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About the Author Darrell Ebbing has taught general chemistry for more than thirty years and is now retired from Wayne State University. He received his Ph.D. in physical chemistry from Indiana University. Steven D. Gammon is the Provost at the University of Maine Fort Kent.

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Thoroughly updated and carefully accuracy-checked for the Ninth Edition, the Student Solutions Manual provides worked out solutions to all in-chapter exercises, as well as detailed, step-by-step solutions to odd-numbered practice problems, general problems, and cumulative-skills problems, plus answers to all self-assessment and review questions. Because the Concept Explorations and Strategy Problems are intended to challenge students to think step by step and not rush for a numerical answer (or a matched

pair to model an algorithmic answer upon), the solutions for these are not provided in the text or Student Solutions Manual. The Student Solutions Manual has been thoroughly accuracy checked for the ninth edition. STUDENT DESCRIPTION: Thoroughly updated and carefully accuracy-checked for the Ninth Edition, the Student Solutions Manual provides worked out solutions to all in-chapter exercises, as well as detailed, step-by-step solutions to odd-numbered practice problems, general problems, and cumulative-skills problems, plus answers to all self-assessment and review questions. Because the Concept Explorations and Strategy Problems are intended to challenge students to think step by step and not rush for a numerical answer (or a matched pair to model an algorithmic answer upon), the solutions for these are not provided in the text or Student Solutions Manual. The Student Solutions Manual has been thoroughly accuracy checked for the ninth edition.

Each experiment in this manual was selected to match topics in your textbook and includes an introduction, a procedure, a page of pre-lab exercises about the concepts the lab illustrates, and a report form. Some have a scenario that places the experiment in a real-world context. For this edition, minor updates have been made to the lab manual to address some safety concerns.

"This book has succeeded in covering the basic chemistry essentials required by the pharmaceutical science student...the undergraduate reader, be they chemist, biologist or pharmacist will find this an interesting and valuable read."-Journal of Chemical Biology, May 2009 Chemistry for Pharmacy Students is a student-friendly introduction to the key areas of chemistry required by all pharmacy and pharmaceutical science students. The book provides a comprehensive overview of the various areas of general, organic and natural products chemistry (in relation to drug molecules). Clearly structured to enhance student understanding, the book is divided into six clear sections. The book opens with an overview of general aspects of chemistry and their importance to modern life, with particular emphasis on medicinal applications. The text then moves on to a discussion of the concepts of atomic structure and bonding and the fundamentals of stereochemistry and their significance to pharmacy- in relation to drug action and toxicity. Various aspects of aliphatic, aromatic and heterocyclic chemistry and their pharmaceutical importance are then covered with final chapters looking at organic reactions and their applications to drug discovery and development and natural products chemistry. accessible introduction to the key areas of chemistry required for all pharmacy degree courses student-friendly and written at a level suitable for non-chemistry students includes learning objectives at the beginning of each chapter focuses on the physical properties and actions of drug molecules

This book is a physical chemistry textbook that presents the essentials of physical chemistry as a logical sequence from its most modest beginning to contemporary research topics. Many books currently on the market focus on the problem sets with a cursory treatment of the conceptual background and theoretical material, whereas this book is concerned only with the conceptual development of the subject. Comprised of 19 chapters, the book will address ideal gas laws, real gases, the thermodynamics of simple systems, thermochemistry, entropy and the second law, the Gibbs free energy, equilibrium, statistical approaches to thermodynamics, the phase rule, chemical kinetics, liquids and solids, solution chemistry, conductivity, electrochemical cells, atomic theory, wave mechanics of simple systems, molecular orbital theory, experimental determination of molecular structure, and photochemistry and the theory of chemical kinetics.

This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies. The importance of HPS has been recognized for the science curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the literature shows that the traditional chemistry classroom, curricula, and textbooks while dealing with concepts such as law, theory, model, explanation, hypothesis, observation, evidence and idealization, generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science. "Professor Niaz's book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science as a series of mere facts - also the necessary mandate: to show how science is done, and how science, through its history and philosophy, is part of the cultural development of humanity." Gerald Holton, Mallinckrodt Professor of Physics & Professor of History of Science, Harvard University "In this stimulating and sophisticated blend of history of chemistry, philosophy of science, and science pedagogy, Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry teachers --- will find this book full of valuable and highly usable new ideas" Alan Rocke, Case Western Reserve University "This book artfully connects chemistry and chemistry education to the human context in which chemical science is practiced and the historical and philosophical background that illuminates that practice. Mansoor Niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific

knowledge and method. The result is a compelling case for historically and philosophically informed science education. Highly recommended!" Harvey Siegel, University of Miami "Books that analyze the philosophy and history of science in Chemistry are quite rare. 'Chemistry Education and Contributions from History and Philosophy of Science' by Mansoor Niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science. The book goes through all the main concepts of chemistry, and analyzes the historical and philosophical developments as well as their reflections in textbooks. Closest to my heart is Chapter 6, which is devoted to the chemical bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the 'covalent bond' on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics; these are valence bond (VB) and molecular orbital (MO) theories. He emphasizes the importance of having rival theories and interpretations in science and its advancement. He further argues that this VB-MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners. The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena. This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom. As such, Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension". Sason Shaik Saeree K. and Louis P. Fiedler Chair in Chemistry Director, The Lise Meitner-Minerva Center for Computational Quantum Chemistry, The Hebrew University of Jerusalem, ISRAEL

This book offers an introduction to computational chemistry, molecular orbital calculations and molecular mechanics. Hands-on problems in molecular mechanics, semi-empirical, ab initio and MO calculations are given. The need for a 2nd edition is dictated by the fast development of hardware and software over the past 3 years. It covers the great advances made in both hardware and software. A sophisticated background is not assumed in either mathematics or computer programming. Where needed, the mathematical substructure is built up gradually. The book includes a disk with about 50 complete projects and selected output files suitable for self-study.

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