

ARH 2050 Reading Response Paper worth 6 points: Do Chimpanzees engage in performance meaning making (art)? How would this scientific revelation change the field of art history?

Read the following articles: Hjalmar S. Kühl, "Chimpanzee accumulative stone throwing," *Scientific Reports*, Feb. 29, 2016; Laura Kehoe, "Mysterious new behavior found in our closest living relatives," *The Conversation*, Feb. 29, 2016; Barbara J. King, "Seeing Spirituality in Chimpanzees," *The Atlantic*, March 29, 2016, and write a response paper (300-word minimum to 500-word maximum) in which you do the following:

As you read the articles, see if the authors provide compelling evidence to support their separate arguments. You should note that the authors present opposing claims regarding the same facts or hypothesis. Next, determine credibility. To determine whether or not the authors are credible: (1) search the author's names for institutional affiliation, and (2) search the journal/publication titles for indications of authority using the parameters for credibility you assimilated in the Information Literacy Library Modules earlier this semester. (3) check to confirm the articles were published in the last five years and that they reference one another in the body of the text and sources. Once you have determined credibility, address the following: Do the authors follow through on the arguments presented in their thesis statements? After you've read all the articles, critically compare and contrast the various arguments presented; ask yourself: Which of the authors' argument is the most compelling? How and why?—defend your point of view (*your* argument). Use specific examples to back up your claims. Do the authors appear to have any biases that would unfairly prejudice their research? Next, how do the claims presented relate to our course material? Specifically, how do the author's claims impact global cultural interrelationships and interdependencies related to visual culture? Finally, how might these claims impact our worldview from an art historical perspective? Address all these questions in your response. This is a critical response, not a summary of the articles you've read. Your responses should be critically engaged. Do not generalize or summarize. Provide specific examples from the articles to support your point of view.

Avoid numerous or long direct quotes. If you do quote or paraphrase, be sure to cite your source. You should always cite your sources for anything you write, every time. To not do so constitutes plagiarism. A reading response paper doesn't typically include multiple outside sources (this is *not* a research paper)—unless you want to use outside sources, which is fine too. The best format for a reading response paper is to follow the format for in-text citation available at the Chicago style guide provided at link below. Always provide all the article information in your introductory paragraph (author, title, date)—this by way of introducing the subjects of your paper. To be safe, always include a "sources" list at bottom of your paper as well. Again, follow the style guide provided. Your paper should be formatted in a clear way with introduction, body and conclusion.

Be sure to have a look at the rubric criteria, below, for which you will be assessed. Once your paper has been graded, please read the helpful comments and feedback you'll find embedded in the rubric. All point deductions will be justified with grader comments. Additional grader feedback will be provided in the text box below your grade.

Response papers assess for General Education SLOs (Student Learning Outcomes) in the area of Information and Data Literacy and Global Citizens Project (GCP) outcomes in the area of Self-Awareness and Analysis, as well as General Education requirements for Writing, Critical + Analytical Thinking and Problem Solving. The Canvas Learning Mastery Gradebook (LMG) will be




engaged for all sections in order to collect and evaluate General Education SLO data. This SLO assessment will be hand-graded using a detailed rubric with criteria that addresses, verbatim, the General Education Information and Data Literacy outcomes for which this class is certified.

See the following: [Writing a response paper](#)

See the following: [Sample response paper](#)

See the following: [Citation guide](#)

Assignment rubric and LMG (Learning Mastery Gradebook):

2019 Reading Response Paper   								
You've already rated students with this rubric. Any major changes could affect their assessment results.								
Criteria	Ratings						Pts	
REQUIRED LENGTH	1.0 pts Required length	0.75 pts 75% required length		0.5 pts 50% required length		0.25 pts 25% required length	1.0 pts	
COLLEGE LEVEL WRITING + ENGLISH	1.0 pts Excellent writing with few errors	0.9 pts Excellent writing with several errors	0.8 pts Good writing with several errors	0.75 pts Good writing with multiple errors	0.6 pts Okay writing with multiple errors	0.5 pts Writing needs much improvement	1.0 pts	
APPROPRIATE FORMAT INCLUDING INTRO, BODY + CONCLUSION	0.5 pts Valid format	0.3 pts Okay format but hard to follow		0.1 pts No clear format, difficult to follow			0.5 pts	
PROPER USE OF CITATIONS (at minimum, introduce author, title, date in first paragraph); if outside sources, include bibliography; always include page numbers when quoting/paraphrase primary article	0.5 pts Includes author, title, date in introduction; page numbers for quotes/paraphrase	0.4 pts Includes author, title, date in intro but no page numbers for quotes/paraphrase		0.3 pts Provides only partial citation in introduction; page numbers for quotes/paraphrase		0.2 pts Provides only partial citation and no page numbers	0.0 pts Provides no citation, no page numbers	0.5 pts

FORMULATED OWN ARGUMENT IN RESPONSE TO THE AUTHOR'S	0.5 pts Formulated own argument	0.3 pts Implies own argument but doesn't clearly state it	0.0 pts Makes no attempt to formulate own argument/point of view		0.5 pts
ATTEMPTED TO SUPPORT OWN ARGUMENT	0.5 pts Attempts to support, even if argument is only implied and/or not a strong/successful attempt		0.0 pts Makes no attempt to support own argument		0.5 pts
ADDRESSED AUTHOR BIAS	0.5 pts Addresses bias		0.0 pts Does not address bias		0.5 pts
EFFECTIVELY SUPPORTED OWN ARGUMENT WITH COMPELLING EVIDENCE	0.5 pts Strong argument	0.3 pts Okay argument	0.0 pts Weak or no argument		0.5 pts
DOES AT LEAST 40% OF THIS PAPER CONSTITUTE A RESPONSE RATHER THAN A SUMMARY OF THE ARTICLE?	0.5 pts 40% response	0.25 pts 20% response	0.1 pts 10% response	0.0 pts No response, only summary	0.5 pts
USED IDEAS PRESENTED IN CLASS LECTURES/READING	0.5 pts Used ideas from class		0.0 pts Did not use ideas from class		0.5 pts
SLO Information & Data Literacy: Critically compare and contrast opposing claims regarding the same fact or hypothesis. . .	Exceeds Mastery	Achieves Mastery	Near Mastery	Well Below Mastery	--

Total Points: 6.0