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A Professor of Chemistry at Cornell University since 1980, Dr. McMurry previously spent 13 years on the faculty at the University of California at Santa Cruz. He as received numerous awards, including the Alfred P. Sloan Fellowship (1969-71), the National Institute of Health Career Development Award (1975-80), the Alexander von Humboldt Senior Scientist Award (1986-87), and the Max Planck ...

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This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. When you see the connections, you'll see the chemistry. Today's students use textbooks differently than in the past; and Chemistry , Sixth Edition is designed to map to the way you seek and process information. This book is known for a smart, precise presentation that blends the quantitative and visual aspects of general chemistry. Features like Remember..., Conceptual Problems, Conceptual Worked Examples, Inquiry and Worked Examples make these critical connections clear and visible, so you'll really see the chemistry the first time.

THEIR ORIGINS ARE A MYSTERY. THEIR FUTURE IS AT HAND. For thousands of years the Meq have existed side by side with humanity&—appearing as twelve-year-old children, unsusceptible to wounds and disease, dying only by extraordinary means. They have survived through the rise and fall of empires and emperors, through explorations, expansions, and war. Five sacred stones give a few of them mystical powers, but not the power to understand a long-destined event called the Remembering. In the aftermath of the nuclear bombing of Japan in 1945, Zianno Zezen finds himself alone, while the fate of the other Meq and his beloved Opari, carrier of the Stone of Blood, is unknown. But Z&'s archenemy, the Fleur-du-Mal, survives. In the next half century Z will reunite with far-flung friends both Meq and human, as American and Soviet spies vie to steal and harness the powers and mysteries of the timeless children. With the day of the Remembering rapidly approaching, Z must interpret the strange writing on an ancient etched stone sphere. In those markings, Z will discover messages within messages and begin a journey to the truth about his people and himself. Lyrical and mesmerizing,The Rememberingspans the world and history, from the first humans to a secret that has never been told before.The Rememberingis the moving saga of the Meq&—their purpose, past, and future among us. From the Trade Paperback edition.

NOTE: You are purchasing a standalone product; MasteringA&P does not come packaged with this content. If you would like to purchase both the physical text and MasteringA&P search for ISBN-10: 0321940873/ISBN-13: 9780321940872 . That package includes ISBN-10: 0321943171/ISBN-13: 9780321943170 and ISBN-10: 013389178X/ISBN-13: 9780133891782. " For two-semester general chemistry courses (science majors)."" "Make critical connections in chemistry clear and visibleMcMurry/Fay/Robinson's "Chemistry," Seventh Edition, aims to help students understand the connections between topics in general chemistry and why they matter. The Seventh Edition provides a concise and streamlined narrative that blends the quantitative and visual aspects of chemistry, demonstrates the connections between topics, and illustrates the application of chemistry to their lives and careers. New content offers a better bridge between organic and biochemistry and general chemistry content, and new and improved pedagogical features make the text a true teaching tool rather than just a reference book. New MasteringChemistry features include conceptual worked examples and integrated Inquiry sections that help make critical connections clear and visible and increase students' understanding of chemistry. The Seventh Edition fully integrates the text with new MasteringChemistry content and functionality to support the learning process before, during, and after class. Also Available with MasteringChemistry(R).MasteringChemistry from Pearson is the leading online homework, tutorial, and assessment system, designed to improve results by engaging students before, during, and after class with powerful content. Instructors ensure students arrive ready to learn by assigning educationally effective content before class, and encourage critical thinking and retention with in-class resources such as Learning Catalytics. Students can further master concepts after class through traditional and adaptive homework assignments that provide hints and answer-specific feedback. The Mastering gradebook records scores for all automatically graded assignments in one place, while diagnostic tools give instructors access to rich data to assess student understanding and misconceptions. Mastering brings learning full circle by continuously adapting to each student and making learning more personal than ever-before, during, and after class.

Give students a robust conceptual foundation while building critical problem-solving skills Robinson/McMurry/Fay's Chemistry, known for a concise and united author voice, conceptual focus, extensive worked examples, and thoroughly constructed connections between organic, biological, and general chemistry, highlights the application of chemistry to students' lives and careers. Lead author Jill Robinson strengthens the student orientation by creating more engaging, active learning opportunities for students and faculty. With the 8th Edition, Robinson draws upon her exceptional teaching skills to provide new interactive experiences that help identify and address students' preconceptions.

When you see the connections, you'll see the chemistry. Today's students use textbooks differently than in the past; and Chemistry , Sixth Edition is designed to map to the way you seek and process information. This book is known for a smart, precise presentation that blends the quantitative and visual aspects of general chemistry. Features like Remember..., Conceptual Problems, Conceptual Worked Examples, Inquiry and Worked Examples make these critical connections clear and visible, so you'll really see the chemistry the first time. This edition features the exact same content as the traditional text in a convenient, three-hole- punched, loose-leaf version. Books à la Carte also offer a great value--this format costs 35% less than a new textbook. Note: This is the standalone book, if you want the book/access card order the ISBN below: 0321787579 / 9780321787576 Chemistry, Books a la Carte Plus MasteringChemistry -- Access Card Package Package consists of 0321729773 / 9780321729774 MasteringChemistry with Pearson eText -- Valuepack Access Card -- for Chemistry 0321741609 / 9780321741608 Books a la Carte for Chemistry

"General Chemistry: Atoms First," Second Edition starts from the building blocks of chemistry, the atom, allowing the authors to tell a cohesive story that progresses logically through molecules and compounds to help students intuitively follow complex concepts more logically. This unified thread of ideas helps students build a better foundation and ultimately gain a deeper understanding of chemical concepts. Students can more easily understand the microscopic-to-macroscopic connections between unobservable atoms and the observable behavior of matter in daily life, and are brought immediately into real chemistryinstead of being forced to memorize facts. Reflecting a true atoms first perspective, the Second Edition features experienced atoms-first authors, incorporates recommendations from a panel of atoms-first experts, and follows historical beliefs in teaching chemistry concepts based and real experimental data first. This approach distinguishes this text in the market based whereby other authors teach theory first, followed by experimental data.

This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies. The importance of HPS has been recognized for the science curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the literature shows that the traditional chemistry classroom, curricula, and textbooks while dealing with concepts such as law, theory, model, explanation, hypothesis, observation, evidence and idealization, generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science. "Professor Niaz's book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science as a series of mere facts - also the necessary mandate: to show how science is done, and how science, through its history and philosophy, is part of the cultural development of humanity." Gerald Holton, Mallinckrodt Professor of Physics & Professor of History of Science, Harvard University "In this stimulating and sophisticated blend of history of chemistry, philosophy of science, and science pedagogy, Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry teachers --- will find this book full of valuable and highly usable new ideas" Alan Rocke, Case Western Reserve University "This book artfully connects chemistry and chemistry education to the human context in which chemical science is practiced and the historical and philosophical background that illuminates that practice. Mansoor Niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific knowledge and method. The result is a compelling case for historically and philosophically informed science education. Highly recommended!" Harvey Siegel, University of Miami "Books that analyze the philosophy and history of science in Chemistry are quite rare. 'Chemistry Education and Contributions from History and Philosophy of Science' by Mansoor Niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science. The book goes through all the main concepts of chemistry, and analyzes the historical and philosophical developments as well as their reflections in textbooks. Closest to my heart is Chapter 6, which is devoted to the chemical bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the 'covalent bond' on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics; these are valence bond (VB) and molecular orbital (MO) theories. He emphasizes the importance of having rival theories and interpretations in science and its advancement. He further argues that this VB-MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners. The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena. This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom. As such, Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension". Sason Shaik Saeree K. and Louis P. Fiedler Chair in Chemistry Director, The Lise Meitner-Minerva Center for Computational Quantum Chemistry, The Hebrew University of Jerusalem, ISRAEL

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