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wealth of practical (in
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undergraduate
laboratory, and,
ideally, every
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chemist, should have
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best book I have seen on safety in the undergraduate laboratory." Chemistry World, March 2011
Laboratory Safety for Chemistry Students is uniquely designed to accompany students throughout their four-year undergraduate education and beyond, progressively teaching them the

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skills and knowledge they need to learn their science and stay safe while working in any lab. This new principles-based approach treats lab safety as a distinct, essential discipline of chemistry, enabling you to instill and sustain a culture of safety among students. As students

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progress through the text, they ' ll learn about laboratory and chemical hazards, about routes of exposure, about ways to manage these hazards, and about handling common laboratory emergencies. Most importantly, they ' ll learn that it is very possible to safely use

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hazardous chemicals
in the laboratory by
applying safety
principles that prevent
and minimize
exposures.

Continuously
Reinforces and Builds
Safety Knowledge
and Safety Culture
Each of the book ' s
eight chapters is
organized into three
tiers of sections, with

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a variety of topics suited to beginning, intermediate, and advanced course levels. This enables your students to gather relevant safety information as they advance in their lab work. In some cases, individual topics are presented more than once, progressively building knowledge

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with new information that 's appropriate at different levels. A Better, Easier Way to Teach and Learn Lab Safety We all know that safety is of the utmost importance; however, instructors continue to struggle with finding ways to incorporate safety into their curricula.

Laboratory Safety for

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the ideal solution:

Each section can be treated as a pre-lab assignment, enabling you to easily incorporate lab safety into all your lab courses without building in additional teaching time.

Sections begin with a preview, a quote, and a brief description of a

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laboratory incident that illustrates the importance of the topic. References at the end of each section guide your students to the latest print and web resources. Students will also find “ Chemical Connections ” that illustrate how chemical principles

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apply to laboratory safety and “ Special Topics ” that amplify certain sections by exploring additional, relevant safety issues. Visit the companion site at <http://userpages.s.wittenberg.edu/dfinster/LSCS/>.

This book contains volume 1 of 2 and describes safety guidelines for

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academic chemistry laboratories to prevent accidents for college and university students. Contents include: (1) "Your Responsibility for Accident Prevention"; (2) "Guide to Chemical Hazards"; (3) "Recommended Laboratory Techniques"; and (4) "Safety Equipment

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Procedures."

Appendices include the Web as a source of safety information and incompatible chemicals.

Reviews all subjects covered on the exam, presents study and test-taking tips, and provides a total of eight practice tests between book and

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What is Life?

Why Rating Students
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Active Learning in
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for professionals,
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those involved in
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generation and
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is the updated and
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*a monograph
published in German
in 2004. Chemical
safety is regulated
on various levels
including
production, storage,
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deals
comprehensively*

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*with the safety-
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employed by
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*Toxicologists use
experimental and
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approaches for data
collection, e.g. about*

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*chemical hazards,
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describes these
methods in an
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*Differing concepts
from one regulation
area to another are
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*Reasons and
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become evident
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*reflection on what
makes ungrading
challenging, and
testimonials about
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them in the
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subjects which
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and provide
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bestseller reveals,
the entire Third
Reich was
permeated with
drugs: cocaine,
heroin, morphine
and, most of all,
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or crystal meth,
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to housewives, and

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potentially lethal
cocktails of
stimulants
administered by the
physician Dr Morell
as the war turned
against Germany.
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on their own explain
the events of the
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Chemistry
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**Seventy years
ago, Erwin
Schrödinger
posed a profound
question: 'What**

**is life, and how
did it emerge
from non-life?'**
**Scientists have
puzzled over it
ever since. Addy
Pross uses
insights from the
new field of
systems
chemistry to
show how**

**chemistry can
become biology,
and that
Darwinian
evolution is the
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deeper physical
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These and other

global issues are

regularly featured

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dependent on
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unfortunate that
most chemistry
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provide
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regarding real-
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applications.**

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fundamentals
within a**

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educators have a critical role in engaging and improving student outcomes at a foundational level. The material in the traditional one-year sequence is foundational for upper level science courses as

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well as many pre-professional programs, such as medicine. When students are engaged in learning the fundamental concepts in organic chemistry, they are better prepared to apply

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organic concepts
to other
applications
across chemistry.
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authors share
methods for
engaging students
in organic
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environment.

These methods range from creative activities for individual class topics to pedagogical models utilized over an academic year. Laboratory experiments, writing

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assignments, and
innovative

assignments are
included.

Discusses the
reckless

annihilation of fish
and birds by the
use of pesticides
and warns of the
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effects on

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of the scientific
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role that science
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(wellplates and
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the skills

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needed to
actually solve
problems.

A New York
Times Most
Anticipated
Book of the
Summer A taboo-
busting romp
through the
shame, stink,
and strange

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science of
sweating.

Sweating may
be one of our
weirdest
biological
functions, but
it's also one
of our most
vital and
least
understood. In

The Joy of
Sweat, Sarah
Everts delves
into its role
in the
body—and in
human history.
Why is sweat
salty? Why do
we sweat when
stressed? Why
do some people

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produce
colorful
sweat? And
should you
worry about
Big Brother
tracking the
hundreds of
molecules that
leak out in
your sweat—not
just the

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stinky ones or
alleged

pheromones—but
the ones that
reveal secrets
about your
health and
vices?

Everts's
entertaining
investigation
takes readers

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around the
world—from
Moscow, where
she
participates
in a dating
event in which
people sniff
sweat in
search of
love, to New
Jersey, where

companies hire
trained armpit
sniffers to
assess the
efficacy of
their anti-
sweat
products. In
Finland,
Everts
explores the
delights of

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the legendary
smoke sauna
and the
purported
health
benefits of
good sweat,
while in the
Netherlands
she slips into
the sauna
theater scene,

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replete with costumes, special effects, and towel dancing. Along the way, Everts traces humanity's long quest to control sweat, culminating in the multibilli

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on-dollar
industry for
deodorants and
antiperspirant
s. And she
shows that
while sweating
can be
annoying, our
sophisticated
temperature
control

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strategy is
one of
humanity's
most powerful
biological
traits. Deeply
researched and
written with
great zest,
The Joy of
Sweat is a
fresh take on

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a gross but
engrossing
fact of human
life.

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with the most
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level.

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for tracking what and
how well students
have learned, play a
critical role in the
classroom.

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Assessments for the
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develops an approach

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to science
assessment to meet
the vision of science
education for the
future as it has been
elaborated in A
Framework for K-12
Science Education
(Framework) and
Next Generation
Science Standards
(NGSS). These
documents are brand
new and the changes

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they call for are barely under way, but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education. The new Framework and the NGSS are designed to guide educators in

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significantly altering the way K-12 science is taught. The Framework is aimed at making science education more closely resemble the way scientists actually work and think, and making instruction reflect research on learning that demonstrates the importance of building

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coherent understandings over time. It structures science education around three dimensions - the practices through which scientists and engineers do their work, the key crosscutting concepts that cut across disciplines, and the core ideas of the

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disciplines - and argues that they should be interwoven in every aspect of science education, building in sophistication as students progress through grades K-12. Developing Assessments for the Next Generation Science Standards recommends

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strategies for
developing
assessments that
yield valid measures
of student proficiency
in science as
described in the new
Framework. This
report reviews recent
and current work in
science assessment
to determine which
aspects of the
Framework's vision

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can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision. The report offers a systems approach to science assessment, in which a range of assessment

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strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a science assessment

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system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education

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make clear that new modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce

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inequities in science education and raise the level of science education for all students.

Researchers in chemistry, chemical engineering, pharmaceutical science, forensics, and environmental science make routine use of chemical analysis, but the

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information these researchers need is often scattered in different sources and difficult to access. The CRC Handbook of Basic Tables for Chemical Analysis: Data-Driven Methods and Interpretation, Fourth Edition is a one-stop reference that presents updated data in a handy

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format specifically designed for use when reaching a decision point in designing an analysis or interpreting results. This new edition offers expanded coverage of calibration and uncertainty, and continues to include the critical information scientists rely on to

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perform accurate
analysis.

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array of useful and
important data into a
single, convenient
source Explanatory
text provides context
for data and
guidelines on
applications

Coalesces information

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from several different fields Provides information on the most useful "wet" chemistry methods as well as instrumental techniques, with an expanded discussion of laboratory safety Contains information of historical importance necessary to interpret the literature and

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understand current methodology.

Unmatched in its coverage of the range of information scientists need in the lab, this resource will be referred to again and again by practitioners who need quick, easy access to the data that forms the basis for experimentation

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and analysis.

Active learning methods can provide significant advantages over traditional instructional practices, including improving student engagement and increasing student learning.

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based active learning
methods that offer
larger gains in
engagement with as
well as a more
thorough education in
general chemistry.

This work serves as a
selection of
techniques that can
inspire chemistry
instructors and a
comprehensive
survey of effective

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active learning approaches in general chemistry. Chemistry faculty and administrations will find inspiration for improved teaching within this volume.

Standard Methods for
the Examination of
Water and
Wastewater
Chemistry 2e

The Discovery of
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Oxygen

Silent Spring

Data-Driven Methods
and Interpretation

Specifications and
Procedures for

Reagents and

Standard-Grade

Reference Materials

"The signature

undertaking of the

Twenty-Second Edition

was clarifying the QC

practices necessary to

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perform the methods in this manual. Section in Part 1000 were rewritten, and detailed QC sections were added in Parts 2000 through 7000. These changes are a direct and necessary result of the mandate to stay abreast of regulatory requirements and a policy intended to clarify the QC steps

considered to be an integral part of each test method. Additional QC steps were added to almost half of the sections."--Pref. p. iv.

The American Chemical Society (ACS) Committee on Analytical Reagents sets the specifications for most chemicals used in analytical testing.

Currently, the ACS is

the only organization in the world that sets requirements and develops validated methods for determining the purity of reagent chemicals. These specifications have also become the de facto standards for chemicals used in many high-purity applications.

Publications and

organizations that set specifications or promulgate analytical testing methods-such as the United States Pharmacopeia and the U.S. Environmental Protection Agency-specify that ACS reagent-grade purity be used in their test procedures. The Eleventh Edition incorporates the

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*"supplements"
accumulated over the
past eight years,
removes some obsolete
test methods, improves
instructions for many
existing ones, and also
introduces some new
methods. Overall, the
safety, accuracy, or
ease of use in
specifications for about
70 of the 430 listed
reagents has been*

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*improved, and seven
new reagents have been
added.*

*Linda Nilson puts
forward an innovative
but practical and tested
approach to
grading--the
specifications grading
paradigm--which
restructures
assessments to
streamline the grading
process and greatly*

*reduce grading time,
empower students to
choose the level of
attainment they want to
achieve, reduce
antagonism between
the evaluator and the
evaluated, and increase
student receptivity to
meaningful feedback,
thus facilitating the
learning process - all
while upholding rigor.
In addition, specs*

grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals. Among the unique characteristics of the schema, all of which simplify faculty decision making, are the elimination of

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partial credit, the reliance on a one-level grading rubric and the "bundling" of assignments and tests around learning outcomes. Successfully completing more challenging bundles (or modules) earns a student a higher course grade. Specs grading works equally well in small and large class

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*settings and encourages
"authentic
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consistently over time,
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to grades by
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