

UNIT 1

11.1

- Condensed phases- a phase in which the particles are packed in close proximity to one another
- IMFs: solid>liquid>gas
- IMFs are the forces that exist between the molecules, atoms, or ions that make up a particular substance
- Stronger the IMFS, that harder it is to separate the particles.
- Fusion: solid \rightarrow liquid and Vaporization: liquid \rightarrow gas both require an input of energy
- Condensation: gas \rightarrow liquid releases energy
- Enthalpy of vaporization ΔH_{vap} is the energy required to convert one mole of a liquid to vapor at a given temperature
- As IMF $\uparrow = \Delta H_{\text{vap}} \uparrow$



11.2

- Vapor Pressure- the pressure of the vapor of a substance in contact with its liquid or solid phase in a sealed container
 - When liquid is placed in a sealed container, some molecules escape into vapor phase (increasing vapor pressure) and some will recondense into liquid phase. When these become equal, they reach the dynamic equilibrium
 - Equilibrium vapor pressure is the pressure of vapor of a substance at equilibrium in contact with its liquid or solid phase in a sealed container
- \uparrow temperature = \uparrow VP
- \uparrow IMFs = \downarrow VP
- Boiling Point of a liquid is when the Vapor pressure of the liquid is equal to the external pressure
 - Normal boiling point is the temperature when the vapor pressure of a liquid is equal to 1 atm (760 mmHg)
- \uparrow IMFs = \uparrow BP

$$\ln P = \frac{-\Delta H_{\text{vap}}}{RT} + C \quad \ln \frac{P_2}{P_1} = \frac{-\Delta H_{\text{vap}}}{R} \left(\frac{1}{T_2} - \frac{1}{T_1} \right)$$

- $R = 8.314 \times 10^{-3} \text{ kJ/K} \cdot \text{mol}$, $C = \text{constant of integration}$
 - $\ln P$ vs. $1/T$ and the slope is $-\Delta H_{\text{vap}}/R$

11.3

- Cohesive forces: a force of attraction between molecules of a single substance and affect the physical properties of a liquid
- Surface tension is the measure of force required to "break" the surface of a liquid
 - Results from different IMFs experienced by molecules at the surface of a liquid and those in the interior of the liquid

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Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Annual Catalogue College of Hawaii, 1910

Teach Students How to Learn Saundra Yancy McGuire, 2023-07-03 Co published with NISOD Miriam a freshman Calculus student at Louisiana State University made 37 5% on her first exam but 83% and 93% on the next two Matt a first year General Chemistry student at the University of Utah scored 65% and 55% on his first two exams and 95% on his third These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book What is preventing your students from performing according to expectations Saundra McGuire offers a simple but profound answer If you teach students how to learn and give them simple straightforward strategies to use they can significantly increase their learning and performance For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success This book encapsulates the model and ideas she has developed in the past fifteen years ideas that are being adopted by an increasing number of faculty with considerable effect The methods she proposes do not require restructuring courses or an inordinate amount of time to teach They can often be accomplished in a single session transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement First she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth Next she presents a specific study system that can quickly empower students to maximize their learning Then she addresses the importance of dealing with emotion attitudes and motivation by suggesting ways to change students mindsets about ability and by providing a range of strategies to boost motivation and learning finally she offers guidance to faculty on partnering with campus learning centers She pays particular attention to academically unprepared students noting that the strategies she offers for this particular population are equally

beneficial for all students While stressing that there are many ways to teach effectively and that readers can be flexible in picking and choosing among the strategies she presents Sandra McGuire offers the reader a step by step process for delivering the key messages of the book to students in as little as 50 minutes Free online supplements provide three slide sets and a sample video lecture This book is written primarily for faculty but will be equally useful for TAs tutors and learning center professionals For readers with no background in education or cognitive psychology the book avoids jargon and esoteric theory *Journal of Chemical Education* ,1925 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers

Announcements and General Information Virginia Junior College,1922 *Year-book* University of Southern California,1906 **General Catalogue** Berea College,1916 Exercises in General Chemistry Horace Grove Deming,Saul Bryan Arenson,1924 **Defiance** Defiance College,1914 *Visualization in Science Education* John K. Gilbert,2005-07-05 Visualization meaning both the perception of an object that is seen or touched and the mental imagery that is the product of that perception is believed to be a major strategy in all thought It is particularly important in science which seeks causal explanations for phenomena in the world as experienced Visualization must therefore play a major role in science education This book addresses key issues concerning visualization in the teaching and learning of science at any level in educational systems Visualization in Science Education draws on the insights from cognitive psychology science and education by experts from Australia Israel Slovenia UK and USA It unites these with the practice of science education particularly the ever increasing use of computer managed modelling packages especially in chemistry The first section explores the significance and intellectual standing of visualization The second section shows how the skills of visualization have been developed practically in science education This is followed by accounts of how the educational value of visualization has been integrated into university courses in physics genomics and geology The fourth section documents experimental work on the classroom assessment of visualization An endpiece summarises some of the research and development needed if the contribution of this set of universal skills is to be fully exploited at all levels and in all science subjects **Circular of Information** University of Southern California,1904

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