

Post-Laboratory Questions

(Use the spaces provided for the answers and additional paper if necessary.)

- Obtain from your classmates or from your laboratory instructor, the molar enthalpies of neutralization of hydrochloric acid, sulfuric acid, and phosphoric acid when each reacts with sodium hydroxide.

- Write a chemical equation for each of these neutralization reactions.



- Compare the molar enthalpies of neutralization of hydrochloric acid, sulfuric acid, and phosphoric acid. Discuss the similarities and differences of these data.

The enthalpy of neutralization is measured as per the number of moles of water formed. when one mole of water is formed the enthalpy of neutralization is -57.7 kJ . In case of HCl and H_2SO_4 one, two, and three moles of water are formed respectively. Hence, enthalpy of neutralization will be -57.7 kJ , $2 \times -57.7 \text{ kJ}$, and $3 \times -57.7 \text{ kJ}$.

- When a neutralization reaction was carried out using 100.0 mL of 0.7890 M NH_3 , water and 100.0 mL of 0.7840 M acetic acid, ΔT was found to be 4.76°C . The specific heat of the reaction mixture was $4.104 \text{ J g}^{-1} \text{ K}^{-1}$ and its density was 1.03 g mL^{-1} . The calorimeter constant was 3.36 J K^{-1} .

- Calculate ΔH_{mixin} for the reaction of NH_3 and acetic acid.

$$\begin{aligned} \text{mass of solution} &= \text{total Volume} \times \text{density} \\ &= 200 \text{ mL} \times 1.03 \text{ g/mL} = 206.0 \text{ g} \end{aligned}$$

$$\begin{aligned} \text{Heat released} &= \text{mass} \times \text{specific heat capacity} \times \text{change in temp} \\ &= 206.0 \times 4.104 \times 4.76 \\ &= 40.24 \text{ kJ} \end{aligned}$$

40.24 kJ
answer

- At the end of the experiment, it was discovered that the thermometer had not been calibrated. When it was calibrated, it was found that the thermometer read 0.50°C low. What effect would this thermometer reading have on the reported ΔH_{mixin} calculated in (2) above?

The uncalibrated thermometer reads 0.50°C lower than actual, therefore the actual temperature is

$$4.76 - 0.5 = 4.26^\circ\text{C}$$

$$\begin{aligned} \text{Heat released} &= 206.0 \times 4.104 \times 4.26 \\ &= 3603.3 \text{ J} \\ &= 36.03 \text{ kJ} \end{aligned}$$

Post Lab Question Answers To Chem Fax Labs

**Mr. Sahil Sharma ,Ms. Sreya Ghosh,
Prof. (Dr.) Jaskaran Singh, Dr.
Bikramjit Singh ,Mr. Ankit kumar**

Post Lab Question Answers To Chem Fax Labs:

A Laboratory Course in Tissue Engineering Melissa Kurtis Micou, Dawn Kilkenny, 2016-04-19 Filling the need for a lab textbook in this rapidly growing field A Laboratory Course in Tissue Engineering helps students develop hands on experience The book contains fifteen standalone experiments based on both classic tissue engineering approaches and recent advances in the field Experiments encompass a set of widely applicable techniques c *Questioned Document and Handwriting Examination Laboratory Manual* Mr. Sahil Sharma ,Ms. Sreya Ghosh, Prof. (Dr.) Jaskaran Singh, Dr. Bikramjit Singh ,Mr. Ankit kumar ,2025-04-21 **Problems and Problem Solving in Chemistry Education** Georgios

Tsaparlis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner **Take-Home**

Chemistry Michael Horton, 2011 For high school science teachers homeschoolers science coordinators and informal science educators this collection of 50 inquiry based labs provides hands on ways for students to learn science at home safely Author Michael Horton promises that students who conduct the labs in Take Home Chemistry as supplements to classroom instruction will enhance higher level thinking improve process skills and raise high stakes test scores *Linne & Ringsrud's Clinical Laboratory Science - E-Book* Mary Louise Turgeon, 2015-02-10 Using a discipline by discipline approach Linne perforated pages make it easy for students to remove for use in the lab and for assignment of review questions as homework NEW Instrumentation updates show new technology being used in the lab NEW Additional key terms in each chapter cover need to know terminology NEW Additional tables and figures in each chapter clarify clinical lab science concepts

Laboratory Manual for Principles of General Chemistry J. A. Beran, Mark Lassiter, 2022-08-16 Laboratory Manual for Principles of General Chemistry 11th Edition covers two semesters of a general chemistry laboratory program The material focuses on the lab experiences that reinforce the concepts that not all experimental conclusions are the same and depend on

identifying an appropriate experimental procedure selecting the proper apparatus employing the proper techniques systematically analyzing and interpreting the data and minimizing inherent variables As a result of good data a scientific and analytical conclusion is made which may or may not be right but is certainly consistent with the data Experiments write textbooks textbooks don't write experiments A student's scientific literacy grows when experiences and observations associated with the scientific method are encountered Further experimentation provides additional cause effect observations leading to an even better understanding of the experiment The 11th edition's experiments are informative and challenging while offering a solid foundation for technique safety and experimental procedure The reporting and analysis of the data and the pre and post lab questions focus on the intuitiveness of the experiment The experiments may accompany any general chemistry textbook and are compiled at the beginning of each curricular unit An Additional Notes column is included in each experiment's Report Sheet to provide a space for recording observations and data during the experiment Continued emphasis on handling data is supported by the Data Analysis section **Chemistry** George Tyler Miller, 1987

Laboratory Safety for Chemistry Students Robert H. Hill, Jr., David C. Finster, 2011-09-21 this substantial and engaging text offers a wealth of practical in every sense of the word advice Every undergraduate laboratory and ideally every undergraduate chemist should have a copy of what is by some distance the best book I have seen on safety in the undergraduate laboratory Chemistry World March 2011 Laboratory Safety for Chemistry Students is uniquely designed to accompany students throughout their four year undergraduate education and beyond progressively teaching them the skills and knowledge they need to learn their science and stay safe while working in any lab This new principles based approach treats lab safety as a distinct essential discipline of chemistry enabling you to instill and sustain a culture of safety among students As students progress through the text they'll learn about laboratory and chemical hazards about routes of exposure about ways to manage these hazards and about handling common laboratory emergencies Most importantly they'll learn that it is very possible to safely use hazardous chemicals in the laboratory by applying safety principles that prevent and minimize exposures Continuously Reinforces and Builds Safety Knowledge and Safety Culture Each of the book's eight chapters is organized into three tiers of sections with a variety of topics suited to beginning intermediate and advanced course levels This enables your students to gather relevant safety information as they advance in their lab work In some cases individual topics are presented more than once progressively building knowledge with new information that's appropriate at different levels A Better Easier Way to Teach and Learn Lab Safety We all know that safety is of the utmost importance however instructors continue to struggle with finding ways to incorporate safety into their curricula Laboratory Safety for Chemistry Students is the ideal solution Each section can be treated as a pre lab assignment enabling you to easily incorporate lab safety into all your lab courses without building in additional teaching time Sections begin with a preview a quote and a brief description of a laboratory incident that illustrates the importance of the topic References at the end of each section guide

your students to the latest print and web resources Students will also find Chemical Connections that illustrate how chemical principles apply to laboratory safety and Special Topics that amplify certain sections by exploring additional relevant safety issues Visit the companion site at <http://userpages.wittenberg.edu/dfinster/LSCS> **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 naive 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 **Chemistry Education** Javier García-Martínez, Elena Serrano-Torregrosa, 2015-05-04 Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education Highly experienced chemistry professors and education experts

cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future Adopting a practice oriented approach the current challenges and opportunities posed by chemistry education are critically discussed highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them The main topics discussed include best practices project based education blended learning and the role of technology including e learning and science visualization Hands on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry students [The Zinc and Iodine Book](#) Stephen DeMeo,2019-05-15 This book is for chemistry teachers who are thinking about reinventing their laboratory experiments that they provide to their students More than a collection of experiments it is an example of using a chemical theme to teach chemistry Instead of introducing many different chemicals per experiment as is the norm in most lab manuals this novel resource focuses on two commonly found elements Zinc and Iodine So what is so special about these elements At the heart of this resource is a colorful cyclic reaction between zinc and iodine one that produces a compound that can decompose back to its original elements This unique phenomenon demonstrates that matter not only changes but is also conserved through a chemical reaction Knowing that a compound can be the same but different than the reactants that formed it is to understand the essence of chemical change Complementing this reaction this book contains experimental activities that utilize the zinc and iodine theme to scaffold new concepts such as the properties of matter solid and gas stoichiometry equilibrium kinetics acid base chemistry and electrochemistry This teacher tested resource focuses on a set of safe substances that are appropriate for high school teachers who provide an advanced chemistry placement course and for college instructors teaching a first year chemistry laboratory sequence *Teaching and Learning in the School Chemistry Laboratory* Avi Hofstein,Muhamad Hugerat,2021-11-26 Authored by renowned experts in the field of chemistry education this book provides a holistic approach to cover all issues related to learning and teaching in the chemistry laboratory

Instructional Technology Theory in the Post-Pandemic Era Carbonara, David D.,Tomei, Lawrence A.,2024-07-22 The COVID 19 Pandemic transformed nearly every aspect of daily life across the globe in just a few short years Thankfully we ve made it a long way from the days of no contact social distancing masks and general isolation Still many aspects of this time have continued into the present This is particularly true regarding education which saw a massive overhaul during that period Remote learning and technology infused education were a necessity then and may prove to be an invaluable improvement as we go forward Instructional Technology Theory in the Post Pandemic Era investigates the facets of incorporating technology and virtual spaces into education permanently The experienced educators that compiled this book utilize their years of knowledge to bring to light the intricacies of adapting virtual education laboratories for the foreseeable

future They examine student performance metrics detail teacher development practices consider the social aspects of tech infused education and explore the implementation of new pedagogies for best results Covering topics such as companionship in distance education pandemic teaching experiences and professional and teacher development this book is a valuable resource for educators pre service teachers administrators policymakers academicians researchers and more **Guided**

Inquiry Experiments for General Chemistry Nancy K. Kerner,Ram S. Lamba,2007-10-19 The use of the laboratory is a valuable tool in developing a deeper understanding of key chemical concepts from the experimental process This lab manual encourages scientific thinking enabling readers to conduct investigations in chemistry It shows how to think about the processes they are investigating rather than simply performing a laboratory experiment to the specifications set by the manual Each experiment begins with a problem scenario and ends with questions requiring feedback on the problem

Integrated Approach to Coordination Chemistry Rosemary A. Marusak,Kate Doan,Scott D. Cummings,2007-03-07

Coordination chemistry is the study of compounds formed between metal ions and other neutral or negatively charged molecules This book offers a series of investigative inorganic laboratories approached through systematic coordination chemistry It not only highlights the key fundamental components of the coordination chemistry field it also exemplifies the historical development of concepts in the field In order to graduate as a chemistry major that fills the requirements of the American Chemical Society a student needs to take a laboratory course in inorganic chemistry Most professors who teach and inorganic chemistry laboratory prefer to emphasize coordination chemistry rather than attempting to cover all aspects of inorganic chemistry because it keeps the students focused on a cohesive part of inorganic chemistry which has applications in medicine the environment molecular biology organic synthesis and inorganic materials **The Secrets of College**

Success Lynn F. Jacobs,Jeremy S. Hyman,2019-03-11 Are you among the 22 million students now enrolled in college Or a high school student thinking of joining them shortly Or perhaps a parent of a college bound junior or senior Then this book is just for you Written by college professors and successfully used by tens of thousands of students The Secrets of College Success combines easy to use tips techniques and strategies with insider information that few professors are willing to reveal The over 800 tips in this book will show you how to pick courses and choose a major manage your time and develop college level study skills get good grades and manage the core requirements get motivated and avoid stress interact effectively with the professor or TA prepare for a productive and lucrative career New to this third edition are high value tips about undergraduate and collaborative research summer internships staying safer on campus diversity and inclusion disabilities and accommodations with special tips for international students at US colleges Winner of the 2010 USA Book News Award for best book in the college category The Secrets of College Success makes a wonderful back to college or high school graduation gift or a smart investment in your own college success *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

Exploring General Chemistry in the Laboratory Colleen F. Craig, Kim N. Gunnerson, 2017-02-01 This laboratory manual is intended for a two semester general chemistry course The procedures are written with the goal of simplifying a complicated and often challenging subject for students by applying concepts to everyday life This lab manual covers topics such as composition of compounds reactivity stoichiometry limiting reactants gas laws calorimetry periodic trends molecular structure spectroscopy kinetics equilibria thermodynamics electrochemistry intermolecular forces solutions and coordination complexes By the end of this course you should have a solid understanding of the basic concepts of chemistry which will give you confidence as you embark on your career in science

Laboratory Manual for Principles of General Chemistry Jo Allan Beran, 2010-11-01 This new edition of the Beran lab manual emphasizes chemical principles as well as techniques The manual helps students understand the timing and situations for the various techniques The Beran lab manual has long been a market leading lab manual for general chemistry Each experiment is presented with concise objectives a comprehensive list of techniques and detailed lab intros and step by step procedures

Improving Student Comprehension in Chemistry Laboratories Tracy Lynn Haroff, 2006

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