor or the system
- Confrontational and/or disrespectful interactions with the instructor or others in the class are acceptable

Communicating with Your Instructor

A word about etiquette when contacting your instructor: Be sure to act as a professional in all **correspondence**. Part of college is learning skills that are important in the workforce and being able to communicate and resolve issues in a non-conflict manner is one of those skills. I understand the frustration and stress that comes from taking college level chemistry courses. If you have an issue, address it in an email in a respectful tone and state your thought process in a clear and concise manner.

Be aware: your instructor teaches several classes and subjects and so may not know what you mean when you email and ask: "Do you know what's due Tuesday?" or "Can you tell me what I did wrong on #15?" Before sending an email, check your other resources that have been provided.

If you send an email to your instructor, do so from your official Maricopa Gmail. The email should include the **subject of your email, your course and section number, class days and time, and your name as it is found in the class roster**.

Example, "Hello---, My name is _____. I am in your _____ class on _____." before launching into your question. Background and context help. If you leave it for me to figure out what you are talking about and which class you are from, it will take me longer to get back to you. It will be faster for you to check what has been provided before contacting me.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools.

- Webex
- Canvas Conferences
- Zoom

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- ScreenPal
- Vernier Graphical Analysis

Exam Proctoring Tools

Respondus LockDown Browser and Respondus LockDown Browser with Monitor

Respondus LockDown Browser secures online exams by locking down the testing environment within Canvas. LockDown Browser prevents access to other applications and many common functions on a computer while an assessment is active. Some of the exams on this course require the use of this software. A LockDown Browser download link will be provided within the Canvas course. For further information, see the [Student Resources](#) page provided. For your reference, read the [System Requirements for LockDown Browser](#) and [LockDown Browser Terms of Use](#).

Please note that Respondus LockDown Browser with Monitor requires a room scan prior to all testing sessions.

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources, including the internet, published works, commercial databases, and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Accommodations for Online Proctoring

If you have approved DRS accommodations, they still apply during online proctored exams (e.g., ProctorU or MonitorEdu). Some setups may need advanced coordination, so please contact your instructor as soon as possible to ensure everything is in place.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

There are situations and contexts within this course where you may be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work.

If you wish to try AI tools, they may be used to support (not replace) your learning when completing Lab Work and Homework assignments. If you choose to use an AI tool, you will need to provide the following in the assignment without which you will earn a zero on the assignment:

- Indicate what you used the AI tool for
- Clearly indicate what content and/or work the AI provided
- Provide an analysis or critique of the content and/or work the AI tool provided

Grading Standards and Practices

Grade Scale

Letter grades are assigned on the following tentative scale:

Letter Grade	Points Range
A	88 – 100%
B	78 – 87.9%
C	65 – 77.9%
D	50 – 64.9%
F	0 – 49.9%

Table 1: Letter grade ranges

***Note:** The grading scale is not the typical “10-point scale,” so you don’t have to ask for your grade to be rounded up. For example, if you want to earn an A, shoot for an overall 90%, that way, if you end up at 88.4%, your grade is still above 88% and is an A. Anything below 88%, however, will not be rounded up.

Assignment Categories (Weighted)

Assignment Name	Percent of Grade
3 Midterm lecture exams, 11% each	33%
Final lecture exam (ACS, comprehensive)	22%
Homework	12%
Lecture Quizzes	8%
Lecture subtotal	75%
Experiments and Lab Reports	15%
Lab Midterm Exam	5%
Lab Final Exam	5%
Lab subtotal	25%
GRAND TOTAL:	100%

Table 2: Assignment Categories (Weighted)

Explanation of Assessment Categories:

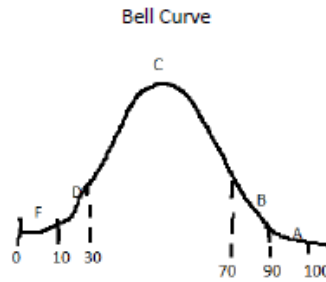
Lecture Midterm Exams, 33% of Overall Grade

Three midterm exams will be given during the semester. None of the exams are optional. You will be provided with a periodic table and reference sheet for each exam. Midterm exams are cumulative. These may include multiple-choice questions, short-answer, and/or free-response questions.

Lecture Final Exams, 22% of Overall Grade

During Final Exam Week, students will take a comprehensive final exam that covers all the material learned during the course. The final lecture exam is the American Chemical Society (ACS) standardized exam. It consists of 70 multiple choice questions. Your percentile score will be based on national percentile ranking. The percentile score will then be scaled to reflect grading on a 100-point scale (percentage) and must be consistent with the grade cutoffs listed in the course syllabus. This scaling will be accomplished as follows:

Formula for Converting ACS Percentiles to Percentages



A (88 percent and above)

$$\frac{X - 90}{10} = \frac{Y - 88}{12} \quad \rightarrow \quad Y = 88 + 12 \left(\frac{X - 90}{10} \right) \quad \text{where } X = \text{ACS percentile}$$

and $Y = \text{your percentage}$

B (78% to 87%)

$$\frac{X - 70}{20} = \frac{Y - 78}{10} \quad \rightarrow \quad Y = 78 + \frac{1}{2}(x - 70)$$

C (65% to 77%)

$$\frac{X - 30}{40} = \frac{Y - 65}{13} \quad \rightarrow \quad Y = 65 + 13 \left(\frac{X - 30}{40} \right)$$

D (50% to 64%)

$$\frac{X - 10}{20} = \frac{Y - 50}{15} \quad \rightarrow \quad Y = 50 + \frac{3}{4}(x - 10)$$

F (Less than 50%)

$$\frac{X}{10} = \frac{Y}{50} \quad \rightarrow \quad Y = 5X$$

Note:

- Determining whether to use the formula for the A, B, C, D, or F range must be based on their ACS percentile, **not** the percentage corresponding to the raw score out of 70.
- The A, B, C, D, and F lower cut-offs (88, 78, 65, 50 and <50, respectively) and the ranges (12, 10, 13, and 15) used in these calculations are based on the cut-offs listed in my (Mawo) course syllabi. The numbers 12, 10, 13 and 15 are obtained as follows: $100 - 88 = 12$; $88 - 78 = 10$; $78 - 65 = 13$; $65 - 50 = 15$.
Please make sure to use the cut-offs in your syllabus!
- For example, a student gets a raw score of 39 out of 70 on a specific ACS exam, if that score corresponds to let's say a 54th percentile per the ACS National Norms for that particular exam, then their percentage would be calculated as follows:
 - 54th percentile falls in the C range on the Bell Curve so the C (65% to 77%) Formula is used. Thus, their percentage, Y, would be

$$Y = 65 + 13 \left(\frac{54 - 30}{40} \right) = 72.8\% \cong 73\%$$

If your ACS exam percentage score is higher than the average of your midterm exams, your ACS exam percentage **may** replace your lowest midterm exam percentage.

Homework, 12% of Overall Grade:

Homework problems are assigned to help you develop and use the major concepts & models we are developing. Completed homework must be submitted electronically in Canvas by the posted due date, regardless of absences.

Lecture Quizzes, 8% of Overall Grade:

Quizzes over each chapter/activity's material are provided in Canvas. You should complete them as promptly as possible to check your understanding. You may retake each quiz once before the deadline to improve your learning and your score.

Syllabus Acknowledgement and Getting-To-Know You Quiz: In order to ensure that you can access the course syllabus and class materials, I have set up a Syllabus Acknowledgement and Getting-to-Know-You Quiz. It can be found on Canvas in the Modules Section. These are short questions that allow me to evaluate the math abilities and chemistry readiness of students in the class and give me the opportunity to learn a little bit about you early in the semester. This quiz will be due within a week of the class start date.

Lab Work, 25% of Overall Grade

One of the skills for success in this course (and life) is to reflect meaningfully on your learning. To help you develop this skill, you will keep a professional lab notebook that will be typically checked at the end of each lab period. More information is provided in class.

Lab work is composed of:

- I. Lab investigations and reports, 15% of overall grade
 - a) Before arriving to conduct each lab, read the lab handout, write your pre-lab report and answer any assigned pre-lab questions.
 - b) During each lab meeting, you will be expected to engage with the investigation and actively participate with your group. Document your work in your lab notebook as you conduct the investigation. Your participation in the lab, your lab notebook, and asynchronous work after the lab meeting will be assessed each week.
 - c) After the lab investigation, you will present and analyze your findings by completing a post-lab report in your lab notebook. Answer any post-lab questions assigned.

Although you may work in a group to conduct a lab investigation, lab report work is completed *individually* and must be submitted in class by the posted due date. You will not receive credit for any part of the lab you did not take part in.

- II. Lab Exams, 10% of overall grade

Two lab exams (a Lab Midterm and a Lab Final), will assess your knowledge and understanding of the lab investigations.

Additional Exam information:

- All exams must be taken to avoid being withdrawn from the course.
 - If you are going to miss an exam due to an excused absence, please inform the instructor at least 2 weeks prior and include documentation.
 - If you miss an exam for an unexpected reason, you must contact the instructor within 24 hours of the exam.
- *Note: If health protocols dictate that any exams be administered online, exams may be completed during WebEx meetings through Canvas. **Any navigating away from the Canvas quiz Exam to a different browser window, to your computer desktop, or to your phone (as noted by Canvas or Responsdus) will result in a "0" for individual questions and/or the entire exam.**

LECTURE AND LAB SCHEDULES

Lecture Schedule (Tentative – I will update if changes occur)

Week	Date	Lecture Topic	Assignment Due
Week1	Tue, Aug 25	Chapter 1: Introduction and Review	
Week1	Thu, Aug 27	Chapter 1 continued	
Week1	Sun, Aug 30		• Discussion Board Introductions Due • Quiz 1A – Information sheet and Syllabus quiz Due • General Chemistry Concept Review Due
Week2	Tue, Sep 1	Chapter 2: Structure and Properties of Organic Molecules	
Week2	Thu, Sep 3	Chapter 2 continued	
Week2	Fri, Sep 4		Chapter 1 Homework Due
Week2	Sun, Sep 6		Chapter 1 Quiz (Quiz 1B) Due
Week3	Tue, Sep 8	Chapter 2 continued	
Week3	Thu, Sep 10	Chapter 3: Structure and Stereochemistry of Alkanes	
Week3	Fri, Sep 11		• Chapter 2 Homework Due • Registration for a Service-Learning Event Due
Week3	Sun, Sep 13		Chapter 2 Quiz Due
Week4	Tue, Sep15	Chapter 3 continued	
Week4	Thu, Sep17	Chapter 5: Stereochemistry	
Week4	Fri, Sep 18		Chapter 3 Homework Due
Week4	Sun, Sep 20		Chapter 3 Quiz Due
Week5	Tue, Sep 22	Chapter 5 continued	
Week5	Thu, Sep 24	• Chapter 5 continued • Exam 1 on Chapter 1–3 published	
Week5	Sun, Sep 27		Exam 1 on Chapters 1–3 Due
Week6	Tue, Sep 29	Chapter 5 continued	
Week6	Thu, Oct 1	Chapter 4: Study of Chemical Reactions	
Week7	Tue, Oct 6	Chapter 4 continued	
Week7	Thu, Oct 8	Chapter 6, Chapter 7.9, & Chapter10.7: Alkyl Halides: Nucleophilic Substitution and Elimination; Synthesis of Alcohols and Alkenes	
Week7	Fri, Oct 9		• LAST DAY FOR STUDENT WITHDRAWAL WITHOUT INSTRUCTOR'S SIGNATURE • Chapter 5 Homework Due
Week7	Sun, Oct 11		Chapter 5 Quiz Due
Week8	Tue, Oct 13	Chapter 6 continued	
Week8	Thu, Oct 15	Chapter 6 continued	
Week8	Fri, Oct 16		Chapter 4 Homework Due

Week	Date	Lecture Topic	Assignment Due
Week9	Tue, 10/20	- Chapter 6 continued - Chapter 7 & Chapter 11.10A: Structure and Synthesis of Alkenes; Reactions of Alcohols	
Week9	Thu, Oct 22	Chapter 7 continued	
Week9	Fri, Oct 23		Chapter 6 Homework Due
Week9	Sun, Oct 25		Chapter 6 Quiz Due
Week10	Tue, Oct 27	- Chapter 7 continued - Ch8: Reactions of Alkenes	
Week10	Thu, Oct 29	Chapter 8 Continued	
Week11	Tue, Nov 3	Chapter 8 Continued	Chapter 7 Homework Due
Week11	Thu, Nov 5	- Chapter 8 Continued Exam 2 on Chapter 1–7 published	
Week11	Fri, Nov 6		Chapter 7 Quiz Due
Week11	Sun, Nov 8		Exam 2 on Chapters 1–7 Due
Week12	Tue, Nov 10	Ch9 & Ch10.7–10.9: Alkynes & Nucleophilic Addition Reactions of Acetylides and Organometallic Reagents with Carbonyls	
Week12	Thu, Nov 12	Chapter 9 continued	
Week12	Fri, Nov 13		Chapter 8 Homework Due
Week12	Sun, Nov 15		Chapter 8 Quiz Due
Week13	Tue, Nov 17	Chapter 9 continued	
Week13	Thu, Nov 19	Chapter 9 continued	
Week13	Sun, Nov 22		Spectroscopy (Chapters 12 & 13) Homework and Quiz Due
Week14	Tue, Nov 24	Ch12: Spectroscopy and structure (IR, UV, MS). Review only, the chapter is covered in detail in lab. See lab schedule.	Ch9 Study Packet: Use the next two weeks to work on the Ch9 Study Packet and schedule a meeting with Instructor to discuss the chapter concepts, check for understanding, & clear points of misconceptions. This will be followed by class presentations. You will earn 20 extra credits for doing all of these.
Week14	Thu, Nov 26	Thanksgiving Day, No Class	
Week15	Tue Dec 1	Student Presentation of Chapter 9 Study Assignment.	Tue, Dec 1, LAST DAY FOR STUDENT WITHDRAWAL WITH INSTRUCTOR'S SIGNATURE
Week15	Thu, Dec 3	Continuation of Student Presentation of Chapter 9 Study Assignment.	
Week15	Fri, Dec 4		Chapter 9 Homework and Quiz Due
Week16	Tue, Dec 8	Exam 3 on Chapters 1-13, in-class exam	In-class Exam 3 on Chapters 1-13 Due
Week16	Thu, Dec 10	Review	
Week16	Sun, Dec 13		Service-Learning Event Final Report Due
Week17	Tue, Dec 15	Review	
Week17	Thu, Dec 17	Final Exam (ACS, COMPREHENSIVE) 3:30PM–5:20PM	Final Exam (ACS, COMPREHENSIVE) 3:30PM–5:20PM

Table 3: Fall 2026 Lecture Schedule

*Daily handouts and additional resources are located on Canvas. Log in @ <https://learn.maricopa.edu/login>

Lab Schedule (Tentative – I will update if changes occur):
Section 18994 (Thursdays 3:30PM–7:30PM)

Week	Date	Investigation Topic	Points	Post-lab Due
Week1	Thu, Aug 27	Lab 1– Introduction and Lab Safety	15 points	Lab Safety Videos Due
Week1	Thu, Aug 27	Lab 2– Measuring Melting Points of Compounds and Mixtures	30 points	
Week2	Thu, Sep 3	Lab 3– Purification of Benzoic Acid by Recrystallization	30 points	Lab 2 Post-lab Report Due
Week3	Thu, Sep 10	Lab 4– Simple Distillation of an Unknown Liquid and Separating an Acetone-Acetic Acid Mixture by Fractional Distillation	30 points	Lab 3 Post-lab Report Due
Week4	Thu, Sep 17	Lab 5– Analysis of Analgesics by Thin Layer Chromatography (TLC)	30 points	Lab 4 Post-lab Report Due
Week5	Thu, Sep 24	Lab 6– Acid-base Extraction	30 points	Lab 5 Post-lab Report Due
Week6	Thu, Oct 1	Lab 7– Stereoisomerism	30 points	Lab 6 Post-lab Report Due
Week7	Thu, Oct 8	Flexible Fri, Oct 9 Last Day for Student Withdrawal without Instructor's Signature	-	Lab 7 Post-lab Report Due
Week8	Thu, Oct 15	Lab Midterm Exam (Labs 1–7)	50 points	
Week9	Thu, Oct 22	Lab 8– Spectroscopy & Structure Lecture (Pre-lab: Read Chapters 12 & 13 Lecture Notes/watch the lecture videos on Canvas)	10 points	Watch videos (lecture set) on Canvas
Week10	Thu, Oct 29	Lab 8 <i>continued</i> – Spectroscopy & Structure (problem-solving) (Pre-lab: Written attempts to problem set)	30 points	Watch videos (problem-solving set) on Canvas
Week11	Thu, Nov 5	Lab 9– Polymerization (Synthesis of Polyesters and a Polyamide, Nylon)	30 points	Lab 8 Post-lab Report Due
Week12	Thu, Nov 12	Lab 10– Synthesis of 1-Bromobutane	30 points	Lab 9 Post-lab Report Due
Week13	Thu, Nov 19	Lab 11–Synthesis of Cyclohexene (Stock Room: Please prepare Br ₂ /H ₂ O & KMnO ₄ test reagents)	30 points	Lab 10 Post-lab Report Due
Week14	Thu, Nov 26	Thanksgiving Day, No Lab	-	-
Week15	Thu, Dec 3	Lab 12–Synthesis of Benzopinacolone and Lab Check-out/Equipment Check-in . (Last Day to Withdraw with instructor's Signature is Tue, Dec 1)	30 points	Lab 11 Post-lab Report Due
Week16	Thu, Dec 10	Lab Final Exam (Comprehensive, Labs 1–12)	110 points	Lab 12 Post-lab Report Due
Week17	Thu, Dec 17	Lecture Final (ACS Comprehensive Exam)		

Table 4: Fall 2026 Lab Schedule

****Note: All Pre-lab reports are due at the very beginning of the lab period on the day of the lab. During-lab reports for each experiment are due at the end of the lab period before you exit the lab. Post-lab reports are due at the beginning of the next lab period.**

LABORATORY NOTEBOOK

A laboratory notebook is needed to record measurements and observations concerning analyses. The book should be permanently bound with consecutively numbered pages (if necessary, the pages should be hand-numbered before any entries are made). Most notebooks have more than ample room; there is no need to crowd entries. The first few pages should be saved for a table of contents that is updated as entries are made.

RULES FOR THE MAINTENANCE OF A LABORATORY NOTEBOOK

1. Record all data and observations directly into the notebook in ink. Neatness is desirable, but you should not realize neatness by transcribing data from a sheet of paper to the notebook or from one notebook to another. The risk of misplacing-or incorrectly transcribing-crucial data and thereby ruining an experiment is unacceptable.
2. Supply each entry or series of entries with a heading or label. A series of weighing data for a set of empty crucibles should carry the heading "empty crucible mass" (or something similar), for example, and the mass of each crucible should be identified by the same number or letter used to label the crucible.
3. Date each page of the notebook as it is used.
4. Never attempt to erase or obliterate an incorrect entry. Instead, cross it out with a single horizontal line and locate the correct entry as nearby as possible. Do not write over incorrect numbers; with time, it may become impossible to distinguish the correct entry from the incorrect one.
5. Never remove a page from the notebook. Draw diagonal lines across any page that is to be disregarded. Provide a brief rational for disregarding the page.

The format outlined below should be used for all of your laboratory reports this session. This format and point distribution are **NOT** set in stone and will vary for each experiment since some experiments are longer than others and balanced chemical equations, calculation of theoretical yield, post-lab questions etc. may not apply to some of the experiments. However, all relevant sections of the laboratory report, including the summaries, conclusions, answers to pre-lab and post-lab questions, should be neatly written in ballpoint pen in your laboratory notebook. Each experiment will be worth at least a total of 25 points. A tentative point distribution is shown below. **Please read the notes below carefully.**

NB: Start each section (Pre-lab, In-lab and Post-lab) on a new page.

1. PRE-LAB: 10 pts (*Due when you come to laboratory to perform an experiment. Submit the duplicate copy to your instructor and leave the original in your notebook.*) The purpose of the pre-lab is to ensure that adequate preparation has been made prior to the lab, such as reading and knowing what is to be done so that the 3 hours of lab will be well spent doing science and not a time to read. It is therefore pointless to come to the lab unprepared and try to write a pre-lab report after the experiment is done. Late pre-lab reports will not be accepted.

Title

(1 point)

- It is necessary to record the title of each experiment at the top of the first page. It is also appropriate to use the experiment title as a header for each page of the experimental write-up. To differentiate each page from the first page, place the abbreviation for continued in parenthesis after the title i.e. Experiment 2: Synthesis of Aspirin (cont.).

Purpose/Objective

(2 points)

- Give a clear, concise statement defining the scientific problem the experiment is designed to solve.
- A brief summary of the course of action to be followed in solving the problem.
- When appropriate, a working hypothesis regarding the outcome of the experiment.
- Describe the importance of the experiment.

References

(0.5 point)

- For books, write the authors, book title, edition, publisher, page numbers (e.g. Pavia, D. L.; Lampman, G. M.; Kriz, G. S.; Engel, R. G. Introduction to Organic Laboratory Techniques: A Small Scale Approach, 2nd ed., Brooks/Cole: Pacific Grove, CA, 2005, pp. 127-132.)
- For online materials, provide the website and the date it was accessed.

Balanced Chemical Equations (where applicable)

(1.5 points)

- For a synthesis, write balanced chemical equations for all significant reactions, including possible side reactions that might reduce the yield.

Table of Chemicals, Reagents, Products, & Physical Constants**List of other Supplies and Equipment**

(3 points)

- A table listing relevant physical properties or other information including the name of compound, its molecular formula, structure, molecular weight, mp if the compound is a solid, bp/concentration/density if the compound is a liquid, amounts required in g and/or mL, and potential hazards of all reactants, products, solvents and any other chemicals involved in the experiment.
- Give a list of other supplies and equipment needed for the experiment.

Calculated Theoretical Yield

(2 points)

- Show your calculations, using appropriate units, of the quantities of reactants required and the theoretical yield of product. Clearly identify the limiting reagent where applicable.

Experimental Procedure

- Outline what will be done. This can be done in the form of a checklist, flowchart or other kind of outline summarizing the experimental procedure. It should contain all the important/relevant information so that you or someone else can use it to complete the experiment without looking at the lab manual.

Include Answers to any assigned pre-lab questions.**2. DURING-LAB: 10pts (*This must be handed to the instructor at the end of the lab.*)**

The **procedure and observations report** tests the level of honesty of the student since all that is written is supposed to be based on what was done and observed and **not** on what was read, heard or expected. In this section,

- Reference the appropriate pages from the lab manual and note any changes made to the procedure.
- This section will include, but is not limited to: amounts of chemicals actually used, pictures of apparatus used, color changes, times used for reactions, masses recovered, qualitative test results, measured melting points and boiling points, IR spectra, gas chromatograms, HPLC results, TLC retention factors, etc.

- You are required to document the procedures and methods that were used; the mass and moles of reagents used; the reaction conditions used; the analytical methods that were employed as well as any observations made during the course of the experiment. It is essential that you provide a detailed description of the work performed in the lab. The standard used for documenting your work is best described as being detailed enough so that any chemist, provided with your laboratory notebook, could not only reproduce the experiment (with no other resource than your lab manual) but could also reproduce your results. ***The experimental section is not to be mistaken with a procedure write-up in your pre-lab, which only gives a set of instructions that are to be performed. An experimental section is describing what was done and MUST BE WRITTEN IN THE PAST, IMPERSONAL TENSE.***

Example: Benzoic acid, 3.00 g (24.6 mmol.), was treated with 20.0 mL of 3.0 M NaOH (60.0 mmol). The reaction mixture was stirred for several minutes until all of the Benzoic acid was dissolved. The resulting clear solution was gravity filtered to remove any residual solid impurities.

It is acceptable; in fact, it is preferable that you describe a series of steps by stating that a specific technique was used. For example: The crude benzoic acid was recrystallized from hot deionized water. The statement above is sufficient to describe each individual step that was performed during the recrystallization process.

3. POST-LAB: 10 pts (Due at the beginning of a new experiment)

The post-lab report tests the sense of logical reasoning of the student. Results may be positive or negative but one must be able to provide a justification of whatever results obtained.

Results and Discussion

- This section is used to report the results of your experiment along with any analytical data or reports that were collected. **IT IS ESSENTIAL THAT THE DATA BE INTERPRETED, NOT JUST REPORTED.**
- It may include, but is not limited to, the following items: product data—measured melting points and boiling points, IR spectra, gas chromatograms, HPLC results, TLC retention factors, masses recovered, actual yields in g and moles, percent yields, qualitative test results, interpretation of spectra and or analytical data.
- Compare/contrast your obtained experimental results with what was expected. Critically evaluate the experiment and formulate a logical explanation to account for any deviations between actual results and anticipated results.

Conclusions

- 1-2 paragraphs summarizing the results obtained from the experiment. Draw conclusions that are supported by the observations and data collected during the experiment.

Include Answers to any assigned post-lab questions.

PLEASE NOTE:

- 1) The lab report point distribution given above is just a typical example and may vary between reports.
- 2) Laboratory experience will consist of application of lecture content to related chemistry experiments. This statement also applies to lab exams.
- 3) All graded lab reports and lab exams must be submitted to your instructor on the day of the lab final for shredding. There will be five points deducted for every graded lab report or exam that is not returned.

Check-in: Students will be assigned a drawer on the first day of laboratory and provided a key to the drawer. Each student will account for his/her supplies at check-in and will vouch for the condition of the equipment, requesting replacements from the chemistry stockroom for damaged or unusable items. All missing, broken, or damaged items should be replaced by the chemistry stockroom at this time at no charge. During the semester, any equipment that is broken or damaged must be reported to both the lab instructor and the chemistry stockroom and the damage will be recorded on the check-in sheet.

Students will work in pairs, so the group of two students will be sharing their drawer equipment. However, drawer equipment is not shared between groups. It is imperative that each student accounts for their equipment at the end of every laboratory period. Students are held financially responsible for all equipment issued to them at check-in. The cost of replacement/repair for missing/damaged equipment will be billed to students through the bursar's office as a "breakage fee."

****Keep your equipment drawer locked. You will ultimately be responsible for equipment if it is damaged or missing. ****

****Students may not leave their personal belongings in their Lab Drawer as their Instructor, the Chemistry Stockroom and the Physical Sciences Department will not be responsible for any missing or unclaimed personal items. ****

Check-out: Students must properly clean all their glassware, lab equipment, and lab drawer and check out of their lab drawer on the last scheduled face-to-face lab of the semester (week 16) or within one week of withdrawing from the course. Students who withdraw from the course must attend the next regular laboratory session in order to check out of their drawer. Students will be charged a \$25 check-out fee if they fail to properly clean up and check out of their lab drawers. Students may not arrange a special time with their Laboratory Instructor in order to check-out either upon withdrawing from the course or at the end of the term. No early check-outs are allowed (see the course syllabus for Laboratory Checkout date). Any absences from the laboratory check-out due to valid reasons must be accompanied by written documentation or the \$25 check-out fee will be assessed. For any extenuating circumstances, contact your course instructor and copy the Chemistry Stockroom Coordinator (Claire Abbruscato, claire.abbruscato@scottsdalecc.edu).

Lab Drawer Key Policy: Each group is issued their drawer key and the key becomes the students' responsibility until turned in at check-out. Before leaving the lab, students must lock their drawer and return their key to the proper spot in the Key Box for that lab section. If the lab drawer key is lost, the responsible student(s) will be charged for the replacement key.

Academic Integrity

Cheating and other forms of academic dishonesty run contrary to the purposes of higher education and will not be tolerated in this course.

Academic dishonesty includes (but is not limited to):

- Plagiarism (the act of presenting the words, ideas, images, sounds, or other creative expression of others as your own).
- Copying answers or work done by another student (either on an exam or on out-of-class assignments).
- Allowing another student to copy from you.
- Using unauthorized materials during an exam.
- Googling and copying answers from the web or using AI
- Submitting test questions to and getting answers from sites like Chegg.com and similar sites.
- Phoning or chatting with someone (friend, classmate, tutor etc.) about and during a test.
- Navigating away from a test session to a different browser window, a different computer or mobile device

*Canvas keeps a log of your activity during quizzes and exams. These activities will be reviewed by the instructor. **Any navigating away from a test session to a different browser window or your computer desktop will result in a "0" for the test!!***

All forms of academic dishonesty will result in loss of all points for the graded material on which the transgression occurred.

- a. **First offense:** a zero for the assignment that contains the plagiarized answer
- b. **Second offense:** a zero for the assignment and a report filed with the Dean of Students with a recommendation of all penalties applicable, up to and including, expulsion and a note on the student's permanent record and the grade of F in the class.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, demonstrations, and resources during our in-person meetings. These will be supplemented by recorded videos and simulations.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of 24–72 hours, excluding weekends, for the instructor to respond to messages sent via the Canvas Learning Management System or email during business days. Students can expect assignments to be graded within two weeks of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a username or password, and submit work and/or download

information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

College Policies

Students are responsible for the college policies included on [Student Regulations](#) page of the Maricopa Community College District website. Additional information about Scottsdale Community College can be found in [the SCC General Catalog & Student Handbook](#).

Academic Honesty

- Every student in this class is expected to produce his/her own original work.
- Plagiarism is unacceptable and is not tolerated.
- Plagiarism may result in being dropped from the course with a failing grade.

Plagiarism will result in actions as outlined in the Maricopa Community College District [Academic Misconduct Policy](#). Refer to the course policies section of the syllabus for additional course and department specific policies.

Code of Civility

Instructors are expected to be professional, courteous, respectful and empathic to students. They will:

- Begin and end class on time
- Be prepared for each class session
- Provide academic feedback and grade assignments in a timely manner
- Be available for individual consultation
- Clarify assignments and inform students of any adjustments to the class schedule

Students are expected to be reflective, courteous, respectful and empathic to classmates, instructor and other college staff assisting in their learning. Students are expected to arrive on time for class and remain until class has ended. The instructor should be notified in advance if there is a need to leave early. Students are expected to:

- Mute mobile phones before entering classroom
- Be in class and be on time
- Be prepared for class sessions

- Participate in class activities
- Follow instructions and complete assignments
- Keep up with and turn in assignments by due dates
- Put forth their best efforts
- Consider exchanging contact information with two classmates in order to keep current
- Ask questions when they don't understand
- Maintain knowledge of their grade status
- Contact instructor right away about concerns or situations that may interfere with their success in class

Diversity and a Safe Learning Environment

This classroom will be a safe learning environment for every individual as far as I am able to ensure that outcome. This means I will treat each student with respect, and in turn I expect respect to be given to the instructor and every individual in this course. Disagreement does not equal disrespect. We all bring different points of view, different personal values, different life experiences, and different personal preferences with us into the classroom. This diversity makes for great discussion, adds interesting dimensions to our interpersonal relationships, and is welcome in the academic arena. Though we celebrate our differences, I expect each student to respect the rights and needs of fellow classmates. Students cannot feel safe expressing themselves without the assurance that their ideas, attitudes and beliefs will be treated with respect.

Maricopa Learning Tool Disclaimer

Maricopa's Canvas Learning Management System employs Learning Tools Interoperability ("LTI") standards to enhance the learning experience. Examples of learning applications that use LTI specifications to connect to Canvas include simple communication apps (e.g. Conferences, Chat), learning environments for complex subjects like math or science (e.g., Pearson MyLabs), plagiarism detection apps (e.g., Turnitin), and other integration tools that may route users to another (vendor) website. MCCCDC provides links to these sites. Please be aware that when you use these links, you are leaving the Canvas environment and the protections MCCCDC has built in to assure compliance with Maricopa's Data Privacy and Security Standards and other legal compliance. At present, MCCCDC has been unable to verify that the vendors' software and systems conform to Maricopa standards in this or any other regard. Hence, there is some risk that instructors electing to use the products and services made available by these LTI vendors may place any student information shared with the vendor at risk of disclosure.

Student Conduct Code

The classroom is an educational learning environment where students are expected to engage in behaviors which are conducive to their own learning and the learning of their peers. To facilitate this, respect for self and others is mandatory and necessary. Should a student exhibit disruptive behavior and/or use profane language to the extent that it interferes with the learning environment, an academic consequence may be imposed. Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences:

- Warning – A notice in writing to the student that the student has violated the academic code.
- Grade Adjustment – Lowering of a score on a test or assignment.
- Discretionary Sanctions – Additional academic assignments determined by the faculty member.
- Course Failure – Failure of a student from a course where academic misconduct occurs.

Further information see the Maricopa Community College District [Student Conduct Code](#).

Withdrawal Policy

- Students may initiate an official withdrawal from any course by submitting a withdrawal form with required signatures to the A&R office within published deadlines.
- Failure to attend any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See the Maricopa Community College District [Refund Policy](#) for detailed information.
- Official date of withdrawal is last date of attendance as determined by student's withdrawal or as reported by the instructor.
- The official date of withdrawal will determine degree of refund, if any.
- Failure to file official withdrawal form within published deadlines can result in a failing grade and may affect refund of course tuition and fees.

Additional information on withdrawals is outlined in the Maricopa Community College District [Withdrawal Procedures](#).

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. physical, sensory, neurological, chronic illness, mental health, learning disabilities, or other health concerns). If you require accommodations for this course, please contact [Disability Resources and Services](#) (DRS) at your college.

Contact with [DRS](#) should be made as soon as possible to ensure academic needs are met in a reasonable time. Additional information can be found in the [Non-Discrimination Statement](#) and [MCCCD Non-Discrimination Policies](#).

Student Support Services

A variety of student services are accessible online. Services are free of charge to all registered SCC students. Refer to the **First Steps: Helping You Succeed** module in any one of your Canvas courses for more detailed information.

Canvas

- Check out the [Canvas Student Guide](#) for self-help with Canvas, or call 1-888-994-4433 for 24/7 support.

Note: It is essential that you set your notifications in Canvas before you get started with the course. This video will help you set your Canvas [notification preferences](#).

College Police Services

- SCC College Police Office Phone Number: (480) 423-6175
- SCC Emergency Number: (480) 784-0911

SCC Help Desk

Contact the SCC Help Desk at (480) 423-6274. Hours are Monday – Thursday 8 a.m. to 7:30 p.m. and Friday and Saturday from 8 a.m. to 4 p.m. Summer hours vary.

Technology Skills & Computer Equipment

For this course, you will need a working email address, a Canvas account, and access to the internet. Internet access can be from school, home, or work. Additionally, experience and comfort using the internet and word processing tools are beneficial for course success.

- SCC's Student Tech Center provides free computers and internet access to all registered students.
- Maricopa Community Colleges provides all students with an email address. It is now the official way to receive communication from the college and district. Look up your email account at the [Maricopa Student Email](#)
- You will be able to log into the [Canvas Learning Management System](#) using your MEID and associated password.

Course materials are best accessed through either Chrome or FireFox browsers. To download these browsers visit:

- [Chrome Website](#)
- [FireFox Website](#)

Learn Safe Guidelines

Student or Instructor Illness Considerations and Class Access

If your instructor is ill and cannot attend class, updates and announcements will be provided in Canvas, Maricopa email, or other class communication channel prior to class that day if possible.

Students who are not feeling well should not attend class. Notify your instructor prior to the start of class on a given day. Your instructor will connect with you if there is an option to attend class remotely or will provide information about how to stay current with assignments and lessons online.

FINAL THOUGHTS

Chemistry is an amazing subject. Like many good things, it will take some effort on your part to understand and appreciate it. I urge you to work on book problems and class exercises. Some of the material may be quite challenging to you, but don't give up! You have the ability to master chemistry, and from there you can do just about anything! I'll do everything I can to help to make the course interesting, enjoyable, and truly educational.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.

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**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Syllabus Agreement

CHM235AA: General Organic Chemistry I with Lab

Fall 2026 Sections 18993 (lecture) & 18994 (lab)

*Students are responsible for the information contained in this syllabus.

*The information in this syllabus is subject to change based on the discretion of the instructor.

*Please initial the following to signify your agreement:

_____ I have read the syllabus (in its entirety) and understand its policies and conditions for determining my grade and my expectations for this class.

_____ I understand that if this syllabus receipt is not on file with the instructor, I will be dropped as a "no show" from the class.

_____ I have reviewed and understand the Withdrawal Deadlines listed in the syllabus, and that if I must drop the course, it is my responsibility to initiate an official withdrawal by submitting a Withdrawal Form with required signatures to the Admissions & Records Office within the published deadlines. I understand that failure to file an official Withdrawal Form within published deadlines can result in a failing grade and may affect refund of course tuition and fees. I understand that withdrawal with a "Y" can affect my credit hours and academic standing.

Printed Name

Signature

Date:

(For your records)

Syllabus Agreement

CHM235AA: General Organic Chemistry I with Lab

Fall 2026 Sections 18993 (lecture) & 18994 (lab)

*Students are responsible for the information contained in this syllabus.

*The information in this syllabus is subject to change based on the discretion of the instructor.

*Please initial the following to signify your agreement:

_____ I have read the syllabus (in its entirety) and understand its policies and conditions for determining my grade and my expectations for this class.

_____ I understand that if this syllabus receipt is not on file with the instructor, I will be dropped as a "no show" from the class.

_____ I have reviewed and understand the Withdrawal Deadlines listed in the syllabus, and that if I must drop the course, it is my responsibility to initiate an official withdrawal by submitting a Withdrawal Form with required signatures to the Admissions & Records Office within the published deadlines. I understand that failure to file an official Withdrawal Form within published deadlines can result in a failing grade and may affect refund of course tuition and fees. I understand that withdrawal with a "Y" can affect my credit hours and academic standing.

Printed Name

Signature

Date:

(Submit this half)