

#GEA2_Final revised research paper

ARH 2050 Final revised research paper for formal assessment worth 9 points total

Student will create a 1500-word research paper based on the art object or monument selected from one of the global (non-Western) chapters in the Gardner's textbook relevant to the time period covered in this class (30,000 BCE to 1300 CE). This final, revised paper will represent the second revised and expanded version of the paper. As such, this paper should be well written using college-level English and nearly error free. See grading rubric for criteria regarding grammar, spelling, word use, rhetorical style and paper format. The research questions submitted with the topic proposal for this project should be commuted here to a well-researched thesis statement. Papers should address questions formulated from information gaps in *Gardner's* or provide a reexamination of existing, possibly conflicting, published data on the topic. Students will be expected to critically apply concepts, vocabulary, content, themes and methodologies relevant to global art history, as assimilated in class lectures. This final project should reflect the culmination of critical communication, process writing, global concepts, art history methodologies and information and data literacy techniques acquired by the student over the course of the semester. Students are strongly encouraged to collaborate with the USF Writing Studio while working on final stages of this paper. The USF Writing Studio is available to both remote and live students. Visit <http://www.usf.edu/undergrad/academic-success-center/writing-studio/> to make an appointment. Students who present proof they utilized the USF Writing Studio for this research paper will receive 2 points extra credit. Detailed information and handouts on this project are provided at the course website. This project will be submitted in lieu of a final exam.

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. Your bibliography should include credible, authoritative sources, as vetted in the earlier bibliography assignment keyed to this project. Whenever relevant, critically compare and contrast opposing claims by other authors who have published research on your topic. Includes footnote or endnotes and a bibliography. Follow the Chicago Style Guide, provided. Your paper should be formatted in a clear way with introduction, body and conclusion. As an art history paper, include photographs of art works discussed, properly labeled with artist, title and date. Photographs should be labeled figure 1, figure 2, etc. and referenced as such in the body of your paper: eg., "As seen in figure 2, . . . "

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.

Final revised research 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 an art history research paper](#)

See the following: [Sample art history research paper](#)

See the following: [Citation guide](#)

Assignment rubric and LMG (Learning Mastery Gradebook):

Criteria	Ratings	Pts
<p>REQUIRED LENGTH + RELEVANT RHETORICAL FORM: minimum 1500 words; maximum 2000 words/introduction with thesis; body; conclusion; proper paragraph leading sentences, etc.</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>COLLEGE-LEVEL WRITING properly vetted after multiple submissions and reviewing/proofreading exercises keyed to this project</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>APPROVED TOPIC based on global criteria and interrelationships across place and time</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>CLEARLY DEFINED THESIS STATEMENT based on minimum of two questions which address gaps in published information and/or a reexamination of existing, possibly conflicting, data</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>ATTEMPTS TO DEFEND THESIS; when relevant, critically compares/contrasts opposing claims by authoritative published sources on this topic</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>BIBLIOGRAPHY with minimum of three authoritative sources, properly vetted in earlier bibliography assignment keyed to this project</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>
<p>EMBEDDED IMAGE properly labelled with artist, title and date</p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p> <p>0 pts No Marks</p>	<p>1 pts</p>

<p>PROPER USE OF STYLE GUIDE including footnotes, endnotes and bibliography  </p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>1 pts</p>
<p>OVERALL QUALITY + EFFORT as relevant for a cumulative/summative project for this class  </p> <p>Range <input type="checkbox"/></p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>1 pts</p>

<p> GEN ED SLOs for Information + Data Literacy: Use research tools...; critically compare and contrast...; formulate questions for research...</p>	<p>Exceeds Mastery</p>	<p>Achieves Mastery</p>	<p>Near Mastery</p>	<p>Well Below Mastery</p>	<p>--</p>
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<p>+ Criterion Find Outcome</p>	<p>Total Points: 9</p>
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