

Oh, and someone even wrote a poem about the moment I was “captured”.

"Questions have feelings too"

We all took the first exam last night
A pencil breaks, a student tries.

We got it wrong, but tried to fight
A screenshot captured, lecture videos don't lie.

We debated theory (or so we thought)
A theorem misconstrued, Dr. Laude sighs.

The professor crumples in his chair
Exhausted at this onslaught of "Not fairs."

Don't blame us! There's only so many med school slots!
Rejection letters mail, "Plus, Minus" system fails.

He says he wants us to learn to debate
Research evidence and arguments formulate

But if this question gets thrown out,
A kitten dies, and Dr. Laude cries.

3. Extra credit—revisiting the high school approach to grading. I know some of you miss high school, or at least, high school grading where everyone gets a second chance. So for fun, I like to get extra credits that help me tweak the grades, motivate you to do things I could never actually force you to do as part of the class, and, of course, allow you to relive that high school experience of begging your teacher for extra credit.

So my extra credits will come, but patience, please. Here is a teaser:

1. The periodic table off with Travis will happen, but believe it or not, I have a course to teach, so I have to be back on track with the course material, from the missing class day, before I do it. So it will probably be the day after the second exam.

2. There will be additional extra credits, typically worth 1% of your grade, that are assigned when I feel the need. One for sure that always happens is that I ask you to teach a science hater some science, over Thanksgiving.

4. Some of you who did poorly want to know what to do now. The answer is that you need to start getting ready for the next exam rather than worrying about the last one. For some of you this is a wake-up call that you will need to adopt different study habits in college. For others, you studied a great deal and it didn't pay off. Remember this is pretty close to the first test that most of you are taking in college. Don't despair, just commit yourselves to improving and with the right steps, it will happen. The great thing about this class is that if you finally start to get it, and can prove it on the final, then you can toss out all your previous grades. In other words, ace the final, ace the course. Seriously, it is really silly to throw away a life goal because of one bad test.

5. Laude's **How to get an A** Lecture. So now it is time to get started. On Sunday night, from 7 to 8 pm in this room, I will give a lecture called “How to get an A in Dr. Laude’s class” in which I teach you how to get an A

in my class. It is open invitation, and I think most anyone would benefit from the tips I will give. But especially if you feel overwhelmed by the material, or if you feel like you knew it well but it didn't show on the test, or even if you did really well but you can't believe how hard you had to work to do it, I want to tell you how to study and test, in an efficient and effective manner, for a multiple choice technical exam.

6. We are starting a new chapter and will explore more sophisticated bonding theories: VSEPR, VB and MO. What these theories do is turn 2-dimensional Lewis structures into 3-dimensional structures from which you can say a lot about molecular properties. There will be a quiz on Tuesday, October 12th. The question types for that quiz are:

- Identifying ionic and covalent bonds in polar and non-polar molecules
- VSEPR: Assigning bond angle
- VSEPR: hybridization
- VSEPR: electronic geometry to a Lewis structure
- VSEPR: Assigning molecular geometry to a Lewis structure
- VSEPR: Assigning polarity to a Lewis structure
- VB: Assigning sigma and pi bonds to a Lewis structure
- VB: Identifying the atomic orbitals that create a sigma or pi bond

7. New material to help you prepare for quiz 3:

- Worksheet 6 was posted on my website on Sunday. It is perhaps my finest creation as it basically takes you through all the steps of 2-D and 3-D structures of molecules, with stops along the way to identify various properties of the structure. In your spare time you should choose molecules and ions and take them step by step through the worksheet. Once you get the hang of it, you are in great shape with respect to pretty much all the bonding material in Chapters 2 and 3. In discussion sessions and office hours next week, I want to see a lot of structures drawn. Practice makes perfect, and all.
- Worksheet 7 is a really nice 20 question survey of the bonding theories prepared by the TAs. It is also already posted in the assignment link.
- Worksheet 8 will cover MO (molecular orbital) concepts and will be posted this Sunday. That material is not on the upcoming quiz.
- Practice Quiz 3, Laude style, will be posted in the assignment link on Friday evening.
- Practice quiz 3, TA style, will be posted on the assignment link on Sunday morning.

Isn't it neat how orderly this class is? I like the rhythms.

11. Office hours on Monday and Tuesday next week are in the classroom. Wednesday and Thursday they are in my office.

12. Getting in my class next semester—if you want in my class next semester, you are in. But you have to tell me. Next week, on Tuesday, I will have you fill out a form saying to add you. This will guarantee your registration. Don't fill it out, and you are on your own.

13. Poetry corner for next week—student poetry about this class.

Something has triggered a rush on writing poetry about this class. Some of it is pretty good, some okay, some just horrible. But all of it is worth publishing, on the interweb, where electrons are pretty much free. I will have a special edition of "Students write poetry about this course" on Tuesday. Add your contributions, if you don't feel like actually studying.

14. Poetry corner. I was going to use a happy poem but I decided to be angst-ridden given the current state of the world. So I provide for you now, two of what I believe are the most depressing poems ever written.

First, my second most depressing poem ever:

The Swamp

Bertolt Brecht

I saw many friends and among them
The friend that I love most
Helplessly sink into the swamp
I pass by daily.
And a drowning was not over
In a single morning. Often it took
Weeks. This made it more terrible.
And the memory of our long walks together

About the swamp that already
Had claimed so many.
Helplessly I watched him. Leaning back
Covered with leeches
In the shimmering
Softly moving slime:
Upon the sinking face
The ghastly
Blissful smile.

And second, my first most depressing poem ever—the good thing about this poem is that it is only a re-reading of this poem each year that keeps the rage in me alive. As the bumper sticker says, if you aren't completely appalled, you haven't been paying attention. This poem is for those of you who aren't completely appalled, it is about your hero:

The Unknown Citizen

W. H. Auden

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word,
he was a saint,
For in everything he did he served the Greater
Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a
drink.
The Press are convinced that he bought a paper
every day
And that his reactions to advertisements were
normal in every way.
Policies taken out in his name prove that he was
fully insured,

And his Health-card shows he was once in hospital
but left it cured.
Both Producers Research and High-Grade Living
declare
He was fully sensible to the advantages of the
Installment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of
year;
When there was peace, he was for peace; when
there was war, he went.
He was married and added five children to the
population,
Which our Eugenist says was the right number for a
parent of his generation.
And our teachers report that he never interfered
with their education.
Was he free? Was he happy? The question is
absurd:
Had anything been wrong, we should certainly have
heard

