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Chapter 1 : Brown, Chemistry: The Central Science, 9e

Books A la Carte for Chemistry: The Central Science (12th Edition) by Brown, Theodore E. Published by Prentice Hall 12th (twelfth) edition () Loose Leaf.

For courses in two-semester general chemistry. Accurate, data-driven authorship with expanded interactivity leads to greater student engagement Unrivaled problem sets, notable scientific accuracy and currency, and remarkable clarity have made Chemistry: The Central Science the leading general chemistry text for more than a decade. Trusted, innovative, and calibrated, the text increases conceptual understanding and leads to greater student success in general chemistry by building on the expertise of the dynamic author team of leading researchers and award-winning teachers. New levels of student interactivity and engagement are made possible through the enhanced eText 2. The enhanced eText 2. Instructors can assign interactive media before class to engage students and ensure they arrive ready to learn. Students further master concepts through book-specific Mastering Chemistry assignments, which provide hints and answer-specific feedback that build problem-solving skills. Instructors, contact your Pearson representative for more information. The Central Science Mastering Chemistry should only be purchased when required by an instructor. Table of Contents 1. Matter, Energy, and Measurement 2. Atoms, Molecules, and Ions 3. Chemical Reactions and Reaction Stoichiometry 4. Reactions in Aqueous Solution 5. Electronic Structure of Atoms 7. Periodic Properties of the Elements 8. Basic Concepts of Chemical Bonding 9. Molecular Geometry and Bonding Theories Liquids and Intermolecular Forces Solids and Modern Materials

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Chapter 2 : Map: Chemistry - The Central Science (Brown et al.) - Chemistry LibreTexts

I transferred schools and I needed Chemistry: The Central Science for Chem II. The class listed that I needed the 12th edition but they also gave us Mastering Chemistry for free so I figured would just use the E-Book.

To the Instructor Philosophy We authors of Chemistry: The Central Science are delighted and honored that you have chosen us as your instructional partners for your general chemistry class. Collectively we have taught general chemistry to multiple generations of students. So we understand the challenges and opportunities of teaching a class that so many students take. We have also been active researchers who appreciate both the learning and the discovery aspects of the chemical sciences. Our varied, wide-ranging experiences have formed the basis of the close collaborations we have enjoyed as coauthors. In writing our book, our focus is on the students: We strive to convey the breadth of chemistry and the excitement that scientists experience in making new discoveries that contribute to our understanding of the physical world. We want the student to appreciate that chemistry is not a body of specialized knowledge that is separate from most aspects of modern life, but central to any attempt to address a host of societal concerns, including renewable energy, environmental sustainability, and improved human health. Publishing the fourteenth edition of this text bespeaks an exceptionally long record of successful textbook writing. We are appreciative of the loyalty and support the book has received over the years, and mindful of our obligation to justify each new edition. We begin our approach to each new edition with an intensive author retreat, in which we ask ourselves the deep questions that we must answer before we can move forward. What justifies yet another edition? What is changing in the world not only of chemistry, but with respect to science education and the qualities of the students we serve? How can we help your students not only learn the principles of chemistry, but also become critical thinkers who can think more like chemists? The answers lie only partly in the changing face of chemistry itself. The introduction of many new technologies has changed the landscape in the teaching of sciences at all levels. The use of the Internet in accessing information and presenting learning materials has markedly changed the role of the textbook as one element among many tools for student learning. Our challenge as authors is to maintain the text as the primary source of chemical knowledge and practice, while at the same time integrating it with the new avenues for learning made possible by technology. This edition incorporates a number of those new methodologies, including use of computer-based classroom tools, such as Learning CatalyticsTM, a cloud-based active learning analytics and assessment system, and web-based tools, particularly MasteringChemistryTM, which is continually evolving to provide more effective means of testing and evaluating student performance, while giving the student immediate and helpful feedback. MasteringChemistryTM not only provides feedback on a question by question basis, but using Knewton-enhanced adaptive follow-up assignments and Dynamic Study Modules, it now continually adapts to each student, offering a personalized learning experience. As authors, we want this text to be a central, indispensable learning tool for students. Whether as a physical book or in electronic form, it can be carried everywhere and used at any time. It is the best place students can go to obtain the information outside of the classroom needed for learning, skill development, reference, and test preparation. The text, more effectively than any other instrument, provides the depth of coverage and coherent background in modern chemistry that students need to serve their professional interests and, as appropriate, to prepare for more advanced chemistry courses. If the text is to be effective in supporting your role as instructor, it must be addressed to the students. We have done our best to keep our writing clear and interesting and the book attractive and well illustrated. The book has numerous in-text study aids for students, including carefully placed descriptions of problemsolving strategies. We believe students are more enthusiastic about learning chemistry when they see its importance relative to their own goals and interests; therefore, we have highlighted many important applications of chemistry in everyday life. We hope you make use of this material. It is our philosophy, as authors, that the text and all the supplementary materials provided to support its use must work in concert with you, the instructor. A textbook is only as useful to students as the instructor permits it to be. This book is replete with features that help students learn and that can guide them as they acquire both conceptual

understanding and problemsolving skills. There is a great deal here for the students to use, too much for all of it to be absorbed by any student in a oneyear course. You will be the guide to the best use of the book. Only with your active help will the students be able to utilize most effectively all that the text and its supplements offer. Students care about grades, of course, and with encouragement they will also become interested in the subject matter and care about learning. Please consider emphasizing features of the book that can enhance student appreciation of chemistry, such as the Chemistry Put To Work and Chemistry and Life boxes that show how chemistry impacts modern life and its relationship to health and life processes. Also consider emphasizing conceptual understanding placing less emphasis on simple manipulative, algorithmic problem solving and urging students to use the rich on-line resources available.

Chapter 3 : Chemistry : the central science - 12th Edition â€" University of Illinois at Urbana-Champaign

Annotated Instructor Edition for Laboratory Experiments for Chemistry: The Central Science, 12th Edition Brown, LeMay, Bursten, Murphy, Woodward, Nelson & Kemp Â©

Book Preface Philosophy The cover of this new edition of Chemistry: The Central Science features a striking illustration of the structure of graphene, a recently discovered form of carbon. As we began preparing the previous edition in , single-layer graphene was virtually unknown. The extraordinary properties of graphene, and its promise for future applications, has already resulted in a Nobel Prize. An understanding of the structure and many of the properties of graphene is well within the reach of an undergraduate student of general chemistry. Through such examples, it is possible to demonstrate in a general chemistry course that chemistry is a dynamic science in continuous development. New research leads to new applications of chemistry in other fields of science and in technology. In addition, environmental and economic concerns bring about changes in the place of chemistry in society. Our textbook reflects this dynamic, changing character. We hope that it also conveys the excitement that scientists experience in making new discoveries that contribute to our understanding of the physical world. New ideas about how to teach chemistry are constantly being developed, and many of them are reflected in how our textbook is organized and in the ways in which topics are presented. As authors, we want this text to be a central, indispensable learning tool for students. It can be carried everywhere and used at any time. It is the one place students can go to obtain the information needed for learning, skill development, reference, and test preparation. At the same time, the text provides the background in modern chemistry that students need to serve their professional interests and, as appropriate, to prepare for more advanced chemistry courses. If the text is to be effective in supporting your role as teacher, it must be addressed to the students. We have done our best to keep our writing clear and interesting and the book attractive and well illustrated. The book has numerous in-text study aids for students, including carefully placed descriptions of problem-solving strategies. Together we have logged many years of teaching experience. We hope this is evident in our pacing, choice of examples, and the kinds of study aids and motivational tools we have employed. Because we believe that students are more enthusiastic about learning chemistry when they see its importance to their own goals and interests,we have highlighted many important applications of chemistry in everyday life. We hope you make use of this material. A textbook is only as useful to students as the instructor permits it to be. This book is replete with features that can help students learn and that can guide them as they acquire both conceptual understanding and problem-solving skills. But the text and all the supplementary materials provided to support its use must work in concert with you, the instructor. There is a great deal for the students to use here, too much for all of it to be absorbed by any one student. You will be the guide to the best use of the book. Only with your active help will the students be able to utilize most effectively all that the text and its supplements offer. Students care about grades, of course, and with encouragement they will also become interested in the subject matter and care about learning. Please consider emphasizing features of the book that can enhance student appreciation of chemistry, such as the Chemistry Put to Work and Chemistry and Life boxes that show how chemistry impacts modern life and its relationship to health and life processes. Learn to use, and urge students to use, the rich Internet resources available. Emphasize conceptual understanding and place less emphasis on simple manipulative, algorithmic problem solving. A great many changes have been made in producing this twelfth edition. The entire art program for the text has been reworked, and new features connected with the art have been introduced. See, for instance, Figures 4. This feature asks the student a question that can be answered by examining the figure. It tests whether the student has in fact examined the figure and understands its primary message. Answers to the Go Figure questions are provided in the back of the text. Results from analysis of student responses to MasteringChemistry, the online homework program connected with the text, have been used to eliminate questions that did not appear to be functioning well and to assess the degree to which instructors have used the end-of-chapter materials. On the basis of these analyses, many exercises have been revised or eliminated. Chapter 11 deals with liquids and intermolecular forces, while Chapter 12 deals with solids, starting from the

basics of crystal structures and covering a broad range of materials including metals, semiconductors, polymers, and nanomaterials in a cohesive manner. Structure and bonding in metals and alloys are now covered in Chapter 12 Solids and Modern Materials , and other parts of Chapter 23 have been combined with material from Chapter 24 of the eleventh edition to form a new chapter, Transition Metals and Coordination Chemistry. Material covering occurrences and production of metals that was not widely used by instructors has been eliminated. Throughout the text, the writing has been improved by enhancing the clarity and flow of ideas while achieving an economy of words. Thus, despite the addition of new features, the length of the text has not changed significantly.

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