

Purpose:

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Instructions:

1. Check out a copy of *The Disappearing Spoon* by Sam Kean from the Media Center circulation desk. Then, select and sign up for a chapter of *The Disappearing Spoon* in class. **My chapter:** _____
2. Imagine you are writing this chapter review to be included in our school newspaper, the *ECHO*. Your **audience** for this review is an average high school student with no particular interest or background in Chemistry. Can you translate this interesting yet somewhat dense text into something that the average student may (or may not) wish to read?
3. Write a **2-3 page review** (Times New Roman, double-spaced, 1 in. margins, 12-point font) of your chapter. This is similar in format to a book review, but limited to your selected chapter. You must include the following parts:
 - a. **Introduction** – Briefly present background information on the overall text, your particular chapter, and the author. Be sure your review includes an appropriate title. *The introduction should account for no more than one paragraph.*
 - b. **Brief Summary** – Do **not** attempt to summarize every detail, instead, **broadly** summarize the chapter. If necessary, you may recount **one** significant anecdote or story in detail to support your analysis in the next section. Be sure to anticipate your audience (see below) and explain the chapter in an understandable way, including clarifications and definitions of any technical language or complex concepts. *This should account for less than half of your paper overall.*
 - c. **Critical Analysis** – Identify the overall “big picture” or theme of this chapter. How well did his anecdotes support the theme? How well did the author communicate the message? Use specific examples from the text. You may wish to consider some (not all) aspects of the author's writing such as :
 - Clarity
 - Support
 - Bias
 - Organization
 - Rhetoric
 - d. **Conclusion** – Summarize your review. Did you enjoy this chapter? Why or why not? Is this something you would recommend for the average high school student to read? Why or why not? On what parameters do you base your review?
4. Feel free to incorporate other texts, ideas, and works into your analysis if necessary, but you must properly cite (using MLA format) any outside sources in a Works Cited section. You do not need to cite the *Disappearing Spoon* text itself.
5. **Do not copy any text from the Internet, under any circumstances. Doing so WILL result in a 0.**

Note: You will submit this assignment using Turnitin.com. DO NOT e-mail or print a hard copy; it must be submitted at Turnitin.com before the due date.

- Make sure you can log in to Turnitin.com well before the due date to avoid your paper being counted late.
- Problems logging in to Turnitin.com will not result in an extension.
- Print the digital receipt once you submit your paper in case there are problems later on.

Grading Rubric for Disappearing Spoon Paper

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
Development: The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
Audience: The author anticipates the audience's background knowledge of the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
Cohesion: The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
Language and Style: The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
Conventions: The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.