

SEMESTER 2 STUDY GUIDE

You must show your work for any question that requires you to do calculations

Unit 8 and Unit 9 - The Mole and Stoichiometry

1. Give a definition of the term mole
a specific number of particles, which is approximately 6.022×10^{23} particles, also known as Avogadro's number.
2. How many liters of a gas are in one mole?
one mole of any ideal gas occupies 22.4 liters.
3. How many particles/atoms/molecules/formula units are in one mole?
 6.022×10^{23} particles.
4. How do you determine one mole when it comes to the mass of a substance?
(g/mol)
5. Convert 2 moles of O_2 gas into mass in grams.
32 g/mol. Therefore, 2 moles of O_2 gas is equal to 64 grams of O_2 gas.
6. Convert 3.5 moles of NaCl into formula units.
 6.022×10^{23} particles/mol. Therefore, 3.5 moles of NaCl is equal to 2.11×10^{24} formula units of NaCl.
7. Convert 0.25 moles of chlorine gas into liters.
 $V = nRT/P = (0.25 \text{ mol})(0.0821 \text{ L}\cdot\text{atm/mol}\cdot\text{K})(273 \text{ K})/(1 \text{ atm}) = 5.57$ liters of chlorine gas.
8. Convert 56.25 grams of water into moles.
18 g/mol. Therefore, 56.25 grams of water is equal to 3.125 moles of water.
9. Convert 15.65 liters of N_2 gas into moles.
 $n = PV/RT = (1 \text{ atm})(15.65 \text{ L})/(0.0821 \text{ L}\cdot\text{atm/mol}\cdot\text{K})(273 \text{ K}) = 0.680$ moles of N_2 gas.
10. Convert 1.65×10^{24} atoms of Mg into moles.
 6.022×10^{23} particles/mol. Therefore, 1.65×10^{24} atoms of Mg is equal to 27.4 moles of Mg.
11. Convert 1.65×10^{24} atoms of Mg to mass.
24.31 g/mol. Therefore, 1.65×10^{24} atoms of Mg is equal to 667 grams of Mg.
12. Convert 6.25 grams of CO_2 to molecules of CO_2
 $(0.142 \text{ mol})(6.022 \times 10^{23} \text{ molecules/mol}) = 8.56 \times 10^{22}$ molecules of CO_2 .
13. Determine the limiting reactant if you have a 3.86 grams sample of NO_2 and a 45.25 gram sample of O_2 .
 $2NO_2(g) + O_2 \rightarrow 2NO$
 $(3.86 \text{ g})/(46.01 \text{ g/mol}) = 0.084 \text{ mol of } NO_2$
14. What is the maximum amount of NO that can be produced from the reaction in #13?
 $2NO_2(g) + O_2(g) \rightarrow 2NO(g)$

Slo Study Guide Semester 2

J Rink



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Evaluating Student Learning Outcomes in Counselor Education Casey A. Barrio Minton, Donna M. Gibson, Carrie A. Wachter Morris, 2016-04-14 This timely text describes the role of program evaluation in counselor education and provides step by step guidance for faculty seeking to develop comprehensive Student Learning Outcome SLO evaluation plans to meet accountability expectations It serves as a blueprint for demystifying the SLO process and making the switch from an input based measure of productivity that focuses on what counseling programs do to an outcome based approach that concentrates on the quality of learning through evidence based assessment of students knowledge and skills The first and second parts of the book lay the foundation for the SLO process and provide practical guidance for identifying and developing direct and indirect measures of student learning Part III offers strategies for creating measures collecting managing and reporting student data and using data to ensure competence In Part IV counselor educators across the country offer hands on application through a wide variety of SLO activities and rubrics linked to each of the curricular and specialty areas of the 2016 CACREP Standards Requests for digital versions from ACA can be found on www.wiley.com To purchase print copies please visit the ACA website Reproduction requests for material from books published by ACA should be directed to

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Agricultural Education Instructional Materials Ohio State University. Center for Vocational and Technical Education, 1972 *Global Innovation of Teaching and Learning in Higher Education* Prudence C. Layne, Peter Lake, 2014-11-19 This book examines current trends in higher education and the Scholarship of Teaching and Learning It introduces readers to pedagogical strategies that instructors worldwide are using to overcome some of the challenges they face in higher education To maximize their students learning this work argues that institutions are compelled to innovate their policies and instructors must be collaborative and creative in their practices in response to students growing demands needs challenges to their learning and the shifting terrain of a rapidly globalizing world The text explores the idiosyncrasies and challenges that drive innovation across particular cultures disciplines and institutions It suggests that the responses to these drivers offer some universal and compatible lessons that not only optimize teaching and learning but also transgress institutional cultural and disciplinary boundaries in higher education The contributors to this collection work in the United States the United Kingdom Africa Asia Australia Scandinavia and the Middle East They represent a broad range of disciplines fields and institutional types They teach in varied contexts durations delivery modes and formats including online study abroad blended accelerated condensed intensive and mortar and brick settings Their higher education students are equally as diverse in age cultural backgrounds and needs but willingly lend their voices and experiences to their instructors study of

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