***Connecting Inorganic Course Content to the Primary Literature***

***What is it?***

This activity is a tool to help you develop skills on how to read the primary literature. At the end of this activity you will produce a short report that summarizes and organizes the most important ideas from the reading. Additionally you will have an opportunity to find connections between the article you read and what we are covering in class. Finally you will put together a short presentation summarizing your findings.

***Why are you doing this (Purpose)?***

Having the ability to summarize and abstract key information from the primary literature is an essential tool for success for any chemist. Journal articles are tough to read and eventually breaking down an article and connecting it to what is relevant is even tougher. This takes practice so we are going to practice using our subject matter as a way to put some context to what you read.

Furthermore, communications skills area also another essential tool for chemists. Effectively communicating science ideas to others while keeping your presentation engaging and concise takes. This activity will help you practice these skills and improve on them.

***How do you do it (Logistics?***

Three weeks prior to the first assignment you will receive a journal article for you to work with. The assignment consists of two parts:

* Written report: The written portion will consist of a short summary of the key ideas of the reading. Emphasis must be given to those sections of the paper that relate to the course topics we have covered in class. In this document you will also identify three specific connections between the reading and the course content. Once you identify these you will explain how the author used the theory behind each connection to explain their results.
* Oral report: This will consist of a short (no longer than 5 min) presentation on your findings. Think of this as the oral version of your written report. Successful presentations stay within the time limit, include both a summary and connections section, and clearly communicates a point to the audience.

***How is it evaluated (Grading)***

* Both components will be graded according to a rubric (see handout). The first literature activity is for feedback purposes only. In this first iteration both the class and I will provide you with feedback on how to improve. Subsequent activities will count for an actual grade.