



## Introduction to working as a Chemist.

Use a highlighter as you work through this booklet. ESL students, make vocab lists of the terminology that is defined or described here.

## Assessment Statements

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Outline</b> the Scientific Method</li> <li><input type="checkbox"/> <b>Identify</b> independent, dependent &amp; controlled variables.</li> <li><input type="checkbox"/> <b>Demonstrate</b> correct and safe use of laboratory equipment.</li> <li><input type="checkbox"/> <b>Distinguish</b> between quantitative and qualitative data                         <ul style="list-style-type: none"> <li>➤ <i>Qualitative is descriptive, not using numbers, e.g. properties, colour, gas production, sound, odor.</i></li> <li>➤ <i>Quantitative is mathematical, including</i> <ul style="list-style-type: none"> <li>◊ <i>Raw data (as recorded)</i></li> <li>◊ <i>Processed (after calculations)</i></li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>Distinguish</b> between accuracy and precision                         <ul style="list-style-type: none"> <li>➤ <i>Accuracy describes the correctness of a set of measurements</i></li> <li>➤ <i>Precision describes the repeatability of a set of measurements</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>State</b> SI units of measurement for                         <ul style="list-style-type: none"> <li>➤ <i>Mass: grams (g)</i></li> <li>➤ <i>Length: Metres (m), millimeters (mm)</i></li> <li>➤ <i>Concentration: molarity (M)</i></li> <li>➤ <i>Temperature: Degrees Celsius (°C)</i></li> <li>➤ <i>Volume: Litres (L) or millilitres (mL)</i></li> <li>➤ <i>Density: grams per cubic centimeter (g/cm<sup>3</sup>)</i></li> <li>➤ <i>Conductivity: Siemens (S)</i></li> <li>➤ <i>Acidity or alkalinity (pH)</i></li> </ul> </li> <li><input type="checkbox"/> <b>Energy:</b> Joules (J or kJ)<b>Determine</b> the uncertainty of digital and analog measuring tools                         <ul style="list-style-type: none"> <li>➤ <i>Usually ± 1 of the smallest division</i></li> </ul> </li> <li><input type="checkbox"/> <b>Calculate</b> the % error of a given or recorded set of values                         <ul style="list-style-type: none"> <li>➤ <i><math>(\text{Measured} - \text{True}) / \text{True} \times 100</math></i></li> </ul> </li> <li><input type="checkbox"/> <b>State</b> values to appropriate numbers of significant figures</li> <li><input type="checkbox"/> <b>Calculate</b> values to appropriate numbers of significant figures</li> </ul> |
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## Related Concepts:

- ☐ 01.1 Element symbols (Quia quiz: <http://www.quia.com/quiz/3246640.htm#>)
- ☐ 01.2 Accuracy, Precision, Error, Uncertainty (Quia quiz: <http://www.quia.com/quiz/3507626.htm#>)
- ☐ 01.3 SigDigs and Notation (Quia quiz: <http://www.quia.com/quiz/3504378.htm#>)

## Command Terms: Be sure you understand what is being asked of you

Analyse Break down to identify key parts. Interpret information to reach conclusions.

|                 |                                                                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply           | Use knowledge & understanding in response to a real situation or given circumstances.                                                                                                        |
| Calculate       | Obtain a numerical answer, showing relevant stages in the working.                                                                                                                           |
| Define          | Give the precise meaning of a word, phrase, concept or physical quantity.                                                                                                                    |
| Describe        | Give a detailed account or picture of an event, pattern, process or pattern.                                                                                                                 |
| Design          | Produce a plan, simulation or model.                                                                                                                                                         |
| Determine       | Obtain the only possible answer.                                                                                                                                                             |
| Discuss         | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| Distinguish     | Make clear the differences between two or more concepts or items.                                                                                                                            |
| Evaluate        | Assess the implications and limitations; make judgments about the ideas, works, solutions or ideas in relation to selected criteria.                                                         |
| Explain         | Give a detailed account including reasons or causes.                                                                                                                                         |
| Identify        | Provide an answers from a number of possibilities. Recognise and state briefly a distinguishing fact or feature.                                                                             |
| Label           | Add title, labels or brief explanation(s) to a diagram or graph.                                                                                                                             |
| List            | Give a sequence of answers with no explanation.                                                                                                                                              |
| Outline         | Give a brief account.                                                                                                                                                                        |
| Recall          | Remember or recognize from prior learning experiences.                                                                                                                                       |
| State           | Give a specific name, value or other brief answer without explanation or calculation.                                                                                                        |
| Suggest/Propose | Propose a solution, hypothesis or other possible answer.                                                                                                                                     |

# Polytechnic Chemistry Lab Manual

**Ying Liu**



## **Polytechnic Chemistry Lab Manual:**

Laboratory Manual in Engineering Chemistry : For the Students of JNTU Hyderabad Dr. B. Rama Devi & Dr. P. Aparna, The book is written to gain the basic knowledge on the principles of chemistry required for practical applications in engineering concepts This book consists organic and general chemistry experiments for chemical engineering for 1st and 2nd semester students The book also explains the precautions and safety rules for avoiding the accidents in chemistry laboratory It covers Estimation of Ferrous iron by Dichrometry and Permanganometry Method Estimation of Acetic Acid by Conductometric Titrations Estimation of the Amount of Fe 2 by Potentiometry Determination of an Acid Concentration using pH Meter Preparation of Nylon 6 and Bakelite Phenol Formaldehyde Resin Estimation of Acid Value of Given Lubricant Oil Determination of Rate of Corrosion of Mild Steel Preparation of Benzanilide from Benzophenone via the Oxime by Beckmann Rearrangement etc      **Laboratory Manual in Chemistry** G. Venkatanarayana,2012      Laboratory Manual of

Pharmacotherapeutics Dr. Remeth J. Dias,Dr. Kuldeep U. Bansod,Dr. Prashant D. Aragade,Mr. Sushant Sudhir Pande,2023-09-29 We are very pleased to put forth the revised edition of Laboratory Manual of Pharmacotherapeutics We have incorporated all the suggestions modified it to make it easier student friendly and relevant in terms of achieving curriculum outcome We are very much thankful to all the learned teachers who have given their feedback whole heartedly We have even incorporated the changes in this manual based on the feedback given by the teachers from all the institutes Now we believe that the manual has been fulfilling the aspirations of Pharmacotherapeutics teachers and students too This manual is prepared as per PCI Education Regulations 2020 for Diploma Course in Pharmacy The methods of all the experiments are reviewed and added from the recent research papers so that the advancement in the methods or apparatus can be addressed This manual is designed for outcome based education and each experiment is arranged in a uniform way such as practical significance practical outcomes PrOs and its mapping with course outcomes minimum theoretical background resources used procedure precautions observations result conclusion references and related questions Moreover assessment scheme is also given to help the student and teacher to know what to be assessed Every experiment has the component of the activity or role play included so that the students will be able to interact with patients and give them counselling tips on the proper care to be taken in chronic diseases In addition the questions are given at the end of experiments to increase the knowledge of students which would be helpful for them when they will go for higher studies Hope this manual will help the students to learn the concept principles and perform activities and role play counselling the public about diseases and medication We wish you all the best      **Laboratory Manual in Chemistry** T. Narasimha

Reddy,2012      **Food Chemistry** Dennis D. Miller,C. K. Yeung,2022-03-15 FOOD CHEMISTRY A manual designed for Food Chemistry Laboratory courses that meet Institute of Food Technologists undergraduate education standards for degrees in Food Science In the newly revised second edition of Food Chemistry A Laboratory Manual two professors with a combined 50

years of experience teaching food chemistry and dairy chemistry laboratory courses deliver an in depth exploration of the fundamental chemical principles that govern the relationships between the composition of foods and food ingredients and their functional nutritional and sensory properties Readers will discover practical laboratory exercises methods and techniques that are commonly employed in food chemistry research and food product development Every chapter offers introductory summaries of key methodological concepts and interpretations of the results obtained from food experiments The book provides a supplementary online Instructor s Guide useful for adopting professors that includes a Solutions Manual and Preparation Manual for laboratory sessions The latest edition presents additional experiments updated background material and references expanded end of chapter problem sets expanded use of chemical structures and A thorough emphasis on practical food chemistry problems encountered in food processing storage transportation and preparation Comprehensive explorations of complex interactions between food components beyond simply measuring concentrations Additional experiments references and chemical structures Numerous laboratory exercises sufficient for a one semester course Perfect for students of food science and technology Food Chemistry A Laboratory Manual will also earn a place in the libraries of food chemists food product developers analytical chemists lab technicians food safety and processing professionals and food engineers

America's Lab Report National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all student have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished

Laboratory Manual of Social Pharmacy Dr. Remeth J. Dias, Dr. Kuldeep U. Bansod, Dr. Prashant D. Aragade, Dr. Vishwajeet S. Ghorpade, 2023-09-28 We are pleased to put forth the revised edition of Laboratory Manual of Social Pharmacy This manual is prepared as per the PCI Education Regulations 2020 for Diploma in Pharmacy This laboratory manual is intended to give broad knowledge of social

pharmacy and the role of pharmacists in various health care services The practicals included are the services provided by the government or private health care industries that are not known to the common public This manual will create emphasis on that and make students think of it search it brainstorm it and use this information to counsel the community In addition some of the experiments are on health and hygiene that help to prevent the various communicable diseases and maintain personal hygiene Moreover the role of pharmacist in various scenes is identified and communicated to the students so the students are aware of it and demonstrate these skills to the society when necessary We have incorporated all the suggestions modified it to make it easier student friendly and relevant in terms of achieving curriculum outcome We are very much thankful to all the learned teachers who have given their feedback whole heartedly This manual is designed for outcome based education and each experiment is arranged in a uniform way such as practical significance practical outcomes PrOs and its mapping with course outcomes minimum theoretical background resources used procedure precautions observations result conclusion references and related questions Moreover assessment scheme is also given to help the student and teacher to know what to be assessed This manual is a sincere effort to improve the community and social oriented skills in the pharmacy students The students have to perform tasks in each experiment like visiting the PHC pharmacy community pharmacy hospital searching on the WHO websites etc to make this manual interesting for the students and teachers This manual asks the student to prepare various promotional materials of the health care services and hygienic care required to be taken by the society for a healthier and happier community life We acknowledge the help and cooperation extended by various persons in bringing out this manual We are highly indebted to the authors of various books and articles mentioned in references of each experiment which became a major source of information for writing this manual We also admire the publishers designers and printers who graciously worked hard to publish this manual      *Organic Chemistry Laboratory Manual* Paris Svoronos, Dr., Robert Kulawiec, Edward Sarlo, Dr., 1996-10-01 Written in a straightforward manner this laboratory manual for a two semester organic chemistry course provides only the essential background material laboratory set ups and procedures for each exercise The exercises have been carefully written to minimize set up time and eliminate the need for elaborate and expensive laboratory equipment Laboratory techniques are emphasized rather than theoretical understanding      **Annales de chimie et de physique** ,1914      **Audiovisual Materials** ,1981

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