

Chemical Principles I
Course Number 50:160:115:01 (CHEM 115)
A General Education Course
Section 01
RUTGERS, CAMDEN

FALL 2023 SYLLABUS¹

I. LOGISTICS

Instructor: Dr. Kumi, SCI-315 (office), george.kumi@rutgers.edu (email)²

Class Meeting Times: Monday & Wednesday at 12:30 – 1:50 PM and on Friday 12:30 – 1:30 PM

Class location: Science Lecture Hall

Instructor Office Hours: Monday & Wednesday 2.30 – 3.30 PM (no appointment needed)

II. COURSE DESCRIPTION AND OBJECTIVES

Pre-requisites and Co-requisites for Chemical Principles I. Mathematical calculations are necessary to explore chemistry concepts. The required mathematics pre-requisite or co-requisite is a pre-calculus course, e.g., Course 50:640:115. The required chemistry co-requisite course is Chemical Principles I Laboratory (Course 50:160:125). If for any reason, you do not meet (e.g., have not taken) the stated course pre- and co-requisite courses, please notify the course instructor within the first week of classes.

Course description. This course provides students with the foundational principles and concepts of chemistry in a manner that facilitates an understanding of the central role chemistry plays in science and in society. This course *emphasizes* that chemistry employs the molecular/atomic level viewpoint to explain and predict the properties of matter. To this end, this course delves into various aspects of the following concepts: matter and measurement, the periodic properties of the elements, basic solution chemistry, chemical reactions, energy and chemical changes, the structure of atoms, molecular geometry, and chemical bonding.

Course objective. The objective of this course is to develop a basic appreciation of chemistry and the way it impacts our day-to-day experiences. By the completion of this course, students will have acquired the ability to understand and interpret many everyday phenomena, such as how the combustion of gasoline produces energy that fuels engines and what occurs when iron rusts or table salt dissolves in water. They will also gain proficiency in logical deduction skills by connecting written problems and laboratory work to real life scenarios.

Student Outcomes for this Course. Chemistry describes matter and its transformation from three distinct viewpoints, namely, the macroscopic, the microscopic, and the representational viewpoints. The macroscopic viewpoint is concerned with macroscopic properties (i.e., material properties that originate from observing a collection of several components of a sample of matter as a one entity). In contrast, the microscopic domain focuses on the properties (e.g., shape, size, mass) of the individual components that make up a sample of matter (microscopic properties), and, in chemistry, these entities are atoms and/or molecules. Thus, in chemistry, the microscopic viewpoint is often referred to as the atomic-level or molecular-level description. The representational viewpoint uses specialized language (e.g.,

¹ This document addresses the topics, rules, guidelines, and strategies relevant for this course section. Please read it carefully.

² See note about emailing the instructor at the end of this document

equations, symbols, stoichiometry) to characterize the components of matter and any chemical transformation these components undergo. At the end of this course, successful students (i.e., students who pass this course) will be able to use the three aforementioned viewpoints to:

1. Explain the 'scientific method' pertaining to laws/theories, state ways to classify matter, distinguish between physical and chemical properties, and use dimensional analysis and significant figure notation for chemical calculations.
2. Describe the quantum mechanical model of an atom, list examples of empirical support for this model, and use the information embedded in the periodic table to predict elemental properties.
3. Specify the names/formulas of common ionic and binary covalent compounds, use basic chemical bonding concepts to predict molecular properties (e.g., geometry and polarity), and calculate empirical and molecular formulas of compounds.
4. Perform stoichiometric calculations (using balanced chemical equations and the mole concept) on different types of chemical reactions (e.g., combustion, decomposition, and acid-base reactions) and use chemical reactions to explain how matter undergoes chemical transformations.
5. Describe and calculate the energy changes that occur during chemical transformations using the principles of thermochemistry (e.g., Hess's Law)

Connection to Physical and Life Sciences (PLS) General Education Learning Goals. This course is a Rutgers-Camden general education course that covers intellectual content useful in many fields. It meets the following PLS Learning Goals:

- **PLS-1. Demonstrate a broad understanding of scientific principles and the ways scientists in particular disciplines conduct research.** *Throughout this course, numerous fundamental chemistry concepts, laws and phenomena are presented with an emphasis on their historic timeline of discovery and development. The philosophy of the Scientific Method is highlighted as the constant evolution of idea, research, hypothesis, experiment, analysis, conclusion and communication, and is detailed for many of these fundamental chemical principles. Such threads which run through almost all of the different chapters provide not only the understanding of the scientific principles, but also insight into the mindset of the scientist – demonstrating how they evaluate scientific arguments and understand the limits of (current) scientific knowledge.*
- **PLS-2. Understand the quantitative, mathematical analyses behind scientific questions and problems.** *Many, if not most, of the topics covered in this course require a knowledge of basic algebraic constructs. Thus, in developing an understanding of these concepts, students apply mathematical skills to chemical topics. This application enhances student understanding of the mathematical analyses that are an intrinsic aspect of chemistry. This course has multiple chapters that are especially rich in quantitative and mathematical analysis, covering topics such as dimensional analysis, the mole concept, reaction stoichiometry, calorimetry calculations, quantum numbers, mathematical expressions of waves, wavefunction and energy.*
- **PLS-3. Solve complex problems requiring the application of scientific concepts.** *To attain the stated learning outcomes, this course uses problems of varying complexity to reinforce the learning of many different chemical concepts. This problem-solving-based instructional approach teaches strategies for addressing single and multi-conceptual problems and assesses these capabilities (via exams and assignments) as well.*
- **PLS-5. Communicate scientific ideas clearly and effectively.** *To demonstrate mastery of course concepts, students must be able to present answers to course problems in a lucid manner, and this*

ability is thus an implicit learning outcome. As a result, solutions to example problems are presented in a manner that teaches students effective and clear methods of conveying scientific information.

Course website. A Canvas-hosted course website has been created for this course. All students must have a Rutgers email address (RU NetID) in order to access the course material and information on Canvas. Go to <https://canvas.rutgers.edu> and log in. The Chemical Principles I course (Fall 2023) should be listed as one of your courses (under the 'Courses' selection) if you have a Rutgers NetID and are enrolled in this course. It is important to check this course site on a regular basis for class material and announcements, *e.g.*, new assignments, updated lecture schedules.

Required Course Material:

1. **Course Text Material.** *Chemistry 2e* (Digital (free) version - ISBN-10: 1-947172-61-1, ISBN-13: 978-1-947172-61-6) by Paul Flowers, Klaus Theopold, Richard Langley and William R. Robinson (main authors), OpenStax, February 14, 2019. This is an open-access (*i.e.*, free) text that can be downloaded from <https://openstax.org/details/books/chemistry-2e>. A print version of this book can also be obtained (for a cost) from this site or via the Rutgers-Camden University bookstore.
2. **Aktiv Chemistry online software.** This course section uses an online learning space, Aktiv Chemistry, to facilitate student learning and an Aktiv Chemistry site has been created for this course section. All students enrolled in this section MUST purchase (~\$35) access to (*i.e.*, *sign up for*) this Aktiv Chemistry course section site by going to aktiv.com and signing up to create an account for access the Aktiv Chemistry site (**Course Code: VK5TSR**). If you experience any issues when trying to access the Aktiv Chemistry site, please contact (*e.g.*, via email or phone) the technical support for this software (by going to <https://aktiv.com/support>).
3. **A simple (no graphing capabilities) scientific calculator** (*e.g.*, a TI-30X) **with basic functions (e.g., cosine, sine, log)**. Graphing calculators will not be allowed for assessments, so please be sure to have/purchase a simple calculator for this course.

Supplementary Course Material: (not required but *very* useful for understanding concepts)

1. Chemistry: The Molecular Nature of Matter **Seventh Edition**, Neil D. Jespersen and Alison Hyslop, Wiley, 2015
2. Chemical Principles: The Quest for Insight **Seventh Edition**, Peter Atkins, Loretta Jones, and Leroy Laverman, W.H. Freeman and Company, 2016.

III. COURSE TOPICS/CONCEPTS AND TENTATIVE TIME TABLE

Week 1 – 4:

What is Chemistry and how is Chemistry carried out? Matter and its classification, the scientific method, and scientific measurements and basic calculations (*i.e.*, units, significant figure notation and dimensional analysis for chemical calculations and unit conversions).

The entities of matter – what are they and why do they matter? The Periodic Table of the Elements, atoms, chemical symbols, and the nature and nomenclature of ionic and molecular compounds.

Counting things that cannot be seen. The mole and its relationship to the amount (mass or number of specific entities) of a substance, formula mass, percent composition, empirical, and molecular formulas.

Week 5 – 8

Aqueous solution chemistry -what happens when a substance is dissolved in water? Aqueous solution chemistry terminology, molarity, and percent concentrations (*e.g.*, weight percent and volume percent).

The fundamentals of chemical calculations. Representing chemical transformations via chemical equations (i.e., writing and balancing ionic and molecular chemical equations), classifying chemical reactions (double displacement, precipitation, acid-base, redox reactions), balancing redox reactions, undertaking basic reaction stoichiometry (e.g., solution stoichiometry), understanding quantitative chemical analyses (volumetric titrations and gravimetric analyses), and calculating percent and theoretical yields.

Week 9 – 12:

What is energy and what is its relationship to chemistry? Energy and the law of energy conservation, defining heat and work, energy changes associated with chemical reactions, the first law of thermodynamics, calorimetric calculations, thermochemical equations, and standard enthalpy changes.

How are electrons arranged in atoms and how does this arrangement define the properties of elements? The line spectra of atomic species, the quantized states of electrons in atoms, atomic orbitals and electron shells, quantum numbers and atomic orbital characteristics (i.e., the energies, and shapes), the electron configurations in atoms with many electrons, and the correlation between electron configuration and atomic properties (e.g., atom size, ionization energy, and electron affinity).

Why do atoms combine to form compounds? The formation of ionic and covalent compounds, the electron configuration of ions and the octet rule, Lewis symbols and structures (including resonance), formal charge, and bond properties (polarity, bond length and strength, and electronegativity).

Week 13 – 15:

Envisioning and predicting things that cannot be seen – what do the molecules of compounds look like? Molecular geometry, the Valence Shell Electron Pair Repulsion (VSEPR) model, molecular dipole moments, Valence Bond and Molecular Orbital Theory.

IV. COURSE ASSESSMENTS AND ASSESSMENT POLICIES

Assignment Policies. Assignments (there will be ~10 of them on about a weekly basis) will be due at various times during the semester. Every student will be allowed the opportunity to submit *one* ‘late assignment’ (i.e., one assignment that can be submitted late) with no point deductions and ‘no questions asked’ so long as the following stipulations are met:

1. The student contacts the instructor before, or within 24 hours after, the assignment in question is due to request that they be granted permission to submit a ‘late assignment’
2. The student completes the assignment within 48 hours after permission is granted (by the instructor) to submit the assignment

Aside from the one ‘late assignment’ described above, all assignments must be completed by the designated due date and time. In general, unless there is a documented official (e.g., a doctor's note, police report) extenuating circumstance (e.g., unexpected illness/injury, a personal/family emergency, or University-approved student activities) that prevents an assignment from being submitted on time, the grade for that assignment is zero. No late assignments will be accepted or graded. With appropriate supporting documentation that is submitted to the instructor, missed assignments will be considered excused (with no deadlines extensions or make-ups). The grade for an excused assignment is a student's average assignment grade for the entire course. **There are no extra credit assignments offered for this course.**

Access to Aktiv Chemistry (1 semester access), the online software program required for this course (see above), can be purchased directly from Aktiv Chemistry (aktiv.com) or via the Rutgers-Camden University bookstore.

Quiz Policies. Quizzes (~5 of them) will be administered at various times during the semester (i.e., during Weeks 2, 3, 5, 8 and 13); some of these may be online quizzes. As with all assessments in this course, unless there is a documented official (e.g., a doctor's note, police report, time-stamped picture) extenuating circumstance (e.g., unexpected illness/injury, a personal/family emergency, or a University-approved student activity) that prevents a quiz from being completed, the grade for that quiz is zero. In general, no make-up quizzes will be administered and no late quizzes will be accepted/graded. With appropriate supporting documentation that is submitted to the instructor, missed quizzes will be considered excused (with no deadlines extensions or make-ups). The grade for an excused quizzes is the average of that student's quiz grade for the entire course.

Exam Policy and Grading Procedures. There will be 3 exams and a *comprehensive* final exam. While the 3 exams are not comprehensive, these exams should be considered cumulative because of the interrelated nature of the materials covered in these assessments. No make-up exams will be given without the submission of supporting documents (e.g., a doctor's note, police report) for an extenuating circumstance. Notification about a missed exam should be done as soon as is possible (any delays may factor into how accommodations are provided). *Any make-up exam must occur within a week of the missed exam; be sure to provide times that you would be available to take a make-up exam when notifying the instructor.* Whenever possible, notification (and appropriate documentation) about missing an exam should be provided to the course instructor before the date of the scheduled exam. Course grades will be assigned using the grading distribution specified in the Exams and Grades insert. **Grades will be based on these criteria alone. Please note that no score adjustments (e.g., 'curving') will be performed on any assessment or course grade.** Put differently, grading will *not* be on a curve. Thus, if every student obtains scores that merit an A grade, all students will get an A in this course. However, note that the converse is also true. Also, note that the majority of your grade is based on how well you *demonstrate* knowledge of the course material in course assessments (i.e., assignments, exams); it is not based on how much effort or time *you* personally have to put into the course (this effort will be different for different students).

<u>Exams and Grades</u>	
3 Exams (15 % each)	45 %
1 Final Exam	30 %
Quizzes (~4.5 % each)	17 %
Assignments (~1% each)	<u>8 %</u>
Total	100 %
Attendance/Participation Bonus	2 %
Course Grade	Course percentage
A	88-100
B+	84-87
B	78-83
C+	73-77
C	66-72
D	55-65
F	54 and below

Course Exam Dates (Tentative).

- Exam 1 Monday, October 9, 2023
- Exam 2 Monday, November 6, 2023
- Exam 3 Monday, December 4, 2023
- Final Exam Monday, December 18 2023

Please note that the **deadline to withdraw from any class with a W grade** is 5.00 PM ET on Monday November 13, 2023.

Re-grading Policy. In the event that you find or suspect an error in the grading of an assessment, you have the option of requesting a re-grade. Requests for re-grading must be submitted within a week after the graded material *is made available*. When requesting a re-grade, please describe the alleged error in detail *in writing*. Note that quizzes/exams submitted for re-grading are subject to a *full* re-grading so as to ensure there are no other grading errors on that assessment.

Attendance and Participation. Attendance and active participation during course lectures will be assessed using the benchmarks detailed below (to facilitate the awarding of the extra credit course points for these activities).

Attendance

100%	Student exhibits ' <i>full attendance</i> ' (i.e., arrives on time and stays until end of the session) for all but <u>two</u> class sessions
75%	Student exhibits ' <i>full attendance</i> ' for all but <u>four</u> class sessions
50%	Student exhibits ' <i>full attendance</i> ' for all but <u>five</u> class sessions
25%	Student exhibits ' <i>full attendance</i> ' for all but <u>six</u> class sessions
0%	Student is unable to ' <i>fully attend</i> ' seven or more class sessions

Participation

100%	<ul style="list-style-type: none"> • Student consistently attempts to answer (e.g., by raising a hand), or appropriately asks course-related questions (e.g., questions posed by the instructor) during class and always attempts/completes assigned in-class questions • Student never engages in behavior that makes it challenging for classmates to fully participate in class meetings (e.g., talking while the instructor is talking)
75%	<ul style="list-style-type: none"> • Student often attempts to answer, or appropriately asks, course-related questions during class and always attempts/completes assigned in-class questions • Student rarely engages in behavior that makes it challenging for classmates to fully participate in class meetings (e.g., talking while the instructor is talking)
50%	<ul style="list-style-type: none"> • Student often attempts to answer, or appropriately asks, course-related questions during class and always attempts/completes assigned in-class questions • Student sometimes engages in behavior that makes it challenging for classmates to fully participate in class meetings
25%	<ul style="list-style-type: none"> • Student generally does not attempt to answer or ask course-related questions and often does not attempt assigned in-class questions (i.e., discernable pattern of not attempting in-class problems or engaging in activities other than solving the assigned class problem) • Student sometimes engages in behavior that makes it challenging for classmates to fully participate in class meetings (e.g., talking while the instructor is talking).
0%	<ul style="list-style-type: none"> • Student rarely attempts to answer or ask course-related questions and generally does not attempt assigned in-class questions (i.e., discernable pattern of not attempting in-class problems or engaging in activities other than solving the assigned class problem) • Student often engages in behavior that makes it challenging for classmates to fully participate in class meetings (e.g., talking while the instructor is talking).

V. COURSE CONDUCT

Course Attendance. As per current Rutgers University stipulations/guidelines, this is an *in-person instructional mode* course (i.e., there is no 'remote learning option' for this course). In accordance with

university policy, student attendance is *required* at every scheduled course meeting (**both lecture and recitation**), *i.e.*, attendance is mandatory.

Attendance and participation in this course will be checked in various ways (e.g., via sign-in sheets, assessments that are handed in), so as to be able to award course points for these course-related activities. Tardiness and early exiting (*i.e.*, leaving before class ends) may result in your being marked absent if attendance is taken during your absence. Therefore, be on time for class and do not leave the class session prior to its conclusion.

Use the Student Self-Reporting Absence system (<https://sims.rutgers.edu/ssra/>) to notify the instructor about an absence and contact the instructor directly via email; both of these processes should be done as soon as is possible (preferably before the end of the day on which a course meeting is missed). Failure to follow this course policy may result in a reduction of your course participation points for this course.

Notify the course instructor about an absence as soon as is possible *via email*. Note that reporting an absence does not automatically excuse that absence. It simply notifies the instructor about your absence. It is up to the instructor to determine how to accommodate or deal with this absence in accordance with the stated course policy described in the syllabus. Excuses considered 'non-extenuating' (e.g., I overslept, I forgot about class today, I had to work, traffic was a little slow) will not result in an excused absence. Also, note that it is University policy to excuse **without penalty** students who are absent because of **religious observances**. If possible, notify the instructor of such absences during the first week of the semester.

The University's Code of Student Conduct. It is the responsibility of each and every student to have read the *Rutgers University Code of Student Conduct*, as it specifies the obligations of any individual enrolled as a student. If you have not read it, it is suggested that you do. The standards of classroom behavior are dictated by this code of conduct. Accordingly, students may not interfere with classroom procedures by distracting or disruptive actions (*e.g.*, talking while the instructor is talking, making distracting noises, coming late to class, allowing a cell phone to ring). Any students who engage in such prohibited acts *can* and may be penalized (*e.g.*, asked to leave the meeting for the remainder of the class period).

Academic Integrity. *Every student is prohibited from engaging in violations of academic integrity.* Note that every instructor is ethically bound to follow certain procedures once a student is caught, or suspected of, breaching academic integrity (see *Rutgers University Academic Integrity Policy*). In particular, any material submitted by a student in this course for academic credit (*i.e.*, grading) must be that student's own work. Also, all students should strictly adhere to the rules governing any particular quiz or exam that is assigned.

Audio/Visual Recordings. Neither audio nor video recordings of lectures are allowed without the explicit consent of the instructor. Also, listening to any audio or video recordings during class meetings is not allowed without instructor consent.

Course material copyrights. Any course materials (including quizzes, lectures, and exams) are protected by copyright. You may not (and you may not allow others to) reproduce or distribute these course materials publicly (whether or not a fee is charged) without the copyright holder's (*i.e.*, the course instructor's) express written consent.

VI. OTHER PERTINENT COURSE INFORMATION

Rutgers University has several support services and resources that exist to facilitate *your academic success* and well-being. Details of these services and resources can be found at <https://studentaffairs.camden.rutgers.edu/student-resource-list>, and you are **highly encouraged** to visit the aforementioned website *at the beginning of the semester* so that you know what services are available to you (in case you need them at some point during the semester). A few of these services are listed below.

Accommodations for Students with Disabilities. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's Disability Services Office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>. Please note that this is a process (i.e., it takes time to review requests) and that instructors cannot make any accommodations until instructed to do so by a Letter of Accommodations. Therefore, if you need (or even *think* you might need) accommodations, please start the process as early as you can. The Rutgers-Camden disability office website can be found at <https://success.camden.rutgers.edu/disability-services>.

Division of Student Academic Success Services. The Division of Student Academic Success (DSAS) at Rutgers-Camden (<https://success.camden.rutgers.edu>) assists students through a variety of support and services including free tutoring, supplemental instruction, and academic coaching. It will be beneficial to contact DSAS to learn more about these services and to determine if you will be able to use any of their services to enhance your learning abilities and success in this and other courses. In particular, the Learning Center (learningcenter@camden.rutgers.edu) provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available to you at no additional cost (i.e., you have already paid for these services to be available). In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. To learn more about the Learning Center or to schedule an appointment, visit the Learning Center website (<https://learn.camden.rutgers.edu/>) or call (856) 225-6442.

Rutgers-Camden Dean of Students Office. The Dean of Students Office (<http://deanofstudents.camden.rutgers.edu/>) provides support, care, and advocacy to ensure students can thrive both academically and personally. One of the goals of this office is to limit student stress by providing resources to mitigate areas of student concern. For some students, personal, emotional, psychological, academic, or other challenges (*inside* or *outside* the classroom) may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office serves as your initial contact if you need assistance with these challenges. Thus, this office is a vital resource whenever you are unsure of how to proceed on *any* matter you feel is impairing your ability to thrive academically and personally.

Pronouns. This course affirms people of all gender expressions and gender identities. If you have a preferred gender pronoun, please feel free to let the course instructor know. If you have any questions

or concerns about this issue, please do not hesitate to contact the course instructor. In addition, on the Canvas course site, the Rutgers Shout-Out tool allows you to type the phonetic spelling of your name and record the pronunciation of your name in a shared audio recording for your instructor and fellow students.

Title IX and the Violence Prevention & Victim Assistance Office. The office for Violence Prevention and Victim Assistance (VPVA) provides support to students who have experienced sexual violence, domestic/dating violence, stalking or any form of sex or gender discrimination. For more information about VPVA or to schedule a time to speak with an advocate visit the VPVA website (<https://vpva.camden.rutgers.edu>). To report an incident or speak with the Title IX coordinator, please visit the Title IX website (<https://respect.camden.rutgers.edu>). If you choose to disclose to me, thank you for trusting me. However, please note that I am obligated to report any disclosure to our title IX coordinator to ensure you receive the appropriate support and university response.

Time Management. This is a *challenging 4-credit* undergraduate Chemistry course. Like most challenging chemistry courses, this course generally requires a relatively large amount of time and preparation. Indeed, it will probably involve more time than most of your other courses. Expect and be prepared for this occurrence. Though I will do everything in my power to guide and help you, what you ultimately get out of the course is often a reflection of the effort that *you* put into the course (as opposed to the effort you should have put in). That said, please remember that your grade is based on how well you demonstrate knowledge of course material - not attendance, effort, how polite you are, etc.

To adequately prepare and learn the concepts being imparted in this course, the general consensus is that **you need to be able to have at least 10 hours** (inter-dispersed throughout the week) to study/prepare for this course alone. Please make necessary adjustments in your study habits, course load, time management and work/class schedule – at the start of the semester – so that you will be geared to succeed.

Emailing the instructor. Emails are a common and effective way to communicate, and I strive to answer every student email³. Thus, please do not hesitate to email me about any course-related matter you might have; be sure these emails originate from your official Rutgers email account to prevent any unexpected technical issues. However, please also have the professional courtesy to give me at least 24 hrs to respond to any email; sending multiple emails about the same query within 24 hrs will not result in a quicker response (and is, in general, not professional). If I have not responded in the 24-hr time frame, I encourage you to assist me by emailing again to notify me that you are still awaiting a response to your initial email. Please do not consider this follow-up email to be rude or unprofessional. It may be necessary if (for some reason) your original email was not received (or mistakenly overlooked or forgotten about). In the event that I have not responded to two consecutive emails, please take the time to wait behind after the next course meeting to directly inform me about your email.

³ See <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html> about emailing etiquette