Syllabus

Chemistry 320M/328M Fall 2022
Organic Chemistry, Part I
Unique Numbers: 51610, 51705
TTh 2:00-3:30 WEL 1.308

Lecturer: Dr. Brent Iverson

Teaching Assistants: Qifan Xiao, Andrei Popov, Hannah Wendlandt, Inhong Hwang

Course Websites: Main resource: http://iverson.cm.utexas.edu/courses/310M/Index.html

Canvas: https://utexas.instructure.com/courses/1341691

Access the Lectures, Office Hours and Review Session Recordings by Clicking Here

WE ARE BACK! I am so excited to be back to in-person classes this semester. Having said that, we have all been through a lot. A lot. I will be working WITH you as we all readjust to the world of 2022 and being back in person. Please email me or talk to me after class with any personal concerns or suggestions. We are in this together, I am here to support you and your learning. **YOU ALL BELONG HERE.** You have all earned the right to be here. Together, **WE GOT THIS**!

You need to LEARN and UNDERSTAND the material, DO NOT memorize things or try to simply reproduce patterns based on going over old exams again and again. The focus of this class is on learning fundamental rules and applying them to new situations, NOT testing your ability to fill your memory with facts or getting good at "faking it"! OK, so how can you learn and understand most efficiently?

You need to do some Organic Chemistry work on as many days every week as possible. Experts all say this is key to your deep learning of complex material like Organic Chemistry. This is why we have decided to give you electronic quizzes after almost every lecture. We know these kinds of quizzes are annoying at times, but in the long run, they are going to help you learn and understand, as opposed to memorize, Organic Chemistry by forcing you to engage with the material on an almost daily basis throughout each week of the semester. Seriously, I believe you will thank me during the exams for these quizzes.

Organic Chemistry is a structure-based language. It is essential that you get as much practice drawing structures and getting evaluated on them as possible before each exam. That is why we will be using two different homework systems, one electronic, and one that is written. The idea is give you as much practice, with feedback, as possible BEFORE you get to the exams. This is going to be a lot of work, but that work will pay off in better exam scores and a deeper understanding of Organic Chemistry.

Grade alert, this next one is THE most important to help improve your grade. Put a great deal of work into the Daily Quizzes and weekly Homework Problem Sets. We are designing these so they will prepare you directly for the exams. You are encouraged to work together on the quizzes and homeworks, but make sure you personally understand EACH question and EACH answer. That way you will be ready for the exams!

Having your questions answered is a huge part of learning Organic Chemistry. I am sort of stating the obvious there I know. Unfortunately, in the past, attendance at my office hours usually only reached about 20% of the class (or less) most of the time. We now offer a variety of formats based on 30 years of experience with helping students. Each format is specifically targetted to different student needs, preparation levels and ways of learning. We assume all of you will watch the on-line simulcast office hours on Thursdays from 5:30 - 7 PM, but we also assume you will attend at least one of the other formats at least once per week. Click here for a link to recorded office hour sessions.

Monday 6-8 PM MEZ 1.306 "Missed the Wave" Office Hours (recorded) - This recitation is specifically for people who feel they need help catching up or want to discuss older material. TA Qifan will lead this.

Tuesday 3:30-4:30 PM BUR 108 Active Problem Solving (recorded) - In response to feedback from former students - Historically, students say these are THE BEST WAY TO SUCCEED IN THE COURSE. New and challenging problems will be presented, and you will work in groups to solve them. These optional sessions will provide the perfect opportunity to ask any questions you have about any of the course material as well.

Wednesday 5-6 PM MEZ 1.306 Iverson In-person Office Hours (recorded) - In response to feedback from former students - I will be answering questions in a standard format office hour each week. Attend this if you have specific questions about the material being currently discussed in lecture.

Thursday 5:30-7 PM Studio is BUR 124 Iverson Live Virtual Simulcast Office Hours (recorded) - I will provide prepared explanations of the most difficult material, answer questions you submit from your computers, and I will work through difficult examples with you. You can also attend in person int eh very cool broadcast studio! No Hawaiian shirts required if you attend in person, although they are recommended. We assume that all of you will be coming to this office hour or at least watching the recording. Click here to attend by live streaming. Click here to attend by live Zoom.

Friday 10-11 AM PHR 2.110 Active Problem Solving (recorded) - In response to feedback from former students - Historically, students say these are THE BEST WAY TO SUCCEED IN THE COURSE. New and challenging problems will be presented, and you will work in groups to solve them. These optional sessions will provide the perfect opportunity to ask any questions you have about any of the course material as well.

PLUS - Peer Lead Undergraduate Studying As an additional important mechanism of class support, this class will participate in the PLUS program. PLUS study groups are a casual weekly

space to work through professor-guided course material alongside your peers. Click here to learn more about PLUS groups or even being a PLUS Facilitator.

Review Session Information

Review Sessions (recorded) - I will be leading these review sessions that are designed to help you as much as possible prepare for the exams. Click here for a link to recorded review sessions.

Tuesday, September 20 WEL 1.308 *7:00 - 9:00 PM*

Tuesday, October 18 WEL 1.308 *7:00 - 9:00 PM*

Tuesday, November 15 WEL 1.308 *7:00 - 9:00 PM*

Tuesday, December 6 WEL 1.308 *5:00 - 7:00 PM*

Required Texts: READ THIS

Brown, Iverson, Anslyn and Foote, Organic Chemistry, 9th Edition, Cengage, the hardbound or the much cheaper eBook edition. This text is part of the Longhorn Textbook Access program, so you should already have access to it. This text is part of the Longhorn Textbook Access program, so you should already have access to it.

We will also be using a new Aktiv Learning homework system that will give you more opportunities to receive important feedback to help prepare you for the exams. **Click on this link and follow the directions.**

Course Prerequisites:

For CH320M: Chemistry 302 with a grade of at least C-

For CH328M: Chemistry 302 and either Chemistry 204, 317, (or credit for 104M and 104N for transfer students), with a grade of at least C- in each.

If you any questions about prerequisites, please contact your advisor.

Recommended Materials:

Molecular Models. These often make the difference between an A or B and C or lower. No kidding, buy them if you don't already have them, even though they are overpriced.

Important additional Sources:

All of my old exams are posted on the web page.

Exam keys will also be posted on the course web page following the exams.

Assignments: READ THIS

There will be Daily Quizzes following each lecture, due at 10 PM the day after the lecture. Your Daily Quizzes average will be 5% of your final course grade.

There will also be homework problem sets each week except exam weeks. These will be a combination of electronic and written. Your homework average will be 15% of your final course grade.

These homework problem sets will be assigned on Thursday of each week, and will be due at 10 PM on Thursday the following week. There will be an electronic component to some of the homeworks, and we will be using the Aktiv Learning system. You must sign up and pay for this system. We believe this will be WELL worth it to you because these electronic homeworks use the best structure drawing algorithm out there and will provide you with accurate and constant feedback that will improve your learning. Seriously, I would not ask you to use this system if I was not convinced it will help all of you a great deal. Click here to sign up for the Aktiv Learning homework system. In addition to the electronic homework you will also have written homework, intended to resemble the types of questions you will see on the exams. The written portion of the homework problem sets will be uploaded using Gradescope (Gradescope is free to you) so you do not have to turn in a paper copy. The Aktiv Learning homework provides multiple attempts and provides feedback. It is intended to help you prepare for the Gradescope Questions, **so we recommend you do the Aktiv Learning questions first.**

Click here for directions on how to use Gradescope.

Note the answers to the Homework Problem Sets will be posted each week so it is essential that you look these over. They will prepare you well for the exams.

Click here to see the Homework Problem Set assignment web page. The links will become active when the homework is assigned.

NOTE ON COLLABORATION You can work together on both the Daily Quizzes and Homework Problem Sets. The point is for you to do them, and working together is a great way to go.

THESE DAILY QUIZZES AND HOMEWORK PROBLEM SETS ARE WORTH FAR MORE THAN JUST THE GRADE. THEY ARE SPECIFICALLY DESIGNED TO PREPARE YOU TO ACE THE MIDTERMS AND FINAL!

E-mail Access: electron@cm.utexas.edu

There will be E-mail access (**under "E-mail Us" on the web page**) to us if you want to ask a question electronically. Be advised that during peak periods we may not be able to answer every question.

Exams:

Three mid-term exams will be given during the course of the semester. They will be held on Thursday evenings from 6:00 - 9:00 PM on the following days:

Thursday, September 22, 6:00 - 9:00 PM. **WEL 2.224, WEL 1.308** Those of you with last names starting with the letters A-L report to **WEL 2.224**, those with last names starting with M-Z report to **WEL 1.308**.

Alternate Time **(for *excused* changes only*)**: 3:00 - 6:00 PM, Room: **WEL 4.132B**

Thursday, October 20, 6:00 - 9:00 PM. **WEL 2.224, WEL 1.308** Those of you with last names starting with the letters A-L report to **WEL 2.224**, those with last names starting with M-Z report to **WEL 1.308**.

Alternate Time **(for *excused* changes only*)**: 3:00 - 6:00 PM, Room: **WEL 4.132B**

Thursday, November 17, 6:00 - 9:00 PM. **WEL 2.224, WEL 1.308** Those of you with last names starting with the letters A-L report to **WEL 2.224**, those with last names starting with M-Z report to **WEL 1.308**.

Alternate Time **(for *excused* changes only*)**: 3:00 - 6:00 PM, Room: **WEL 4.132B**

***An excused change is one caused by a regularly scheduled (in the course schedule) class or lab class.** NOT an organization meeting, music practice or a job. If you have any unexcused conflicts, it is up to you to arrange to be present at the mid term exams from 6-9 PM (That is why the dates are published in the course catalogue)

Final Exam: Saturday, December 10 3:30 - 6:30 PM

We will provide any necessary and reasonable accommodation for students with disabilities, including accommodations for all of the exams. If you qualify for testing accommodations, please get the required documentation from the Disability and Access office. Bring me the documentation after class or during my in-person office hours and I will give you all the information you need to schedule your exams through the Chemistry department office.

Policy on Exam Coverage:

You will be responsible for all material covered up to through the Tuesday lecture before each midterm. Also, the pace of the class can vary, so do not be concerned if we are not on the same schedule as described below under "proposed exam topics". The bottom line is that you are only responsible for the material covered in Tuesday's lecture, NO MATTER WHAT THE FOLLOWING SCHEDULE SAYS ABOUT "UNITS" COVERED ON EACH MIDTERM.

Course Outline

Unit 1: A Review of Molecular Structure and Bonding

Chapter 1 (*Reviewed, not covered in depth*)

Unit 2: Alkanes

Chapter 2

Unit 3: STEREOCHEMISTRY

Chapter 3

Unit 4: Acids and Bases

Chapter 4

Unit 5: Alkene Structure

Chapters 5

Unit 6: Alkene and Alkyne Reactions

Chapters 6,7

Unit 7: Haloalkanes and Nucleophilic Substitution/Elimination Reactions

Chapters 8,9

Unit 8: Alcohols

Chapter 10

Unit 9: Ethers

Chapter 11

Unit 10: Nuclear Magnetic Resonance

Chapter 13

Proposed Exam Topics (These are approximate and subject to revision)

Mid-term Exam I: Units 1 - 4

Mid-term Exam II: Units 5 -7

Mid-term Exam III: Units 8 - 9

Final Exam: All of the above (Yes, it is definitely cumulative)

What You Will Learn in Chem 320M/328M

This course is designed around a simple idea. By the time a student has finished he or she should be able to look at a molecule and then predict how it will react under various conditions. In order to do this, you will learn about molecular three-dimensional structure and bonding, as well as the answer to the most important question in chemistry; **where are the electrons?** If you understand where electrons are located in three-dimensional space around a molecule, then you will be able to **predict** how that molecule will react under various conditions. Predicting reactions, based on a few fundamental principles, is vastly easier than trying to memorize all of the different reactions. Strive to understand and predict, not memorize and forget.

In addition, you will be referred to the **Golden Rules of Chemistry** that explain almost everything you will learn about molecules in Organic Chemistry. Understanding the seven golden rules of chemistry will allow you to correctly predict the mechanism of a new reaction based on the relative energies of different possible reaction intermediates. You will also be able to predict which of the possible products will predominate. Finally, you will be able to make good guesses at the physical properties of new molecules, such as their solubilities, stabilities, reactivities, relative boiling points or melting points, etc.

THE FIRST *POINT* OF THIS CLASS IS ORGANIC SYNTHESIS, NAMELY MAKING MOLECULES. Think Of Reactions As "Tools"

You will be presented with chemical "tools" that are nothing more than the reactants needed to turn one type of molecule into another. By the time you have finished, you will have a relatively large "tool" kit, and you will be able to devise rather complex schemes for making a desired product out of a given starting material. The best way to study for this part of the course is to construct a road map that shows all of the different types of molecules we will be discussing (alkenes, aldehydes, carboxylic acids, etc.), and how the different "tools" are used to interconvert them. This "Big Picture" type of analysis will help you better understand what is going on. **The key to success in this course will be the quality of your roadmap.**Remember, the "tools" are not to be simply memorized, you must also understand how they work. Otherwise, you will be devastated by too much to memorize, and you will not be able to apply these "tools" to important new situations! In other words, **mechanisms** are important and must be learned **and understood** because they provide the detailed understanding that allows you to predict regiochemistry, stereochemistry, and when the reaction might not work (rearrangement, etc.). The mechanisms are very similar to each other so they are not that hard.

Do not memorize mechanisms, understand them by always asking yourself "why" each step occurs the way it does. Hint: almost all the steps in the organic mechanisms from 320M/328M can be viewed as a **SIMPLE MULTIPLE CHOICE SITUATION** in which you only have to choose from four different mechanistic elements: 1. Make a bond (between a nucleophile and an electrophile); 2. Break a bond (to make stable molecules or ions); 3. Add a proton; 4. Take away a proton. Understanding the answer to the most important question in chemistry, namely where the electrons are located in a molecule, will allow you to predict accurately which groups on molecules will act as an electron-rich nucleophile and which groups will act as an electron-poor electrophile in a reaction. You will then be able to predict reaction mechanisms and thus reactions. **You will understand organic chemistry and how to use it to build molecules!**

THE SECOND *POINT* OF THIS CLASS IS PREPARING STUDENTS TO SUCCEED IN SUBSEQUENT CLASSES THAT EXPLORE THE MOLECULES OF LIFE.

Many of you will pursue the medical sciences and you will be learning about the various different molecules of living cells, organisms and ultimately people. It is essential that you understand molecules, their properties and reactions well enough so that when you learn about the molecules of life they will already be familiar to you.

Attendance:

Organic Chemistry is a very hard subject and can only be mastered through very disciplined study. This means attendance at every class ss among the minimum requirements for success. It will be harder to do well in this class if you do not attend the lectures faithfully. Successful students rely more on their lecture notes than the text, since the person giving the lectures is writing the exams. Okay, so I helped write the book as well, but you get the point. It is best to use the lecture recordings to study, rather than relying on them for your first time through the material.

How Can You Master Organic Chemistry?

Study the material every night, do all of the assigned problems and always try to relate new concepts and ideas to what you have already learned. Do not simply try to memorize the answers, **in the hundred year history of Organic Chemistry classes, the memorization route has never, ever succeeded at the end of the semester, only the beginning when there is not that much to know.** In the end, there are far too many things to memorize. You have to learn how things relate to each other, because then the whole picture is easy to remember. What is more, it becomes easy to figure out things you may have forgotten. **Get behind at any time and you can kiss it good-bye....**

How Should You Study Organic Chemistry? Click here to learn how best to study Organic Chemistry, and how to build the all-important roadmap for yourself. Learning how to study efficiently is perhaps the most important thing you could learn from this class.

***********TOP*SECRET*************

To get a good grade you must do well on the tests. Duh. Since I try to emphasize important material on the test, you should focus your study on the important material. What is the important material you ask ? That is easy. The "Rules of the Day" highlight the important material discussed each lecture. Make sure you thoroughly understand the rules of the day, and why they are important. Second, I will say when something is important by playing my trumpet or drawing a little key next to a 'key' concept. Always write down these cues and use them as a study guide so you can focus your study time on the important stuff, not the less important details. We are not in the business of trying to trick people; if we say it is important, chances are it will be on the test. IT IS JUST THAT SIMPLE. (Of course this doesn't mean we can't throw in a few mind benders to see how well you can apply what you know to new situations.)

How to Succeed in Chem. 320M/328M

1. Never get behind, never get behind, never get behind

2. Strive to understand, not memorize the material

3. Come to class everyday and take great notes. Nothing can replace the human experience of lecture. We have analyzed attendance in previous semesters and those students coming to class averaged an entire course grade higher than those choosing to miss lecture. Your notes will be a primary study aid.

4. Do all of the homework,both the electronic questions and weekly problem sets. It is OK to work together in groups, but make sure you understand all the questions of these homeworks, every problem, every week. The entire course is built around you doing the homeworks so you are very comfortable with the material going into the exams!

5. Keep up with outlining your lecture notes and the book.

6. Keep up with updating your roadmap for each new reaction.

7. Understand, do not memorize mechanisms.

8. Practice predicting new reaction mechanisms, before you are told the mechanism.

9. Use the recorded lectures to work through any parts of your lecture notes that are not clear.

10. Work through the old exams.

11. Never get behind, never get behind, never get behind.

12. Strive to understand, not memorize the material.

I wasn't kidding with the 12 tips above. For more detailed tips on how previous students have succeeded in my class please click here.

Grading:

Final grade calculation: 15% is your cumulative homework grade, 5% is based on your cumulative quiz grade and 44% is the top two midterm exam grades, and 36% is your final exam score.

The raw scores earned on each of the exams in this course will be converted to Standard **T**-Scores. The Standard **T**-Score is computed as follows:

$\mathbf{T} = [(x-X/s) \bullet 10] + 77$

where:

x = your raw test score

X = the class mean score =Σigma x/N

N = number of test scores

σ = standard deviation = $[\Sigma igma\ (x-X)^2/(N-1)]^{1/2}$

Using Standard **T**-Scores allows an effective averaging of grades without introducing a bias in favor of tests with the greatest standard deviations. Since it is based on a normal (Gaussian) distribution, it generally represents the fairest way of grading. (Nearly all national exams such as the SAT, MCAT, and GRE use a similar form of Standard **T**-Scores)

Score .....**Letter Grade**

93.0000 < **T** .....A

90.0000 < **T** < 93.0000 .....A-

87.0000 < **T** < 90.0000 .....B+

83.0000 < **T** < 87.0000 .....B

80.0000 < **T** < 83.0000 .....B-

77.0000 < **T** < 80.0000 .....C+

73.0000 < **T** < 77.0000 C

70.0000 < **T** < 73.0000 .....C-

67.0000 < **T** < 70.0000 .....D+

63.0000 < **T** < 67.0000 .....D

60.0000 < **T** < 63.0000 .....D-

T < 60.0000 .....F

NOTE: WE DO NOT ROUND SCORES. AN 89.92 IS ENTERED AS 89.92, N0T 90.00.

*****Important Notice****** In general, using T-scores increases everyone's grades compared to using absolute percentages. Nevertheless, we will keep track of your percentage scores on every test. If the percentage scores are ever higher than your T-score, we will use the percentage score for your course grade calculation. Thus, if everyone does extremely well in this course, no grade will be lowered by using a curving system!

The overall homework grade (Daily Quizzes plus Homework Problem Sets) will count for 20% of your final course grade.

Taken together, the mid-term examinations will count for 44% of the final course grade. **Plan <u>NOW</u> to be available for these exams**! During the semester, however, **one** exam may be missed for **any** reason whatsoever without penalty. **If you take all three exams, we will automatically drop your lowest grade.** Failure to take **two** mid-term exams will result in an automatic F (or, in the case of justifiable excuse, an X) being assigned in 320M/328M. **It is particularly important that students avoid any potential conflicts between these scheduled evening exams and any other activities such as laboratory classes. If unavoidable conflicts exist, please email me immediately.** Please note, I am sorry for any inconvenience these three-hour exams might cause, but we do things this way for your own protection because:

The three-hour format means we can administer tests that are comprehensive, yet do not have unreasonable time limits. Thus, you will have a chance to show what you know, not just how fast you can write.

The final exam, accounting for 36% of the course grade, will be comprehensive in its coverage of the material presented in Chemistry 320M/328M. **There will be no make-up exam for the final and it may not be taken at an alternative time for any reason. Specifically, failure to take the final exam at the scheduled time without an approved, documented excuse will automatically result in a failing grade being assigned for 320M/328M. A documented, *excused* absence at the final will result in an Incomplete being assigned for the course. An example of a documented, excused absense is a note from a doctor that states you are physically UNABLE to attend the final. Simply not feeling your best is NOT considered to be an excused absence, as we all have days in which we are not feeling well but must take care of our responsibilities anyway. NO EXCEPTIONS.**

Academic Dishonesty:

Honor Code

"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

University Code of Conduct

"The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

Any violation of the above Honor Code that occurs during an exam or in the regrading process will result in a 0 being assigned for that exam and the student involved will be formally reported to the Dean of Students, where they will be subject to additional penalties or actions. The exam with the 0 will be automatically counted in the final grade calculation at the end of the semester.

To guard against altered exams being submitted for a regrade, we routinely copy a large number of exams following grading but prior to handing them back.

Regrades:

Exams can be turned in for regrades. Regrades must be submitted within 7 days after the exam is handed back. They can be handed the to myself or one of the TA's. You must indicate what problems need to be regraded, and provide a brief explanation for your concern. The entire exam will be regraded.

Exam rules:

The midterms and final are in-person only**.** You will not be allowed to have any reference materials or any other aids during the exams.

Incompletes:

A student is expected to complete a course, including a self-paced course, in a single semester, summer term, or summer session. If the course is not completed as expected, the student normally will not be given additional time to complete it, or allowed to do additional work to achieve a better grade. In rare instances, for nonacademic reasons and at the discretion of the instructor, a temporary delay of the final course grade, symbol X, may be recorded.

Approved uses of the symbol X. The symbol X is not issued for student or faculty convenience; it may be issued for one of the following reasons only in the case of compelling, nonacademic circumstances beyond the student's control.

Missing the final examination. The student is unable to take a final examination because of illness or for another nonacademic reason. A physician's statement or other satisfactory verification is required.

Incomplete classroom assignment. The student has not been able to complete the required class or laboratory assignments for a reason other than lack of adequate effort. A request for temporary delay of the final course grade because of incomplete class or laboratory work can be made only if the student has a passing average on the classwork or laboratory work already completed and has taken and passed the final examination (unless a final examination is not given in the course or the student is unable to take the examination for reasons indicated in the previous paragraph).

Reexamination petition. Only a student who has a grade average of at least C- on all classwork and laboratory work submitted before the final examination may request a temporary delay of the final course grade because he or she failed the final examination, which is the examination given during the final examination period as defined in the official examination schedule. If the instructor denies the student's reexamination petition, the student's final course grade remains as originally determined. If the instructor grants the petition, and the student earns a grade of at least C- on the reexamination, then the instructor substitutes the reexamination grade for the original examination grade in determining the student's final course grade. If the instructor grants the petition, and the student earns a grade on the reexamination of less than C-, then a final course grade of F must be recorded.

An incomplete (X) is a temporary delay in reporting the final course grade. An X may properly be assigned for students who must miss the final due to illness or other imperative nonacademic reasons. An X may also be given when the student has not been able to complete all the required assignments for reasons other than lack of diligence but only if the student has a passing grade on the work completed. Documentation of non-medical excuses will be required. In general it is best for students to see a counselor in their Dean's Office regarding non-medical excuses for

missing the final. **Just to be clear, you will be required to have a written medical excuse stating you are physically unable to attend the final signed by the person who treated you if the reason for the request for a postponed final is illness. Simply not feeling your best is NOT considered to be an excused absence, as we all have days in which we are not feeling well but must take care of our responsibilities anyway. If you are up and walking around campus on the day of the final, you must take it. NO EXCEPTIONS.** Students have one long semester to make up an X and extensions are rare. After one long semester, the X converts to an F if no other grade is reported.

An X will not be assigned to allow the student an opportunity to repeat the entire course; the only assignments or exams that should be completed to resolve the X are those that were missed for legitimate reasons during the semester. In addition, the X should be assigned only if the student has been informed and the exact procedures by which the student will make up the work are agreed upon. The assignment of an X constitutes a contract between the student and the instructor. It is often helpful to have the arrangement in writing, specifying what the student is expected to do to complete the course, including due dates.

Drop dates:

Through the twelfth class day. From the first through the twelfth class day in a long-session semester, and from the first through the fourth class day in a summer term, a student may drop a class through the registration system. If the dropped class must be taken in conjunction with another class, the student must drop the second class as well. Each student should meet with his or her advisor before dropping a class. A class dropped during this period is deleted from the student's academic record. It does not count toward the six-drop limit.

From the thirteenth class day through the deadline to drop a class for academic reasons. From the thirteenth class day through the deadline to drop a class for academic reasons in a long-session semester, and from the fifth through the last class day in a summer term, a student may drop a class only with the approval of his or her dean. In some colleges and schools, the approval of the student's advisor is also required. If the student is allowed to drop, the class remains on the student's academic record with the symbol Q, which identifies a drop without academic penalty. In addition, the student's dean determines whether the student is dropping the class for an academic or a nonacademic reason. If the dean determines that the reason is academic, the drop is counted toward the six-drop limit described above.

After the deadline to drop a class for academic reasons. After the deadline to drop a class for academic reasons has passed, there are only two possible ways for a student to drop a class. One way is in the case of urgent, substantiated, nonacademic reasons, which must be approved by his or her dean. Approved nonacademic drops that occur during this period are not counted toward the six-drop limit described above. The other way is for the student to seek approval to use the One-Time-Exception. Approved One-Time-Exception (OTE) drops that occur during this period are counted toward the six-drop limit described above. To seek either type of drop within this period a student must submit the completed OTE form to the student's dean's office by the last class day.

Nonacademic Q-drop: After the last day for academic Q-drop students with substantiated nonacademic reasons (as determined by the Dean's Office) may be allowed to drop a course. Faculty will be asked to provide information on student performance up to the time of the nonacademic Q-drop request but are not responsible for making the decision about assigning a grade of Q. Please encourage students who experience significant nonacademic problems such as extended health-related problems or family emergencies to contact the Dean's Office.

New One-time Exemption (OTE) Drop Policy: Students have the option once in their undergraduate degree to drop a class or drop out of all classes in a semester right up til the last class day. A student must submit the completed OTE form to the student's dean's office by the last class day. Any drop or withdrawal allowed under the OTE will be subject to the same academic and financial aid rules governing other drops or withdrawals taken during the semester. A student may not drop a class in which a final grade has been assigned. This will be verified by the student's dean's office. A student may not drop a class if there are any pending investigations of scholastic dishonesty for the class in question. Any drop assigned will not be considered final until any investigations of scholastic dishonesty for the class in question are resolved.
Drops allowed under the provisions of the OTE will be considered academic drops and will count toward the six-drop limit. Students who have reached the six-drop limit are not eligible to use the OTE to drop a course. Students who are requesting to use the OTE for a withdrawal will be allowed to withdraw regardless of current grades in classes. No instructors' signatures will be required on the form.
Pending scholastic dishonesty will be verified by the student's dean's office with the Dean of Students Office. Withdrawal will not be approved if there is a pending scholastic dishonesty case.

Courses Taken on a Pass/Fail Basis (CR/NC)

The University defines a D- as a passing grade for undergraduate students. The instructor is obliged to assign a grade of CR (Credit) for a student registered on a pass/fail basis who has a D- or better in the course. It is important that the roster indicate the student is registered for the course on a pass/fail basis. Otherwise, a letter grade must be assigned. There is a time limit for students to change courses from a grade basis to pass/fail basis and vice versa. During the long session, it is the same as the final deadline for drop/withdrawal for academic reasons. See the current academic calendar for the exact date. After that deadline, students should see a counselor in the Student Division of the Dean's Office of their college.

For majors within the College of Natural Sciences, the College has instituted a minimum C- standard of passing grades for courses in order to progress to subsequent courses. For example, a grade of C- in M408N (calculus-I) is required to progress to M408S (calculus-II). This minimum standard applies to graduation requirements as well (see +/- grading below).

Students with Disabilities:

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which are civil rights provisions aimed at ending discrimination against persons with disabilities. Section 504 specifically refers to post-secondary and vocational education services. The legislation reads: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The University of Texas at Austin provides a wide variety of services to assist students with disabilities in becoming active members of the University community. These services vary according to the different types and severity of impairments.
The Disability and Access office of the Student Dean's Office is charged with assisting disabled students. They estimate that about 2000 students suffer from disabilities including mobility impairments, learning disabilities, visual impairments, hearing impairments, ADD and ADHD, and others. By law, these students are guaranteed a learning environment with reasonable accommodation of their disability.

We will provide any necessary and reasonable accommodation for students with disabilities, including accommodations for all of the exams. In order to qualify for accommodations, you will need to contact the Division of Diversity and Community Engagement, Disability and Access, https://diversity.utexas.edu/disability/. They will supply the documentation and recommendations needed for us to provide appropriate exam accommodations. This documentation must be provided prior to the first midterm exam. Because we administer night midterm exams, students requiring extra time must be prepared to come early to take the exam. Please come talk to me after class if you have any concerns, and we will make sure to work it out with you.

Absences due to Athletics or other University Activities:

Any athlete competing for UT on an NCAA or club level team needs to notify me as soon as possible about any missed exams. Written documentation from the Athletic department will be required for accommodations to be given. An official team proctor must be provided to traveling team members by the athletic department, so that a copy of the exam can be administered outside of Austin at the same time as the students are taking the exam here. The sealed exam is then returned to me by the proctor, as soon as the team returns to Austin.

Religious Holy Days:

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform me as far in advance of the absence as possible, so that arrangements can be made to complete an assignment or exam within a reasonable time after the absence. For reference, sections 51.911 and 51.925 of the Texas Education Code relate to absences by students and instructors for observance of religious holy days.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty member, graduate teaching assistant or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, emailadvocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Class Recordings: Class, office hour and review recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission from me. In other words, you are NOT allowed to upload any course materials to Course Hero, Chegg or similar sites. No exceptions. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.