



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Chemistry		Code	610G02001
Study programme	Grao en Bioloxía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	Basic training	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Química			
Coordinador	Riveiros Santiago, Ricardo	E-mail	ricardo.riveiros@udc.es	
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Web				
General description	Chemistry in Biology degree is a subject of basic training with contents focusing on some of the fundamental concepts of General Chemistry. Such knowledge and skills will establish the essential background for the students, allowing them to take up the study of the different branches of biology where the chemical phenomenon is involved.			

Study programme competences

Code	Study programme competences
A26	Deseñar experimentos, obter información e interpretar os resultados.
A30	Manexar adecuadamente instrumentación científica.
A31	Desenvolverse con seguridade nun laboratorio.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B3	Aplicar un pensamento crítico, lóxico e creativo.
B4	Traballar de forma autónoma con iniciativa.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.

Learning outcomes

Learning outcomes	Study programme competences		
To learn the most important parts of this discipline: Nomenclature, structure and reactivity of the major organic functional groups, and thermochemistry, kinetics of chemical reactions, chemical equilibrium, acid-base equilibrium and electrochemistry and its importance in biological medium.	A26	B1 B3 B4	
To acquire sufficient knowledge and experimental skills to use, properly and safely, the most common material and compounds in a chemical laboratory.	A26 A30 A31	B1 B3 B4	
To be able to solve and explain problems related to the chemistry of functional groups, thermochemistry, kinetics of chemical reactions, chemical equilibrium, acid-base equilibrium and electrochemistry, and to interpret the results.	A26	B1 B2 B3 B4	
To be able to adequately express the concepts and ideas learned.			C1

Contents



Topic	Sub-topic
1. Organic Chemistry	<ul style="list-style-type: none">? Introduction to Organic Chemistry? Alkanes? Alkenes and alkynes? Aromatic hydrocarbons? Alkyl halides? Alcohols, phenols and ethers? Aldehydes and ketones? Carboxylic acids and their derivatives? Amines and amides? Stereochemistry
2. Thermochemistry	<ul style="list-style-type: none">? Concepts and basic terms in Thermochemistry? First law of Thermodynamics? Heats of reaction. Enthalpy? Thermochemical equations? Calorimetry? Standard enthalpy of formation: Hess's law? Spontaneous change and Entropy? Second law of Thermodynamics? Criteria for spontaneous change. Gibbs's free energy
3. Kinetics and Catalysis	<ul style="list-style-type: none">? Definition of kinetics and objectives? Variables influencing the rate of chemical reactions? Rate of reaction and the rate law? Effect of the temperature on reaction rates. The Arrhenius equation? Relationship between kinetic constants and equilibrium constants? Theoretical models in chemical kinetics? Mechanisms of reaction: elementary and in-steps processes? Catalysis
4. Chemical equilibrium	<ul style="list-style-type: none">? Chemical equilibrium? The equilibrium constant expression? Relationship between kinetics and equilibrium? Altering equilibrium conditions: Le Chatelier's principle? Relationship between the equilibrium constant and Gibbs's free energy? Standard state in Biochemistry? Coupling reactions in biological systems
5. Acid-base equilibrium	<ul style="list-style-type: none">? Acid and base definitions. The Brønsted-Lowry's theory? Acid-base properties of water: concept of pH? Strong and weak acids and bases. Ionization constants? Solutions of salts: hydrolysis? The common-ion effect? Buffer solutions? Acid-base titrations. Acid-base indicators? pH control in biological systems



6. Electrochemistry	? Electrochemical processes and redox reactions ? Chemical energy and Electrochemistry. Electrochemical cells ? Standard electrode potentials ? Thermodynamics of electrochemical reactions ? Effect of the concentration on cell potential ? pH measurement ? Membrane potential ? Redox systems involving protons ? Redox indicators
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	B1	1	0	1
Guest lecture / keynote speech	B1 B3	13	26	39
Seminar	B1 B2 B3 B4	10	30	40
Laboratory practice	A26 A30 A31 B1 B2 B3 B4 C1	15	15	30
Supervised projects	A26 B1 B2 B3 B4	8	20	28
Objective test	A26 B1 B2 B3 B4 C1	3	9	12
Personalized attention		0	0	0

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

Methodologies	
Methodologies	Description
Introductory activities	Initial session to introduce the subject, where students will be informed about the content that is intended to cover, the teaching methodology, for large and small groups, and the assessment criteria.
Guest lecture / keynote speech	The theoretical content will be discussed at the keynote sessions, through multimedia presentations given by the teaching staff. The presentations, covering the basic content and additional material, will be available for the students at the Moodle platform.
Seminar	The seminars will address the analysis and resolution of some of the previously proposed exercises. In order to make the most of these sessions, it is very important that students work the exercises prior to their resolution in the classroom. The proposed exercises, and the data tables, will be available in advance at the Moodle platform.
Laboratory practice	The students will perform seven lab practices related to the fundamental contents of the subject. The lab sessions will last two hours each. The scripts for the practices include the experimental procedure and some related questions. At the end of the sessions the students must submit an individual written report collecting the lab work, observations, results, and answers to proposed questions.
Supervised projects	The main target of these sessions is the follow-up of the comprehension of the subject by the students. For this purpose, 8 sessions of 1 hour of tutoring in small groups are scheduled. Students must prepare each tutorial in advance, studying the corresponding contents and solving the exercises of the previous bulletins that will be available at the Moodle platform. In the tutorials the proposed exercises will be solved and discussed on the board, preferably by the students. Brief short tests by surprise and/or through the Moodle platform can be carried out during these tutorials and they will contribute to the final assessment.
Objective test	The degree of concepts assimilation and problem solving skills of the students will be assessed by mean a written exam.

Personalized attention	
Methodologies	Description



Supervised projects	<p>In addition to the follow-up work in group tutoring sessions, there will be individual tutoring in the schedule set by the teachers.</p> <p>In the specific case of part-time Students with exemption of attendance, seminars and supervised work will be led through individual and/or group tutoring schedule to be agreed with the teachers.</p>
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Assessment			
Methodologies	Competencies	Description	Qualification
Laboratory practice	A26 A30 A31 B1 B2 B3 B4 C1	The score of the practices represents 20% of the overall score. The submitted report, the attitude and the work done in the lab will be assessed. To pass the subject is necessary to obtain a minimum score of 4 in this part.	20
Supervised projects	A26 B1 B2 B3 B4	The score of the supervised work represents 20% of the overall score. The individual work of the student with the previous questionnaires will be assessed as well as the active participation of the student in the tutorials, the attendance and the qualifications of the short tests in class and via Moodle.	20
Objective test	A26 B1 B2 B3 B4 C1	The objective test consist of a number of practical or theoretical-practical exercises, similar to those made in seminars and tutorials. To pass the subject is necessary to obtain a minimum score of 4 in this part.	60

Assessment comments
<p>To pass the subject it is necessary to obtain a higher or equal to 5 points overall rating (out of 10) in one of the two calls (January and July). A score below 4 on the objective test or laboratory practices implies failing the subject.</p> <p>The completion of the labs is mandatory to pass the subject. In the first and second opportunities, students who failed the lab practices could undergo a specific test related to the lab practices. The qualification of this specific test will replace the mark obtained in lab practices.</p> <p>The attendance to the supervised work is mandatory to pass the subject. Students who attend less than 50% of those tutorials will obtain a qualification lower than 50% in this section for both assessment opportunities in January and July, regardless of their qualification obtained in the short tests during tutorials or via Moodle. In the second opportunity of July, in order to obtain the global qualification, the qualification obtained during the course in this section will be maintained.</p> <p>In the specific case of students with recognition of part-time dedication and academic assistance waiver, the mark of the tutored work will be replaced by that obtained in the personal tutorials, counting as 20% of the overall grade in the first and the second opportunities. In case of exceptional, and appropriately justified circumstances, the teacher may fully or partly exempt any student to perform continuous evaluation process. In such case the students will undergo a specifically designed test, in any of the opportunities scheduled.</p> <p>"Not attended" assessment mark will be applied when the students attend fewer than 25% of planned academic activities (supervised work and practices), and do not assist to the objective test.</p>

Sources of information	
Basic	<p>- Petrucci, R.H.; Herring, F.G.; Madura, J.D.; Bissonnette, C. (2017). Química general: Principios y aplicaciones modernas (11ª Ed). Madrid: Pearson</p> <p>En xeral, calquera manual de Química Xeral actualizado é axeitado para o estudo da asignatura. Existen edicións anteriores do Petrucci (8ª Ed. QX240, 10 Ed. QX-243) e outros libros recomendados a disposición dos alumnos na biblioteca.</p>



Complementary	<ul style="list-style-type: none">- Chang, R.L.; Goldsby, K.A. (2013). Química (12ª Ed). México: McGraw-Hill- Atkins, P.; Jones, L. (2012). Principios de Química. Los caminos del descubrimiento (5ª Ed). Madrid: Ed. Médica Panamericana- Reboiras, M. D. (2007). Química, La ciencia básica. Madrid: Thomson- Brown, T.L.; LeMay Jr. H.E.; Bursten, B.E.; Murphy, C.J.; Woodward, P.M. (2014). Química. La ciencia central (12ª Ed). México: Pearson- Reboiras, M. D. (2007). Problemas resueltos de: Química, la ciencia básica. Madrid: Thomson- Paterno Parsi, A.; Parsi, A.; Pintauer, T.; Gelmini, L.; Hilts, R. W. (2011). Complete Solutions Manual: General Chemistry, Principles and Modern Applications. Scarborough: Pearson Canada- Paterno Parsi, A.; Parsi, A.; Pintauer, T.; Gelmini, L.; Hilts, R. W. (2011). Selected Solutions Manual: General Chemistry, Principles and Modern Applications. Toronto: Pearson- López Cancio, J. A. (2010). Problemas de Química. Madrid: Prentice Hall
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Mathematics/610G02003

Subjects that continue the syllabus

Biochemistry I/610G02011

Biochemistry II/610G02012

Other comments

In order to successfully study the subject, it is imperative that the student has a previous knowledge of chemistry and mathematics, according to the level in secondary and high school, such as: Chemical nomenclature, balance of chemical reactions, Stoichiometric calculations, identification of acid-base character of common compounds, oxidation states calculation of elements in chemical species, logarithms, exponential and basic differential and integral calculus.

(*)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.