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Klein Organic Chemistry 1st Edition

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I began my first semester of organic chemistry struggling mightily. One of my friends mentioned that David Klein, the author of Organic Chemistry as a Second Language, had written a complete textbook on the subject. I picked up a copy from Amazon and started from the beginning of the book.

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provide students with the guidance and support they need to be successful in this course.

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I have a copy of the first edition (previously reviewed) and the corresponding student solutions manual and bought this 2nd edition for a friend who needed it for her college course. There a couple of ways to teach organic chemistry; I think this book is the best book on introductory organic chemistry I've seen.

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John Wiley & Sons, Hoboken, 2011. 1360 pp., hardcover, € 67.90.—ISBN 978-0471756149

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Free download Organic Chemistry As A Second Language – First Semester Topics (3rd Edition) written by David Klein in pdf. published by Wiley and Sons in 2012. According to the writer “This book will help you study more efficiently so that you can avoid wasting countless hours. It will point out the major scenes in the plot of organic chemistry.

Students often say, "I studied 40 hours for this exam and I still didn't do well. Where did I go wrong?" Most instructors hear this complaint every year. In many cases, it is true that the student invested countless hours, only to produce abysmal results. Often, inefficient study habits are to blame. The important question is: why do so many students have difficulty preparing themselves for organic chemistry exams? There are certainly several factors at play here, but perhaps the most

dominant factor is a fundamental disconnect between what students learn and the tasks expected of them. To address the disconnect in organic chemistry instruction, David Klein has developed a textbook that utilizes a skills-based approach to instruction. The textbook includes all of the concepts typically covered in an organic chemistry textbook, but special emphasis is placed on skills development to support these concepts. This emphasis upon skills development will provide students with a greater opportunity to develop proficiency in the key skills necessary to succeed in organic chemistry. As an example, resonance structures are used repeatedly throughout the course, and students must become masters of resonance structures early in the course. Therefore, a significant portion of chapter 1 is devoted to drawing resonance structures. Two chapters (6 and 12) are devoted almost entirely to skill development. Chapter 6 emphasizes skills that are necessary for drawing mechanisms, while chapter 12 prepares the student for proposing syntheses. In addition, each chapter contains numerous Skillbuilders, each of which is designed to foster a specific skill. Each skillbuilder contains three parts: 1. Learn the Skill: a solved problem that demonstrates a particular skill; 2. Practice the Skill: numerous problems (similar to the solved problem) that give the students an opportunity to practice and master the skill; 3. Apply the Skill: one or two more-challenging problems in which the student must apply the skill in a slightly different environment. These problems include conceptual, cumulative, and applied problems that encourage students to think out of the box. Sometimes problems that foreshadow concepts introduced in later chapters are also included. All SkillBuilders are visually summarized at the end of each chapter (Skillbuilder review), followed by a list of suggested in-chapter and end-of-chapter practice problems.

Students often say, "I studied 40 hours for this exam and I still didn't do well. Where did I go wrong?" Most instructors hear this complaint every year. In many cases, it is true that the student invested countless hours, only to produce abysmal results. Often, inefficient study habits are to blame. The important question is: why do so many students have difficulty preparing themselves for organic chemistry exams? There are certainly several factors at play here, but perhaps the most dominant factor is a fundamental disconnect between what students learn and the tasks expected of them. To address the disconnect in organic chemistry instruction, David Klein has developed a textbook that utilizes a skills-based approach to instruction. The textbook includes all of the concepts typically covered in an organic chemistry textbook, but special emphasis is placed on skills development to support these concepts. This emphasis upon skills development will provide students with a greater opportunity to develop proficiency in the key skills necessary to succeed in organic chemistry. As an example, resonance structures are used repeatedly throughout the course, and students must become masters of resonance structures early in the course. Therefore, a significant portion of chapter 1 is devoted to drawing resonance structures. Two chapters (6 and 12) are devoted almost entirely to skill development. Chapter 6 emphasizes skills that are necessary for drawing mechanisms, while chapter 12 prepares the student for proposing syntheses. In addition, each chapter contains numerous Skillbuilders, each of which is designed to foster a specific skill. Each skillbuilder contains three parts: 1. Learn the Skill: a solved problem that demonstrates a particular skill; 2. Practice the Skill: numerous problems (similar to the solved problem) that give the students an opportunity to practice and master the skill; 3. Apply the Skill: one or two more-challenging problems in which the student must apply the skill in a slightly different environment. These problems include conceptual, cumulative, and applied problems that encourage students to think out of the box. Sometimes problems that foreshadow concepts introduced in later chapters are also included. All SkillBuilders are visually summarized at the end of each chapter (Skillbuilder review), followed by a list of suggested in-chapter and end-of-chapter practice problems. This text is an unbound, three hole punched version.

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Readers continue to turn to Klein's Organic Chemistry as a Second Language: First Semester Topics, 4th Edition because it enables them to better understand fundamental principles, solve problems, and focus on what they need to know to succeed. This edition explores the major principles in the field and explains why they are relevant. It is written in a way that clearly shows the patterns in organic chemistry so that readers can gain a deeper conceptual understanding of the material. Topics are presented clearly in an accessible writing style along with numerous hands-on problem solving exercises.

Organic chemistry is not merely a compilation of principles, but rather, it is a disciplined method of thought and analysis. Success in organic chemistry requires mastery in two core aspects: fundamental concepts and the skills needed to apply those concepts and solve problems. Readers must learn to become proficient at approaching new situations methodically, based on a repertoire of skills. These skills are vital for successful problem solving in organic chemistry. Existing textbooks provide extensive coverage of, the principles, but there is far less emphasis on the skills needed to actually solve problems.

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