

CHEM EXAM 3 Fall 2009 - Form A

Fill in your name, CID and section on this test booklet. Fill in and bubble in your name, CID (for the letter "C" bubble zero), section and "001" on the scantron form. For questions #66, mark A. For each question, read all possible choices then mark the best one on your scantron. Use a #2 pencil and make clean answers to insure proper scoring. When finished, turn in your scantron and show this booklet and your CID to the proctor. All questions are worth 4 points each. Let your knowledge show!

1. Which of the following is balanced correctly?

- A. $\text{CH}_4 + 2 \text{O}_2 \rightarrow \text{CO}_2 + 2 \text{H}_2\text{O}$
 B. $6 \text{H}_2\text{O} + \text{P}_4\text{O}_{10} \rightarrow 4 \text{H}_3\text{PO}_4$
 C. $3 \text{H}_2 + 3 \text{N}_2 \rightarrow 2 \text{NH}_3$
 D. $2 \text{C}_2\text{H}_6\text{O} + 3 \text{O}_2 \rightarrow 2 \text{CO}_2 + 4 \text{H}_2\text{O}$

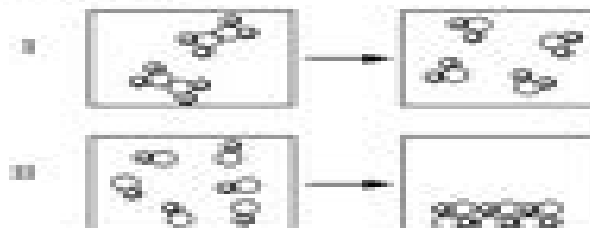
A chemical equation is balanced when the same number of atoms are in the reactants and products. The reactants in B contain 16 oxygen atoms, but the products contain only 12 (B). The reactants in C contain 6 nitrogen atoms, but the product contains only 2 (C). The reactants in D contain 6 carbon atoms, 16 hydrogen atoms, and 8 oxygen atoms. The products contain 2 carbon atoms, 8 oxygen atoms, and 8 hydrogen atoms (D).

2. Which of the following is an oxidation-reduction reaction?

- A. $2 \text{NaCl (aq)} + \text{Ca(NO}_3)_2 \text{ (aq)} \rightarrow 2 \text{NaNO}_3 \text{ (aq)} + \text{CaCl}_2 \text{ (aq)}$
 B. $\text{CrCl}_3 \text{ (aq)} + 3 \text{KOH (aq)} \rightarrow 3 \text{KCl (aq)} + \text{Cr(OH)}_3 \text{ (s)}$
 C. $\text{KOH (aq)} + \text{HCl (aq)} \rightarrow \text{KCl (aq)} + \text{H}_2\text{O (l)}$
 D. $2 \text{CrCl}_3 \text{ (aq)} + \text{CuCl}_2 \text{ (aq)} \rightarrow 2 \text{CrCl}_2 \text{ (aq)} + \text{Cu (s)}$

An oxidation-reduction reaction is one in which electrons are transferred from one or more atoms in the reactants to one or more atoms in the products. The reactants and the products in A are all strong electrolytes (a net ionic equation, A). Two aqueous solutions react in B to form a solid precipitate, B. A strong acid reacts with a strong base in C to form an ionic salt and water (acid-base, C). Two aqueous solutions react to form a solid in D, but chromium in CrCl_3 has an oxidation number of +3. In CrCl_2 , it has an oxidation number of +2. Copper in CuCl_2 has an oxidation number of +2. Solid copper has an oxidation number of 0. Therefore, chromium is oxidized while copper is reduced (an oxidation-reduction reaction).

3. Which of the following transfers heat to the surroundings?



- A. I only
 B. II only
 C. Both I and II
 D. neither I or II

In Figure I, the bond between the two white spheres is broken. In Figure II, six molecules combine to form a solid precipitate. Bond breaking requires energy (endothermic), while bond forming releases energy (exothermic).

4. How many grams of N_2H_4 would be required to react completely with 19.0 g of O_2 according to the balanced chemical equation?



- A. 37.1 g
 B. 42.1 g
 C. 74.2 g
 D. 23.2 g
 E. 26.5 g

The chemical equation is used to relate the number of moles of one substance to the number of moles of another. If grams of O_2 is given, it needs to be converted to moles. The coefficients are used as mole ratios, and the formula mass of N_2H_4 is used to get back to grams:

$$\begin{aligned} 19.0 \text{ g O}_2 & \left(\frac{1 \text{ mol O}_2}{32.0 \text{ g O}_2} \right) \left(\frac{2 \text{ mol N}_2\text{H}_4}{3 \text{ mol O}_2} \right) \left(\frac{32 \text{ g N}_2\text{H}_4}{1 \text{ mol N}_2\text{H}_4} \right) \\ & = 37.1 \text{ g N}_2\text{H}_4 \end{aligned}$$

General Chemistry Lab Answers

Colleen F. Craig, Kim N. Gunnerson



General Chemistry Lab Answers:

Laboratory Manual for Principles of General Chemistry Jo Allan Beran, 2010-11-01 This new edition of the Beran lab manual emphasizes chemical principles as well as techniques The manual helps students understand the timing and situations for the various techniques The Beran lab manual has long been a market leading lab manual for general chemistry Each experiment is presented with concise objectives a comprehensive list of techniques and detailed lab intros and step by step procedures Laboratory Manual for Principles of General Chemistry J. A. Beran, Mark Lassiter, 2022-08-16 Laboratory Manual for Principles of General Chemistry 11th Edition covers two semesters of a general chemistry laboratory program The material focuses on the lab experiences that reinforce the concepts that not all experimental conclusions are the same and depend on identifying an appropriate experimental procedure selecting the proper apparatus employing the proper techniques systematically analyzing and interpreting the data and minimizing inherent variables As a result of good data a scientific and analytical conclusion is made which may or may not be right but is certainly consistent with the data Experiments write textbooks textbooks don't write experiments A student's scientific literacy grows when experiences and observations associated with the scientific method are encountered Further experimentation provides additional cause effect observations leading to an even better understanding of the experiment The 11th edition's experiments are informative and challenging while offering a solid foundation for technique safety and experimental procedure The reporting and analysis of the data and the pre and post lab questions focus on the intuitiveness of the experiment The experiments may accompany any general chemistry textbook and are compiled at the beginning of each curricular unit An Additional Notes column is included in each experiment's Report Sheet to provide a space for recording observations and data during the experiment Continued emphasis on handling data is supported by the Data Analysis section *Exploring General Chemistry in the Laboratory* Colleen F. Craig, Kim N. Gunnerson, 2017-02-01 This laboratory manual is intended for a two semester general chemistry course The procedures are written with the goal of simplifying a complicated and often challenging subject for students by applying concepts to everyday life This lab manual covers topics such as composition of compounds reactivity stoichiometry limiting reactants gas laws calorimetry periodic trends molecular structure spectroscopy kinetics equilibria thermodynamics electrochemistry intermolecular forces solutions and coordination complexes By the end of this course you should have a solid understanding of the basic concepts of chemistry which will give you confidence as you embark on your career in science **Course Success in the Undergraduate General Chemistry Lab** Thomas Elert, 2019-11-15 Stetig hohe Studienabbruchquoten in den MINT Fchern an deutschen Hochschulen welche auch aus geringem Kurserfolg in einfhrenden Laborpraktika resultieren k nnten und die wachsende Kritik an der Qualit t und Wirksamkeit ebendieser machen eine eingehende Betrachtung von Laborpraktika notwendig Diese Studie untersuchte die Lernziele des Laborpraktikums Allgemeine Chemie f r Lehramtsstudierende im ersten Semester sowie Faktoren f r den Kurserfolg um daraus Aussagen ber

den Stellenwert von Laborpraktika in der universitären Bildung insbesondere für langfristigen Studienerfolg abzuleiten. Dazu wurde ein theoretisches Modell zu Grunde gelegt, welches das Vorwissen der Studierenden und die Lernzielpassung zwischen Studierenden und Lehrenden als zwei entscheidende Faktoren für Kurserfolg berücksichtigt. Constantly high student dropout rates in STEM subjects at German universities, which could be the result of low course success in introductory laboratory courses among other things and increasing criticism about their quality and effectiveness, necessitate these laboratory courses to be examined thoroughly. This study investigated the learning goals of the General Chemistry laboratory course for first year students in teacher training and factors for course success in order to make statements about the significance of laboratory courses for university education, particularly for long term study success. For this purpose, a theoretical model that assumes the students' prior knowledge and learning goal alignment between students and their lab instructors to be two defining factors for lab course success was used as a framework.

Laboratory Safety for Chemistry Students Robert H. Hill, Jr., David C. Finster, 2016-03-28. Provides knowledge and models of good practice needed by students to work safely in the laboratory as they progress through four years of undergraduate laboratory work. Aligns with the revised safety instruction requirements from the ACS Committee on Professional Training 2015 Guidelines and Evaluation Procedures for Bachelor's Degree Programs. Provides a systematic approach to incorporating safety and health into the chemistry curriculum. Topics are divided into layers of progressively more advanced and appropriate safety issues so that some topics are covered 2-3 times at increasing levels of depth. Develops a strong safety ethic by continuous reinforcement of safety to recognize, assess and manage laboratory hazards and to plan for response to laboratory emergencies. Covers a thorough exposure to chemical health and safety so that students will have the proper education and training when they enter the workforce or graduate school.

Teaching Undergraduate Science Linda C. Hodges, 2023-07-03. This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students' lack of engagement and learning. The author, an experienced scientist, faculty member and educational consultant, addresses these issues with the knowledge of faculty interests, constraints and day to day concerns in mind. Drawing from the research on learning, she offers faculty new ways to think about the struggles their science students face. She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying. Linda Hodges reviews the various learning problems endemic to teaching science, explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education. Recognizing that faculty have different views about teaching, different comfort levels with alternative teaching approaches and are often pressed for time, Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers, whether it be students' motivation, engagement in class, ability

to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

The United States Catalog
Mary Burnham, Carol Hurd, 1928 *America's Lab Report* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all student have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished

Basic Laboratory Principles in General Chemistry Fitzgerald B. Bramwell, 1990 **Modern Hospital** , 1924 **Homeschooling High School** Jeanne Gowen Dennis, 2004 Homeschooling High School 2nd Edition Planning Ahead for College Admission gives you the tools you need to design a solid high school program that both maximizes educational freedom and leads to successful college admission Find answers to your questions about grading scales diplomas entrance exams scholarships application procedures

and much more all while maintaining your family's ideal balance between autonomy and accountability in your home high school Resources in Education, 1997

Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities Blankenship, Rebecca J., Wiltsher, Cheree Y., Moton, Brandon A., 2022-06-24 Faculty learning communities are a fairly new ideology that is gaining traction among educators and institutions. These communities have numerous benefits on professional development such as enhancing educator preparedness and learning. The possibilities of these communities are endless; however, further study is required to understand how these learning communities work and the best practices and challenges they face. *Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities* shares the experiences and research related to the enhanced professional development received by university faculty and staff participating in a series of collaborative faculty learning communities. The book, using qualitative, quantitative, and mixed methodologies, considers educator experiences as participants in the faculty learning communities, what they learned, and how they applied and implemented best practices in their courses. Covering topics such as curricula, course design, and rubrics, this reference book is ideal for administrators, higher education professionals, program developers, program directors, researchers, academicians, scholars, practitioners, instructors, and students.

Chemistry in the Laboratory James M. Postma, Julian L. Robert, J. Leland Hollenberg, 2004-03-12 This clearly written, class-tested manual has long given students hands-on experience covering all the essential topics in general chemistry. Stand-alone experiments provide all the background introduction necessary to work with any general chemistry text. This revised edition offers new experiments and expanded information on applications to real-world situations.

Teaching Innovation in University Education: Case Studies and Main Practices Saura, Jose Ramon, 2022-06-17 In the last decade, the development of new technologies has made innovation a fundamental pillar of education. Teaching innovation includes the evolution of both teaching and learning models to drive improvements in educational methodologies. Teaching innovation is a pioneer in the understanding and comprehension of the different teaching methodologies and models developed in the academic area. Teaching innovation is a process that seeks validation in the academic and teaching communities at universities in order to promote the improvement of its practices and uses in the future, characterized by digital development and data-based methods. *Teaching Innovation in University Education: Case Studies and Main Practices* features the major practices and case studies of teaching innovation developed in recent years at universities. It is a source of study cases focused on teaching innovation methodologies as well as on the identification of new technologies that will help the development of initiatives and practices focused on teaching innovation at higher education institutions. Covering topics such as didactic strategies, service learning, and technology-based gamification, this premier reference source is an indispensable resource for pre-service teachers, lecturers, students, faculty, administrators, libraries, entrepreneurs, researchers, and academicians.

Cross Reality (XR) and Immersive Learning Environments (ILEs) in

Education Minjuan Wang, Jungwoo Ryoo, Kurt Winkelmann, 2023-11-14 This timely volume highlights the novel ways in which cutting edge virtual and augmented reality VR and AR technology is being used in STEM education Today there are many exciting advances occurring in Immersive Learning Environments ILEs and innovative applications in STEM education Recent breakthroughs in technologies such VR AR and Mixed Reality MR as well as Cross Reality XR that leverages VR AR and MR are finally making it feasible for educators in STEM to adopt ILEs in their classrooms in a scalable manner Edited by experienced XR researchers in STEM education Wang Ryoo and Winkelmann the book focuses on the use of ILEs for creating experiences that excite inspire and engage learners in STEM disciplines Chapters include research studies and practical applications addressing the challenges and opportunities associated with adopting technologies This book covers the entire spectrum of immersive platform types and ILEs such as desktop mobile wearable and room based It helps advance research and practice in the novel adoption of ILE technologies into STEM education from technical theoretical conceptual empirical and or methodological perspectives Cross Reality XR and Immersive Learning Environments ILE in Education will be a key resource for academics researchers and advanced students of education STEM education instructional design and technology educational research educational technology research methods information and communications technology and curriculum and instruction This book was originally published as a special issue of Interactive Learning Environments *Catalogue of Oberlin College for the Year ... Oberlin College, 1907* **My Years in the Early Peace Corps: Ethiopia, 1965-1966** Sonja Krause Goodwin, 2021-09-17 The author describes her second year as a Peace Corps Volunteer teaching Chemistry in the Gondar Health College in Gondar Ethiopia a branch of Haile Selassie I University where she lectured taught laboratory courses and mixed solutions for her laboratory courses The students were not prepared for the classroom and she delves into her efforts to motivate them The college was also the local hospital and she describes her interactions with many physicians she met working at the hospital mostly expatriates She also describes her vacation travels during that time in and around Ethiopia and also to Kenya Tanzania and Uganda She visited several game parks and climbed Mt Kilimanjaro Goodwin also writes about her interactions fellow college teachers Peace Corps volunteers and Ethiopians She describes several instances of anti Peace Corps agitation in Ethiopia especially its effect on the local secondary school **Collaborative Grantseeking** Jeremy T. Miner, Lynn E. Miner, Jerry Griffith, 2011-02-01 This book offers a detailed analysis of the strategies and methodologies of successful collaborative grant writing as well as practical guidance on the interpersonal leadership requirements of managing grantseeking projects As it becomes increasingly difficult to obtain public or private funding collaboration may become absolutely vital to some nonprofits continued existence Effective grant collaborations always comprise a critical attribute they are led by individuals who not only understand the benefits and barriers affecting collaborations but are highly skilled in managing them This reference text explains the nature of the collaboration and a critical examination of the role of the grant leader giving nonprofit fundraisers a competitive edge in collaborative

grantseeking especially for those individuals without previous experience in this complicated arena No other book comprehensively explains every step in a successful collaborative grantseeking effort nor provides real world strategies and proven practices Readers of Collaborative Grantseeking A Guide to Designing Projects Leading Partners and Persuading Sponsors will also better grasp the humanistic aspects of designing and leading successful collaborative projects and be able to write more persuasive proposals Journal of Chemical Education ,1926 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers

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Table of Contents General Chemistry Lab Answers

1. Understanding the eBook General Chemistry Lab Answers
 - The Rise of Digital Reading General Chemistry Lab Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying General Chemistry Lab Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an General Chemistry Lab Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from General Chemistry Lab Answers
 - Personalized Recommendations
 - General Chemistry Lab Answers User Reviews and Ratings
 - General Chemistry Lab Answers and Bestseller Lists
5. Accessing General Chemistry Lab Answers Free and Paid eBooks
 - General Chemistry Lab Answers Public Domain eBooks
 - General Chemistry Lab Answers eBook Subscription Services

- General Chemistry Lab Answers Budget-Friendly Options
- 6. Navigating General Chemistry Lab Answers eBook Formats
 - ePub, PDF, MOBI, and More
 - General Chemistry Lab Answers Compatibility with Devices
 - General Chemistry Lab Answers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of General Chemistry Lab Answers
 - Highlighting and Note-Taking General Chemistry Lab Answers
 - Interactive Elements General Chemistry Lab Answers
- 8. Staying Engaged with General Chemistry Lab Answers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers General Chemistry Lab Answers
- 9. Balancing eBooks and Physical Books General Chemistry Lab Answers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection General Chemistry Lab Answers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine General Chemistry Lab Answers
 - Setting Reading Goals General Chemistry Lab Answers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of General Chemistry Lab Answers
 - Fact-Checking eBook Content of General Chemistry Lab Answers
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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