

PART II- REVIEW FINAL EXAM- CHEM 111

Name Key
Last First

1. What is the net-ionic equation for the reaction that occurs when:

a. nitrous acid and sodium hydroxide solutions are mixed.



Answer: $\text{HNO}_2 + \text{OH}^- \rightarrow \text{NO}_2^- + \text{H}_2\text{O}$ net-ionic



b. potassium hydroxide and hydrofluoric acid solutions are mixed.



Answer: $\text{OH}^- + \text{HF} \rightarrow \text{F}^- + \text{H}_2\text{O}$ net-ionic



2. Which of the elements given below will have?

Bus	Mg	Cl	Te	I
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a. largest atomic size. ☒ a.

b. highest ionization potential

c. lowest electronegativity (Ba)

d. lowest electron affinity **Ba**



3.a. Name the three classes of compounds that are considered as electrolytes.

L. Schuler, S. Schuler

ii. Strong acidsiii. Strong bases

b. Label each of the following as strong electrolyte, weak electrolyte, or non-electrolyte.

(You must know the list of soluble salts, strong acids and strong bases to answer this question.)

1. $\text{NaC}_2\text{H}_3\text{O}_2$ strong

ii. $\text{HC}_2\text{H}_3\text{O}_2$ 4.74 K

iii. HCN weak

iv. HCHO_2 ug/L/Kv. NH_4BrO_3 5.10379vi. C_4H_{12} nonelectrolyte

4. Tell if a precipitate may form upon mixing each of the following solutions:

(You must know the list of solubility rules to answer this question)

a. ammonium chloride and lead (II) nitrate

b. barium nitrate and potassium sulfate.

e. nickel (II) sulfate and sodium hydroxide

5. a. Define: isoelectronic

Different species that have the same number and configuration of electrons

b. Which of the following isoelectronic species has the largest size?

Se^{2-}	Br^-	Kr	Sr^{2+}
32 protons 34	35	36	38

on solutions 36	36	36	36
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The higher the nuclear charge (z of protons), the smaller the radius. The shells (energy levels) contract due to the greater attractive force of the nucleus. The radius decreases with increasing atomic number (no. of protons). Se^{2-} will have the largest size.

General Chemistry II Final Exam

Janine Graziano, Lauren Chism Schmidt



General Chemistry Ii Final Exam:

Chemistry II For Dummies John T. Moore, 2012-07-03 The tools you need to ace your Chemistry II course College success for virtually all science computing engineering and premedical majors depends in part on passing chemistry The skills learned in chemistry courses are applicable to a number of fields and chemistry courses are essential to students who are studying to become nurses doctors pharmacists clinical technicians engineers and many more among the fastest growing professions But if you're like a lot of students who are confused by chemistry it can seem like a daunting task to tackle the subject That's where Chemistry II For Dummies can help Here you'll get plain English easy to understand explanations of everything you'll encounter in your Chemistry II class Whether chemistry is your chosen area of study a degree requirement or an elective you'll get the skills and confidence to score high and enhance your understanding of this often intimidating subject So what are you waiting for Presents straightforward information on complex concepts Tracks to a typical Chemistry II course Serves as an excellent supplement to classroom learning Helps you understand difficult subject matter with confidence and ease Packed with approachable information and plenty of practice opportunities Chemistry II For Dummies is just what you need to make the grade

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United States Air Force Academy United States Air Force Academy, 1985 Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy United States Air Force Academy, 2004

Specifications Grading 2.0 Linda B. Nilson, Joseph A. Packowski, 2025-09-15 This second edition of the alternative grading classic revisits specs grading with a robust body of research exemplars and strategies to elevate the quality of student work increase engagement and buy in reduce faculty stress and cultivate students career competencies Nilson and Packowski present the unique characteristics of the specs grading schema all of which simplify faculty decision

making reduce antagonism between the evaluator and the evaluated and increase student receptivity to meaningful feedback thus facilitating a mutually beneficial rigorous learning process Used consistently over time specs grading can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve This book features five new chapters stemming from firsthand accounts of dozens of instructors actively using specs grading and new material in six of the remaining eight chapters It lays out the surprisingly simple transition process positioning specs grading as the most viable and easy to use system available to faculty

Announcement ... University of Michigan. School of Dentistry,1880

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 Saundra 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 Annual Catalogue United States Air Force Academy,1985 **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 **Broadening Participation in STEM** Zayika Wilson-Kennedy,Goldie S. Byrd,Eugene Kennedy,Henry T. Frierson,2019-02-28 This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines **The Hidden Curriculum - Faculty Made Tests in Science** Sheila Tobias,1997 Building Synergy for High-Impact Educational Initiatives Janine Graziano,Lauren Chism Schmidt,2016-05-17 Published in partnership with the Washington Center for Improving the Quality of Undergraduate Education First year seminars and learning communities are two of the most commonly offered high impact practices on U S campuses The goals of these initiatives are similar helping students make connections to faculty and other students improving academic performance and increasing persistence and graduation As such it is not surprising that many institutions choose to embed first year seminars in learning communities This volume explores the merger of these two high impact practices In particular it offers insight into how institutions connect them and the impact of those combined structures on student learning and success In addition to chapters highlighting strategies for designing teaching in and assessing combined programs case studies offer practical insights into the structures of these programs in a variety of campus settings **The London Medical Record** ,1882 **Undergraduate Announcement** University of Michigan--Dearborn,1991 **The Chemical News** ,1909 **The Chemical News and Journal of Industrial Science** ,1902 **The Chemical News and Journal of Physical Science** ,1906 *Chemical News and Journal of Physical Science* William Crookes,James H. Gardiner,Gerald Druce,H. W. Blood-Ryan,1916 *Iterations, II* Russell Batt,John W. Moore,1987 *Reports* St. Thomas's Hospital (London, England),1910

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Table of Contents General Chemistry Ii Final Exam

1. Understanding the eBook General Chemistry Ii Final Exam
 - The Rise of Digital Reading General Chemistry Ii Final Exam
 - Advantages of eBooks Over Traditional Books
2. Identifying General Chemistry Ii Final Exam
 - 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 Ii Final Exam
 - User-Friendly Interface
4. Exploring eBook Recommendations from General Chemistry Ii Final Exam
 - Personalized Recommendations
 - General Chemistry Ii Final Exam User Reviews and Ratings
 - General Chemistry Ii Final Exam and Bestseller Lists

5. Accessing General Chemistry Ii Final Exam Free and Paid eBooks
 - General Chemistry Ii Final Exam Public Domain eBooks
 - General Chemistry Ii Final Exam eBook Subscription Services
 - General Chemistry Ii Final Exam Budget-Friendly Options
6. Navigating General Chemistry Ii Final Exam eBook Formats
 - ePub, PDF, MOBI, and More
 - General Chemistry Ii Final Exam Compatibility with Devices
 - General Chemistry Ii Final Exam Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of General Chemistry Ii Final Exam
 - Highlighting and Note-Taking General Chemistry Ii Final Exam
 - Interactive Elements General Chemistry Ii Final Exam
8. Staying Engaged with General Chemistry Ii Final Exam
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers General Chemistry Ii Final Exam
9. Balancing eBooks and Physical Books General Chemistry Ii Final Exam
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection General Chemistry Ii Final Exam
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine General Chemistry Ii Final Exam
 - Setting Reading Goals General Chemistry Ii Final Exam
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of General Chemistry Ii Final Exam
 - Fact-Checking eBook Content of General Chemistry Ii Final Exam
 - 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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