

**Review for the Full Year General Chemistry  
American Chemical Society Exam**

**(a) Thermodynamics, (b) Transition Metals, (c) Redox and Electrochemistry, (d) Nuclear and (e) Organic**

**THERMODYNAMICS**

84. A 10.0 g sample of silver is heated to 100.0 °C and then added to 20.0 g of water at 23.0 °C in an insulated calorimeter. At thermal equilibrium the temperature of the system was measured as 25.0 °C. What is the specific heat of silver? [specific heat =  $4.2 \text{ J g}^{-1} \text{ }^{\circ}\text{C}^{-1}$ ]

- (A) 0.11 J/g K (C) 17 J/g K  
(B) 0.22 J/g K (D) 34 J/g K

85. What is  $\Delta H$  in kJ for the reaction:



- (A) -1830 kJ (B) -2284 kJ  
(C) -2510 kJ (D) -1605 kJ

86. Given these equations:



calculate the heat of formation of  $\text{SO}_3(\text{g})$ .

- (A) -500 kJ mol<sup>-1</sup> (C) +100 kJ mol<sup>-1</sup>  
(B) -400 kJ mol<sup>-1</sup> (D) +200 kJ mol<sup>-1</sup>

87. Given:



How much energy is produced in the combustion of 28 g of CO? [Atomic Masses: C 12.0 g mol<sup>-1</sup>; O 16.0 g mol<sup>-1</sup>]

- (A) 88 kJ (B) 109 kJ  
(C) 175 kJ (D) 284 kJ

88. Calculate the value of  $\Delta H$  (in kJ mol<sup>-1</sup>) for the reaction:



| Bond Energies (kJ mol <sup>-1</sup> ) |                          |
|---------------------------------------|--------------------------|
| H-H                                   | 435                      |
| N=N                                   | 945 (in N <sub>2</sub> ) |
| N-H                                   | 389                      |

- (A) 2340 kJ of heat absorbed  
(B) 213 kJ of heat absorbed  
(C) 2340 kJ of heat evolved  
(D) 83 kJ of heat evolved

89. Which change is likely to be accompanied by the greatest increase in entropy?



90. For which process is the entropy change per mole the largest at constant temperature?



91. In which process is entropy decreased?

- (A) dissolving sugar in water  
(B) expanding a gas  
(C) evaporating a liquid  
(D) freezing water

92. When  $\text{Al}_2\text{O}_3(\text{s})$  is formed from the elements at standard conditions, the values of  $\Delta H^{\circ}$  and  $\Delta G^{\circ}$  at 298 K are -1676 kJ mol<sup>-1</sup> and -1577 kJ mol<sup>-1</sup>, respectively. The standard entropy of formation per mole, in joules per degree, will be

- (A) -332 (B) -157 (C) -93.3  
(D) -0.0933 (E) +15.7

93. Vaporization of a liquid is an example of a process for which

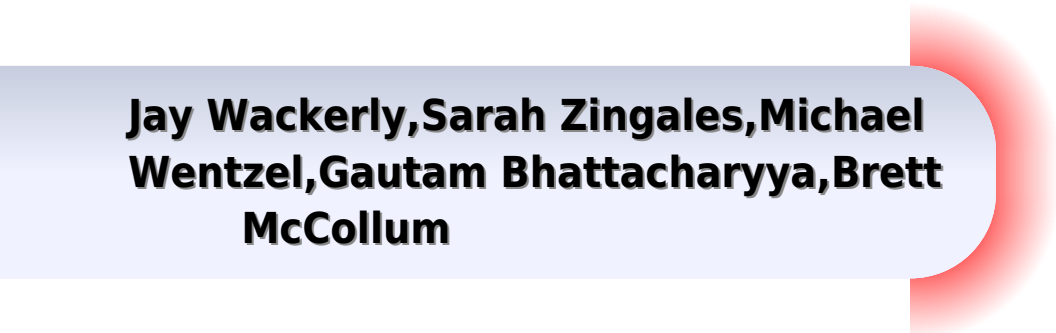
- (A)  $\Delta H$ ,  $\Delta S$ , and  $\Delta G$  are positive at all temperatures.  
(B)  $\Delta H$  and  $\Delta S$  are positive.  
(C)  $\Delta G$  is negative at low temperatures, positive at high temperatures.  
(D)  $\Delta H = \Delta S$

94. A particular chemical reaction has a negative  $\Delta H$  and negative  $\Delta S$ . Which statement is correct?

- (A) The reaction is spontaneous at all temperatures.  
(B) The reaction is nonspontaneous at all temperatures.  
(C) The reaction becomes spontaneous as temperature increases.  
(D) The reaction becomes spontaneous as temperature decreases.

# American Chemical Society Exam Study Guide 2013

**Jay Wackerly, Sarah Zingales, Michael  
Wentzel, Gautam Bhattacharyya, Brett  
McCollum**



## **American Chemical Society Exam Study Guide 2013:**

**Organic Chemistry Education Research into Practice** Jay Wackerly, Sarah Zingales, Michael Wentzel, Gautam Bhattacharyya, Brett McCollum, 2025-03-25 This Research Topic has three main goals 1 provide a platform for instructors of organic chemistry to showcase evidence based methods and educational theories they have utilized in their classrooms 2 build new and strengthen existing connections between educational researchers and practitioners and 3 highlight how people have used chemical education based research in their teaching practice There are places in the literature dedicated for chemical education research CER however there is not a clear avenue for those that have changed their teaching methods based on published CER and report their experiences Creating this article collection will foster collaboration between chemical education researchers and teachers of organic chemistry This opportunity allows these instructors to share evidence based practices experiences challenges and innovative approaches from CER literature and beyond This Research Topic bridges discipline based education research and the scholarship of teaching and learning which will help advance organic chemistry education and improve student outcomes     Research and Practice in Chemistry Education Madeleine Schultz, Siegbert Schmid, Gwendolyn A. Lawrie, 2019-04-06 This book brings together fifteen contributions from presenters at the 25th IUPAC International Conference on Chemistry Education 2018 held in Sydney Written by a highly diverse group of chemistry educators working within different national and institutional contexts with the common goal of improving student learning the book presents research in multiple facets of the cutting edge of chemistry education offering insights into the application of learning theories in chemistry combined with practical experience in implementing teaching strategies The chapters are arranged according to the themes novel pedagogies dynamic teaching environments new approaches in assessment and professional skills each of which is of substantial current interest to the science education communities Providing an overview of contemporary practice this book helps improve student learning outcomes Many of the teaching strategies presented are transferable to other disciplines and are of great interest to the global community of tertiary chemistry educators as well as readers in the areas of secondary STEM education and other disciplines     *Issues in Education by Subject, Profession, and Vocation: 2013 Edition*, 2013-05-01 Issues in Education by Subject Profession and Vocation 2013 Edition is a ScholarlyEditions book that delivers timely authoritative and comprehensive information about Health Education Research The editors have built Issues in Education by Subject Profession and Vocation 2013 Edition on the vast information databases of ScholarlyNews You can expect the information about Health Education Research in this book to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of Issues in Education by Subject Profession and Vocation 2013 Edition has been produced by the world's leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now

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**POGIL** Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor's role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

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**Emerging Technologies for STEAM Education** Xun Ge, Dirk Ifenthaler, J. Michael Spector, 2015-09-09 This theory to practice guide offers leading edge ideas for wide scale curriculum reform in sciences, technology, engineering, the arts, and mathematics, the STEAM subjects. Chapters emphasize the critical importance of current and emerging digital technologies in bringing STEM education up to speed and implementing changes to curricula at the classroom level. Of particular interest are the diverse ways of integrating the liberal arts into STEM course content in mutually reshaping humanities education and scientific education. This framework and its many instructive examples are geared to ensure that both educators and students can become innovative thinkers and effective problem solvers in a knowledge based society. Included in the coverage: Reconceptualizing a college science learning experience in the new digital era; Using mobile devices to support formal, informal, and semi-formal learning; Change of attitudes, self-concept, and team dynamics in engineering education; The language arts as foundational for science, technology, engineering, art, and mathematics; Can K-12 math teachers train students to make valid logical reasoning? Moving forward with STEAM education research. Emerging Technologies for STEAM Education equips educators, education researchers, administrators, and education policymakers with curricular and pedagogical strategies for making STEAM education the bedrock of accessible, relevant learning in keeping with today's digital advances.

*Interdisciplinary Approaches to Distance Teaching* Alan Blackstock, Nathan Straight, 2015-11-19 Synchronous technologies, particularly interactive video conferencing (IVC), are becoming common modes of teaching and delivering college courses. The increasing popularity of IVC in the U.S. and abroad calls for more pedagogically effective practices for instructors using this technology. This volume focuses on innovative and proven approaches to IVC teaching in a variety of disciplines: English, history, biology, chemistry, geology, engineering, social work, and elementary and special education. Contributors hail from a pioneering university at the forefront of distance education and understand the practice and potential of IVC teaching at the highest levels. Chapters outline the challenges and benefits of IVC teaching from pedagogical, technical, and administrative perspectives.

**Active Learning in College Science** Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence-based practice in college science teaching. It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching. In editing this book, we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines. Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek

models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

*Pancreatic Hormones—Advances in Research and Application: 2013 Edition* ,2013-06-21  
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