| ***Connecting Inorganic Course Content to the Primary Literature*** | | | | | |
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|  | Wt | **A** | **B** | **C** | **D** |
| Written (~70%) | 30% | Task 1 (Comprehension): Summarize the findings of the journal article with a specific focus on the aspects that relate to the course topics. The summary must be concise and clear in guiding the reader through the ideas of the paper. It should be comprehensive enough (containing most key points addressed in the article) for a person who has not read the article before to get a sense of the whole study. | | | |
| -B level +  -Summary is creative in how it presents ideas and is exceptionally clear at conveying most key points of the article | -C level +….  -Summary is comprehensive and includes most key points that are essential to the article | -D level +…  -Summary is concise  -Includes some but not all the key points that are essential to the article | -Summary is original  -Summary is mostly free oflapses in grammar and spelling, and is well organized |
| 40% | Task 2 (Analysis): Explicitly identify and explain three original logical connections between the journal article and the chapters covered in the course. These connections must contain an explanation of how inorganic chemistry theory explains experimental results. | | | |
| -Three connections have an accurate explanation of how inorganic chemistry theory explains experimental results. | - Two connections have an accurate explanation of how inorganic chemistry theory explains experimental results. | - One connection has an accurate explanation of how inorganic chemistry theory explains experimental results. | -Three connections are attempted but  none of the connections have an accurate explanation of how inorganic chemistry theory explains experimental results. |
| Oral (~30%) | 30% | Task 3 (Comprehension): Give a short (no longer than 6 minutes) presentation to summarize the findings of the journal article and the connections made between the article and the course. The presentation uses appropriate visual aids to enhance the delivery of the content. The presentation is concise (stays within time limits). | | | |
| -B level +…  -Presentation is exceptionally creative at communicating the intended ideas | -C level +…  -Visual aids (pictures, slides, etc.) and presenters’ delivery communicate their ideas without ambiguity | -D level +…  -Visual aids (pictures, slides, etc.) communicate their ideas without ambiguity | -Presentation stays within the allowed time limit and includes both a summary and connections to course content |