



| Teaching Guide | | | | |
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| Identifying Data | | | | 2016/17 |
| Subject (*) | QUÍMICA | Code | 730G04005 | |
| Study programme | Grao en enxeñaría en Tecnoloxías Industriais | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | First | FB | 6 |
| Language | SpanishGalician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Enxeñaría Industrial 2Química Analítica | | | |
| Coordinador | Fernandez Solis, Jose Maria | E-mail | jose.maria.fsolis@udc.es | |
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| Web | | | | |
| General description | Matter of basic training of first course, in which they give the foundations of general chemistry, inorganic, organic and applied to the engineering | | | |

| Study programme competences / results | |
|---------------------------------------|--|
| Code | Study programme competences / results |
| A4 | Capacidade para comprender e aplicar os principios de coñecementos básicos da química xeral, química orgánica e inorgánica e as súas aplicacións na enxeñaría. |
| B1 | Que os estudantes demostren posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeral e adoita encontrarse a un nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo |
| B2 | Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo |
| B3 | Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitiren xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética |
| B4 | Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como leigo |
| B5 | Que os estudantes desenvolvan aquelas habilidades de aprendizaxe necesarias para emprenderen estudos posteriores cun alto grao de autonomía |
| B6 | Ser capaz de concibir, deseñar ou poñer en práctica e adoptar un proceso substancial de investigación con rigor científico para resolver calquera problema formulado, así como de comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan? a un público tanto especializados como leigo dun xeito claro e sen ambigüidades |
| B7 | Ser capaz de realizar unha análise crítica, avaliación e síntese de ideas novas e complexas |
| C1 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C2 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C3 | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C4 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C5 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C6 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|---|---------------------------------------|----------|----------|
| Capacity to comprise and apply the principles of basic knowledges of the general chemistry, organic and inorganic chemistry and his applications in the engineering. | A4 | | |
| Resolve problems of effective form. | | B2 B6 | |
| Learn to learn. | | B5 | |
| Apply a critical thought, logical and creative. | | B1 | |
| Work of form collaborator. | | B4 | |
| Capacity to find and handle the information. | | B1 | |
| Capacity of oral communication and written. | | B5 | |
| Positive in front of the problems. | | B3 | C3 |
| Value critically the knowledge, the technology and the available information to resolve the problems with which have to confront. | | B7 | C4 |
| Use the basic tools of the technologies of the information and the communications (TIC) necessary for the exercise of his profession and for the learning along his life. | | B5 | C1 |
| Manage for the exercise of an open citizenship, literate, critical, committed, democratic and solidarity, able to analyse the reality, diagnose problems, formulate and implant solutions based in the knowledge and oriented to the very common. | | | C2 C3 |
| Assume like professional and citizen the importance of the learning along the life. | | | C5 C6 |

| Contents | |
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| Topic | Sub-topic |
| Lesson 1.- Basic concepts of General Chemistry: | Fundamental Principles of Chemistry. The atom: quantum mechanical description. Periodic table and periodic properties. Chemical link: types of link. |
| Lesson 2.- Thermochemistry: | Introduction: first principle of thermodynamics. Heats of reaction, enthalpy. Thermochemistry: Law of Hess. Calorimetry. Second principle of thermodynamics: entropy. Third principle of thermodynamics: spontaneity of the reaction. |
| Lesson 3.- Chemical Kinetics: | The rate of reaction. The rate law. Determination of the rate of reaction. Order of reaction. The collisions and of the state of transition theories. Activation energy. Reaction mechanisms. Catalysis: Catalysts. |
| Lesson 4.- Chemical equilibrium in gaseous phase: | Nature of the chemical equilibrium. The equilibrium constant: applications. Heterogeneous equilibria. Factors that affect chemical equilibrium: Le Châtelier's principle. Relation between equilibrium constants. Effect of changes in the temperature on the equilibrium constant. |
| Lesson 5.- Acid-base equilibria: | Acid-base definitions. Autoionization of water. Concept of pH: determination. Dissociation of acids and bases. Acid-base properties of the salts. Acid-base reactions. Buffer solutions. Acid-basic titrations: indicators. |
| Lesson 6.- Oxidation-reduction (redox) equilibria: | Methods of balancing redox equations. Electrochemical foundations: galvanic cells. Free energy and voltage of the battery. The Nernst equation. Redox titrations. |
| Lesson 7.- Applications of the electrochemistry: | Primary commercial cells and accumulators. Fuel cells. Electrolytic cells. Industrial applications of the electrolysis: electrodeposition. Metallic corrosion. |
| Lesson 8.- Principles of Instrumental Analysis: | Analytical Chemistry: concept and division. Classification of quantitative analytical methods. Instrumental analytical methods: classification. Parameters of validation of an analytical method. Evaluation of results. |



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| Lesson 9.- Principles of Organic Chemistry: | Naming organic compounds. Functional groups. Homologous series. Isomery. Determination of molecular structures. |
| Lesson 10.- Saturated, unsaturated and aromatic hydrocarbons: | Classification. Saturated hydrocarbons: naming, sources, synthesis and properties. Alkenes and alkynes: structure, nomenclature, synthesis and properties. Aromatic compounds: structure, nomenclature, obtaining and properties. Benzene. |
| Lesson 11.- Other organic compounds: | Compounds of functional groups with simple link: alkyl halides, alcohols, phenols, ethers and amines. Compounds of functional groups with multiple links: carbonyl group compounds, carboxylic acids and his derivatives. |
| Lesson 12.- Bases of the Industrial Chemistry. Balances of matter: | Prime Matters that uses the chemical industry. The energy in the chemical industry. The chemical processes: examples. Diagrams of flow. The chemical products. Ecological and environmental considerations. |
| Lesson 13.- Chemical Organic applied to the engineering: | Coal. Oil. Natural gas. Biomass. Natural and synthetic polymers. |
| Lesson 14.- Chemical Inorganic applied to the engineering: | Metallurgy. Semiconductors. Materials of construction. Industrial synthesis of an inorganic compound (industry of the chloride of sodium). |

Planning

| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Laboratory practice | A4 B3 C2 C5 | 10 | 10 | 20 |
| Objective test | A4 B1 B2 B5 | 8 | 12 | 20 |
| Guest lecture / keynote speech | A4 C3 C4 C6 | 30 | 15 | 45 |
| Problem solving | A4 B2 B4 B5 | 15 | 24 | 39 |
| Supervised projects | A4 B6 B7 C1 | 5 | 20 | 25 |
| Personalized attention | | 1 | 0 | 1 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| Methodologies | Description |
|--------------------------------|---|
| Laboratory practice | Understanding reading of the practice. Realise the experimental work. Pose and resolve the numerical calculations associated as well as the questions that pose. Examine and value the results. Draft and present the final report of the practices. |
| Objective test | Tests written divide in two parts (theoretical and of problems) used for the evaluation of the learning of the student. |
| Guest lecture / keynote speech | Has a expositive function complemented with the use of audiovisual means and the introduction of some questions headed to the students, with the purpose of transmit knowledges and facilitate the learning. The student takes aim, poses doubts and questions. |
| Problem solving | Methodology carried out in average group (20 students) or in small group (10 students): presentation and resolution of bulletins of numerical problems and of bulletins of exercises of theory. The student, of individual form or in reduced group, poses doubts and /or questions, participating of active form in the classroom. |
| Supervised projects | Treats of the realization, in groups of students, of studies directed that, each group, has to expose in the classroom and deliver to the professor for his correction. |

Personalized attention

| Methodologies | Description |
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| Laboratory practice Supervised projects Problem solving | <p>In the personalized attention will treat to amend possible deficiencies in the previous chemical training of the student and to resolve doubts and punctual questions that, usually, prevent him the general follow-up of the matter.</p> <p>It will realize a follow-up of the work of the student in the laboratory, will take in consideration his suggestions and will loan him help to clear the doubts.</p> <p>In the sessions of solution of problems and of seminar in small group will loan them help to clear concepts and resolve possible doubts.</p> <p>In the preparation of the supervised projects will facilitate them the assistance that require for his preparation and exhibition.</p> |
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| Assessment | | | |
|---------------------|------------------------|---|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Laboratory practice | A4 B3 C2 C5 | Realization, active participation in each one of the practices and delivery of the corresponding final report. It values the interest and attitude of the student. | 10 |
| Supervised projects | A4 B6 B7 C1 | Elaboration and presentation in group of a supervised or directed project. It values, in addition to the presentation, the realised work by the students in Word format and the transparencies elaborated for his exhibition in the classroom in PowerPoint format. | 10 |
| Problem solving | A4 B2 B4 B5 | Resolution of bulletins of numerical problems, including likewise the resolution of bulletins of exercises of theory in specific sessions. It values the assistance of the student, his active participation in the classroom, his interest and attitude. | 10 |
| Objective test | A4 B1 B2 B5 | To half of 1st four-month period will realize an eliminatory partial examination of the matter given until this moment (theory and problems). At the end of the 1st four-month period will realise an examination of the second part of the subject for the students that have surpassed the partial and a final examination of all the subject for the students that have not approved said partial. | 70 |

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| Assessment comments |
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This section indicates what marks in each methodology. The objective test describes as it is the examination and the punctuation of each one of the parts of theory and of problems. The minimum note in each part of the examination (partial of theory or problems, final of theory or problems) so that they can take into account the punctuations of laboratory practice, problem solving and supervised projects has to be of 3,0 on 7,0. To obtain approved in the matter has to fulfil that the sum of the notes of the objective test, laboratory practice, problem solving and supervised projects was at least 5,0.

Any of the theoretical subjects neither of the problems proposed in the partial examination will be able to leave in white, having to be recovered in the final examination with independence of the note obtained.

The supervised projects, to realize in groups of 5 students, will constitute a summary of the subject proposed by the professor, with an extension in the order of 5-6 pages in format Word. For his presentation in the classroom, will elaborate previously of 8 to 10 transparencies in format PowerPoint. The participants in each work have to belong to the same small or average group of the class.

All the groups that present a supervised Project in a determinate session, will have to be presents in the classroom from the beginning to the end of the same.

To be able to be described, the student will realise all the practices of laboratory and will participate in the preparation and exhibition of the supervised project. Both methodologies have a compulsory character.

The student that have been missing to some practice of laboratory or that have not surpassed the examination of recovery of the practice, in case to repeat the matter has to go back to realize all again.

Will take into account, in the measure of the possible, the circumstances of the repeat students.

The students with enrolls to partial time will have to realise the activities or compulsory methodologies (practices of laboratory and supervised projects), in this case will remain exempt of 80% of the assistance to the face-to-face classes. Nevertheless, it recommends them that they do also the activity problem solving; in this case would remain exempt of 70% of the assistance to the face-to-face classes.

Sources of information

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|--------------|--|
| Basic | <ul style="list-style-type: none">- BERMEJO, F.; PAZ, M.; BERMEJO, A.; PAZ, A. (1996). 1000 Problemas Resueltos de Química General y sus Fundamentos Teóricos. Madrid Paraninfo, S. A.- PÉREZ, J.; SECO, H. M. (2006). Experimentos de Química. Aplicaciones a la vida cotidiana. Badajoz. Filarias- RECLAITIS, G. V. (1991). Balances de materia y energía. México. McGraw-Hill/Interamericana- CHANG, R. (2010). Química. México McGraw-Hill- Interamericana- PAZ, M.; CASTRO, F.; MIRÓ, J. (1995). Química I. Madrid. E. T. S. I. I.; U. N. E. D.- SKOOG, D. A.; HOLLER, F. J.; NIEMAN, T. A. (2000). Principios de Análisis Instrumental. Madrid. McGraw-Hill/Interamericana de España, S. A. U.- SKOOG, D. A.; WEST, D. M.; HOLLER, F. J., CROUCH, S. R. (2001). Química Analítica. México. McGraw-Hill/Interamericana- MORRISON, R. T.; BOYD, R. N. (1990). Química Orgánica. Addi-Wesley Iberoamericana E. U. A.- CABILDO, M. P. (1999). Química Orgánica. Madrid. U. N. E. D.- VIAN, A. (1999). Introducción a la Química Industrial. Barcelona. Reverté, S. A.- PETER, K.; VOLLHARDT, C.; SCHORE, N. E. (2000). Química Orgánica. Estructura y función. Barcelona. Omega.- PRIMO, E. (1994). Química Orgánica Básica y Aplicada. Barcelona. Reverté, S.A- QUIÑOÁ, E.; RIGUERA, R. (2004). Cuestiones y Ejercicios de Química Orgánica. Madrid. McGraw-Hill/Interamericana de España, S. A. U.- LINSTROMBERG, W. W. (1979). Química Orgánica. Barcelona. Reverté, S.A.- PETRUCCI, R. H.; HERRING, F. G.; MADURA, J. D.; BISSONNETTE, C. (2011). Química General. Principios y Aplicaciones Modernas . Madrid. Pearson Educación, S. A. |
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| Complementary | <ul style="list-style-type: none">- FERNÁNDEZ, J. M.; PÉREZ, J.; SECO, H. M. (2012). Estadística Sencilla para Estudiantes de Ciencias. Madrid. Síntesis, S. A.- SKOOG, D. A.; WEST, D. M.; HOLLER, F. J., CROUCH, S. R. (2005). Fundamentos de Química Analítica. Madrid. Thomson- ROSENBERG, J.; EPSTEIN, L.; KRIEGER, P. (2014). Química. México. McGraw-Hill Education- WILLIS, C. J. (1993). Resolución de Problemas de Química General. Barcelona. Reverté, S. A.- SECO, H. M.; PÉREZ, J.; FERNÁNDEZ, J. M. (2010). Química de la Vida en Ejercicios Resueltos. Badajoz. Filarias- RUSSELL, J. B.; LARENA, A. (1994). Química. Madrid. McGraw-Hill- LÓPEZ, J. A. (2000). Problemas de Química General. Cuestiones y Ejercicios. Madrid. Pearson Educación-Prentice Hall- http://clhorella.cdf.udc.es (2003). .- GONZALEZ, J. A. (1984). Teoría y Práctica de la Lucha contra la Corrosión. Madrid. C. S. I. C. (C. E. N. I. M.)- COTTON, F. A.; WILKINSON, G. (1991). Química Inorgánica Básica. México. Limusa- BERMEJO, F.; BERMEJO, P.; BERMEJO, A. (1991). Química Analítica General, Cuantitativa e Instrumental. Madrid. Paraninfo, S. A.- BONNER, W. A.; CASTRO, A. J. (1981). Química Orgánica Básica. Alhambra Universidad- VEGA, J. C. (2000). Química Orgánica para estudiantes de Ingeniería. México. Alfaomega.- SOLOMON, T. W. G. (1999). Fundamentos de Química Orgánica. México. Limusa Noriega- WITTCOFF, H. A.; REUBEN, B. G. (1997). Productos Químicos orgánicos industriales. México. Limusa- VALE, J.; FERNÁNDEZ, C.; PIÑERO, M.; ALCALDE, M.; VILLEGAS, R.; VÍLCHES, L.; NAVARRETE, B.; GARCÍA, (2004). Problemas Resueltos de Química para Ingeniería. Madrid. Thomson- OROZCO, C.; GONZÁLEZ, M. N.; PÉREZ, A. (2011). Problemas Resueltos de Química Aplicada. Madrid. Paraninfo, S. A. <p> </p> |
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

CÁLCULO/730G03001
EXPRESION GRAFICA/730G03002
FÍSICA I/730G03003
INFORMÁTICA/730G03004
ÁLXEBRA/730G03006

Subjects that continue the syllabus

CIENCIA DOS MATERIAIS/730G03007
TERMODINÁMICA/730G03014
ENXEÑARÍA MEDIOAMBIENTAL/730G03017
ENXEÑARÍA DOS MATERIAIS/730G03030

Other comments

Since it treats of a matter that gives in the 1st four-month period of first course of the career, is indispensable that the student handle with fluency concepts and basic knowledges of Mathematics, Physical and Chemistry of the high school diploma. Previously to study this matter considers of big importance to know the chemical nomenclature (that is to say, appoint and formulate the chemical elements, inorganic and organic compounds more common).

(*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.