

Instructor: Prof. Rory Waterman
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Innovation E331
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Lecture: MWF 12:00–12:50, Innovation E102 or via MS Teams

Office hours: Tuesdays and Thursdays between 1:00–2:30 PM. You can easily book times via Navigate or contact me to make an appointment. Any meetings out of class will be remote via MS Teams or phone.

Inclusion in science: In the Department of Chemistry, we have agreed that sharing our thoughts on inclusive science is important as a part of our on-going commitment to equity in access and diversity throughout our field.

Here are my thoughts: First, you are welcome and belong in this class and in chemistry. Science *should* be inclusive because the activity itself is identity independent. Sadly, that is not true because people do science, and our disciplines have been built on privilege that has impacted access to education, information, resources, opportunity, and voice.

My education is a result of privilege and came at a time when science successfully dismissed inclusion (i.e., ‘science is blind’ baloney). Therefore, I am on a steep learn curve for creating and supporting an inclusive scientific enterprise. Nevertheless, I value all identities including race, ethnicity, sex, gender identity, ableness, nationality, sexual orientation, religion, economic status, age, among others, and I value how diverse groups of people and perspectives enrich our lives and, more germane, science.

I am committed to doing right by you and making this class welcoming and supportive of all. Please share with me directly or through an ally, if you need to be anonymous, if that is not the case. I am prepared to learn and do better, and I will not tolerate deliberate exclusion. UVM provides us a starting point about what an inclusive environment looks like in Our Common Ground.

Course description: A general overview of inorganic chemistry. Topics include bonding, molecular structure, periodic properties, symmetry, main-group and transition-metal (including organometallic) chemistry, and bioinorganic systems.

Things are a little different this year with an in-person section and an at-home section. While the objectives and course content will be identical, some of the activities and assessments must be different to accommodate for the remote students. In some cases, students will be able to toggle between those modalities. For example, students who are under quarantine should attend the class via the link on Teams. However, student may not elect to mix and match between the remote and in-person pieces. Substitution of assessments, for example, comes only with instructor permission in advance.

As communicated by email, some Wednesday classes will be entirely virtual, which is an unavoidable consequence of childcare obligations. I will communicate those in advance.

Course objective: My goal is that students who complete this course should be able to use some basic inorganic concepts, broadly defined, to enable problem solving in other fields. To address that goal, one should understand bonding across inorganic systems, the interplay of symmetry and physical properties, transition metals, and main group elements. To meet that goal, we should investigate the inorganic chemistry in applied fields like catalysis and energy conversion.

Learning outcomes: The course is broken into several parts (up to five, if all goes well). Each section will have a set of specific objectives associated with it. Those documents form a roadmap for the course. If you *understand* what the content of the objectives and can *perform* the skills, then you are learning the course material. We will get to that point by using class time to review concepts and for you to do exercises and activities that reinforce those ideas and practice skills. That plan will work if you engage in course materials (the book, homework, or other provided materials) before or after a given class, as prescribed.

Basic outline

- I. The basics of inorganic chemistry
- II. Transition-metal chemistry
- III. Catalysis
- IV. Energy

Important dates: Monday, March 1, exam 1
Monday, March 29, exam 2
Monday, April 26, exam 3 20, exam 2
Wednesday, May 5, option to “drop” exam 1 deadline
Monday, May 10, last day of class
Final exam date: May XXX TBA by Registrar

No class: Wednesday, March 24 (respite day)

Text: *Inorganic Chemistry* by Miessler, Fischer, and Tarr (ISBN-13: 978-0-321-81105-9). Some supplementary readings and resources will be distributed in class and/or posted on the course Blackboard site or via your UVM email.

We will do work in class. I will send material in advance with the expectation that you engage that material in advance to perform work in class that will aid in your learning.

Grading: Grades will be based on three exams (20%, 20%, and 20%, respectively), a final exam (20%), quizzes (10%), and homework/in- or pre-class work (10%).

Exams: Traditional paper exams will be given in class, and an alternative electronic exam will be provided for the at-home section. The questions will be different, but the cognitive effort and assessment of objectives is equivalent. In-person students who are unable to take an in-person exam by prior arrangement will have an in-person make-up.

Quizzes: Short quizzes will be given at the beginning of a class most weeks. Because we should cover a few days' of material, the day of the week may change. The quizzes are based on fundamental material covered in lectures over the previous classes and thus intended to help you see what topics are important.

Problem Sets: Problem sets will be given approximately weekly. Solutions will be provided, and these will not be graded completely. Only one question per problem set will be graded, and complete, timely submission will be half of the grade. Completing the problem sets is the best way to review course material and practice key skills in the course.

Pre-class questions: On most class days, I will deploy a set of no more than three, brief questions on Blackboard after 5:00 am to be completed by 11:40 am. The purpose of these questions is for me to see how people are handling the material and helping me gauge where we need to go in a given class. These are a brief (~5 minutes of effort) and not graded for correctness. You receive full credit by attempting all of the questions because I want to know what is going on in the class and not measure personal performance. These will be summed over the semester as one or two problem set grades.

Web content: Course materials are available through Blackboard (bb.uvm.edu).

Academic Honesty: As students of the University of Vermont, you are expected to conduct yourself in accordance with the Code of Academic Integrity (www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf).

Grading details:

- Any graded in-class work will be evaluated as an additional homework grade.
- The best 11 of 13 quiz scores will be used to calculate your quiz grade (10% of the course grade). Therefore, there will be no rescheduling for quizzes except in the case of a University-approved absence.
- The first exam can be "dropped." If your grade is particularly low on the first exam, you may elect to weigh the final exam at 40% and "drop" the first exam from your course grade. To take advantage of this, you must inform me via e-mail by May 5 at 5:00 PM.
- All grading policies of the Department of Chemistry and University hold.

Late policy: Materials submitted in print are due at the beginning of class on the date specified, and electronic material is to be sent by 11:30 AM on the date specified with your last name as the file name. Items submitted within 24 hours of the due date will be given 50% credit and after 48 hours, no credit.

Miscellaneous: For those issues not explicitly noted in these documents, the instructor may set policies during the semester. However, no part of this course does or is meant to supersede the policies of the University of Vermont and the College of Arts and Sciences.

Learning Goals: The Department of Chemistry has a set of learning goals for all chemistry majors. The specific learning objectives of this class are meant to directly address some of these goals as part of the broader program for students taking chemistry courses.

1. Demonstrate general knowledge in chemistry across all subdisciplines and be able to apply chemical and physical principles in the solution of qualitative and quantitative chemical problems.
2. Solve qualitative and quantitative problems by developing a rational strategy, including the ability to estimate the solution and test the validity of the solution.
3. Demonstrate proficiency in experimental chemical techniques and be able to apply these to practical and current problems in research.
4. Describe the objective of a chemical experiment, execute the experiment correctly, and collect and analyze relevant data, akin to the scientific method.
5. Understand and adhere to procedures and regulations for the safe handling, use, and disposal of chemical reagents.
6. Collect data digitally and analyze such data with appropriate software.
7. Locate, retrieve, and determine of the utility of chemical information using modern library search techniques.
8. Use chemical principles to critically evaluate current scientific literature.
9. Present scientific data clearly and effectively through both written and verbal communication.

Parts of CHEM 131 specifically addresses aspects of goals 1, 2, 7, and 8.

The instructor reserves the right to make changes, with notice.

Outline

- I. The basics of inorganic chemistry
 - A. Recap of Lewis structure & VSEPR
 - B. Point symmetry
 - C. Molecular orbital theory
 - D. Periodic trends
 - E. Lewis acids, hard-soft concept, and frustration
- II. Transition-metal chemistry
 - A. Metals: Who they are and what they do
 - B. Electronic structure of metals
 - C. Reactions at transition metals
 - D. Moving electrons/metals doing work
- III. Catalysis
 - A. Catalysis, chemistry that affects all of us
 - B. Taming the organometallic beast
 - C. Solid-state: oil processing and catalytic converters
 - D. Homogeneous catalysis: reactions to make drugs and useful things
- IV. Energy (if we get this far)
 - A. Solar cell technology
 - B. Solid-state refrigerant
 - C. Making hydrogen

Key skills

- Identify point symmetry of molecules
- Interpret MO diagrams for simple molecules
- Identify d-orbital splitting in various metal coordination geometries
- Assign formal oxidation state and d-electron count to metal complexes
- Predict or identify ligand exchange reactions
- Assign electronic spectra of metal complexes
- Determine Δ_o from spectral data
- Apply appropriate dopant to change semiconductor electronic properties
- Determine valence electron count for a metal complex and relate to possible organometallic reactions
- Sequence fundamental organometallic reaction mechanisms into a catalytic cycle to produce a product
- Use kinetic data to determine mechanism
- Predict rates of electron transfer from barrier and driving force data