Course Syllabus

Jump to Today Edit

General Anthropology

ANT 2000 • SPRING 2019

Department of Anthropology • College of Sciences • University of Central Florida

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0002)
Credit hours:	3.0 hours
Semester/year:	Spring 2019
Location/time:	T, Th 12:00 - 1:15pm, HEC 0125
Course GTA:	Brenna Raisor
GTA hours:	TBA
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Howard Phillips Hall 409L
Phone:	407-823-4964
Office Hours	T, TH 10-11:30 and appointment
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may

seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

After successfully completing this course, you should be able to:

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

After successfully completing this course, you should be able to:

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary,

and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Additional supplies you will need for the course include:

- One pack of 3X5 inch index cards (usually sold in 50- or 100-count packs)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, andlinguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Spring 2019 term, you should expect to spend around **three hours of class time each week engaging in face-to-face lectures.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please visit my **office hours on Tuesdays and Thursdays from 10:00-11:30am** in my office in Howard Philips Hall 409P. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA (see menu on the left for access).

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Academic Survey** by **11:59pm EST** on **Jan 8, 2019**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the course requirements?

Summary

This course begins on **Jan 7, 2019** and ends on **Apr 30, 2019**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 10 online quizzes
- complete 3 exams
- complete 2 short reflection papers

Academic Activity Assessment (week 1 only)

This is a simple survey available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Gen-Ed Pre-Test and Post-Test

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** you come to class, so that you will be prepared to understand the lectures and participate in discussions.

Attendance "Quizzes" (5% of final grade)

Attendance will be taken through in-class "quizzes" after the first week of the class. These are not "quizzes" in the traditional sense, but more like prompts to get you thinking about a concept or provide examples of something we've discussed in class that day. You will need to bring a 3x5 notecard to class each day take the quiz.

Reading Quizzes (15% of final grade)

You will complete **10 reading quizzes** and your lowest **two grades will be dropped**. Questions for quizzes assess your knowledge of the readings due on the day of the face-to-face class each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Short Reflections (20% of final grade)

There will be **two short (1-2 page) papers** assigned during the semester. The assignments will ask you to respond or reflect upon an issue relevant to the course. Like the “attendance quizzes”, these short responses are low stakes assignments designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

In-class Exams (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide.

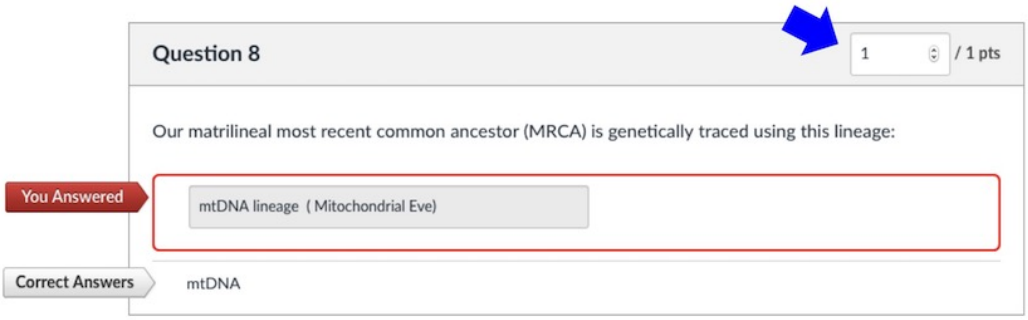
How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	**Points Possible**	**% Final Grade**
Attendance	25	5%
Reading Quizzes (8 of 10)	75	15%
Exams (3)	300	60%
Short Papers (2)	100	20%
Total	500	100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct**. If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

What if I miss an assignment, quiz, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, and to the GTA who will be completing the grading, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment and exam due dates.

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.

- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu (mailto:sas@ucf.edu)**, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your SAS-approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

How is respect for diversity maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on an exam or any other course work **will not be tolerated** and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or 'Z' grade for the entire course) and will be subject to appropriate referral to the **Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students)**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule (http://issuu.com/ucfsdes/docs/goldenrule__2014-2015_)** for further information. **All written work for this course is automatically submitted and reviewed for plagiarism and cheating during the grading process.**

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else, do not use the work of someone else as yours, and above all, do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and **provide a traceable report** listing the sources that you used.

I, and your GTA, will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (i.e., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

http://get.adobe.com/flashplayer/ (http://get.adobe.com/flashplayer/)

http://www.microsoft.com/en-eg/download/details.aspx?id=13 (http://www.microsoft.com/en-eg/download/details.aspx?id=13)

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified.**

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

What should I know about copyright and third-party software?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site**. **Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

What is the course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Week	Date	Topic	Readings	Assignment
1	8-Jan	What is Anthropology?		Student Survey
	10-Jan	Are there different kinds of Anthropologists?	Bailey and Peoples (ch 1)	
2	15-Jan	What is Culture?	Bailey and Peoples (ch 2); Miner (1956)	Reading Quiz 1
	17-Jan	Is Cultural Relativity Possible?	Kratz (2002)	
3	22-Jan	Why is Evolutionary Theory Important?	O'Neil (Early Theories of Evolution) (https://www2.palomar.edu/anthro/evolve/default.htm)	Reading Quiz 2
	24-Jan	Can we Reconcile Evolution and Faith?		
4	29-Jan	Who were the Earliest Hominids?	O'Neil (Early Hominin Evolution) (https://www2.palomar.edu/anthro/hominid/default.htm)	Reading Quiz 3
	31-Jan	Who were the Earliest Homo Species?	O'Neil (Early Human Evolution) (https://www2.palomar.edu/anthro/homo/default.htm)	
5	5-Feb	Where did the Earliest Humans Evolve?	O'Neil Evolution of (Modern Humans) (https://www2.palomar.edu/anthro/homo2/default.htm)	Reading Quiz 4
	7-Feb	What's it like to find Fossil Hominids?		
6	12-Feb	Are Humans still Evolving?	O'Neil (Human Biological Adaptabiilty) (https://www2.palomar.edu/anthro/adapt/default.htm) ; Gravlee (2009)	
	14-Feb	**Exam 1**		
7	19-Feb	Where did Ancient States Come from and were they Inevitable?	Scarre (2009)	Reading Quiz 5
	21-Feb	What do the Ancient Maya believe?		
8	26-Feb	What's it like to be a Maya Archaeologist?	Schele and Freidel (1992)	Reading Quiz 6
	28-Feb	How did the Ancient Maya live and where did they go?		
9	5-Mar	What is Language?	Thomson (1975)	Reading Quiz 7
	7-Mar	Can only Humans use Language?	Bailey and Peoples (ch 3)	
10	12-Mar	**SPRING BREAK**		
	14-Mar	**SPRING BREAK**		
11	19-Mar	What can Dialects tell us about the People who Speak them?		
	21-Mar	Why do we Miscommunicate if we	Tannen (1990, 1994)	Reflection 1

		speak the same Language?		
12	26-Mar	How do Cultural Anthropologists Study Living Groups?	Bailey and Peoples (ch 5); Sterk (2000)	
	28-Mar	**Exam 2**		
13	2-Apr	How does our Culture Teach Us about Sex, Gender, and Sexuality?	Bailey and Peoples (ch 9); Henry (1963)	Reading Quiz 8
	4-Apr	How do Boys become Men and Girls become Women?	Herdt (1983)	
14	9-Apr	Where do our Relatives come from and why does it Matter?	Bailey and Peoples (ch 8)	Reading Quiz 9
	11-Apr	How do we Create Meaning through Religion	Bailey and Peoples (ch 12)	Reflection 2
15	16-Apr	What is Power? Who has it? How is it used?	Bailey and Peoples (ch 7)	Reading Quiz 10
	18-Apr	How is Culture Embedded in Economy?	Bailey and Peoples (ch 11)	
16	25-Apr	**Exam 3, 10-12:50**		

Course Summary:

Date	Details	
Tue Feb 14, 2017	Exam 1 (https://webcourses.ucf.edu/courses/1319358/assignments/6056029)	due by 9am
Thu Mar 23, 2017	Exam 2 (https://webcourses.ucf.edu/courses/1319358/assignments/6056031)	due by 9am
Thu Apr 27, 2017	Exam 3 (https://webcourses.ucf.edu/courses/1319358/assignments/6056033)	due by 7am
Tue Jan 23, 2018	Reading Quiz 2 (https://webcourses.ucf.edu/courses/1319358/assignments/6056007)	due by 11:59am
Tue Jan 30, 2018	Reading Quiz 3 (https://webcourses.ucf.edu/courses/1319358/assignments/6056001)	due by 11:59am
Tue Feb 6, 2018	Reading Quiz 4 (https://webcourses.ucf.edu/courses/1319358/assignments/6056011)	due by 11:59am
Tue Feb 20, 2018	Reading Quiz 5 (https://webcourses.ucf.edu/courses/1319358/assignments/6055997)	due by 11:59am
Tue Feb 27, 2018	Reading Quiz 6 (https://webcourses.ucf.edu/courses/1319358/assignments/6055995)	due by 11:59am
Tue Mar 6, 2018	Reading Quiz 7 (https://webcourses.ucf.edu/courses/1319358/assignments/6056003)	due by 11:59am

Date	Details	
Tue Mar 27, 2018	Reading Quiz 8 (https://webcourses.ucf.edu/courses/1319358/assignments/6056009)	due by 11:59am
Tue Apr 3, 2018	Reading Quiz 9 (https://webcourses.ucf.edu/courses/1319358/assignments/6055993)	due by 11:59am
Tue Apr 10, 2018	Reading Quiz 10 (https://webcourses.ucf.edu/courses/1319358/assignments/6055999)	due by 11:59am
Tue Jan 8, 2019	Academic Activity Survey (https://webcourses.ucf.edu/courses/1319358/assignments/6056737)	due by 11:59pm
Mon Jan 14, 2019	Reading Quiz 1 (https://webcourses.ucf.edu/courses/1319358/assignments/6056013)	due by 11:59am
Thu Mar 21, 2019	Reflection 1 (https://webcourses.ucf.edu/courses/1319358/assignments/6056039)	due by 11:59pm
Thu Apr 11, 2019	Reflection 2 (https://webcourses.ucf.edu/courses/1319358/assignments/6056041)	due by 11:59pm
	Attendance (https://webcourses.ucf.edu/courses/1319358/assignments/6056021)	