

Experiment 10 Post-Lab Report Questions (to be submitted to lab instructor at the beginning of the next lab period)

Your name: Yash Lalwala

Instructor:

1. Using your mass of Na_2CO_3 and the theoretical concentration of HCl (0.3500 M) calculate the theoretical volume of HCl needed to reach the end point of the titration. Show work clearly, with units and correct significant figures.

$$\begin{aligned} \text{Moles } \text{Na}_2\text{CO}_3 &= \frac{0.2255 \text{ g}}{105.998 \text{ g/mol}} = 2.127 \times 10^{-3} \text{ mol} \\ 0.002127 \text{ mol } \text{Na}_2\text{CO}_3 &\times \frac{2 \text{ mol HCl}}{1 \text{ mol } \text{Na}_2\text{CO}_3} = 0.004254 \text{ mol HCl} \\ \frac{0.004254 \text{ mol HCl}}{0.3500 \text{ M HCl}} &= 0.01215 \text{ L HCl} = \boxed{12.15 \text{ mL HCl}} \end{aligned}$$

2. Using the data for one of your trials, calculate the molarity of the HCl solution (see equations 8 and 9; the molar mass of Na_2CO_3 is 105.99 g/mol). Show work clearly, with units and correct significant figures.

$$\begin{aligned} \frac{0.2255 \text{ g } \text{Na}_2\text{CO}_3}{105.998 \text{ g/mol}} &= 2.127 \times 10^{-3} \text{ mol } \text{Na}_2\text{CO}_3 \\ 0.002127 \text{ mol } \text{Na}_2\text{CO}_3 &\times \frac{2 \text{ mol HCl}}{1 \text{ mol } \text{Na}_2\text{CO}_3} = 0.004254 \text{ mol HCl} \\ \frac{0.004254 \text{ mol HCl}}{0.001302 \text{ L HCl}} &= \boxed{3.27 \text{ M}} \end{aligned}$$

3. Using the average molarity for HCl from Part "A" and the average volume of HCl at the endpoint, show how you calculated the molarity of the tetraborate anion, $[\text{B}_4\text{O}_5(\text{OH})_4]^{2-}$ solution was titrated). Show work clearly with correct significant figures.

$$\begin{aligned} \frac{M_1 V_1}{n_1} &= \frac{M_2 V_2}{n_2} \\ M_1 &= 3.17767 \text{ M} \\ V_1 &= 12.85 \text{ mL} \\ n_1 &= 2 \text{ mol} \\ M_2 &= ? \\ V_2 &= 5.00 \text{ mL} \\ n_2 &= 1 \text{ mol} \\ \frac{3.17767 \times 12.85}{2} &= \frac{M_2 \times 5}{1} \\ M_2 &= \boxed{4.0833 \text{ M}} = \boxed{4.08 \text{ M}} \end{aligned}$$

4. Based on your calculated value for ΔH° , is the dissolution reaction (equation 1) an exo- or endothermic reaction in the forward direction? Explain.

Endothermic, because a positive ΔH° means the enthalpy of the products is higher than that of the reactants.

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Melissa Kurtis Micou, Dawn Kilkenney



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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 **Lab Experiments in Introductory Chemistry** Phil

Reedy, Donald J. Wink, Sharon Fetzer-Gislason, 2003-03-21 The manual contains laboratory experiments written specifically for the prep chem lab as well as for the general chemistry course Available as a complete manual or custom published at <http://custompub.whfreeman.com> Practical Chemistry Labs Leonard Saland, 1989 Features self contained step by step activities using common materials and covering topics from food chemistry to papermaking and electrochemistry Illustrates the connection between the real world and chemistry concepts such as solutions chemistry acids and bases and more Includes teacher notes quizzes and answers to help monitor student progress 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

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 **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

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

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

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

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

Chemistry George Tyler Miller, 1987 *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 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 Million Dollar Data: Building Confidence - Vol.1 Stephen DeMeo,2020-07-31 Global warming our current and greatest challenge is without precedent Among the many consequences that are impacting our society one unanticipated concern involves scientific truth When the President of the United States and others in his administration declare that global warming is fake science it calls into question what real science is and what real school science should be I will argue that real science is quality science one that is based on the rigorous collection of reliable and valid data To collect quality data requires bending over backwards to get things right and this is exactly what makes science so special Truth is made when scientists go this extra yard and devise controlled experiments collect large data sets confirm the data and rationally analyze their results Making scientific truth sounds difficult to do in the science laboratory but in reality there are many straightforward ways that truth can be constructed In the first of two volumes I discuss twelve such ways I call them Confidence Indicators that can allow students to strongly believe in their data and their subsequent results Many of these methods are intuitive and can be used by young students on the late elementary level all the way up to those taking introductory college science courses As in life science is not without doubt In the second volume I introduce the concept of scientific uncertainty and the indicators used to calculate its magnitude I will show that science is about connecting confidence with uncertainty in a specific manner what I refer to as the Confidence Uncertainty Continuum expression This important relationship epitomizes the scientific enterprise as a search for probabilistic rather than absolute truth This two volume set will contain a variety of ways that data quality can be instituted into a science curriculum To support its use many of the examples that I will present involve science teachers as well as student work and feedback from different grade levels and in different scientific disciplines Specific chapters will be devoted to reviewing the academic literature on data quality as well as describing my own personal research on this important but often neglected topic **Cell-Free Synthetic Biology** Jian Li,Yong-Chan Kwon,Yuan Lu,Simon J. Moore,2022-01-13 **Chemistry in the Community.** American Chemical Society,2002 This volume has relevance to a wide number of courses giving a hands on introduction to chemistry in relation to community issues rather than around specific chemical concepts Improving Student Comprehension in Chemistry Laboratories Tracy Lynn Haroff,2006 **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 *Experiments in General Chemistry* Kenneth W. Whitten, Carl B. Bishop, Kenneth D. Gailey, 1992 Optimizing STEM Education With Advanced ICTs and Simulations Levin, Ilya, Tsybulsky, Dina, 2017-06-05. The role of technology in educational settings has become increasingly prominent in recent years. When utilized effectively, these tools provide a higher quality of learning for students. Optimizing STEM Education With Advanced ICTs and Simulations is an innovative reference source for the latest scholarly research on the integration of digital tools for enhanced STEM-based learning environments. Highlighting a range of pivotal topics such as mobile games, virtual labs, and participatory simulations, this publication is ideally designed for educators, professionals, academics, and students seeking material on emerging educational technologies.

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