

Chemistry Media Article Assignment

Assignment: Summarize and discuss the implications of a news article related to chemistry. No more than one article per month may be submitted.

Due: This assignment will only be collected Mondays before class begins.

Points: You may earn up to 5 extra credit points for each article.

Description: Select an article from a newspaper, magazine, or other appropriate current source. The article must relate to chemistry. Type a summary of the article including all important points raised in the article and discuss the implications of the material in the article (how you think the information in the article affects life). Apply the universal intellectual standards to your writing as I will grade your work using those standards.

Format: 1 inch margins on all sides, double spaced, Times 12 point font.

Include the following:

1. An appropriate title for your summary. Your title should reflect the content of the article.
2. The source name and publication date (since you will clip out the article, you must identify where it came from and the date it was published as this information may not be included in your clipping).
3. Discussion of what the article is about.
4. Summary of the article including important points.
5. Discuss how the article relates to science if it is not obvious.
6. What are the implications of the information in the article? How does this information affect or possibly change people's behavior, health, decision making, etc?

Staple your clipped article on top of your typed paper and hand your work to me before the bell rings to begin class on Mondays. Please do not write, finish, staple, write your name on, or in any other way work on these articles in the classroom. This is an out of class assignment so please complete it outside of class. Assignments that are completed in the classroom will not be accepted

You will be graded based on your level of understanding of the article as demonstrated by the quality of your writing. Again, your writing will be assessed using the universal intellectual standards. (See next page)

Universal Intellectual Standards

- Clarity:** **Understandable: The meaning can be grasped**
- Could you elaborate further?
 - Could you give me an example?
 - Could you illustrate what you mean?
- Accuracy:** **True: free from errors or distortions**
- How could we check on that?
 - How could we find out if that is true?
 - How could we verify or test that?
- Precision:** **Exact to the necessary level of detail**
- Could you be more specific?
 - Could you give me more details?
 - Could you be more exact?
- Relevance:** **Relates to the matter at hand**
- How does that relate to the problem?
 - How does that bear on the question?
 - How does that help us with the issue?
- Depth:** **Contains complexities and interrelationships**
- What factors make this a difficult problem?
 - What are some of the complexities of this question?
 - What are some of the difficulties we need to deal with?
- Breadth:** **Encompasses multiple viewpoints**
- Do I need to look at this from another perspective?
 - Do I need to consider another point of view?
 - Do I need to look at this in other ways?
- Logic:** **No contradictions. The parts make sense together.**
- Does all this make sense together?
 - Does my first paragraph fit in with my last?
 - Does what I say follow from the evidence?
- Significance:** **Focus on the important, not the trivial**
- Is this the most important problem to consider?
 - Is this the central idea to focus on?
 - Which of these facts are most important?
- Fairness:** **Justifiable, not self-serving (not egocentric)**
- Are my selfish desires keeping me from being fair to others (or evidence)?
 - Am I sympathetically entering the viewpoints of others?
 - Am I putting views I oppose in their strongest form?

Source:

Paul, R., & Elder, L. (2002). A miniature guide for those who teach on how to study & learn a discipline: using critical thinking concepts and tools. Dillon Beach, CA: The Foundation for Critical Thinking.