**COURSE SPECIFICATION**

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| This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.  |

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| College of Engineering/ University of Baghdad | 1. Teaching Institution |
| Chemical Engineering | 2. University Department/Centre |
|  Organic chemistry  | 3. Course title/code |
| Chemical Engineering Program | 4. Programme(s) to which it contributes |
| Full time | 5. Modes of Attendance offered |
| 1st & 2nd / Academic Year 2017 – 2018 | 6. Semester/Year |
| 150 hrs.( 5 hrs. per week) | 7. Number of hours tuition (total) |
| 2-10-2017 | 8. Date of production/revision of this specification  |
| 9. Aims of the Course |
| 1. Introduction of the principles of organic Chemistry
2. Understand the theory of modern Organic chemistry
3. Understanding the mechanisms of chemical reactions
4. Understanding of organic chemical reactions and hydrocarbons compounds .
5. Explore the preparation and naming of organic compounds
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| 10· Learning Outcomes, Teaching ,Learning and Assessment Method  |
| 1. Knowledge and Understanding

A1.understanding the preparation method of organic compoundsA2. Define the naming method for hydrocarbons compoundsA3. Use laboratory to find and unknown materials and to prepare organic compounds  |
|  B. Subject-specific skillsB1. Help student to develop a range of graduate attributes.B2. Develop subject-specific skills for student through taking part in lectures, seminars, field-trips, completing assignments, projects, dissertations and outreach work and laboratory experiments.B3. Student may take the opportunity to become involved in Department events and research seminar (or another college). |
|  Teaching and Learning Methods |
| 1.Facilitating the integration of knowledge, skills and attitudes o teaching and learning in groups2. Facilitating learning and setting ground rules3.Explaining 4. Group dynamics5.Managing the group6.Lectures7. Small group teaching methods and discussion techniques8. Seminars and tutorials9. Computer based teaching and learning – information technology and the World Wide Web10. Introducing problem based learning11. Case based learning and clinical scenarios References, further reading and useful links |
|  Assessment methods  |
| 1. Exams. This includes mid-term exams, final exams, and tests at the end of course units. The best tests include several types of questions – short answer, multiple-choice, true-false, and short essay – to allow students to fully demonstrate what they know.
2. Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they’ve acquired to use or create something new from it. This level of application is an extremely important and often overlooked part of the learning process. These types of projects also give students who do not test well a chance to shine.
3. Portfolios. Submitting a portfolio at the end of a course can be a powerful way for students to see the progress they’ve made.  More than just a collection of students' work from the semester, good portfolios also include reflections on their learning. Asking students to spell out the concepts or techniques used with each piece, the themes addressed, and hurdles faced also brings a sense of completion to the learning process
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| C. Thinking Skills C1.Thinking Skills are the mental processes we use to do things like: solve problems, make decisions, ask questions, make plans, pass judgements, organise information and create new ideas.C2. Starting lessons with a puzzle or game can be a useful warm-up, but another possibility is to try some brain gym, a series of exercises and massage routines designed to increase the supply of oxygen to the brain and improve mental alertness C3. Learn the students to use Mind-maps method which can be a useful tool for note-taking or revision, for thinking through a complex problem or for presenting information to others. |

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| D. General and Transferable Skills (other skills relevant to employability and personal development) D1. Setting appropriate achievement levels can ensure that all students attain the adequate level of transferable skills for a qualification that will allow them to work in their chosen occupation. Achievement levels need to be set based on industry participation and should be reviewed regularly.D2. **Making learning environments as “real’ as possible**D3. To create a well-functioning, credible assessment system, students’ assessment records will have to be stored and made accessible to relevant stakeholders. Having students retake tests to assess their transferable skills when, for instance, changing schools, can create frustration and cynicism about the system |

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| 11. Course Structure |
| Assessment Method | TeachingMethod | Unit/Module or Topic Title | ILOs | Hours | Week |
| 1 – 3  | 1-12 of | Electronic Structure and orbitals representation of Organic molecules  | A1,D3 | 52 the.3 lab. | 1 |
| 1 – 3  | 1-12 of |  Bonds of organic Compounds  | A1, D2 | 52 the.3 lab. | 2 |
| 1 – 3  | 1-12 of | Chemical composition | B1 | 52 the.3 lab. | 3 |
| 1 – 3  | 1-12 of | General classification and identification of Organic compounds  | A2,B1 | 52 the.3 lab. | 4 |
| 1 – 3  | 1-12 of | Structure characterization of organic compounds  | A2,B1 | 52 the.3 lab. | 5 |
| 1 – 3  | 1-12 of | Properties of organic compounds  | A2,B1 | 52 the.3 lab. | 6 |
| 1 – 3  | 1-12 of | Preparation of Aliphatic hydrocarbons  | A2,A3,B1 | 52 the.3 lab. | 7 |
| 1 – 3  | 1-12 of | Preparation of aromatic hydrocarbons  | A2,A3,B1 | 52 the.3 lab. | 8 |
| 1 – 3  | 1-12 of | Preparation of alkyl halides  | A2,A3,B1 | 52 the.3 lab. | 9 |
| 1 – 3  | 1-12 of | Preparation of alcohols  | A2,A3,B1 | 52 the.3 lab. | 10 |
| 1 – 3  | 1-12 of | Preparation of Phenols  | A2,A3,A4,B1 | 52 the.3 lab. | 11 |
| 1 – 3  | 1-12 of | Preparation of carboxylic acid  | A2,A3,A4,B1 | 52 the.3 lab. | 12 |
| 1 – 3  | 1-12 of | Preparation of Amides  | A2,A3,A4,B1 | 52 the.3 lab. | 13 |
| 1 – 3  | 1-12 of | Preparation of either | A2,A3,A4,B1 | 52 the.3 lab. | 14 |
| 1 – 3  | 1-12 of | Preparation of aldehydes  | A2,A3,A4,B1 | 52 the.3 lab. | 15 |
| 1 – 3  | 1-12 of | Preparation of ester  | A2,A3,A4,B1 | 52 the.3 lab. | 16 |
| 1 – 3  | 1-12 of | Preparation of ketones  | B2 | 52 the.3 lab. | 17 |
| 1 – 3  | 1-12 of | Hydrocarbon composition | B2 | 52 the.3 lab. | 18 |
| 1 – 3  | 1-12 of | Organic Sulphides | B2 | 52 the.3 lab. | 19 |
| 1 – 3  | 1-12 of | Organometallic compounds of crude oil fractions | A5 | 52 the.3 lab. | 20 |
| 1 – 3  | 1-12 of | Organometallic compounds of crude oil fractions | A5 | 52 the.3 lab. | 21 |

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| 12. Infrastructure |
| ***Textbook***Modern Organic Chemistry by Rodger w. Griffin JR***References***1. Organic Chemistry by Joseph M. Hornback

***Others***1. Notebook prepared by the instructor of the course.
2. Collection of tutorial sheets of solved and unsolved problems and Exams questions
 | Required reading:· CORE TEXTS· COURSE MATERIALS· OTHER |
|  | Special requirements (include for example workshops, periodicals, IT software, websites) |
| Available websites related to the subject, Video, Seminars, field trips  | Community-based facilities(include for example, guestLectures , internship , field studies) |

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| 13. Admissions |
|  | Pre-requisites |
|  | Minimum number of students |
| 75 | Maximum number of students |