



Welcome to Organic Chemistry I

Prof. Chad Landrie

Introduction

Welcome to Organic Chemistry I (CHM 223) at Oakton Community College. My name is Dr. Chad Landrie and I am going to be your fearless leader this semester. Like you, I was once a beginning orgo student and I remember how anxious I was walking into this class. You, however, have nothing to fear! I'm confident that I can help each of you be successful. This course will train you to think differently. You will learn to apply just a handful of concepts to explain a many phenomena in organic chemistry. We will also learn about some of the direct applications organic chemistry in your fields.

While I'm confident in my ability to teach you effectively, your success also depends upon your preparedness, your ability to follow instructions carefully and your willingness to work diligently outside of class. Below you will find a quick start guide. Most of the items should be completed before the first class, some during the first week. Following that is a cheesy, nerdy, eye-rolling, metaphor for how to succeed in this course: the Simmons-Smith cyclopropanation, a chemical reaction we'll learn later this semester.

If you have questions, concerns or need help navigating your way around Oakton, don't hesitate to stop by my office (109 Lee SHC at Des Plaines), call (848-376-7439), Skype (clandrie), Google Hangout (chadlandrie@gmail.com) or send an email (clandrie@oakton.edu). I look forward to meeting you all as we begin this exciting journey.

Quick Start Guide

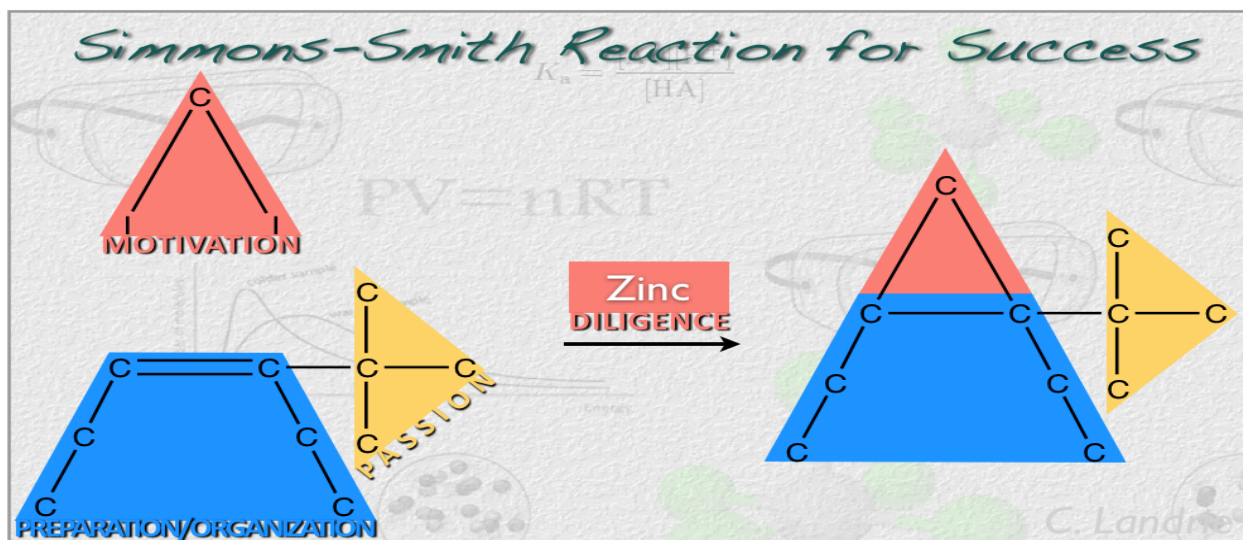
1. Log into our learning management system (LMS) with your Oakton credentials. We are using Desire To Learn (D2L) by Brightspace. To log in, go to: <https://d2l.oakton.edu>.
2. Obtain the [required and recommended resources](#) for the course including the textbook, laboratory manual, laboratory notebook and goggles. The full list is in the syllabus, which can be found on the [course website](#) in [HTML form](#) or downloaded as a PDF from the [Download Center](#) or [D2L](#). The textbook is available in the bookstore and comes bundled with an OWL access code. If you choose not to buy the textbook in the bookstore, you will have to purchase an OWL access code separately. We are currently using the 9th edition of *Organic Chemistry* by John McMurray.
3. Register your OWL online homework access code. An access code comes bundled with the loose-leaf textbook that can be purchased in the bookstore. You may also purchase an access code directly from Cengage. Either way, follow these steps:
 - a. Log into D2L and go to our course. Recommended that you use Firefox. You must also enable pop-ups.
 - b. In the *Content* area, click on the *Homework* module and then the *OWL* submodule.
 - c. Follow the links labeled *STEP ONE* and *STEP TWO*.
4. Complete the first OWL homework assignment, *OWL – Lecture 1 (Content → Homework → OWL → Assignments)* before our first class if possible. This assignment will train you how to navigate and use the OWL platform.
5. Decide now whether you intend to purchase your own i>Clicker or whether you will use a loaned

i>Clicker that must be returned after each class. For more information, read the section on i>Clickers in the course syllabus.

6. Access the syllabus from [D2L \(https://d2l.oakton.edu\)](https://d2l.oakton.edu) or the [course website](#). Read it carefully to familiarize yourself with the course requirements, schedule and policies. I will ask if there are any questions or clarifications on the first day; however, I will not methodically present the entire syllabus during class time. I also will not print hard copies unless requested.
7. Setup your D2L notifications so that you are alerted when a new News Item is posted (e.g., text message). I post several per week during the semester, some right before class. You can adjust your D2L notification settings so that these News items are sent to your email or phone as a text message (recommended). For instructions on how to change your notification settings, watch the [Updating Your D2L Notifications Settings](#) within D2L or on [my YouTube channel](#).
8. Take the [Pre-Class Questionnaire](#). This is required and you get points for it! Complete this step before attending the meeting you'll schedule below.
9. Schedule an appointment to meet with me for 10-15 minutes during the first two weeks of class. This is required and you'll get points for it! I just want to chat to get to know you a little better. No pressure. Please schedule your appointment at <http://chadlandrie.youcanbook.me>.
10. Take [Quiz 1](#) and [Quiz 2](#) by the end of the second week. These are both online D2L quizzes and are short. You must have already attended your 10-15 minutes meeting to complete Quiz 2.
11. Attend the first class! Attendance is required and important for your success. We will be using i>Clickers beginning on the first day of class and your attendance is recorded each time you vote.

Metaphor for Success

As we'll learn later this semester, the Simmons-Smith reaction is performed by combining diiodomethane (Motivation) with zinc (Diligence) to create a highly reactive carbon atom. This reactive intermediate (that's You!) then combines with double bonds (Preparation and Organization) to form 3-membered rings called cyclopropanes (your success, A+). Are you rolling your eyes yet? It's okay; I'm guessing you'll be doing a lot of that as I attempt humor this semester. Anyway, take away the nerdy metaphor and you have the characteristics that in my opinion define a successful student in organic chemistry.



Probably the most important of these is motivation. This is also the hardest for me as an instructor to instill. Teaching content is easy, but empowering students to believe that they are going to be successful in a new and challenging subject is tough. We'll talk more about motivation and success during our first class, but let me get you thinking by asking a few provocative questions:

- What groups of people perform better in chemistry courses (e.g., men, women, African American, Asian, rich, poor etc.)?
- Is intelligence primarily fixed (e.g., genetic) or malleable (e.g., can be improved through practice)?
- How much struggle and difficulty is reasonable in a chemistry course?
- In your previous chemistry classes have you felt like part of the group or an outsider, someone different?
- Do you trust your instructors to help you in any way they can to help you succeed? What has to be done to gain your trust?

Once we are interested, motivated and engaged, then we need to ensure that our environment and study habits support our goals. Enter Preparation/Organization. When we prepare for something, we start by asking questions that test our readiness for a task, such as:

- When is the first quiz?
- What material do I need to review before lecture?
- How do I write a laboratory notebook entry?
- How much time will I need to complete the homework assignment?
- What is my current grade?
- Where is my instructor's office and when can I visit if I need help?
- Are there study groups or tutors available?
- What are the course policies I need to know?

Once we've answered these questions and constructed a list of tasks that need to be completed, then we need to organize the information we've gained as well as our time. We all organize information and time uniquely, but below are some best practices that I believe we should implement.

- Develop a personal schedule. Time management is crucial in ensuring you can complete the tasks for all your courses to the best of your ability. Make your schedule as detailed as possible by including time for class, work, studying and homework. Reserving Sunday to do everything is a recipe for disaster.
- Make weekly to-do lists. There's nothing more satisfying for me than checking off the last item on a to-do list however short it may be. Just the act of making the list helps us ask and then remember what needs to be done.
- Know your course progress. Frequently check your scores and course grade on D2L. See your instructor right away when you are not meeting your goals so that together the two of you can formulate a study plan.
- Reorganize notes into categories that make sense to you. There are many ways the information in this course can be organized; the order of the sections in the textbook is not the only or necessarily the best way. For example, midway through the course you may want to make a list of all reactions you've learned that proceed through a carbocation intermediate. The act of reorganizing notes and creating new notes will help you form connections between topics, which will increase your understanding and retention.