University General Education Committee
2018-2019 Annual Report to the Provost
Prepared by Lisa Coulter, Chair

Committee Membership

Voting Members:

Lisa Coulter
 (Chair/Director of Assessment/A&S/NatSci)
Kathy Piechura-Couture (A&S/Educ)
Michael Barnes (A&S/Humanities)
Monica Mendoza (Faculty Senate Rep)
Danielle Linder (A&S/Social Sciences)
Lynn Musco (SoM)
Carolyn Nicholson,(SOBA)
Megan O'Neill (Director of Core Academic Experience)

Non-Voting Members:

Stuart Michelson (Provost Designee)
Stacy Collins (Advising Rep)
Terri Richards (Registrar's Rep)

Student Members:

Nathaniel Diamond (SGA Rep) Voting
Stephanie M. D'Addio (SGA Rep) Voting

Curriculum Coordinator:

Lisa Guenther

For more details of the committee's work this year, please refer to the meeting minutes posted online:

New Courses

1. COMM 335(J)V-JS Crime and Punishment in Media
2. EDUC 322(D)V-JS The Human Diversity Experience in Professional Wrestling
3. ENSS 345Q Statistics for Environmental Professionals
4. FSEM 100 Cybersecurity & You
5. FSEM 100 Democratic Deliberation
6. FSEM 100 Disruptive Technology
7. FSEM 100 Every Hero Has A Story
8. FSEM 100 Global Citizenship: Individual, Community, World
9. FSEM 100 Kindred Spirits: Women in Literature
10. FSEM 100 Thinking with Shakespeare
11. HIST 347(H)V World War II in Asia: The Second Sino-Japanese War
12. JWST 200 B/H Introduction to Jewish Studies: Cultures, Histories, Texts
13. PSYC 344(W)V-JS The Science of Body Image
14. RELS 238(E)V Religious Ethics and Moral Problems
15. RELS 347(J)V-JS The Theology of Harry Potter
16. RUSS 304L Advanced Conversation and Stylistics

New Courses Pending Permanent Approval

1. FSEM 100 Countercultures and Artistic Revolutions of the Twentieth Century (Seeking permanent approval)

Course Changes

1. ASIA 200S Introduction to East Asian Studies – Adding Writing Enhanced
2. BSAN 493 Health Informatics to BSAN 323(W)V-JS Health Anamatics: Analytics, Informatics, and Healthcare – Change in number, title, description, and adding Junior Seminar
3. CHEM 498 Research Proposal – Adding Writing Enhanced
4. ECON 113S Essentials of Economics II to ECON 204S Foundations of Economics II – Change in number, title, and course type
5. ECON 366 Health Economics – Adding (J)V-Junior Seminar designation
6. ENGL 256 Survey of British Literature I – Adding "H" designation
7. ENGL 257 Survey of British Literature II – Adding "H" designation
8. ENGL 258 Survey of American Literature – Adding "H" designation
9. ENGL 334V3 Vengeance and Paranoia to Literature of Revenge – Change in title
10. FENT 235 Foundations of Family Enterprise – Adding Writing Enhanced
11. FOOD 101 Introduction to Food Studies – Adding "S" designation
12. FSEM 100 How to Philosophize with a Harpoon to Moby-Dick and Philosophy: Carried Down Alive to Wondrous Depths
13. HIST 240H The Russian Empire – Remove Writing Enhanced
14. HIST 241H The Soviet Empire – Remove Writing Enhanced
15. MUED 354 Instrumental Methods I: Elementary/Middle School – Adding Writing Enhanced
16. MUED 356 Choral Methods I: Elementary/Middle School – Adding Writing Enhanced
17. PSYC 396V Ethical & Professional Issues in Psychology: Internship I to PSYC 296V – Change in number and description
18. SOBA209V The Legal, Social, and Ethical Environment of Business to Introduction to Business Ethics – Change in course description, title, and removing sophomore standing prerequisite
19. STAT 301Q Business Statistics – Add MATH 122Q as a prerequisite (was discussed with MATH) UGEC approved the prerequisite to be MATH 122Q or MATH 141Q, or MATH131Q

Policy Changes

1. ENGL – Description Change in reference to retake policy.
      <u>Course Description:</u>

      ENGL 100 College Writing

      Emphasizes facility with shorter units of composition, such as paragraphing, and includes significant attention to matters of mechanics, clarity, sentence order, and audience. Some students may be required to successfully complete ENGL 100 as part of the Writing requirement. Minimum passing grade is C.
      <u>Proposed revision:</u>
      ENGL 100 College Writing
      Emphasizes facility with shorter units of composition, such as paragraphing, and includes significant attention to matters of mechanics, clarity, sentence order, and audience. Some students will be required to complete ENGL 100 in their first semester. If completed with a C or better, ENGL 100 will count as part of the Writing requirement.

2. Transfer Credit Policy - An adjustment to the transfer credit policy that will allow two non-lab science courses (six credits) to satisfy a "P" course (four-credit unit) in our general education requirements. This adjustment would be limited to general education and would not affect the major/minor requirements of any student.

3. Cultural Credit – Updated Task Force Report (See Appendix A)

Policy Pending

1. Writing Enhanced Articulation – UCCAP revised the proposal to the following wording for "A Writing Enhanced course requires." The revision will be send to the Colleges/Schools for approval.

    A Writing Enhanced course requires:

    1. Minimum of 4,000 to 7,000 words during the semester.
    2. Instructors give substantive feedback on student work that students incorporate in a later version of the same paper or apply to similar assignments later in the course.
    3. At least one major writing project.
    4. A range of assignments, including low-, medium-, or high-stakes assignments.

Fast-tracked Curriculum Proposals

First-Year Seminars Fall 2018

1. FSEM 100 Art and Gender (Fall 2018)
2. FSEM 100 Freakonomics (Fall 2018)
3. FSEM 100 Mathematics of Sustainable Food (Fall 2018)
4. FSEM 100 Cybersecurity & You (Fall 2018)
5. FSEM 100 Countercultures and Artistic Revolutions of the Twentieth Century (Fall 2018)
6. FSEM 100 Every Hero Needs A Story (Fall 2018)
7. FSEM 100 Global Citizenship: Individual, Community, World (Fall 2018)
8. FSEM 100 Is Privacy Still a Right? Case Studies and Presentations (Fall 2018)

First-Year Seminars Fall 2019

1. FSEM 100 So You Want to Be a Spin Doctor? (Pending Approval)
2. FSEM 100 Identity Theft (Fall 2019) Approved
3. FSEM 100 Secret Life of Bees (Pending Approval)

Junior Seminars Fall 2018

1. RELS391(J)V-JS The Theology of Harry Potter (Fall 2018)

Special Topics General Education

1. RELS 390E Islam in the Modern World (Spring 2019)
2.

Assessment

1. Critical Thinking Learning Outcome approved
   a. **Approved statement:** Students can analyze, evaluate, and synthesize data to reach a conclusion or develop a position. **Previous statement:** Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions. (3/14/09.)
   b. Dr. Coulter and Dr. O'Neill held a meeting with faculty whose courses are being assessed. We decided on a rubric for Critical Thinking based on one used in SOBA by Dr. Nicholson. We will use this rubric to score written senior projects (capstone from A&S, MGMT 495 from SOBA). We will only score these artifacts on the dimension of "Conclusions, Implications and Consequences." See Appendix E

2. Speaking Learning Outcome
   a. Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.
   b. Dr. Coulter and Dr. O'Neill held a meeting with faculty whose courses are being assessed and decided on only scoring using the dimensions of "Central Point and Supporting Content" and "Delivery" on the Speaking Rubric. See Appendix C.
   c. Dr. Coulter and Dr. Piechura-Couture collaborated with Ben Brown on Workshops for faculty on recording for speaking assessment, using the Ensemble Anthem software and the Education Department's swivels and IPads.

3. Integration of Learning and Values (Formerly Personal and Social Responsibility)
   a. Samples from junior seminars will be collected during the 2019-2020 academic year.

4. Integration of Learning
   a. The committee agreed unanimously to remove the GLO 8.1 Integration of Learning from the FSEM General Learning Outcomes.
   b. Learning Outcome: Students can analyze an issue or phenomenon in ways that go beyond a single paradigm

5. Writing – Learning Outcome
   a. Students can write effectively to a variety of audiences and for a variety of purposes

6. Information Literacy (Fluency) Learning Outcome
   a. **Approved statement:** Students can engage with information strategically and for a variety of purposes. **Previous Statement:** Students engage with information effectively and for a variety of purposes.
   b. See appendix D for Information Literacy Rubric (adopted fall 2018)
   c. Samples cored by Dr. Megan O'Neill and librarians over summer 2019.

7. Quantitative Reasoning Learning Outcome
   a. Agreed on use of the Values Rubric for Quantitative Learning Outcome.
   b. **Approved statement:** "Students are able to explain and apply quantitative techniques to analyze data or solve problems."
   c. Samples collected in fall 2018.

8. "P" Physical and Natural World - Learning Outcome
   a. **Approved Statement:** Students apply knowledge and the methods characteristics of scientific inquiry to think critically about and solve theoretical or practical problems about the physical and natural world
   b. See appendix B for Physical and Natural World Rubric

9. "A" Creative Arts Learning Outcome
   a. Planned for fall of 2019.
   b. We will use techniques derived from our consultation with Tom Brophy of University of Florida.

10. "B" Cultural and Belief – Learning Outcome
    a. Students can reflect critically on their own and/or others' cultural beliefs and practices
    b. Assessment completed fall 2018

11. "H" Historical Inquiry
    a. **Approved Statement:** Students analyze broad changes emerging over time in cultures, societies, ideas or institutions and/or the impact of central turning points, revolutionary moments or distinctive periods within their wider historical context.
    b. Assessment completed fall 2018

12. "S" Individual, Society, & Social Systems Learning Outcome
    a. **Approved Statement**: Students correctly use appropriate social science methods to analyze (classify, interpret, explain, evaluate, or investigate) social systems, institutions, events, or issues.
    b. Rubric approved by UGEC. See Appendix F

13. Assessment Rubrics – Consistent Headings to be addressed in 2019-2020

14. SGA Involvement in Assessment – Dr. Slater stated that Provost Painter agreed that students should be involved in assessment. However, SGA did not receive support from its members to be involved with assessment.

UGEC Cultural Credit Subgroup Recommendations

A) **School of Music:** the SoM faculty would need to discuss and vote on adding a cultural credit requirement to their curriculum
   a. **Subgroup recommendation:** SOM representative from UGEC takes recommendation to SOM to vote-SOM adopt Cultural Credit requirement but current requirement of recital attendance can meet this university requirement by connecting to "Creative Expression" or "Imaginative Inquiry" or whatever SOM deems appropriate from listed categories.
B) **Registrar:** the registrar would need to give input on how banner fields could track the mission components associated with an event. (see below for chart)
   a. **Subgroup update:** Registrar reported that this could be achieved and implemented.
C) **UGEC:** UGEC would develop learning outcomes (or a learning outcome) for cultural credits
   a. **Students will attend events related to Stetson education mission and/or Values.**
      i. Put in catalog and any pertinent locations for showing LO of CC.
D) **Additional recommendation from subgroup:** cultural credit events must be tagged by category.
   a. Update approval form to include designation of values or mission category.
   b. UGEC in collaboration with SGA, revisit in 2 years how tagging works and if any more nuanced requirements, tracks, etc. would work well and is desired.
E) Recommend that Cultural Credit name not be changed.
F) Revisit central approval and administrative support for cultural credits if further complexity results from any additional changes.
G) We are not philosophically opposed to accepting athletic events; the form must be filled out with a category and support for why it meets the category designated and schools and the college will evaluate if it meets the criteria.
H) We do not recommend changing the number of cultural credits or tying the completed cultural credit with class level and, therefore, registration access.

Educational Mission	*University Values*
Critical Thinking	Personal Growth
Imaginative Inquiry	Intellectual Development
Creative Expression	Inclusive Excellence
Intellectual Debate	Global Citizenship

Cultural Credit – much discussion regarding part G, allowing athletic events to count for Cultural Credit. Vote (Kandy Queen-Sutherland motion/Paul Sibbald second) to eliminate option for athletic events. Yes – 5, No – 3, motion passed to revise G as follows: **"Competitive Athletic Events will not be considered for Cultural Credit."** The CC proposals (UCCAP task force report and UGEC recommendations) will be forwarded to the Provost for approval. The report will be shared with the Faculty Senate chair and chair of the Senate Academic committee. The Cultural Credit form will be revised before our next meeting to allow the form to be reviewed with the recommendations.

Physical and Natural World   **Appendix B**

Exemplary	Acceptable	Developing	Unacceptable
All of the important elements of the answer is correct. Reasoning is thorough enough to demonstrate a comprehensive application of the scientific knowledge and methodology.	Factual errors or errors in reasoning are minor, but may lead to an incorrect answer. Reasoning is sufficient enough to demonstrate an adequate application of the scientific knowledge and methodology.	Factual errors or errors in reasoning may prevent the correct answer from being reached, but a basic understanding of the technique is still recognizable. The correct answer may have been reached, but with lapses or omissions in the reasoning to suggest that understanding of the application of the scientific knowledge and methodology is limited.	Major factual errors or errors in reasoning demonstrate little understanding of the application of the scientific knowledge and methodology.

General Learning Outcome 3.1, Speaking, and Rubric

Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.

	Capstone-4	Milestone-3	Approaching-2	Developing-1
Introduction and Conclusion	Introductory and concluding remarks are effective and clearly tied together.	The speaker uses rhetorically appropriate introductory and concluding remarks.	The speaker uses brief introductory and concluding remarks which may be only marginally rhetorically appropriate.	The speaker does not use introductory and concluding remarks, or such remarks are not appropriate.
Central Point and Supporting Content	The central message is compelling and strongly supported.	The central message is clear and supported.	The central message is clear but lacks support.	The central message is unclear.
	The speaker provides convincing evidence to support the conclusions.	The speaker provides some evidence that supports conclusions.	Evidence is minimally used to support conclusions.	Evidence is not used to support assertions.
	Listeners are likely to gain new insights about the topic.	Listeners may gain some isolated facts or may gain some new insights about the topic.	Listeners are unlikely to learn anything or may be misled.	Listeners are likely to be misled.
Organization and Coherence	Organizational pattern is skillful and makes the content of the presentation cohesive.	Organizational pattern is consistently observable within the presentation, but may not be smooth.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is not observable within the presentation or seems incoherent.
Language	Language choices are imaginative, compelling, and enhance the presentation.	Language choices are thoughtful and generally support the effectiveness of the presentation.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation.	Language choices are poor/unclear and minimally support the effectiveness of the presentation.
	Language in the presentation is appropriate to the audience.	Language in the presentation is appropriate to the audience.	Language in the presentation is appropriate to the audience.	Language in the presentation is not appropriate to audience.
	The speaker uses standard English throughout presentation.	The speaker uses standard English throughout presentation.	The speaker does not consistently use standard English.	The speaker uses multiple examples of non-standard English.

Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
	Speaks in fluid manner, with few nonfluent utterances or phrases.	Avoids non-fluent remarks (e.g. um, uh, like), but does not consistently speak in a fluid manner.	Uses frequent nonfluent remarks (e.g. um, ok, like).	Consistently uses nonfluent remarks (e.g. um, ok, like).
	Use of notes is appropriate for discipline and purpose.	Use of notes is appropriate for discipline and purpose for most of the presentation.	Use of notes is generally distracting or inappropriate for discipline and purpose.	Use of notes is very distracting or inappropriate for discipline and purpose.
Audio-Visual Aids (if applicable)	Audio-visual aids are clear, audible and enhance the presentation.	●Audio-visual aids are clear, audible, and moderately support the presentation.	Audio-visual aids are either not clear, or not audible, and minimally support the presentation.	Audio-visual aids distract/detract from the presentation.

Information Literacy Rubric (adopted Fall 2018)

Learning Outcome Statement: Students can engage with information strategically and for a variety of purposes.

	Capstone 4	Milestone 3	Milestone 2	Milestone 1
Identify a Focused Research Question	Identifies focused and manageable topic and key concepts to explore.	Identifies a focused and manageable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wideranging as to be manageable.
Determine the Extent of Information Needed	Types of information selected directly relate to concepts or answer research question.	Types of information selected relate to concepts or answer research question.	Types of information selected partially relate to concepts or answer research question.	Types of information do not relate to concepts or answer research question.
Identify and Critically Evaluate Existing Research, Knowledge, and/or Views	Thoroughly identifies and evaluates own and others' assumptions, which represent wide-ranging points of view and approaches.	Identifies own and others' assumptions. Evaluates evidence and points of view to reveal patterns, differences, or similarities.	Questions some assumptions and recognizes different points of view, but identification and evaluation of evidence are unfocused.	Uses information from irrelevant or random sources that represents limited points of view. Evaluation of evidence is unsatisfactory or not present.
Organize and Synthesize Information Effectively	Communicates, organizes, and synthesizes information from sources to support their own meaningful contribution to scholarly conversation.	Communicates, organizes, and synthesizes information from sources to participate in scholarly conversation.	Communicates and organizes information from sources and begins to recognize the existence of ongoing scholarly conversation, but may not yet see themselves as a contributor to that conversation.	Communicates information from sources but does not recognize that scholarship is an ongoing conversation. Instead, may view it as fixed or monolithic.
Access and Use Information Ethically and Legally	Students cite and reference quoted, paraphrased, and summarized sources for all claims that require attribution, using consistent formatting or disciplinary conventions.	Students cite and reference quoted, paraphrased, and summarized sources for all claims that require attribution according to consistent formatting.	Students cite and reference quoted and paraphrased sources according to consistent formatting.	Students cite and reference quoted sources. Citations may be incomplete and students make unsupported claims that are not common knowledge.

Critical Thinking Skill	0 Rudimentary Reasoning	1 Underdeveloped Analysis	2 Clearly Competent Argumentation	3 Compelling Critical Thinking
Cogency of Key Argument OR Problem Identification	Argument never articulated; ideas but they never cohere to form lines of argumentation	Distinctions and points made but ideas not integrated or synthesized	Cogent argument or analysis, capably structured	Compelling argument with particular insight and sophistication of ideas
	Does not identify problem	May see part of problem but relies on symptoms, not causes	Articulates primary problem and its cause	Identify main and subsidiary problems and their causes
Analysis and Synthesis	Writer requires instruction in analysis and synthesis, cannot draw clear conclusions or distinctions; unrelated ideas grouped together; ideas/observations repeated in different sections	Writer demonstrates some ability with analysis; ideas sorted into paragraphs; essay lacks organized structure of ideas	Writer engages in both analysis and synthesis; ideas presented that contribute to integrated perspective; thesis may be modest but there is a central idea	Writer demonstrates facility with both analysis and synthesis; distinctions and conclusions are specific and proportionate to the evidence
Competing Perspectives OR	Work lacks skepticism toward received ideas; fails to define context of discourse; broad claims with little evidence; presumed unearned conclusions	Facility with part of the argument: topics or ideas may be identified, but writer fails to identify their relationship to a particular point of view; writer takes only one perspective	Writer recognizes the complexity of issue, acknowledges other perspectives, and advances an individual point of view	Writer appreciates complexity of issue, respects competing perspectives, and responds/challenges with intellectual honesty and an original point of view
Alternative Solutions Identified	Solution presented without alternatives identified	Alternative(s) may be loosely identified but not explicated; clear bias in presentation of arguments toward a given solution; alternatives may not match problem	Two alternatives considered; alternatives match problem identified; roughly equivalent attention paid to all alternatives	Multiple alternatives identified and clearly analyzed; alternatives match problem identified; little apparent bias in treatment of alternatives
Support	Writer does not recognize complexity, consider other perspectives or use evidence with integrity; analytical tools (e.g., financial, market metrics) and strategic tools (e.g., SWOT) not used	May recognize complexity of issue and alternative perspectives but does not address them sufficiently; some strategic tools used on limited basis; no attention to financial or market metrics	There is an explicit structure of claims, supporting ideas, and evidence, with a reasoned connection between them; may be some evidentiary gaps; strategic tools competently used; market metrics applied to problem; basic financial analysis performed	Claims are contestable but advanced by discrete ideas; supporting evidence is well-chosen; reason linking evidence to ideas is consistently sound; multiple strategic tools applied; market metrics applied and expanded with additional data; sound financial analysis
Conclusions, Implications, and Consequences	Conclusions not drawn or conclusion drawn does not match evidence presented; implications and consequences not addressed	Conclusion has limited support; implications and consequences of conclusion may be roughly formed but not systematically addressed	Conclusion follows logically from the evidence provided; a few implications and consequences of the conclusion are identified and treated in a basic fashion	Conclusion follows logically from the evidence supported; key point reiterated in conclusion; a number of implications and consequences are identified and addressed in a sophisticated manner.

Critical Thinking Skill	0 **Rudimentary Reasoning**	1 **Underdeveloped Analysis**	2 **Clearly Competent Argumentation**	3 **Compelling Critical Thinking**
Overall Assessment 1	Very weak, limited claims backed by limited or no evidence	Ideas present but author fails to make a compelling case for the relationship between ideas and arguments	Comprehensive (if plodding) or imaginative (but incomplete); writer clearly understand elements necessary to make a logical argument	Writer demonstrates thoughtful synthesis based on solid evidence; strong thesis strongly supported.
Overall Assessment 2	Consistently does all or almost all of the following: • Biased interpretations of evidence • Fails to address alternative perspectives • Uses irrelevant reasoning • Biased support of claim, regardless of evidence • Close-mindedness	Does most or many of the following: • Misinterprets evidence, graphics • Fails to identify strongest counter-evidence • Superficial treatment of alternative points of view • Biased support of claim, regardless of evidence	Does most or many of the following: • Accurately interprets evidence, graphics • Identifies arguments, pro and con • Offers analysis of alternative points of view • Justifies conclusions, explains reasons • Fairmindedly follows where the evidence leads.	Consistently does all or almost all of the following: • Accurately interprets evidence, graphics • Identifies most salient arguments, pro and con • Draws warranted, judicious, non-fallacious conclusions • Justifies results, explains assumptions and limitations • Fairmindedly follows where evidence and reason lead

Individuals, Societies, and Social Systems Rubric

Analysis of System, Institution, Event, or Issue (evaluates, interprets, describes the selected topic)	Artifact offers a sophisticated analysis of the topic that goes beyond summary and demonstrates a complex understanding of the topic and source material	Artifact describes topic effectively, offering some elements of interpretation that go beyond summary, and demonstrating clear understanding of topic and source material	Artifact offers a simple interpretation of the topic, including more summary than evaluation, and stops short of fully exploring the topic and source material. May reveal gaps in understanding.	Artifact offers summary more than analysis and does not go beyond description to interpretation.	
Method (appropriate and logical use of a social science method or theoretical approach)	Artifact identifies and applies, in a sophisticated manner, a social science method or theoretical approach to explore an issue in depth. Artifact demonstrates a nuanced understanding of the method or theoretical approach, its strengths and limitations, and the types of conclusions that can be drawn using the approach.	Artifact identifies and correctly utilizes a social science method or theoretical approach. Artifact shows understanding of the method or theoretical approach and its application, including using the method to draw conclusions.	Artifact identifies and attempts to utilize a social science method or theoretical approach. Artifact shows understanding of the method or theoretical approach, but the artifact may reveal gaps in understanding of the method's application, including the kinds of conclusions that may be drawn.	Artifact identifies and attempts to utilize a social science method or theoretical approach. May reveal gaps in understanding of the method and/or its application.	
Evidence (use of appropriate sources, as indicated by the assignment)	Artifact effectively uses appropriate sources as evidence to support claims in a way that is logical and accurate. Evidence is presented skillfully to offer a sophisticated understanding the topic.	Artifact uses appropriate sources as evidence to support claims in a way that is logical and accurate, and source material is sufficient to fully explore the topic.	Artifact uses appropriate sources as evidence to support claims in a way that is logical and accurate, but the selected sources are not sufficient to fully explore the topic.	Artifact uses few or inappropriate sources as evidence to support claims. Indicates faulty understanding and/or inability to effectively interpret and use the sources to explore the artifact's topic.	