

DRAFT: ANTH 1102 Rubric for AREA E Assessment

Concept Categories	4: Exemplary (exceeds expectations)	3: Proficient (meets expectations)	2: Developing (does not meet expectations)	1: Unsatisfactory (failing)
Global diversity across time and space	4 questions correct – demonstrates very strong knowledge of human evolution, human prehistory, etc.	3 questions correct – demonstrates good knowledge of human evolution, human prehistory, etc.	2 questions correct – demonstrates moderate-to-little knowledge of human evolution, human prehistory, etc.	1 or 0 questions correct – no significant knowledge of human evolution, human prehistory, etc.
Intracultural diversity	4 questions correctly – demonstrates very strong knowledge of gender, race, and other examples of intracultural diversity	3 questions correct – demonstrates good knowledge of gender, race, and other examples of intracultural diversity	2 questions correct – demonstrates moderate-to-little knowledge of gender, race, and other examples of intracultural diversity	1 or 0 questions correct – no significant knowledge of gender, race, and other examples of intracultural diversity
Culture concept	4 questions correct – demonstrates very strong knowledge of cultural relativism and related concepts	3 questions correct – demonstrates good knowledge of cultural relativism and related concepts	2 questions correct – demonstrates moderate-to-little knowledge of cultural relativism and related concepts	1 or 0 questions correct – no significant knowledge of cultural relativism and related concepts
Methods / subfields	4 questions correct – demonstrates very strong knowledge of anthropological research methods and subfields expected for this level	3 questions correct – demonstrates good understanding of anthropological research methods and subfields	2 questions correct – demonstrates moderate-to-little knowledge of anthropological research methods and subfields	1 or 0 questions correct – no significant knowledge of anthropological research methods and subfields

AREA E: Assessment of Introduction to Anthropology – ANTH 1102

- ***Learning Outcome: Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.***

Categories of questions

Global diversity over time and space (GDTS): Questions # 1-4

Intracultural diversity (ICD): Question # 5-8

Culture concept (CC): Questions # 9-12

Methods/Sub-fields (M&SF): Questions # 13-16

***Correct answers in bold face text**

GDTS

1. The biological process by which humans and other organisms change through time in response to environmental conditions is called

_____.

- a. Culture
- b. Sustainability
- c. Extinction
- d. Evolution**
- e. Genetics

2. The biological origins of the genus Homo took place in which continent?

- a. Africa**
- b. North America
- c. Asia
- d. Europe
- e. Australia

3. The origins of agriculture and the earliest evidence of domestication occurred approximately _____ years ago.

- a. One thousand
- b. Ten thousand**
- c. One hundred thousand
- d. One million
- e. Five hundred

4. Monogamy, polyandry, and polygyny are all:

- a. Forms of kinship practiced across global human populations
- b. Varieties of marriage practiced across global human populations**
- c. Socio-political structures associated with sedentism
- d. Socio-economic distinctions found among pastoral nomads
- e. Alternatives to binary systems of gender found across global human populations

ICD

5. The social differentiation into masculine, feminine, or other non-binary identities, roles, and meanings within a particular culture is called:

- a. Kinship

- b. Ethnicity
- c. Gender**
- d. Religion
- e. Sexual dimorphism

6. Which of the following statements is true regarding diversity:

- a. Diversity has no intrinsic (basic) value
- b. Diversity is adaptive in changing social and biological environments**
- c. Diversity is only a social principle and is not related to our evolution
- d. Diversity never leads to discrimination
- e. Diversity reinforces social norms

7. Race is:

- a. Determined biologically through genetics
- b. A universal in all countries
- c. A social construction and does not exist on the biological level**
- d. Easily identifiable and a constant within human populations
- e. Synonymous with ethnicity

8. This term is used to describe a way of identifying oneself, or others, according to national origins, tribal affiliation, heritage, or ancestry:

- a. Race
- b. Gender
- c. Class
- d. Ethnicity**
- e. Nationality

CC

9. _____ is defined as all of the knowledge, beliefs, behaviors, and symbols learned and shared among a group.

- a. Excavation
- b. Phonology
- c. Phenotype
- d. Culture**
- e. Religion

10. The idea that all cultures should be valued and evaluated on their own merits is called cultural relativism.

- a. True**
- b. False

11. The term “ethnocentrism” refers to:

- a. The idea that all humans descend from one central ethnic group
- b. The idea that race is a social construction
- c. The belief that one’s own cultural perspectives and practices are natural, normal, and in some cases superior to those of other groups and communities**

- d. The principle that all cultural groups must be understood on their own terms, and not judged by the standards of any other group
- e. The idea that human society would be more harmonious if all human groups embraced the same cultural practices, traditions, and belief systems

12. The term socialization refers to:

- a. The process by which human acquire culturally specific knowledge and skills**
- b. The process by which small bands groups develop into large scale societies
- c. The method used to document and describe cultural practices across global regions
- d. The method of digitally recording and analyzing human interaction
- e. The belief that one's own cultural group, or society, is superior to all others

M&SF

13. The anthropological method that involves taking part in, studying, and analyzing another culture is called _____.

- a. Cultural relativism
- b. Participant observation**
- c. Reciprocity
- d. Interviewing
- e. Linguistic elicitation

14. Linguistic anthropologists refer to the communicative practice that involves the fluent movement back and forth between languages, dialects, or styles of speech during an interaction as:

- a. Continuous variation
- b. Racialization
- c. Bilingualism
- d. Code-switching**
- e. Language endangerment

15. The methods used by archaeologists and paleoanthropologists to uncover fossilized human and hominid remains, as well as the material remains they left behind is called:

- a. Participant observation
- b. Excavation**
- c. Transcription
- d. Ethnography
- e. Radio-carbon dating

16. This term describes the ethical principal for conducting anthropological research with human subjects which requires that all research participants be made aware of the researcher's goals, intended methods, and potential benefits or consequences associated with participating in the proposed project:

- a. Excavation
- b. Applied anthropology

- c. Genetic analysis
- d. Participant observation
- e. Informed Consent**

Speech Four Grade Sheet

Name: _____

In this final speech of the semester, you will plan and deliver a 6-8 minute persuasive speech in which you should seek to motivate listeners to initiate or change their current behaviors. In the attached rubric's left-hand column, you can find the qualities for which to strive in your speech. These, you can see, are aspects of effective oral presentation we have learned about and practiced this semester and ones on which you will be graded as you work to persuade your audience. You could even use the

1. Organization & Structure	General Explanation of Scores *	Score Earned	Comments
Introduction <ul style="list-style-type: none"> Gained Attention Established Credibility Tied to Audience Stated thesis Previewed Main Points 	8: All elements were included, were artful, and showed thought 7: All elements were included 6: One element were missing or need work 5: Two elements were missing or need work 4: Three elements were missing or need work 3: Four elements were missing or need work 0-2: Several elements are missing or need work.	_____ / 8	
Body <ul style="list-style-type: none"> Overall organization of Main Points Internal Organization of Main Points 	7-8: Body was organized well both overall and within main points. . 5-6: Either the overall organization or organization of a main point needs revision 0-4: Organization needs serious revision	_____ / 8	
Conclusion <ul style="list-style-type: none"> Signaled Ending Restated Thesis Reviewed Main Points Brought to Memorable Close 	8: All elements were included and were artful and showed thought 7: All elements were included 6: One element were missing or need work 5: Two elements were missing or need work 4: Three elements were missing or need work 3: Four elements were missing or need work 0-2: Several elements are missing or need work.	_____ / 8	
Transitions <ul style="list-style-type: none"> Transitions after Introduction Transition between Main Points Transition before conclusion Transitions that review and preview 	6: Speech had all necessary transitions, and all transitions reviewed and previewed 4-5: Some transitions were missing or transitions did not review or preview. 0-3: Several transitions missing	_____ / 6	

rubric's criteria as a 'checklist' as you plan.

2. Supporting Material	General Explanation	Score	Comments
Cites Required Number of Sources (Author, Date, and Title or Webpage rather than Web address)	10: Has required number of sources and cites them fully/appropriately 9: Cites required numbers of sources, but needs to work on fuller citations 7: Cites three sources; missing one source 5: Cites two sources; missing two sources 3: Cites one source; missing three sources 0: No sources cited	_____ / 10	
Sources adequately develop speech in terms of quality and quantity (Time)	14-15: Speech is packed with quality information! 12-13: Speech is adequately developed. Time is filled with student developing main points 10-11: Speech is largely developed, but could benefit from more support 7-8: Speech needs significantly more support in at least one main point and/or speech is short on time. 0-6: Speech is inadequately developed throughout the main points and/or speech is extremely short on time.	_____ / 15	

Speech Four Grade Sheet

Name: _____

3. Visual Aid	General Explanation	Score	Comments
PowerPoint, Prezi, Videos, Etc.	10: Visual aid was well-prepared and presented. 9: Visual aid and presentation were adequate. 6-8: Either visual aid or use of visual needs work. 0-5: Visual aid and use of visual aid need work	_____/10	
4. Delivery	General Explanation	Score	Comments
Eye Contact	6: Speaker looks at everyone in audience equally. Begins and ends speech with solid eye contact. Maintains contact with audience throughout. 5: Speaker has adequate eye contact and attempts to look equally at audience. 3-4: Speaker does not look at everyone in audience equally, but maintains eye contact with audience throughout most of speech 0-2: Speaker needs significant work with eye contact	_____/6	
Voice <ul style="list-style-type: none"> • Tone • Rate • Pitch 	6: Speaker has outstanding command of voice. Has appropriate rate and tone and uses voice to add nonverbal impact to speech 5: Speaker displays adequate use of voice to deliver the content. 4: Speaker needs to work on one aspect of voice: tone, rate, or pitch 3: Speaker needs to work on two aspects of voice 0-2: Speaker needs significant work on use of voice	_____/6	
Body <ul style="list-style-type: none"> • Gestures • Posture 	6: Speaker has confident, professional posture and uses natural gestures to add impact to speech 5: Speaker has adequate use of body and posture; nothing distracting that detracts from the message 3-4: Speaker needs to work on posture and/or gestures 0-2: Speakers needs significant work on use of body in presentation	_____/6	
Extemporaneous	5-6: Mainly Extemporaneous: Very little reading 3-4: 50% Reading and 50% Extemporaneous 0-2: Significant Reading instead of Extemporaneous Delivery	_____/6	
Professionalism <ul style="list-style-type: none"> • Appropriate Dress • Arrive on time • Has necessary materials (Folder, Drive) 	6: On time, business casual dress, has all materials 3: Missing materials and/or not professionally dressed 0: Late, missing materials, and/or not professionally dressed.	_____/6	
5. Language	General Explanation	Score	Comments
<ul style="list-style-type: none"> • Appropriate to Audience and Occasion • Effectively explained uncommon terms 	5: Language is appropriately formal, avoiding slang. Student explains uncommon terms and is artful in language use. 3-4: Student uses language which is too informal or uses terms which are not adequately explained. 2: Student has inappropriate use of language which seriously detracts from understanding the content of the speech. 0-1: Use of profanity or inappropriate humor	_____/5	

Total Points = _____ / 100 * 1.5 = _____ / 150

COMM 1110 – Project Guidelines for Area B Assessment Tool

Assignment: End-of-term Self-Evaluation

Assignment Guidelines

The self-evaluation should be sure to answer the following questions:

- 1) What have you learned about the role of “good research” in building a speech’s content?
- 2) What have you learned about the importance of appropriately structuring a speech?
- 3) How have you improved in these two areas (Questions 1 & 2) over the course of the semester?
- 4) What does good speech delivery look like? Why does good speech delivery matter?
- 5) How did your delivery improve over the course of the semester?
- 6) How did speaking to a specific audience influence selection of meaningful content in constructing speeches? How did it affect language and oral presentation tactics to effectively convey meaning and nuance to the specific audiences?
- 7) What are your speech goals (content, structure, and delivery) as you leave this class?

Format

The essay should be 1-2 double-spaced pages (the minimum is 1 page; the maximum is 2 pages), 12 point Times New Roman, Calibri, or Arial font, 1-inch margins. This should be written in essay format with an introduction, body, conclusion, and transitions. In other words, you will not write numbers of questions and then answer them. It should be a flowing, seamless essay that integrates the above ideas. If you use excerpts from the book, be sure you cite it and include a Reference page.

Purpose

Students will demonstrate their comprehension of course materials related to the context and rhetorical purpose of oral presentation in the form of a written self-evaluation. In their evaluation, students should demonstrate knowledge of how effective public speaking uses appropriate, meaningful content to effectively convey meaning and nuance to the specific audiences targeted by the speeches they were assigned in class. The essay should identify what areas of strength and improvement the student feels their performance in the course have revealed and discuss how they will use this information to further college courses, job and career opportunities.

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**Core Area Program A1 Work Group
1601 Maple St.
Carrollton, GA 30118**

To: General Education Assessment Committee

From: Joshua Black, Coordinator, Core Area Program A1 Work Group

Date: October 9, 2019

Subject: Assessment Plan for CAP A1

Purpose

The present report is compiled for and submitted to the General Education Assessment Committee (GEAC) with the objectives (1) of obtaining approval for and (2) of beginning to implement the enclosed assessment plan for Core Area Program (CAP) A1 during the Fall 2019 semester. Thus, in the following sections, it will address the rationales of our work group for various decisions regarding the assessment plan, specifically the selected assessment tools, the relationship of the assessment measures to the area learning outcomes (LOs), and various discipline-specific considerations.

Description of CAP A1

CAP A1 includes two courses, ENGL 1101 and ENGL 1102, that together form a year-long curricular sequence providing students an introduction to principles of rhetoric, composition, and writing at the undergraduate and, particularly, pre-major level. The specific learning outcomes for the area are as follows:

- (LO1)** Recognize and identify appropriate topics for presentation in writing,
- (LO2)** Synthesize and logically arrange written presentations,
- (LO3)** Adapt written communication to specific purposes and audiences.

Assessment Tools

The CAP A1 work group intends to use the final essays in ENGL 1101 and ENGL 1102 as the assessment tools for the area given that those essays, in our view, follow all GEAC recommendations for assessments instruments:

- Each of the essays is graded in nature given that it is a major determinant of the course grades for students, and
- Each of the essays is summative in nature given that it requires students possess conversance with all of the concepts, skills, and heuristics addressed in its respective course.

The CAP A1 work group would especially like to emphasize the second point above: both ENGL 1101 and ENGL 1102 are as writing courses necessarily recursive, introducing, revisiting, and elaborating on content and skills throughout the semester, but both likewise include a carefully sequenced and scaffolded series of assignments that culminates in their respective assessment tool.

Assessment Measures

The CAP A1 work group has elected to repurpose an existing institutional rubric in order to measure the effectiveness of the program in achieving the targeted learning outcomes, namely the rubric from a previous Quality Enhancement Plan (QEP). This seemed prudent to the work group for at least three reasons:

1. CAP A1 was assessed during the referenced QEP,
2. The LOs for CAP A1 have not changed since, and
3. The rubric itself is *ipso facto* designed to assess writing along axes relevant to those LOs and the chosen assessment tools in equal measure.

Elaborating on the last point, the work group further considers the categories, scales, and language of the rubric in alignment with CAP A1 LOs given the use of identical language in both documents. So too does the rubric otherwise seem to follow GEAC recommendations, as indicated below:

- Each CAP LO has at least one direct measure on the proposed rubric.
- The proposed rubric follows a four-point scale with “Exemplary,” “Proficient,” “Developing,” and “Unsatisfactory” achievement levels.
- The proposed rubric is distinct from assignment and course grades given that the FYW Program is at present (1) piloting a student-facing version of the rubric with significant superficial differences, and (2) piloting the use of so-called “contract grading” in the computation of final grades in its courses.

Discipline-Specific Considerations

The CAP A1 work group anticipates some concern about the assessment of all CAP LOs in both of the courses included in the area, and thus wishes to describe some of the discipline-specific considerations informing the decision to do so.

1. First, as implied in the LOs for CAP A1, perhaps the most conspicuous objective of writing instruction is to provide students the knowledge, heuristics, and skills required to negotiate varied writing tasks on an independent basis. Thus, to assess such skills for both formative (i.e., student-oriented) and summative (e.g., program-oriented) purposes, one must invite students to complete novel and variegated writing tasks. This requires students to synthesize multiple skills and heuristics taught in the sequence, and it likewise requires instructors to take a holistic view with regards to the resulting student artifacts.

Given the preceding it is unreasonable from a disciplinary, or even practical, perspective to attempt to restrict each of the three LOs for CAP A1 to a single course—or even a single assignment—as doing so would deprive both constituencies of the resources needed to achieve the targeted outcomes in the sequence.

2. Second, and following from the above, the two courses address their content in a recursive manner, introducing, revisiting, and elaborating on specific concepts, processes, and skills throughout the two-semester sequence. The objective, after all, is not to have students master specific rhetorical modes (i.e., specific genres of writing), but rather to have them master a process of idea generation, composition, critique, and revision with applications well beyond the composition classroom. As such the courses do not design, and then assign, assessment tools that address each learning outcome on a discrete basis, but rather use a common and, as concerns writing, general set of measures to intimate the conversance of students with the composition process itself.
3. Last, on a more fundamental level, writing is a gestalt, and while writing can be evaluated along several axes (see: the enclosed rubric for CAP A1), and while it can be taught as a series of compartmentalized and scaffolded skills, it ultimately must result in summative artifacts if it is to constitute anything other than a remediation of grammatical and syntactical skills. For these reasons both ENGL 1101 and ENGL 1102 conclude with a final essay that asks students to synthesize various perspectives on a selected topic to develop an original written contribution to an ongoing academic, social, and/or cultural conversation.

General Education Assessment Plan: A Checklist	Yes/No
Does each CAP LO/Component have at least one <i>direct measure</i> ?	Yes
Is the CAP assignment <i>graded</i> and <i>summative</i> in nature to maximize student performance?	Yes
Does each CAP measure (rubric) provide clear definitions and a four-point scale that measures student proficiency?	Yes
Is each proficiency level in the scale <i>distinct</i> from grades on the assignment or in the course?	Yes
Does the measure (rubric) align with the chosen instrument/tool (summative assignment)?	Yes
Is each CAP LO/Component assessed in all course offerings (face-to-face, online, Newnan, Douglasville)?	Yes
Exemplary, Proficient, Developing, and Unsatisfactory are the four Proficiency Levels included in the Rubric?	Yes
Success Criterion is set at 70% (e.g., 70% of students will score a 70 or above on the CAP LO assignment)?	Yes
Note: Please attach CAP Learning Outcome/Component Measure (rubric), Instrument/Tool (assignment), and Curriculum Map for all associated assessments and courses alongside this document.	

CAP Outcome Assessment Plan

Please complete form in its entirety and return to GEAC along with requested attachments.

Submitted By:	
Date Submitted:	
Core Area Program (CAP):	
Department(s) Involved:	
Core Area Learning Outcome and/or Component:	
Course(s) Included in Assessment:	
Semester Start Date: (e.g., Spring 2020, Fall 2020)	
Assignment (Tool): (e.g., type of assignment such as essay, multiple-choice exam, oral presentation)	

Description of Assessment Procedures

1. How does the assignment (tool) allow students to demonstrate their achievement of the stated CAP LO?

2. Please answer each of the following:

➤ **When will the assignment (tool) be given?**

➤ **How long will students have to complete it?**

➤ **Will it be a result of direct instruction or a cumulative solo assignment?**

Note: Please attach the assignment (tool) and the rubric (measure) used to grade the tool for all associated CAPS as well as a narrative (if needed) along with this document.

***Each completed CAP SLO Packet should also contain a Cover Sheet, Executive Summary, and Curriculum Map.**

CAP A1 Assessment Rubric

SCORE	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Learning Characteristics	Criteria	Criteria	Criteria	Criteria
<p>I: Adapt written communication to specific purposes and audiences.</p> <p><i>Target: clarity and comprehensibility of language</i></p>	No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.	Some sentence-level errors interfere with the comprehension and clarity of the response.	Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.	Pervasive sentence-level errors render the response incomprehensible.
<p>II: Synthesize and logically arrange written presentations.</p> <p><i>Target: organization of ideas</i></p>	The response has a focus and exhibits excellent logical development and organization of ideas.	The response has a focus and exhibits an overall understanding of logical development and organization of ideas.	The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.	The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.
<p>III: Recognize and identify appropriate topics for presentation in writing.</p> <p><i>Target: critical thinking</i></p>	The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.	The response demonstrates independent critical thinking occasionally.	The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.	The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.

GEAC CURRICULUM MAPPING TEMPLATE

DEPARTMENT(S):	English and Philosophy			GE-SLO 1	GE-SLO 2	GE-SLO 3	GE-SLO 4
		CORE AREA COURSES		Recognize and identify appropriate topics for presentation in writing	Synthesize and logically arrange written presentations	Adapt written communication to specific purposes and audiences	
CORE AREA PROGRAM (CAP):	Core Area A1						
		1	ENGL 1101	X	X	X	
		2	ENGL 1102	X	X	X	
DATA COLLECTION TERM(S): (e.g., Spring Semester 2019, Fall Semester 2020, etc.)		3					
		4					
		5					
		6					
		7					

ESSAY 3: Synthesizing Arguments

ENGL 1101

Essay 3: Argumentative Synthesis

Length: 3-4 pages minimum (1000-1200 words)

Due: on or before xx/xx/xxxx

Purpose

In this assignment, you will gain experience with independent research¹ and develop information literacy skills via your examination of self-selected sources by employing skepticism and recognizing your own biases/worldviews and their influence on your assessment of a source. You will use research to formulate and support an original argument on a topic of interest that synthesizes source material with your contribution to the critical conversation.

Task

Select a topic of your choice related to our course focus and research that topic using a variety of methods and sources, being mindful to evaluate each source critically. Investigate all potential sources for usefulness by asking questions about context, stance, and relevance to your topic.

Once you have identified your sources, you will synthesize the information gathered to (a) narrow down your topic to a specific argument and (b) serve as support for an original argument and illustrate its relevance in a critical conversation.

Criteria for Success

- 1. Introducing the Conversation:** In the introductory paragraph, you will present a brief overview of the critical conversation you've selected to participate in. You should begin by introducing the general topic and then narrow your focus by introducing and summarizing the main arguments of your source materials. Finally, conclude your introduction with an argumentative thesis statement that articulates the position your essay holds in the critical conversation.
- 2. Thesis Statement:** Your thesis should articulate a specific argument that engages critically and intellectually with the sources you've presented in the introduction. Remember, the argument isn't simply what these sources are "about," but rather what these sources in concert motivate us to think about a particular issue or subject and where

¹ Research is generally defined to provide instructors the opportunity to implement various research forms for students to use in situating their ideas/ argument into the critical conversation related to the course focus. For example, activities conducted outside of the classroom related to the course content/theme, such as service learning, can be considered as research and used as such in the essay.

we might go from there. You want to offer your own interpretation or perspective, informed by your sources.

3. **Supporting Argument/Body:** Each content paragraph should include three components: (1) a topic sentence, (2) evidence, and (3) analysis. Each topic sentence should make its own argumentative claim that further specifies or demonstrates your reasoning for the overall claim you've made in your thesis statement. Evidence, meanwhile, will take the form of quotations or of paraphrases from the source texts that support or illustrate the claim made in the topic sentence. Your analysis will explain how each piece of evidence supports, illustrates, and otherwise proves your argument. This essay should demonstrate your own ability to identify and research a critical conversation and to join it. Consistently analyze your source texts throughout, avoiding personal response or anecdotes, metadiscursive references to the assignment or your writing process, and heavy summary.
4. **Conclusion:** Re-emphasize and expand upon your own argument. Reflect on why this topic is important beyond the scope of your own essay. Why should your reader care? What is at stake? Reiterate the value of considering your researched source texts together. In other words, leave your reader with both a sense of the critical conversation reflected in your essay and a way to enter that conversation themselves.
5. **MLA Format:** Be sure to use the Purdue OWL website in formatting both your in-text citations and works cited page. Be sure to cite every reference to your source, including any material summarized or paraphrased.

Evaluation

See Grading Rubric for Essay 3 posted in Course Den.

FINAL ESSAY ENGL 1102

FINAL ESSAY

Length: 5-7 pages minimum (1000-1200 words)

Due: xx/xx/xxxx

Purpose

The final assignment in the course is the culmination of the major writing assignments completed thus far, as it asks you to develop an original argument in response to the ongoing artistic and/or cultural conversation that you identified in the proposal assignment, and to synthesize the various sources that you researched² for the annotated bibliography assignment. The assignment therefore provides you a chance to practice a number of skills that should prove valuable well beyond the college composition classroom, namely articulating, researching, and engaging with subjects of interest to you using the written word. Such skills, it goes without saying, will benefit you in the professional world, but also in the public sphere, allowing you to engage with and intervene in various public discourses.

Task

Select a topic of your choice related to our course focus and research that topic using a variety of methods and sources, being mindful to evaluate each source critically. Investigate all potential sources for usefulness by asking questions about context, stance, and relevance to your topic.

Once you have identified your sources, you will synthesize the information gathered to (a) narrow down your topic to a specific argument and (b) serve as support for an original argument and illustrate its relevance in a critical conversation.

Criteria for Success

- 1. Introducing the Conversation:** In the introductory paragraph, you will present a brief overview of the critical conversation you've selected to participate in. You should begin by introducing the general topic and then narrow your focus by introducing and summarizing the main arguments of your source materials. Finally, conclude your introduction with an argumentative thesis statement that articulates the position your essay holds in the critical conversation.
- 2. Thesis Statement:** Your thesis should articulate a specific argument that engages critically and intellectually with the sources you've presented in the introduction. Remember, the argument isn't simply what these sources are "about," but rather what

² Research is generally defined to provide instructors the opportunity to implement various research forms for students to use in situating their ideas/ argument into the critical conversation related to the course focus. For example, activities conducted outside of the classroom related to the course content/theme, such as service learning, can be considered as research and used as such in the essay.

these sources in concert motivate us to think about a particular issue or subject and where we might go from there. You want to offer your own interpretation or perspective, informed by your sources.

3. **Supporting Argument/Body:** Each content paragraph should include three components: (1) a topic sentence, (2) evidence, and (3) analysis. Each topic sentence should make its own argumentative claim that further specifies or demonstrates your reasoning for the overall claim you've made in your thesis statement. Evidence, meanwhile, will take the form of quotations or of paraphrases from the source texts that support or illustrate the claim made in the topic sentence. Your analysis will explain how each piece of evidence supports, illustrates, and otherwise proves your argument. This essay should demonstrate your own ability to identify and research a critical conversation and to join it. Consistently analyze your source texts throughout, avoiding personal response or anecdotes, metadiscursive references to the assignment or your writing process, and heavy summary.
4. **Conclusion:** Re-emphasize and expand upon your own argument. Reflect on why this topic is important beyond the scope of your own essay. Why should your reader care? What is at stake? Reiterate the value of considering your researched source texts together. In other words, leave your reader with both a sense of the critical conversation reflected in your essay and a way to enter that conversation themselves.
5. **MLA Format:** Be sure to use the Purdue OWL website in formatting both your in-text citations and works cited page. Be sure to cite every reference to your source, including any material summarized or paraphrased.

Evaluation

See Grading Rubric for Essay 3 posted in Course Den

General Education Assessment at UWG: Roles and Responsibilities

Designee from Vice President of Academic Affairs

- Charge Assessment Director, General Education Assessment Director, and faculty in matters of General Education assessment via written communication prior to each collection cycle
- Vet any issues not resolved by Director of Assessment, General Education Assessment Director, and/or the General Education Assessment Committee (GEAC)

Dean Responsibilities:

- Ensure that department Chairs cooperate with GEAC and the General Education Assessment Director in matters connected to General Education assessment
- Lead Chairs and/or Program Coordinators during the process of General Education assessment

Department Chair Responsibilities:

- Ensure knowledgeable representatives from a range of programs are recruited to the General Education assessment Work Groups, when needed
- Ensure *every* approved course in each Core Area Program (CAP) has a summative assignments that aligns with department *and* CAP measure (rubric)
- Ensure faculty use the approved assignment every semester across all sections in the same modality
- Remind faculty to send in *summative* artifacts, multiple-choice data exports, and/or oral scores, in accordance with GEAC's Framework
- Ensure that faculty make *summative* student work available to GEAC by deadlines, as requested, for the assessment process
- Ensure that program faculty discuss data and compose Improvement Plans for course offerings they represent

Teaching Faculty Responsibilities:

- Ensure that you utilize the approved summative assignment that aligns with CAP outcome(s) *and* rubric(s)
- Provide unmarked, blinded written student work (artifacts), multiple-choice data exports, oral scores, or completed alternate data templates to GEAC, as requested each semester

GEAC Work Group Coordinator Responsibilities (three-year term):

- Maintain a list of Work Group members
- Work with Chairs to recruit any needed replacements

- Meet with department/unit leaders as needed to discuss and/or explain GEAC processes and/or deadlines
- Lead Work Group members towards the periodic development and GEAC approval of CAP rubric(s) that align with CAP Learning Outcomes (LO's)
- Lead Work Group members in periodically reevaluating CAP rubric(s)
- Assist departments/faculty/instructors with finding or creating suitable assignments (tools) for use for each data cycle (3 years for current cycle)
- Complete and submit the CAP Assessment Plan(s) with other group members' and GEAC's help
- Lead norming sessions for assessment of student artifacts, as needed
- Provide examples to faculty or workshop to talk through composing in Xitracs
- Deliver the Work Group report to General Education Assessment Director and GEAC by an established date
- Support program representative work group members as they enter information into Xitracs

GEAC Work Group Member Responsibilities (one-year, no term limits):

- Attend Work Group meetings to discuss and devise CAP rubric(s)
- Communicate GEA information to departments, programs, and/or faculty regularly
- Ensure that the course(s) they are assigned to represent possess department and/or program-wide tools (assignments) that align with the CAP rubric(s)
- Work with their home department/unit to review and analyze data before developing a concrete Improvement Plan
- Transcribe data analysis and Improvement Plan(s) into Xitracs as part of the overall CAP report

Assessors (faculty familiar with content to be assessed in each course):

- Review and score student work using CAP rubric(s) and directions from GEAC.
 - *Note: in certain courses from International Language and Cultures, Mass Communications, or ENGL 2050 in which an oral presentation is the tool, it may be necessary for the instructor to score student work using the CAP for assessment and their own course/department rubric(s) for grading*

General Education Assessment Director Responsibilities (by Provost's appointment):

- Lead Institutional Efforts to:
 - Implement and sustain effective assessment processes
 - Analyze assessment data

- Identify key issues that arise from the assessment data in any CAP or course
 - Present General Education assessment findings
- Serve as spokesperson and chief advocate for General Education assessment at UWG
- Serve as Chair on GEAC
- Ensure compliance with SACSCOC and USG policies as they relate to General Education Assessment
- Speak with outside groups about General Education assessment and its impact on UWG student learning
- Collaborate with GEAC, Work Group Coordinators, and IEA to ensure the collection, analysis, and correct composition of CAP reports
- Share final CAP reports with the Chairs and Program Coordinators, as applicable.
- Compose an annual report that represents the activities of GEAC and any CAP reports completed within the year.
- Report annually to the Provost all activities, data, general recommendations, and improvement plans
- Report annually to the Faculty Senate all activities, data, general recommendations, and improvement plans
- Report annually to the General Faculty via General Assessment Forum, newsletter/email, and/or GEAC website all activities, data, general recommendations, and improvement plans during a General Assessment Forum

UWG Director of Assessment Responsibilities:

- Assist the General Education Assessment Director in leading institutional efforts related to the assessment of General Education
- Ensure compliance with SACSCOC and USG policies as they relate to General Education Assessment
- Provide recommendations to the General Education Assessment Director and/or General Education Assessment Committee as they relate to General Education
- Recommend best practices and participate in the development of university policies and procedures related to General Education Assessment
- Manage Xitracs as it relates to scoring of artifacts and writing reports
- Work with the Assessment Coordinator to assist with the calculating and analysis of assessment data then provided to each CAP
- Compose SACSCOC reports related to General Education Assessment

Framework for General Education Assessment Practice at UWG

Inevitably, variables in each Core Area Program's (CAP's) approach to General Education Assessment will exist. We desire to highlight the textured ways our CAPs provide students with a Liberal Arts education that prepares them well for their major programs and responsible citizenship. However, all CAPs must achieve five principal goals to ensure the integrity of the overall General Education assessment process for SACSCOC *and* beyond:

1. CAPs will cooperate in their respective Work Groups and with the General Education Assessment Director/GEAC to complete either polished drafts or finished rubrics and Assessment Plans for their CAP **by October 15, 2019**.
2. The measurable rubric(s) for each CAP must possess four proficiency levels (exemplary, proficient, developing, and unsatisfactory) *and* align with Core Area Learning Outcomes (LOs); further, success criteria is defined as at least 70% of students achieving a 3--proficient--or better in the CAP LO.
3. Any assessment tool a CAP or course adopts for general assessment reportage must be graded and summative in nature to maximize student performance data.
4. All collaborators in each CAP must work in concert with their home departments to develop *and* implement betterment plans based on what student data from any assessment period show, as successive yearly reports from CAPs will, in part, rely upon reportage of how specific implementation plans affected student performance.
5. All CAPs must assess all course offerings (face-to-face, online, Newnan, Douglasville, etc.) twice per year (in fall and spring) starting *no later* than fall of 2020, with the goal of bringing as many CAPs into the General Education assessment process earlier (e.g. fall of 2019 or spring of 2020), which will provide more robust data for analysis.*

*Areas A.1 and A.2 will begin data collection in the fall of 2019.

Core Area ____ LO__ - Multiple-Choice Alternate Reporting Template

Core Area		Date	
Course		# of Total Sections	

Learning Outcome Assessed	
---------------------------	--

# of Students Assessed in Semester 1	
# of Students Assessed in Semester 2	
# of Students Assessed in Semester 3 (*If Applicable)	

TOTAL Number of Students Assessed	
--	--

TOTAL Percentage of Students Scoring a 3 or Greater on Rubric	
---	--

*Success Criteria: Met or Not Met (*At least 70% of students will score a 3 or greater on assessment rubric)	
--	--

Core Area Course Prefix & Number

Core Area X LOX: <i>SLO Statement</i>	Exemplary = 4	Proficient = 3	Developing = 2	Unsatisfactory = 1
Category 1: <i>Name</i>	Total Number of students who scored a 4	Total Number of students who scored a 3	Total Number of students who scored a 2	Total Number of students who scored a 1
	Total Percentage of students who scored a 4	Total Percentage of students who scored a 3	Total Percentage of students who scored a 2	Total Percentage of students who scored a 1
Category 2: <i>Name</i>	Total Number of students who scored a 4	Total Number of students who scored a 3	Total Number of students who scored a 2	Total Number of students who scored a 1
	Total Percentage of students who scored a 4	Total Percentage of students who scored a 3	Total Percentage of students who scored a 2	Total Percentage of students who scored a 1
Category 3: <i>Name</i>	Total Number of students who scored a 4	Total Number of students who scored a 3	Total Number of students who scored a 2	Total Number of students who scored a 1
	Total Percentage of students who scored a 4	Total Percentage of students who scored a 3	Total Percentage of students who scored a 2	Total Percentage of students who scored a 1
Category 4: <i>Name</i>	Total Number of students who scored a 4	Total Number of students who scored a 3	Total Number of students who scored a 2	Total Number of students who scored a 1
	Total Percentage of students who scored a 4	Total Percentage of students who scored a 3	Total Percentage of students who scored a 2	Total Percentage of students who scored a 1

Last Updated:	Thursday, September 30, 2021 at 9:22:34 AM	Start Date	End Date	Timeline	Status
Gen Ed Assessment and GEAC Total Timeline		Oct 1, 2018	May 31, 2021		Complete
		Start Date	End Date	Timeline	Status
Phase 1: Collect, Review, & Write		Oct 1, 2018	May 31, 2019		Complete
IEA Assessment Director and Coordinator	Collect Data 2014 - 2018	Oct 1, 2018	Nov 29, 2018		Complete
Steering Committee	Identify and fill data gaps	Nov 30, 2018	Dec 21, 2018		Complete
Teams / Subcommittees	Team Recruitment	Nov 30, 2018	Jan 21, 2019		Complete
	Present to Deans, Assoc Deans, Chairs, Admin Council, Faculty Senate	Dec 14, 2018	Jan 31, 2019		Complete
	Review and assess data	Jan 21, 2019	Mar 15, 2019		Complete
	Determine needs to assess data (i.e. rubric needs)	Jan 21, 2019	Jan 31, 2019		Complete
	Assess Data	Jan 21, 2019	Mar 15, 2019		Complete
	Write assessment report for Core areas	Mar 15, 2019	Apr 12, 2019		Complete
	Reviews all findings and suggestions for improvements	Apr 12, 2019	Apr 26, 2019		Complete
	Write Executive Summary assessment report	Apr 26, 2019	May 17, 2019		Complete
		Burndown			
		Start Date	End Date	Timeline	Status
Phase 2: Development		Jan 7, 2019	Aug 16, 2019		Complete
IEA Assessment Director and Coordinator	Literature & Best Practice Review	Jan 7, 2019	Mar 29, 2019		Complete
Steering Committee	Present best practices and examples from other institutions	Mar 29, 2019	Apr 5, 2019		Complete
Teams / Subcommittees	Discuss options and get feedback from faculty/chairs/deans, etc.	Apr 5, 2019	Apr 30, 2019		Complete
	Develop Methodology for overall collection and process	Jun 12, 2019	Jun 28, 2019		Complete
	Develop Rubrics for each Core Area	Jun 19, 2019	Jul 10, 2019		Complete
	Review and Revise Rubrics	Jul 10, 2019	Jul 24, 2019		Complete
	Present new plan to appropriate committees/groups	Jun 28, 2019	Jul 31, 2019		Complete
	Distribute new materials	Jul 24, 2019	Aug 16, 2019		Complete
		Burndown			
		Start Date	End Date	Timeline	Status
Phase 3: Implementation of Initial CAPS		Aug 1, 2019	May 31, 2021		Complete
IEA Assessment Director, GEA Director, and IEA Coordinator	Identify sample population	Oct 1, 2019	Oct 11, 2019		Complete
GEAC	Notify faculty if part of population with instructions	Oct 15, 2019	Oct 25, 2019		Complete
Teams / Subcommittees	Provide training on new system and rubrics	Aug 26, 2019	Dec 6, 2019		Complete
	Collect first semester of data	Dec 2, 2019	Dec 20, 2019		Complete
	Make minor adjustments as needed	Dec 2, 2019	Dec 31, 2019		Complete
	Identify sample population	Feb 3, 2020	Feb 11, 2020		Complete
	Notify faculty if part of population with instructions	Feb 12, 2020	Feb 21, 2020		Complete
	Provide training on new system and rubrics	Jan 27, 2020	May 1, 2020		Complete
	Collect second semester of data	Apr 27, 2020	May 15, 2020		Complete
	Identify Gen Ed Assessment Reviewers	Feb 3, 2020	Mar 31, 2020		Complete
	Review / Score / Assess first year of data	Feb 10, 2020	Oct 1, 2020		Complete
	Write UWG summary assessment report	May 15, 2020	Nov 30, 2020		Complete
	Present first year of data to appropriate committees/groups	Oct 1, 2020	Dec 31, 2020		Complete
	Write assessment reports for core areas	Jul 1, 2020	Mar 15, 2021		Complete
	Review all preliminary data	Jul 15, 2020	May 31, 2021		Complete
		Burndown			



Core Area E1 [CAP_E1]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

This PDF document includes any files attached to fields in this report.

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Program Name: Core Area E1 [CAP_E1]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

Learning Outcome E1_SLO 1

Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.

Description of Assessment Instruments and Procedures

The history program assessed all sections of Core Area E1 courses HIST 1111 and 1112 with an essay question. Faculty had the ability to tailor the question to their course, so long as it assessed the learning outcome. A sample Tool is attached. It explains to students its purpose this way: "The purpose of this assignment, in part, is to measure the extent to which students in all sections of this course have learned what we have been trying to teach. We will collect and analyze essays from all sections in order to find ways to help future students learn this material more fully." It asks students about one of the most important political, social, economic, or cultural developments during this period of world history. It calls on them to explain how and why this development emerged, how it changed (or didn't change) over time, and how it shaped the development of world history. Essays are assessed using a rubric developed by faculty who teach courses in Core Area E.1. It gauges the essays according to three subcriteria of the learning outcome. Those criteria are: factual knowledge; political, social, economic, or cultural dimensions; and understanding of historical context, cause and effect, and chronological relationships. Four levels of performance are defined for each subcriterion.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

CAP E.1 and E.2 Sample Tool

CAP E.1 and E.2 Rubric (1)

Report of Assessment Data and Results

Assessment of 333 student artifacts yielded an average score of 2.84, which is below the target for success. The percentage of students in Core Area E1 who received scores of 3 or 4 for each of the three components of the SLO measured by the rubric (factual accuracy; understanding of the economic, political, social, or cultural dimensions of history; and understanding of cause-and-effect relationships and other related aspects of historical thinking) averaged a few percentage points below 70 percent, although in HIST 1111 students' average scores for at least some of the three rubric components were 70 percent or higher. In Core Area E1, 78 percent of the HIST 1111 student essays achieved a score of 3 or 4 for rubric components 1 and 2, and 55 percent did so for rubric component 3. Sixty-five percent of the HIST 1112 student essays received a score of 3 or 4 for rubric component 1, 61 percent did so for rubric component 2, and 64 percent achieved this for rubric component 3.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

AY20 E1 HIST 1111-1112 Data_SP20-F20 lx

Results Status

Not Met

Analysis and Interpretation/Reflection on Results or Trends

Because the scores for all three components of our rubric were clustered in a similar range in most courses, we believe that there is an intrinsic relationship between these three concepts, and that any improvement plan will therefore need to address the concepts measured by all three components of the rubric rather than focus on a single area. Students cannot trace change over time and analyze cause-and-effect relationships without an accurate factual knowledge of the historical events they are discussing, and conversely, any factual knowledge is not complete without an awareness of the connections and relationships between historical facts. Some history faculty did note, however, that for essays that are written at home in a setting that is not proctored, it is important to distinguish between factual information that students get from an accurate understanding of course material and factual information that they acquire from a quick Google

search. Some instructors in the program have successfully found ways to direct students away from Google searches for this assignment, and we will likely draw on their insights and discuss this further among all history faculty. Because of the widely accepted, peer-reviewed findings that Transparency in Learning and Teaching (TiLT) improves the ability of students (especially minority, first-generation, and other underserved students) to successfully meet expectations for college assignments, we believe that an improvement plan that expands the adoption of TiLT principles in Core Area E1 and E2 assignments will result in an increased percentage of students meeting expectations for these assignments. Our improvement plan for the 2021-2022 academic year will therefore be a new framework for our assessment essay assignment that will incorporate TiLT principles. The essay question and assessment rubric will remain the same, but we will draw on the principles of TiLT to rephrase the assignment guidelines in ways that make the assignment more transparent and more readily understandable to a wider range of our student population. This will likely take the form of a user-friendly assignment instruction package for students that can be sent to all instructors as an embedded CourseDen file. We will implement this across all sections of both HIST 1111 and HIST 1112 in fall 2021.

Prior Improvement Plan

Prior to 2019, HIST 1111 and HIST 1112 were assessed by separate Survey Assessment Committees composed of faculty teaching the course. In HIST 1112, the Survey Assessment committee decided to adopt improvements each year over the years from 2014-2018, based on the evidence regarding student learning. The improvements included writing a guide to reading primary sources in history, which was assigned across sections of the course. In addition, students were required to do writing-to-learn exercises on sources. A pre-assessment formative quiz was tried and dropped. In HIST 1111, faculty adopted an improvement in 2018 that called for faculty to identify the leading themes of their individual sections. They then addressed and identified ways to make these themes apparent to students throughout the class.

Impact of Prior Improvement Plan

It was difficult to trace direct impacts of the improvement plans in student learning. There was no control group. Faculty generally found the improvements to be sound and useful. We still saw weaknesses in student learning that we hope to address. In this cycle, student learning was a little weaker than we would like.

Improvement Plan for Next Cycle

In accordance with TiLT principles, we will provide transparent guidance to students on how to do the assessment exercise and on how the essays will be evaluated for assessment purposes. The improvement will be implemented in all sections of all Core Area E.1 courses in fall 2021. The guidelines to be provided to students are attached.













Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

HIST 1111 Assessment Essay Guidelines and Rubric

End of report

General Education Assessment

Core Area Program A.1: ENGL

SCORE	<i>4 = Exemplary</i> (Exceeds Expectations)	<i>3 = Proficient</i> (Meets Expectations)	<i>2 = Developing</i> (Does Not Meet Expectations)	<i>1 = Unsatisfactory</i> (Failing)
Learning Characteristics	Criteria	Criteria	Criteria	Criteria
I: Adapt written communication to specific purposes and audiences. <i>Target: clarity and comprehensibility of language</i>	No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.	Some sentence-level errors interfere with the comprehension and clarity of the response.	Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.	Pervasive sentence-level errors render the response incomprehensible.
	4 	3 	2 	1 
II: Synthesize and logically arrange written presentations. <i>Target: organization of ideas</i>	The response has a focus and exhibits excellent logical development and organization of ideas.	The response has a focus and exhibits an overall understanding of logical development and organization of ideas.	The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.	The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.
	4 	3 	2 	1 
III: Recognize and identify appropriate topics for presentation in writing. <i>Target: critical thinking</i>	The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.	The response demonstrates independent critical thinking occasionally.	The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.	The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.
	4 	3 	2 	1 

Area B1 SLO1 Rubric

Learning Outcome 1:

Adapt written and oral communication to specific rhetorical purposes and audiences.

		4	3	2	1
	Criteria	Exemplary	Proficient	Developing	Unsatisfactory
Oral Comm	Adapt oral communication to a specific context and rhetorical purpose	Demonstrates a thorough consideration of context and purpose of oral presentation through the use of content and rhetoric	Demonstrates an adequate awareness of context and purpose of oral presentation but some content and/or rhetoric may not be appropriately tailored	Demonstrates minimal attention to context and purpose of oral presentation	Fails to demonstrate understanding of context or purpose of presentation
	Adapt oral communication to a specific audience	Uses appropriate, meaningful content to effectively convey meaning and nuance to a specific audience	Uses relevant and adequate content to convey meaning to a general audience but doesn't account for subtleties	Uses content in ways that sometimes impedes understanding of the audience	Fails to adapt content to a specific audience
Written Comm	Adapt written communication to a specific rhetorical purpose/audience	Demonstrates a thorough and consistent consideration of audience and purpose of writing through the use of content and rhetoric	Demonstrates an adequate awareness of audience and purpose of writing most of the time	Demonstrates minimal attention to audience or purpose of writing	Fails to demonstrate understanding of audience or purpose of writing

Learning Outcome 2:

Identify, evaluate, and use information, **language**, or technology **appropriate to a specific purpose**.

	4	3	2	1
Criteria	Exemplary	Proficient	Developing	Unsatisfactory
Identifies language appropriate to specific purpose	Language choice is thoughtful and effectively supports communication	Language choice generally supports communication for intended audience and purpose	Language choice is occasionally but not consistently appropriate to audience and purpose	Language choice is not appropriate to audience or purpose
Evaluates language appropriate to specific purpose	Can consistently connect language choices to audience and purpose	Can connect language choices to audience and purpose with some inappropriate choices	Occasionally relates language choices to audience and purpose	Cannot relate language choice to an audience or purpose
Uses language appropriate to specific purpose	Uses appropriate, meaningful language and content to effectively convey meaning and nuance to a specific audience and purpose	Uses relevant language and content to convey meaning to an appropriate audience and purpose	Uses language and content in ways that sometimes impedes understanding of the audience or purpose	Fails to adapt language and content to a specific audience or purpose

Click the link to access our staggered timeline for Gen Ed Assessment

https://docs.google.com/spreadsheets/d/e/2PACX-1vTcZpp1aGSv0YNQDuMivg5xHtLRNDQleKV6FloJH1ltW1nNs_jYrBB5d9CTO0EkGA/pubhtml