

General Chemistry II (CHEM113) ACS Final

The two states that are collectively known as the condensed states are _____. - ✓ ✓ solid and liquid

The attractive forces that exist between all molecules and atoms, and are the forces that hold many solids and liquids together - ✓ ✓ intermolecular forces

Intermolecular forces are only significant at _____. - ✓ ✓ short distances

The state of a sample of matter is determined by the magnitude of _____. - ✓ ✓ the intermolecular forces present

Gases have a ____ density, ____ shape, and ____ volume. These qualities are due to ____ intermolecular forces. - ✓ ✓ low, indefinite, indefinite.

weak

Liquids have a ____ density, ____ shape, and ____ volume. These qualities are due to ____ intermolecular forces. - ✓ ✓ high, indefinite, definite

moderate

Solids have a ____ density, ____ shape, and ____ volume. These qualities are due to ____ intermolecular forces. - ✓ ✓ high, definite, definite

strong

Solids can be ____ or _____. - ✓ ✓ Crystalline or amorphous

Amorphous solids are composed of atoms or molecules that exhibit _____. - ✓ ✓ no long range order

General Chemistry II Final Exam

Lingjun Ying



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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

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 and 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 on 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 strategics 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

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

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

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