1. For folks new to the class, this is the first of a collection of random musings that I post once a week to keep you abreast of what is going on in class. Specific questions about quizzes and exams, including content and format, are provided in the musings. Remember, it is your responsibility to read the musings even if you cannot come to class (they will be posted on the web.) I take a dim view of students asking me questions that I previously answered in this forum.

2. Everybody has a preference for the kind of humanity they hang with—old people, adults, teenagers (well maybe not teenagers)...For my money nothing beats hanging out with children. I have made a bunch of them myself, including a few your age, but there is a new crop coming along. This week my five year old, Sam, who was named after Sam-I-Am, of Green Eggs and Ham fame, actually read Green Eggs and Ham for the first time. He was pretty pleased. Now my three year old, Maddie, who is named after the Madeline character, will no doubt read her first Madeline books with equal pleasure in a couple of years, and my one year old, Nate Dog, will no doubt write his first hip hop lyrics in a little after that.

3. Your first quiz is Thursday. For those new to this class, quizzes are used instead of homework as my way of keeping you up with the material. They are not intended to be as challenging as the tests. There are fewer questions, I tell you what they are, and I often provide a practice quiz to assist with your learning. Some things you should know about quiz procedures:

- They will occur the last 20 minutes of class and will cover 8 questions worth five points each.
- You will be provided a scantron at the beginning of class to be filled in correctly. It is important that you learn to do this so you can get credit for your quizzes and exams.
- I will provide you with all necessary equations and constants at the beginning of the quiz.
- I am not a real stickler for time on quizzes (I am a stickler on exams) but you do need to be finished in time for the other class to come in.
- Expect to have the quiz grades and the answer key posted on the HW Service soon after the class ends.
- If there is a problem with your grade, refer to the regrade procedure in the syllabus and on the web. Do not e-mail me. Do not e-mail Alexis. Fill out a regrade request and turn it in.

4. The question types for this week’s quiz 1 are:
- Thermodynamic sign convention
- Thermodynamic law definitions
- predicting compound stability from $\Delta G_f^o$
- Calculation of $\Delta S$ from heat transfer
- Calculation of phase transition temperature using the Gibbs equation at equilibrium
- The temperature dependence of $\Delta G_f^o$
- Calculating $\Delta G_r^o$ from table values of $\Delta H_f^o$ and $S_f^o$
- Calculation involving the second law equation
5. Those of you who want to know your quiz results will need to sign up for the HW Service. It really is as simple as that. You can reach it from a link on my web site. Every class has the person in it who is the last one to sign up for the HW Service. I usually get to know that person well at the end of the course and often hand out a slacker of the year prize to him (it has never been a her). Either that or I have to flunk him because I can’t find out his exam scores. It can go either way—is it worth the risk?

6. Peer Assistants. We are looking for a few good men and women to help teach the class. To make the academic communities work effectively, we need your assistance to run the study groups smoothly. The TAs can’t do it alone and so in the past I have had success asking students to serve as peers in this effort. This spring each TA will form a collection of his or her own peer assistants who will meet for dinner with the TA in the residence hall and discuss the upcoming work, the study groups, and life in general. I typically need about five to seven per night. If you would like to participate, please e-mail your request to me and identify your preferred nights. What you would do on a weekly basis is come to dinner with the TA before the discussion sessions to go over the answers to the worksheets. You would later circulate in the study groups that evening fostering good study group activity as work is done on the worksheets and other materials in preparation for quizzes and exams.

If you are interested, e-mail me at laude@uts.cc.utexas.edu and I will forward your name to the TAs who will arrange your first date with your TA (can it be called a date if it is a group dinner in a dining hall?) If you don’t have a meal plan, we can arrange for you to eat for free if you are selected as a peer assistant. Possible times and locations for Sunday, Monday, Tuesday, and Wednesday evenings are listed below.

<table>
<thead>
<tr>
<th>day and time</th>
<th>location</th>
<th>activity</th>
<th>usual presider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday 6 to 6:30 pm</td>
<td>Jester Dining Hall</td>
<td>Peer to peer dinner w/ TA</td>
<td>Alexis Lennart</td>
</tr>
<tr>
<td>Sunday 6:30 to 7:30 pm.</td>
<td>Jester A121A</td>
<td>Discussion section</td>
<td>Alexis Lennart</td>
</tr>
<tr>
<td>Sunday 7:30 to 9:30 pm</td>
<td>Jester Dining Hall</td>
<td>Academic community</td>
<td>Alexis Lennart</td>
</tr>
<tr>
<td>Monday 6:30 to 7 pm.</td>
<td>Kinsolving dining</td>
<td>Peer to peer dinner w/ TA</td>
<td>Minhtran Ngo</td>
</tr>
<tr>
<td>Monday 7 to 8 pm</td>
<td>LLB 103</td>
<td>Discussion section</td>
<td>Minhtran Ngo</td>
</tr>
<tr>
<td>Monday 8 to 10 pm</td>
<td>Kinsolving dining hall</td>
<td>Academic community</td>
<td>Minhtran Ngo</td>
</tr>
<tr>
<td>Tuesday 6:30 to 7 pm.</td>
<td>Kinsolving dining</td>
<td>Peer to peer dinner w/ TA</td>
<td>Mike O’Keefe</td>
</tr>
<tr>
<td>Tuesday 7 to 8 pm</td>
<td>LLB 103</td>
<td>Discussion section</td>
<td>Mike O’Keefe</td>
</tr>
<tr>
<td>Tuesday 8 to 10 pm</td>
<td>Kinsolving dining</td>
<td>Academic community</td>
<td>Mike O’Keefe</td>
</tr>
<tr>
<td>Wednesday 6 to 6:30 pm</td>
<td>Jester Dining Hall</td>
<td>Peer to peer dinner w/ TA</td>
<td>Mike O’Keefe</td>
</tr>
<tr>
<td>Wednesday 6:30 to 7:30 pm.</td>
<td>Jester A218</td>
<td>Discussion section</td>
<td>Mike O’Keefe</td>
</tr>
<tr>
<td>Wednesday 7:30 to 9:30 pm</td>
<td>Jester Dining Hall</td>
<td>Academic community</td>
<td>Mike O’Keefe</td>
</tr>
</tbody>
</table>

7. Laude’s Office Hours. I am handling my office hours a bit different this spring. I have one each day Monday through Thursday. They vary significantly in size, from a couple of students to hundreds depending on urgency of the learning (ie. is there a test soon.) My preference is to hold them in my office when fewer than 20 show up, cause I dig the intimacy. But when intimacy becomes a crowd it is time to move to a classroom. So I will let you know as best I can when it will be one place or another. But as a rule, on the day before and the day of a quiz or test, the office hour will be in the classroom. So for example, there is a quiz on Thursday, so there will be an office hour in Burdine 212 Wednesday at 1 pm and Burdine 216 on Thursday at 11. Next week, when there are no quizzes or tests, I will hold office hours in my office. My office hours are listed below.

<table>
<thead>
<tr>
<th>day and time</th>
<th>location</th>
<th>activity</th>
<th>usual presider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 2 to 3 pm</td>
<td>WCH 2.222 or WEL 3.502</td>
<td>Discussion section</td>
<td>Dave Laude</td>
</tr>
<tr>
<td>Tuesday 12:30 to 1:30 pm</td>
<td>WCH 2.222 or GEO 2.324</td>
<td>Discussion section</td>
<td>Dave Laude</td>
</tr>
<tr>
<td>Wednesday 1 to 2 pm</td>
<td>WCH 2.222 or BUR 212</td>
<td>Discussion section</td>
<td>Dave Laude</td>
</tr>
<tr>
<td>Thursday 11 a.m. to noon</td>
<td>WCH 2.222 or BUR 216</td>
<td>Discussion Section</td>
<td>Dave Laude</td>
</tr>
</tbody>
</table>
8. Free advertising. I provide a service to students by allowing them to advertise reasonable student organizations and activities in the musings (this means I have to draw the line at debaucherous frat parties and raves). Just e-mail me by midnight before I post a musings and I will add it.

- For example, I mentioned UTeach Outreach as a service learning course that gives you graded credit for teaching in elementary schools. The last information session is after class today in PAI 4.14 from 3 to 4 pm or 4 to 5 pm.

8. Poetry Corner. Every week I publish a poem or two to do my part to combat the cultural demise of society and let you see examples of the written word you won’t see otherwise because UT is letting you test out of all your English courses. Spring semester is always an especially exciting time for poetry because of Valentine’s Day and Spring, both of which are subjects that prompt loads of very happy poetry. I will do my best to counter this by providing as much unhappy love and weather poetry as I can. Feel free to e-mail any of your favorites for inclusion.

But for today, because I have mentioned my son reading Green Eggs and Ham, I thought I would time-warp to your childhood with a bit of trivia and an excerpt from the Dr. Seuss classic:

Claim: Dr. Seuss wrote *Green Eggs and Ham* after being challenged by his editor to produce a book using fewer than fifty different words.

Status: *True.*

Origins: Many of us grew up enjoying the wildly imaginative rhyming works written and illustrated by Theodor Seuss Geisel, better known to us as Dr. Seuss. *Bartholomew and the Oobleck, If I Ran the Zoo, Horton Hears a Who!, How the Grinch Stole Christmas* and many other books involving "ludicrous situations pursued with relentless logic" were the core of many a child's personal library. In 1957, Seuss produced a classic children's tale, *The Cat in the Hat*, using only the words on an average first-grader's vocabulary list. This work was followed by a series of books employing an ever more limited vocabulary: *Ten Apples up on Top!, Hop on Pop, Fox in Socks*, and the book that initiated this trend (and is perhaps the best known of all of Seuss' efforts), *Green Eggs and Ham*.

What prompted this minimalist trend by Dr. Seuss? A dare from his editor, Bennett Cerf, that he write a book using no more than fifty different words. Seuss took Cerf up on his challenge and produced a classic children's work many of us can still recite from memory.

*Green Eggs and Ham* is the fourth best selling children’s book of all time and the third most popular of all time. Tops on the list? How do I know. Google it.
I am Sam

I am Sam
Sam I am

That Sam-I-am
That Sam-I-am!
I do not like
that Sam-I-am

Do you like
green eggs and ham

I do not like them,
Sam-I-am.
I do not like
green eggs and ham.

Would you like them
Here or there?

I would not like them
here or there.
I would not like them
anywhere.
I do not like
green eggs and ham.
I do not like them,
Sam-I-am

Would you like them
in a house?
Would you like them
with a mouse?

I do not like them
in a house.
I do not like them
with a mouse.
I do not like them
here or there.
I do not like them
anywhere.
I do not like green eggs and
ham.
I do not like them, Sam-I-am.

You do not like them.
SO you say.
Try them! Try them!
And you may.
Try them and you may I say.

Sam!
If you will let me be,
I will try them.
You will see.

Say!
I like green eggs and ham!
I do!! I like them, Sam-I-am!
And I would eat them in a boat!
And I would eat them with a goat...
And I will eat them in the rain.
And in the dark. And on a train.
And in a car. And in a tree.
They are so good so good you see!

So I will eat them in a box.
And I will eat them with a fox.
And I will eat them in a house.
And I will eat them with a mouse.
And I will eat them here and there.
Say! I will eat them ANHYWHERE!

I do so like
green eggs and ham!
Thank you!
Thank you,
Sam-I-am

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