

Organic and Biological Chemistry

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Preface

Within the past decade, the teaching of chemistry to nonchemistry majors has undergone a considerable change. Students in biology, nursing, medical technology, agriculture, and veterinary science view chemistry as a tool, and not as an end in itself. Their interest lies in the chemistry of biological systems rather than industrial chemistry or theoretical chemistry. Many colleges now offer an organic chemistry course with heavy emphasis on biological applications.

The second edition of this text maintains the purpose of the first edition, namely, to present an introduction to organic chemistry and biochemistry. Again, students are assumed to have had at least one prior course in general chemistry. The text is designed to assist the student in acquiring a sound background in the subject without presenting an overwhelming amount of factual material. It is intended for those who are mainly interested in the application of the principles of organic chemistry and biochemistry to related areas of science (e.g., genetics, microbiology, pharmacology, physiology, nutrition).

Many chapters in this edition have been extensively revised; one chapter has been deleted, and one chapter has been added. The general organization remains the same, but the treatment of organic chemistry has been expanded to satisfy those teachers who use the book in a short organic chemistry course. Additions to this text include: a chapter on the compounds of phosphorus and sulfur, some use of reaction mechanisms, sections on aging, taste, smell, pesticides, drugs, viruses, recombinant DNA, and birth control.

The book is divided into two main sections. The first part is devoted to

establishing the fundamental principles of organic chemistry. Because of the time limit imposed by a one-semester course, much of the material normally covered in an introductory organic chemistry text has been condensed, and some of the interesting peripheral aspects of the field have been omitted. The first ten chapters deal with the structure and properties of the different classes of organic compounds, with emphasis on the characteristic reactions of the various functional groups. Chapter 11 deals with stereoisomerism, and its importance to an understanding of enzyme specificity is stressed. Systematic names for the organic compounds are used repeatedly. I have found that students enjoy learning organic nomenclature. They derive much the same satisfaction to be gained from learning a foreign language, and are well disposed to practice this language.

Chapters 12 through 20 present the fundamental concepts of biochemistry in a form that will be understandable to students having only a limited background in organic chemistry. The major emphasis is placed on the dynamic nature of biochemistry and the interrelationships of the various metabolic pathways. Nothing of importance is consciously omitted. Chapters 12 through 14 discuss the chemistry of the three major classes of foodstuffs-carbohydrates, lipids, and proteins. Enzymes (Chapter 15) are presented in a separate chapter as a special class of proteins. Because of the limited mathematics background of most of the students using this text, statements have to be qualitative rather than mathematical. Thus, for example, no extensive treatment of enzyme kinetics is attempted. In Chapter 16, the molecular basis of life is sketched by a clear and concise discussion of nucleic acid structure and replication, and by the role of nucleic acids in protein synthesis. This particular chapter should be of major interest to all students since this area of biochemistry has received so much publicity in the past few years. Chapters 17 through 19 present the basic metabolic reaction sequences that occur within the cells from the point of view of their interrelationships and integration into a fundamental whole. Metabolism is concerned with the production and utilization of energy, and it is here that the student is able to tie together the chemical principles learned in general chemistry with organic chemistry and biochemistry. The human body is viewed as an intricate machine which utilizes the energy of foods to run chemical reactions so as to meet its own needs. The final chapter on blood is especially well suited to those students who are majoring in one of the health sciences.

At the end of each chapter, I have included a selection of study questions. It is my contention that a student learns chemistry only through repeated practice. The more questions a student is able to answer, the more confident he will be about his understanding of the subject. Too often the student of organic chemistry and biochemistry has the mistaken idea that he does not need any of the subject matter learned in general chemistry. Therefore, a few simple numerical problems have been included where appropriate. (Other worthwhile reviews are the sections dealing with acidity, pH and buffer solutions, and the balancing of oxidation-reduction equations

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using half-reactions.) In response to repeated requests, I have provided an answer manual to accompany the text.

In the preparation of this second edition, I have had the opportunity to redraw structures, and to correct the factual and typographical errors that appeared in the first edition. I have been aided considerably by the many comments received from users and reviewers of the previous edition. I am especially grateful to Macmillan editors Elisabeth Belfer and James Smith, to reviewers James O. Schreck, Neil R. Coley, and George W. Gokel, and to all of the students who have enrolled in Chemistry 271 at Plattsburgh. The constant feedback and encouragement that I received from them has nurtured my love of teaching and has, I hope, greatly strengthened this text.

S. J. B.

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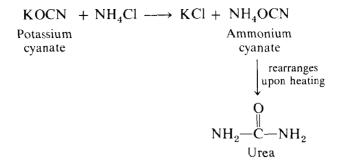
1

Introduction to Organic Chemistry

In 1685 Nicolas Lémery, a French chemist, published a book entitled *Cours de Chyme* in which he classified substances as animal, vegetable, or mineral on the basis of their origin. This was probably the first attempt made to distinguish substances derived from plant or animal sources from those obtained from mineral constituents. The term **organic** was later applied to those compounds derived from living matter; substances that originated from nonliving sources were accordingly referred to as **inorganic**. Furthermore, it was universally believed that living organisms contained some mysterious vital force necessary to the formation of organic substances. Throughout the ensuing century, scientists were thwarted in all their attempts to synthesize organic substances from inorganic materials. Their failures served to entrench more firmly the vital force theory, which eventually achieved a status akin to religious dogma.

In 1814, a Swedish chemist, J. J. Berzelius, dealt the vital force theory a serious blow when he proved that the basic laws of chemical change (the law of definite composition and the law of multiple proportions) applied both to organic and inorganic compounds. Fourteen years later, the erroneous theory suffered a crippling blow by a stroke of chemical serendipity.

The birth of modern organic chemistry is generally placed in the year 1828. It was in that year that Friedrich Wöhler, a professor of chemistry at Germany's University of Göttingen, attempted to prepare ammonium cyanate by heating a mixture of two inorganic salts, potassium cyanate and ammonium chloride. To his surprise, instead of ammonium cyanate he obtained crystals of the well-known organic compound urea. (Urea is a



substance excreted in the urine of mammals.) Wöhler correctly concluded that ammonium cyanate is first formed, but then rearranges under the influence of heat to yield urea. Urea contains the same number and kind of atoms as ammonium cyanate, but these atoms are arranged differently.

The next several decades witnessed a renewed effort on the part of chemists to synthesize organic compounds from inorganic starting materials. As a result of the enlightenment of Wöhler's discovery, many other organic compounds were synthesized in chemical laboratories. Moreover, while many of these compounds were identical to compounds found in nature, many others were entirely new, having no known counterpart in nature.

1.1 The Nature of Organic Compounds

By 1850 the vital force theory was essentially dead, and the relationship between the two branches of chemistry was clearly recognized. Table 1.1 contrasts the general properties of organic and inorganic compounds. It must be understood, however, that there are exceptions to every entry in this table.

The one constituent common to all organic compounds is the element carbon. Today, the term organic chemistry, although no longer descriptive, implies the study of carbon-containing compounds.1 There are approximately 90,000 known inorganic compounds and this number is not rapidly increasing. On the other hand, there are over one million known organic compounds (isolated from nature or synthesized in the laboratory) and several thousand new compounds are synthesized and described each year.

What is so unique about carbon that differentiates it from all of the other elements in the periodic table? Carbon has the ability to bond successively to other carbon atoms to form chains and rings of varying sizes. As the number of carbon atoms in a chain increases, the number of ways that these atoms may arrange themselves increases, yielding compounds with the same chemical composition but with different structures. Finally, carbon can form

¹This definition is not strictly adhered to; several of the following compounds of carbon properly belong to the domain of inorganic chemistry.

Carbon monoxide, CO Carbon dioxide, CO, Carbon disulfide, CS₂

Carbonates, e.g., Na₂CO₃ Bicarbonates, e.g., NaHCO₃ Cyanides, e.g., KCN

Thiocyanates, e.g., NaSCN Cyanates, e.g., KOCN Carbides, e.g., CaC₂

Table 1.1 Contrasting Properties of Organic and Inorganic Compounds

Organic	Inorganic
l. Low melting points	1. High melting points
2. Low boiling points	2. High boiling points
3. Low solubility in water; high solubility in nonpolar solvents	3. High solubility in water; low solubility in nonpolar solvents
4. Flammable	4. Nonflammable
5. Solutions are nonconductors of electricity	5. Solutions are conductors of electricity
6. Chemical reactions are usually slow	6. Chemical reactions are rapid
7. Exhibit isomerism	7. Isomers are limited to a few exceptions
8. Exhibit covalent bonding	8. Exhibit ionic bonding
 Exist as gases, liquids, and solids at room temperature 	Exist predominantly as solids at room temperature

equally strong bonds with a number of different elements. Those elements most frequently encountered in organic compounds are hydrogen, oxygen, nitrogen, sulfur, phosphorus, and the halogens.

Carbon has an atomic mass of 12 and an atomic number of 6. Two of carbon's six electrons reside in the first shell outside the nucleus. The remaining four electrons occupy the second shell, called the valence-electron shell. Since this shell can accommodate eight electrons, a carbon atom can acquire four additional electrons to complete its outer shell by the sharing of electrons with other atoms. When two atoms share a pair of electrons, they are joined by a covalent bond. In practically all cases, carbon forms four covalent bonds, and thus is said to be tetravalent.²

The simplest organic molecule, methane, contains one carbon atom and four hydrogen atoms. Its formation may be represented as follows.

$$\dot{\dot{C}} \cdot \dot{C} \cdot + 4 \text{ H} \cdot \longrightarrow \begin{array}{c} \dot{H} \\ \dot{C} \cdot \dot{H} \\ \dot{H} \end{array}$$
Methane

This formula for methane is an **electron-dot formula** and shows only the valence electrons involved in covalent bond formation. Such a representation gives no indication of the spatial orientation of atoms within a molecule. There is a great deal of evidence that the four bonds of carbon are equivalent

1.2 The Structure of Carbon Compounds

²The term *tetravalent* refers only to the number of bonds formed by carbon atoms in organic compounds. It implies nothing about the charge of the carbon atom or its oxidation state.

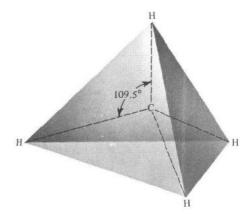


Figure 1.1 The four covalent bonds of carbon are directed toward the corners of a tetrahedron.

and that they are directed toward the corners of a tetrahedron (Figure 1.1).

The best representation of the methane molecule is achieved by picturing the carbon atom in the center of a tetrahedron, with the four hydrogen atoms located at the corners. All four hydrogen atoms are equivalent; that is, they are equidistant from the central carbon atom and from each other. The angle between any two carbon-hydrogen bonds is 109.5°.

Molecular models are often employed to illustrate organic molecules. Two widely used methods of representation are

- 1. The ball-and-stick model in which different colored balls represent the different atoms and sticks connecting them are used to represent the covalent bonds (Figure 1.2a).
- 2. The space-filling model, which attempts to show the shape of the molecule and the relative sizes of the atoms (Figure 1.2b).

Most organic compounds contain more than one carbon atom and thus are considerably more complex than methane. The simplest compound that illustrates the covalent bonding of one carbon atom to another is ethane.

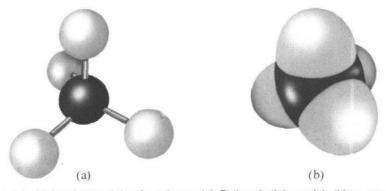


Figure 1.2 Molecular models of methane. (a) Ball-and-stick model; (b) space-filling model.

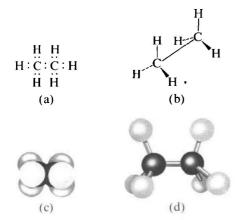


Figure 1.3 Representations of the ethane molecule. (a) Electron-dot formula; (b) perspective formula; (c) space-filling model; (d) ball-and-stick model.

Ethane is represented by any of the various models given in Figure 1.3. However, it is extremely difficult and very inconvenient to draw three-dimensional diagrams each time we wish to discuss a particular compound. Therefore chemists have chosen to project the three-dimensional ball-and-stick model of a compound onto a two-dimensional surface. The resultant formulas for methane and for ethane are called **structural formulas**.

They are identical to the electron dot formulas, but a dash now represents the shared pair of electrons. It should be reemphasized that organic compounds are three dimensional, and we write flat two-dimensional formulas solely for our own convenience. In no way is it implied that such a formula accurately represents the three-dimensional structure of the molecule.

The student is probably already familiar with the terms empirical formula and molecular formula. The empirical formula (simplest formula) gives a minimum of information since it expresses only the relative number of atoms in a molecule. The molecular formula gives more information since it expresses the actual number of atoms in a molecule. In some cases, the molecular formula and the empirical formula are identical. The structural formula, as we have seen, is even more informative. It clearly shows the arrangement of constituent atoms in a molecule. A fourth formula, the condensed structural formula, is perhaps the most widely employed by organic chemists. As the name implies, it is a shorthand (and less descriptive) method of representing the structural formula. The convention is to omit the bonds between each carbon and the hydrogens attached to it. Very often,

1.3 Chemical Formulas

Table 1.2 Chemical Formulas of Some Organic Compounds

Name of Compound	Class of Compound	Empirical Formula	Molecular Formula	Structural Formula	Condensed Structural Formula
Ethane	Alkane	СН₃	C_2H_6	H H H-C-C-H H H	СН ₃ СН ₃
Ethylene	Alkene	CH_2	C_2H_4	HC=CH	H ₂ C=CH ₂
Acetylene	Alkyne	СН	C_2H_2	Н−С≡С−Н	НС≡СН
Ethyl alcohol	Alcohol	C_2H_6O	C_2H_6O	H H H-C-C-OH H H	СН₃СН₂ОН
Dimethyl ether	Ether	C_2H_6O	C_2H_6O	H-C-O-C-H H H	CH₃OCH₃
Acetaldehyde	Aldehyde	C₂H₄O	C_2H_4O	H O H-C-C-H	СН₃СНО
Acetone	Ketone	C ₃ H ₆ O	C ₃ H ₆ O	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	CH₃COCH₃
Acetic acid	Carboxylic acid	CH₂O	$C_2H_4O_2$	H—C—C—O—H	СН₃СООН
Methyl formate	Ester	CH₂O	$C_2H_4O_2$	H-C-O-C-H H	НСООСН₃
Acetamide	Amide	C ₂ H ₅ ON	• C ₂ H ₅ ON	H-C-C-N-H H H	CH₃CONH₂
Ethylamine	Amine	C_2H_7N	C_2H_7N	H H H-C-C-N-H H H H	CH₃CH₂NH₂