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(a) For a system in which there is a change in the number of moles of reactants with that of products, change in the pressure or volume of the system displaces the equilibrium.

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This best-selling text, GENERAL CHEMISTRY by Whitten/Davis/Peck/Stanley, is best summarized by "classic text, modern presentation." This simple phrase underlies its strong emphasis is on fundamental skills and concepts. As in previous editions, clearly explained problem-solving strategies continue to be the strength of this student-friendly text. This revision builds on the highly praised style and applications to everyday life that have earned this text a reputation as the voice of authority in general chemistry. Whitten always has been viewed as one of the few truly "traditional" general chemistry texts. Examples of this are that the text covers Thermodynamics, normally a topic split into two parts and covered in two different semesters, in one chapter and begins the second half of the course. GENERAL CHEMISTRY, Seventh Edition also follows a standard narrative-example-problem format, has a solid traditional writing style, and promotes problem solving. However, the authors have added some new elements over the years to reflect changes in chemical education. These include adding in conceptual questions in the problem sets, adding features like the Chemistry In Use boxes to show how chemistry is used in daily life, and further promoting problem solving by including hints and checks for students.

Master problem-solving using the detailed solutions in this manual, which contains answers and solutions to all even-numbered end-of-chapter exercises. Solutions are divided by section for easy reference. With this guide, the author helps you achieve a deeper, intuitive understanding of the material through constant reinforcement and practice. An online version is also available through OWL. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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This new edition of CHEMISTRY continues to incorporate a strong molecular reasoning focus, amplified problem-solving exercises, a wide range of real-life examples and applications, and innovative technological resources. With this text's focus on molecular reasoning, readers will learn to think at the molecular level and make connections between molecular structure and macroscopic properties. The Tenth Edition has been revised throughout and now includes a reorganization of the descriptive chemistry chapters to improve the flow of topics, a new basic math skills Appendix, an updated art program with new talking labels that fully explain what is going on in the figure, and much more. Available with InfoTrac Student Collections http://goengage.com/infotrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Cover crops slow erosion, improve soil, smother weeds, enhance nutrient and moisture availability, help control many pests and bring a host of other benefits to your farm. At the same time, they can reduce costs, increase profits and even create new sources of income. You'll reap dividends on your cover crop investments for years, since their benefits accumulate over the long term. This book will help you find which ones are right for you. Captures farmer and other research results from the past ten years. The authors verified the info, from the 2nd ed., added new results and updated farmer profiles and research data, and added 2 chap. Includes maps and charts, detailed narratives about individual cover crop species, and chap. about aspects of cover cropping.

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 Saere 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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