**COLLEGE OF SCIENCE, TECHNOLOGY AND APPLIED ARTS OF TRINIDAD AND TOBAGO**

**School of Nursing, Health and Environmental Sciences**

**DEPARTMENT OF NATURAL & LIFE SCIENCES**

**“Transforming Lives, Transforming Communities, Transforming the Nation… One Student at a Time**

PROJECT

**COURSE CODE: CHEM 132**

**COURSE TITLE: GENERAL CHEMISTRY II**

**LECTURER: ROMONA OLTON**

**GENERAL CHEMISTRY II: A HANDBOOK OF CALCULATIONS**

**DUE: Week 15**

**Individual Project**

The aim of this group project is to design a handbook of calculations for General Chemistry II. The handbook will be used as a guide for future students of the course.

The handbook can be prepared either in hardcopy or in an electronic format. It should be divided into chapters based on the units covered in the course and should include the following:

1. At least **40 worked calculations** which should be a representative sample of the course content (you may use the questions at the end of the chapter, but not the worked examples in the textbook).
2. Helpful tips on performing certain calculations.
3. Helpful tips on study techniques for the different Units of the course.
4. URL Links to helpful websites.

**Rubric for grading CHEM 132 Individual Project**

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| --- | --- | --- | --- | --- | --- |
| **WRITTEN REPORT**  *The written report should be typewritten using Times New Roman x12 font; double spaced; and printed on standard A4 or 8.5x 11 paper. The pages should be numbered and included in the table of contents. Reports that have been heavily plagiarized will not be marked.* | | | | | |
| **Content** | **12** | |  |  | | --- | --- | | **(12)**  All parts are included. No errors exist in the information. | | |  | | | **(9)**  All parts are included. Minor errors exist in the information. | **(6)**  One part is missing. Minor errors exist in the information. | **(3)**  More than one part is missing. Minor errors exist in the information. |
| **Organizational Skills** | **4** | **(4)**  Demonstrates clear and logical sequencing that is comprehensive and detailed. | **(3)**  Generally comprehensive and detailed. Small gaps in sequencing and detail. | **(2)**  Examination of topic not very clear. Gaps in sequencing and no detail on contents. | **(1)**  Shows confusion and disorder in sequencing of content. No structures and detail. |
| **Accuracy of Expression** | **4** | **(4)**  Makes virtually no grammatical, spelling or punctuation errors. Establishes credibility with the audience | **(3)**  Makes few grammatical, spelling or punctuation errors. | **(2)**  Makes a moderate number of grammatical, spelling or punctuation errors. | **(1)**  Makes repeated grammatical, spelling or punctuation errors. |
| **Aesthetics** | **4** | **(4)**  Diagrams, tables and figures so clear and understandable as to enhance report impact | **(3)**  Diagrams, tables and figures are readable and understandable; style is acceptable | **(2)**  Diagrams, tables and figures are sloppy and unclear | **(1)**  No diagrams, tables or figures are included |
| **GROUP SKILLS** | | | | | |
| **Group Skills** | **4** | **(4)**  Group members were able to work on the project and resolve group issues amongst themselves. | **(3)**  Lecturer had to intervene one (1) time to help group members to resolve group issues. | **(2)**  Lecturer had to intervene two (2) times to help group members to resolve group issues. | **(1)**  Lecturer had to intervene more than twice to help group members to resolve group issues. |
| **TOTAL / 28** |  | | | | |
| **TOTAL / 100** |  | | | | |