# CSU Inquiry Core Course Approval Document

Complete this document when submitting a course for inclusion in the CSU Inquiry Core Curriculum. You will need to use Adobe Acrobat Reader to complete the form.

You can find more information about this form and the Core Curriculum approval process on the CSU Core Curriculum Handbook.

All core curricular course proposals need to complete the prompts on pages 1-6. Pages 7-9 include prompts for specific types of proposals and so need only be completed if you are submitting a proposal of that type.

Inquiry Core Course Requirements

OT36 Categories

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|---|---|
| CSU Course Code and Title | |
| Inquiry Core Course Requirement | |
| OT36 Category | |

**OT36 Outcome Mapping:** For each OT36 learning outcome, indicate (a) how the course embeds the outcome; (b) how student achievement of the outcome will be assessed; and (c) where in the syllabus, signature assignment, or other documentation the embedding and assessing of the outcome is evidenced.

*If submitting an OT-36 "Mathematics, Statistics, and Logic" course do not complete this step. Instead, click here to locate the OT-36 "Submission Preparation Template" for the specific course you are proposing.*

| OT36 Outcome | (a) Course Embed | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
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| OT36 Outcome | (a) Course Embed | (b) Assessment of Outcome | (c) Evidence of (a) and (b) |
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If you are submitting a **natural science course that will include a laboratory component**, you must also include a memo as an attachment to your Curriculog proposal which speaks to the following:

Ohio Transfer 36 approved courses that include a laboratory component will achieve <u>all</u> the following student learning objectives in the equivalent of at least 10 weeks (~2/3) of the course's "laboratory activities":

- involves realistic measurements of physical quantities;

- involves data analysis, using data that are unique and/or physically authentic and that include random and/or systematic (natural) variability;

- includes realistic interactions with experimental apparatus, and realistic manipulation of tools/ instruments and/or observed objects in space and time;

- involves synchronous feedback[2] on safety (and consequences of unsafe actions), correctness of procedure, and progress toward experimental goals; and

- involves effective interaction with the instructor at several points during each lab activity.

**Inquiry Orientation:** Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete "Inquiry Based Education" is not required, courses should include the following two components:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

Learn more about designing for inquiry

| **Major Problems/Questions:** What are the major problems and/or questions that frame your course? |
| --- |
|   |

| **Stages of Inquiry:** How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students' ability to engage in inquiry? |
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|   |

**Core Competency Mapping:** For each Core Competency associated with the CSU Core Course Category, identify the <u>two</u> learning outcomes the course will especially focus on developing and assessing through a signature assignment. Indicate how the outcome is embedded and understood in the course.

| Core Competency 1: | |
| --- | --- |
| Core Competency Learning Outcome | Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course |
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| | |
| **Core Competency 2:** | |
| Core Competency Learning Outcome | Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course |
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| **Core Competency 3:** | |
| Core Competency Learning Outcome | Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course |
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**Signature Assignment(s):** Each core curricular course is required to have at least one signature assignment and to assess all chosen core curriculum learning outcomes through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course.

For each core competency learning outcome you previously identified, briefly describe how the signature assignment will assess it and indicate at least one reflection prompt you will provide students. You may provide students with options for reflection prompts, and if so, need not include all options here.

[Learn more about signature assignments](#)

| Core Competency Learning Outcome | Brief description of how signature assignment will assess | Example reflection prompt |
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**Inquiry Pathway:** Core Curricular courses may be included in one or more established Inquiry Pathways. Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below

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| Pathway: |
| How will the course meaningfully and substantively contribute to the pathway theme? |
| |
| Pathway: |
| How will the course meaningfully and substantively contribute to the pathway theme? |
| |

**African-American History & Culture:** If this course is intended to meet the "African-American History & Culture" requirement, answer the questions below.

| What aspect(s) of African-American history and/or culture does this course emphasize? How does this focus help students understand the contemporary experience of African-Americans? |
|---|
| |
| How does the course either:<br>   (a) provide students with a theoretical and/or empirical framework for understanding inequality and the distinguishing aspects of the African-American experience?<br>                                      *Or*<br>   (b) provide students with a theoretical and/or empirical framework for understanding African-Americans' contributions to US society as a whole? |
| |

**Global Human Perspectives:** If this course is intended to meet the "Global Human Perspectives" requirement, answer the questions below.

| On what society or societies of Africa, Asia, Latin America, or the Middle East does the course focus? |
| --- |
| |
| How does the course provide students with a focus on the perspective(s) of the primary society/societies being studied? |
| |

# UST 201: BUILDING CLEVELAND: ARCHITECTURE, PLANNING, AND SOCIETY
3 credits

Instructor:     Dr. Stephanie Ryberg-Webster
Email:          s.ryberg@csuohio.edu
Office:         UR 319
Office Hours:   Tuesday & Thursday 12:30-2:30pm, or by appointment (zoom office hours available upon request)
Format:         On-line, asynchronous (no in-person or live zoom meetings)

## COURSE DESCRIPTION

This course focuses on the history of architecture and urban form in Cleveland. Once one of the nation's largest cities and industrial powerhouses, the built environment of Cleveland provides us with tangible evidence of the city's settlement, growth, and ultimate decline. This survey course introduces students to major movements in U.S. architecture and urban form, as manifested in Cleveland and its environs.

This is a survey course that provides an overview of the history of architecture and urban form, as manifested in Cleveland's built environment. It will allow students to develop an understanding of the city as a human creation and the city's built environment as an expression of the human condition. In this way, the city is a cultural artifact that provides a lens into the lived experience and history of the city.

## LEARNING OUTCOMES

At the end of the semester, students will be able to:
- Describe the major periods of architecture and urban form typical to U.S. cities from the early 19th century through the present day and explain how those are reflected in Cleveland's built environment,
- Employ principles, terminology, and methods from architectural and urban form history,
- Explain how Cleveland's evolution manifested in its built environment,
- Analyze and interpret architecture and other elements of the built environment (e.g. parks and open space) as products of human creation,
- Reflect upon and critically evaluate architecture and urban form from various time periods, and
- Conduct basic research on architecture and the urban built environment.

## COURSE FORMAT

The course is on-line and organized in four modules. Each module includes weekly recorded lectures and readings. Students will complete four discussion posts (one per module), four quizzes (one per module), and a project involving researching the built environment. You will receive weekly emails from me (typically on Monday mornings) summarizing where we are in the class, any assignments due that work, and other important announcements. These emails will also be available under the "Announcements" link on Blackboard.

## REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS

There is no required textbook for this course. All required readings are on Blackboard

## GRADING & ASSIGNMENTS

Assignments are due on the dates indicated. Students must submit all work through Blackboard. **Email submissions are not accepted**. The discussion board posts may be single-spaced. There is no make-up for quizzes and only under exceptional circumstances will I accept late quizzes. You can complete the quizzes any time during the week they are due, but not after the due date. Late final projects will lose **two points per day**. Considerations for late work will only be made under exceptional circumstances including unforeseen events that you cannot plan for. Regular responsibilities related to work, classes, family obligations, and so forth are not exceptional circumstances. Please plan in advance and submit work early, if necessary. I reserve the right to grant some degree of flexibility for late work.

| Assignment | Points | Due Date |
|---|---|---|
| Discussion #1 | 5 (individual & reflection) 5 (group) | January 28 (individual), February 2 (group and reflection) |
| Module 1 Quiz | 10 | February 4 |
| Discussion #2 | 5 (individual & reflection) 5 (group) | February 18 (individual), February 23 (group and reflection) |
| Module 2 Quiz | 10 | March 3 |
| Research Project Site Selection | 5 | March 17 |
| Discussion #3 | 5 (individual & reflection) 5 (group) | March 24 (individual), March 29 (group and reflection) |
| Module 3 Quiz | 10 | April 7 |
| Discussion #4 | 5 (individual & reflection) 5 (group) | April 21 (individual), April 26 (group and reflection) |
| Module 4 Quiz | 10 | April 28 |
| Research Project | 15 | May 5 |
| **Total** | 100 | |

**Small Group Discussions & Discussion board posts (40 points total)**
**Individual component (original post + reflection): 5 points each (20 points total)**
**Group component (group response): 5 points each (20 points total)**

The discussion board prompts require students to critically reflect upon the required materials for a specific set of weeks. Each student will be assigned to a small discussion group. For each prompt, each student will first prepare their own, original response (minimum of 200 words). You will not earn full credit for posts that are shorter than 200 words. Second, students will work in their small group to discuss and compare their original responses. Out of this small group work, students will collaborate to prepare a single group response to the discussion prompt. The collective response should not list each student's original ideas. Rather, it should synthesize the input into a single, coherent, compelling response. For example, if students had opposing views, the collective response may be written to summarize that debate. If students highlighted different points in their individual responses, the collective response could synthesize or prioritize those. For all small group

work, I will circulate student names and email addresses to facilitate discussion. It is up to the group members to decide how they would like to collaborate on the small group discussions. For each small group discussion, students will also complete a self- and peer-evaluation. Students will be partly graded on their individual contribution and partly graded on the group's collective output.

## Quizzes (10 points each, 40 points total)

There are four quizzes – one for each module. The quizzes include multiple choice, true/false, fill-in, and image identification questions. You will have 60 minutes to complete each quiz. If you have any ODS accommodations related to the time for quizzes, this will be automatically set for you in Blackboard. Once you start an quiz, you must finish it. You cannot close it and return to it later. All quizzes are open book/open note.

## Research Project (20 points)
**Midterm: 5 points**
**Final Project: 15 points**

This assignment is worth 20 points of your total class grade. You will complete it in two parts. The first part (due on March 17) is a midterm assignment worth 5 points. For this portion of the assignment you will select a building from the list I provide (see Blackboard → Course Content → Research Project). Before March 17, you will visit the location where the building is (or was, if your selection has been demolished) and take a selfie in front of the building/site. You will upload the image to the Blackboard Discussion Board labeled "Research Project Site Selection" and write a brief (200-word minimum) explanation of why you chose to research this particular building. **If you would like to research a building that is not on my list, you must obtain prior approval from me first. There are no exceptions to this requirement.** If you select on a building not on my list without prior approval, you will automatically lose half credit on the midterm assignment and you will have to select a new building for the final project.

The final research project is worth 15 points and is due on May 5. To complete the project, you will follow my step-by-step instructions and prompts found in the document "Guide to Researching the Built Environment" (see Blackboard → Course Content → Research Project). You will also find materials in this folder that will help you including a recorded video lecture on researching the built environment and key websites for conducting this type of research in Northeast Ohio.

For this assignment, you will use AI to help improve your information literacy skills. ChatGPT will not produce citations and is known for producing false citations. The first part of the assignment requires you to generate a 500-word description of your chosen building using AI, such as Chat GPT. You will then critique this description based on your own knowledge gained from this class and your own research about the building (using my directions found on Blackboard). Finally, you will reflect on the process of researching the built environment and the limitations of doing so in a fully online format.

## Grading Scale

| | | | | | |
|---|---|---|---|---|---|
| A | 94-100 | B | 83-86 | C | 70-76 |
| A- | 90-93 | B- | 80-82 | D | 60-69 |
| B+ | 87-89 | C+ | 77-79 | F | < 60 |

An incomplete ("I") will only be given when work in the course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" grade can be assigned by the instructor when **all three** of the following conditions are met: (1) student is regularly attending/participating in the class and has the potential to pass the course, (2) student has not completed all assignments and has stopped attending and participating for reasons deemed justified by the instructor, and (3) student has notified the instructor prior to the end of the grading period.

## SCHEDULE CHANGES

This syllabus is a template for the class and may be altered or revised at the instructor's discretion. Unforeseen circumstances may result in schedule changes. All schedule changes will be announced via email and posted under "Announcements" on Blackboard. It is imperative that you check your CSU email frequently for course updates and reminders.

## CORE CURRICULUM STATEMENT

This course is part of Cleveland State University's Inquiry Core Curriculum program. The Inquiry Core Curriculum program aims to provide students with a well-rounded education, emphasizing a diverse range of methods of inquiry and essential skills for success after graduation. This course contributes to the program by fulfilling the Human Culture & Creativity requirement. In fulfilling that requirement, this course will provide you opportunity to develop the following core competencies: Critical Thinking, Collaboration, & Written Communication.

## CLASS CONDUCT

It is your responsibility to read the materials, participate, and maximize your learning. If you run into difficulties or encounter issues completing your work, reach out to me ASAP.

## DISABILITY STATEMENT

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The office is located in Rhodes West 210. Accommodations need to be requested in advance, with proper documentation provided, and will not be granted retroactively.

## WRITING ASSISTANCE

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216) 687-6981 for appointments (Rhodes Tower 124). The Writing Center also offers on-line help at: https://www.csuohio.edu/writing-center/writing-center.

## ACADEMIC HONESTY, PLAGIARISM, AND ARTIFICIAL INTELLIGENCE

Plagiarism will not be tolerated. CSU's penalties for plagiarism can be found at: https://www.csuohio.edu/sites/default/files/3344-21-consolidated.pdf. When you quote, put the statement in quotation marks and document the source with an in-text citation.

Paraphrasing is when you restate an author's words or ideas. All paraphrased information must have an in-text citation. You must also include an appropriately formatted bibliography. A paper with a bibliography but no in-text citations is plagiarized. For more information on plagiarism, see: https://www.csuohio.edu/writing-center/plagiarism. I will report all instances of academic misconduct to the university. Because your assignments are individually worth less than 25% of your course grade, plagiarism is a minor infraction, resulting in a zero on the assignment. Be aware that two minor infractions – even if in different classes or in different semesters – results in a failing grade for the class in which the second minor infraction occurs.

You will be directed to use Artificial Intelligence (AI) tools like ChatGPT as part of your research project for this class. Exploring the use of AI and critiquing its output is key to building information literacy. Aside from the required AI-generated text for the designated portion of the final project, you are otherwise required to submit original work (work not generated by AI) for all other assessments in this class. For the final project, you will clearly identify and cite the text generated by AI. The use of AI to provide discussion board responses is prohibited and will be treated as a minor infraction. The submission of AI-generated text instead of your own, original work falls under the university's academic honesty/misconduct policy and will be treated as such.

## TECHNICAL ASSISTANCE

Contact the Center for E-Learning (http://www.csuohio.edu/elearning/) for assistance with Blackboard.

## UNIVERSITY DEADLINES

Last day to drop:           Friday, January 6, 2024
Last day to withdraw:       Friday, March 29, 2024

**UST 201: Building Cleveland: Architecture, Planning & Society**

**Small Group Discussion Prompts**

**Instructions:** The discussion board prompts require students to critically reflect upon the required materials for a specific set of weeks. Each student will be assigned to a small discussion group. For each prompt, each student will first prepare their own, original response (minimum of 200 words). You will not earn full credit for posts that are shorter than 200 words. Second, students will work in their small group to discuss and compare their original responses. Out of this small group work, students will collaborate to prepare a single group response to the discussion prompt. The collective response should not list each student's original ideas. Rather, it should synthesize the input into a single, coherent, compelling response. For example, if students had opposing views, the collective response may be written to summarize that debate. If students highlighted different points in their individual responses, the collective response could synthesize or prioritize those. For all small group work, I will circulate student names and email addresses to facilitate discussion. It is up to the group members to decide how they would like to collaborate on the small group discussions. For each small group discussion, students will also complete a self- and peer-evaluation. Students will be partly graded on their individual contribution and partly graded on the group's collective output.

**Discussion #1 (Module 1: Architecture, Urban Form, & Early Development in Cleveland)**

Begin this discussion post by introducing yourself! Tell us what your major is and why you are interested in taking this class. In your own words, describe why we study the history of the built environment. The Barke and Conzen readings discuss a number of drivers (or forces) that shape the urban form of U.S. cities. Pick two of these "drivers" of urban form and explain why you think they were likely especially important in shaping the urban form of cities like Cleveland?

**Discussion #2 (Module 2: The Architecture & Urban Form of Industrialization)**

Respond to the following: pick one building from week 4 (downtown development & commercial architecture) and one building or urban space from week 5 (civic architecture and urban space + the architecture of industry) that stood out to you as particularly representative of the era in which they were built and the contextual history of Cleveland at the time. Explain your choices.

**Discussion #3 (Module 3: Mid-Century Architecture & Urban Form)**

Focus on the material covered in week 8 (the New Deal, Art Deco, Art Moderne) and week 9 (zoning & early public housing). Of the following, which do you think was most important to Cleveland in the 1930s: the New Deal, Art Deco/Art Moderne architecture, or zoning? Explain your reasoning behind your selection. Additionally, describe at least one pro and one con of the 1930s-era slum clearance approach and the building of early public housing. Do you think this was the best approach to improving the city at this time in history? Why or why not?

**Discussion #4 (Module 4: Post-industrial & Postmodern Architecture & Urban Form)**

Reflect upon the material covered throughout the semester. What are the three most significant changes in architecture and urban form over the course of the 19th, 20th, and 21st centuries? Are these changes positive or negative (or a mix of both)? Additionally, what has remained consistent over time when analyzing Cleveland's architecture and urban form over time? Finally, what would you like to see for the future of architecture and urban form in Cleveland and Northeast Ohio? Explain your responses.

**Self- and Peer-Evaluation (to be completed by each student at the same time the group response is due)**

Provide brief responses to the following questions:

1. Overall, my group worked well together: AGREE/DISAGREE
2. I felt that my individual contribution was valued by my group: AGREE/DISAGREE
   a. Explain your response:
3. All group members contributed original ideas and insights that contributed to the collective group product: AGREE/DISAGREE
   a. Explain your response:
4. How did your group approach small group work in an online format?
5. What worked well for your group?
6. What did not work well for your group?
7. Based on this experience, what is one idea you have for improving small group collaborative work in an online setting in the future?
8. What specific actions could you take in the future to improve small group collaboration?
9. Is there anything else I should know about your group?

RESEARCHING THE BUILT ENVIRONMENT

**Midterm Assignment: Research Project Site Selection**
**5 points**
**Due: March 17, 2024**

Select a building from the following list. Visit the location where the building is (or was, if it is demolished). Take a "selfie" in front of the building/site. Then, upload the selfie to Blackboard under the "Research Project Site Selection" discussion board. Write a brief (200-word minimum) explanation of why you chose to research this building.

**Building Choices:**

1. Adelbert Hall (on the campus of Case Western Reserve University)
2. Alcazar Hotel
3. Bulkley Building
4. Carnegie West Branch, Cleveland Public Library
5. Cleveland Athletic Club
6. Cleveland Worsted Mills Company
7. Cory United Methodist Church
8. Fifth Church of Christ Scientist (SE corner of Lake Avenue and W. 117th)
9. First Church of Christ Scientist (2200 Overlook Road)
10. Gordon Square Arcade
11. Gray's Armory
12. Heights Rockefeller building (Cleveland Heights)
13. Hotel Winton
14. Lakewood High School
15. League Park/Dunn Field
16. Maltz Performing Arts Center/Temple Tifereth Israel (1855 Ansel Road)
17. Mather Mansion
18. Moreland Elementary School (Shaker Heights Public Library – Main Branch)
19. St. Luke's Hospital
20. Trinity Cathedral

**If you would like to research a building that is not on my list, you must obtain prior approval from me first. There are no exceptions to this requirement.** If you select on a building not on my list without prior approval, you will automatically lose half credit on the midterm assignment and you will have to select a new building for the final project.

**Final Project**
**15 points**
**Due: May 5**

For this project, you will apply your knowledge gained in this class to research a building in Northeast Ohio. You will also learn to use AI-generated responses to hone your information literacy skills. Finally, you will reflect upon the process of researching the built environment in an online environment.

You completed the first step of this project for your midterm assignment ("Research Project Site Selection"). You will use the building you selected for the midterm to complete this final project.

**Step 1:** Conduct your own research on your chosen building using a two-step process. First, use each of the following websites to search for information about your building:

- Western Reserve Historical Society Digital Cleveland Search: https://wrhs.saas.dgicloud.com/
- Cleveland Memory Project: http://www.clevelandmemory.org/
- Cleveland Public Library Digital Gallery: https://cplorg.contentdm.oclc.org/
- Encyclopedia of Cleveland History: https://case.edu/ech/
- Cleveland Historical: https://clevelandhistorical.org/

Second, find additional information online (e.g. via a Google Search). You will need to find information from at least **three** unique and reliable sources (*not Wikipedia!*). Your research should address the history of the building, its architecture, and changes over time.

**Step 2:** Use an open source AI platform (e.g. ChatGPT: https://chat.openai.com/) to generate a 500-word description of your chosen building. You are responsible for developing the prompt to enter into the AI platform. Be sure to include a request that the response come with five citations.

**Step 3:** Compare what you learned in your own research with the AI-generated response. Be sure to evaluate the AI-generated text and the AI-generated citations.

**Step 4:** Reflect on the process of researching the built environment and on the limitations of doing so in a fully online environment. How else might you research buildings beyond only using online sources? And what might you have missed by only doing this research online?

**Step 5:** Put it all together! Compile your project into a concise report that uses the following outline (*I recommend using my outline points as headers in your paper!*)
1. **Introduction** (about one paragraph). Be sure to include the building name and location, along with basic information such as when it was built.
2. Your **research summary**, including the building's history, architecture, and changes over time. Include some context for the building such as its neighborhood or how it fit into the time period when it was built. (2 pages)
3. The 500-word **AI-generated text and citations** (make sure this section is clearly labeled!)
4. **Comparison and critique of the AI output** with your own research. (1 page)

5. **Reflective summary** about the process and limitations of researching the built environment in an online-only format (1 page)
6. **Photographs** (include at least 2 photographs of the building, one of these can be your midterm "selfie"). Photos that are not your own need citations.
7. **Reference page**. You need at least three reliable sources of information that contributed to your original research. Also be sure to include in-text citations!

Your paper will be around five pages (not including photographs and reference page). You will lose points for bullet point lists of information. Be sure to address all parts of the assignment thoroughly to maximize credit.

You will submit the paper through Blackboard and the Turn-It-In program. Turn-It-In automatically checks your paper for plagiarism. Refer to the course syllabus for information on the university's academic misconduct policy. Turning in any work that is not your own is plagiarism and academic misconduct.

**Helpful Tips:**
As you work through your research, you may find that the common name(s) of buildings changes over time. You can use these clues to conduct additional searches. Not every website will have information about every building. You will have to piece together information from multiple sources to complete this project. Keep track of where you find information! You need to include in-text citations and a reference page.

**Sample reference page entries for websites:**

"The History of Our Cleveland Ohio Landmark," The Arcade, accessed March 13, 2020, https://www.theclevelandarcade.com/history.htm.

Florence, Cheyenne. "The Arcade: Cleveland's Crystal Palace," Cleveland Historical, accessed March 13, 2020, https://clevelandhistorical.org/items/show/24.

"Arcade," Encyclopedia of Cleveland History, accessed March 13, 2020, https://case.edu/ech/articles/a/arcade.

**Grading Rubric (15 points possible):**

| Requirement | Points |
| --- | --- |
| Introductory information (building name, location, year built) | 1 |
| Original research | 3 |
| AI-generated narrative | 1 |
| Compare/critique original research to AI generated text | 3 |
| Reflection | 3 |
| Photograph #1, with source information and caption | 1 |
| Photograph #2, with source information and caption | 1 |
| Reference page | 1 |
| Overall structure, organization, writing | 1 |
| **Total** | **15** |