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Organic Reaction Mechanisms shows readers how to interpret the experimental data obtained from an organic reaction, and specifically how an organic reaction mechanism can be considered or rejected based on the analysis of the experimental evidence. Whilst examining a series of selected examples of mechanisms, the text focuses on real cases and discusses them in detail. The examples are arranged to elucidate key aspects of organic reaction mechanisms. The authors employ all the types of information that the authors of the original work considered useful and necessary, including spectroscopic data, kinetic and thermodynamic data, isotopic labelling and organic reactivity. The book makes an excellent primer for advanced undergraduates in chemistry who are preparing for exams and is also useful for graduate students and instructors.

Oxidizing and Reducing Agents S. D. Burke University of Wisconsin at Madison, USA R. L. Danheiser Massachusetts Institute of Technology, Cambridge, USA Recognising the critical need for bringing a handy reference work that deals with the most popular reagents in synthesis to the laboratory of practising organic chemists, the Editors of the acclaimed Encyclopedia of Reagents for Organic Synthesis (EROS) have selected the most important and useful reagents employed in contemporary organic synthesis. Handbook of Reagents for Organic Synthesis: Oxidizing and Reducing Agents, provides the synthetic chemist with a convenient compendium of information concentrating on the most important and frequently employed reagents for the oxidation and reduction of organic compounds, extracted and updated from EROS. The inclusion of a bibliography of reviews and monographs, a compilation of Organic Syntheses procedures with tested experimental details and references to oxidizing and reducing agents will ensure that this handbook is both comprehensive and convenient.

A groundbreaking introduction to vectors, matrices, and least squares for engineering applications, offering a wealth of practical examples.

The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

Introductory chemistry students need to develop problem-solving skills, and they also must see why these skills are important to them and to their world. I Introductory Chemistry, Fourth Edition extends chemistry from the laboratory to the student's world, motivating students to learn chemistry by demonstrating how it is manifested in their daily lives. Throughout, the Fourth Edition presents a new student-friendly, step-by-step problem-solving approach that adds four steps to each worked example (Sort, Strategize, Solve, and Check). Tro's acclaimed pedagogical features include Solution Maps, Two-Column Examples, Three-Column Problem-Solving Procedures, and Conceptual Checkpoints. This proven text continues to foster student success beyond the classroom with MasteringChemistry®, the most advanced online tutorial and assessment program available. This package contains: Tro, Introductory Chemistry with MasteringChemistry® Long, Introductory Chemistry Math Review Toolkit

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