

# Course Syllabus

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 **Edit**



## ANT2000 General Anthropology

### SUMMER A 2018

**W - World Wide Web**

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

**Instructor:**

**Dr. Neil Duncan**

**Office: Howard Phillips Hall 309**

**Office Hours: Online Mondays 9-10:30am, or face to face by appointment only**

**Email: Webcourses mail client or [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu)**

**Office Phone: 407-823-4961**

**Teaching Assistant: Ms. Jane Holmstrom**

**Office Hours: Online Thursdays 11am-12pm, or face to face by appointment only**

**Email: Webcourses mail client or [janeholmstrom@Knights.ucf.edu](mailto:janeholmstrom@Knights.ucf.edu)**

### Description of the Course

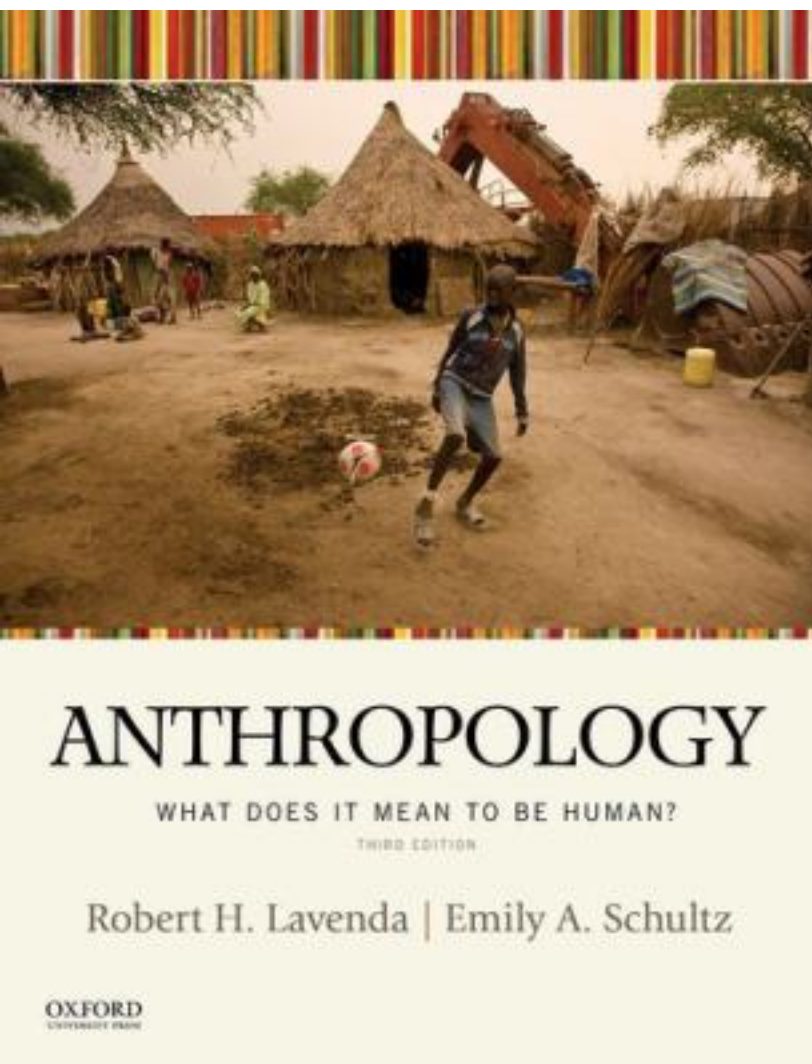
**An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology**

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

## Required Readings

Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. And reading will help you better understand my lectures and perform well on the tests and quizzes. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbook.

## Course Text



*Anthropology: What Does It Mean to Be Human?* Third edition. By Robert H. Lavenda and Emily A. Schultz.

## Course Structure

This is a six-week summer course. Be prepared to move at a fast pace as we will **cover the same amount of material covered in a 15 week semester**. That also means your daily reading load will be heavier, so plan accordingly.

There are 15 modules to be completed *in sequence*. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

## Course Requirements

Item	Total Points
Exams (3 @ 50 points each)	150
Essays/Response Papers (3 @ 25 points each)	75
Bi-Weekly Reading Quizzes (15 @ 5 points each)	75
Total Points	300

### Exams (3 @ 50 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials. **The last exam is cumulative.**

### Essays and Response Papers (3 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or

response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

### Quizzes (15 @ 5 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will negatively affect your final grade.

### Grading Scale

<b>Name:</b>	<b>Range:</b>
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

### A Note on Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency. This is a full semester course, please do not fall behind.**

### A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a

reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

## **Class Website**

The course syllabus and information on assignments are available on Webcourses. Grades will be posted in Webcourses as well. You will be informed of important class information via e-mail or announcement on Webcourses. Please check your e-mail and the Webcourses Modules page regularly. If you fail to do so, there is a possibility that you will miss crucial material.

## **Extra Credit**

There will be no extra credit offered.

# Policy Statements

## Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

## Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

## Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

## Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

## Course Accessibility Statement

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 (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.

# Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk)  (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## Copyright

This course may contain 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 the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is

strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.








## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### THIS SYLLABUS IS SUBJECT TO CHANGE
















**NOTE: For due dates, please consult the modules are in Webcourses.**

## Course Summary:

Date	Details
Fri May 17, 2019	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184987">Assignment 1</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184987">https://webcourses.ucf.edu/courses/1330291/assignments/6184987</a> ) due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184990">GEP Anthropology PreTest</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184990">https://webcourses.ucf.edu/courses/1330291/assignments/6184990</a> ) due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184980">Quiz 1: Take this Quiz!</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184980">https://webcourses.ucf.edu/courses/1330291/assignments/6184980</a> ) due by 11:59pm
Fri May 24, 2019	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184988">Assignment 2</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184988">https://webcourses.ucf.edu/courses/1330291/assignments/6184988</a> ) due by 11:59pm
Mon May 27, 2019	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184974">Exam 1</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184974">https://webcourses.ucf.edu/courses/1330291/assignments/6184974</a> ) due by 11:59pm
Mon Jun 10, 2019	 <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184983">Exam 2</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184983">https://webcourses.ucf.edu/courses/1330291/assignments/6184983</a> ) due by 11:59pm
Thu Jun 20, 2019	 <a href="#">Assignment 3 - "How I learned to be a ....."</a> due by 11:59pm



<https://webcourses.ucf.edu/courses/1330291/assignments/6184989>

 <a href="#">Exam 3</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184979">https://webcourses.ucf.edu/courses/1330291/assignments/6184979</a> )	due by 11:59pm
 <a href="#">Quiz 10</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184978">https://webcourses.ucf.edu/courses/1330291/assignments/6184978</a> )	due by 11:59pm
 <a href="#">Quiz 11</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184969">https://webcourses.ucf.edu/courses/1330291/assignments/6184969</a> )	due by 11:59pm
 <a href="#">Quiz 12</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184984">https://webcourses.ucf.edu/courses/1330291/assignments/6184984</a> )	due by 11:59pm
 <a href="#">Quiz 13</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184985">https://webcourses.ucf.edu/courses/1330291/assignments/6184985</a> )	due by 11:59pm
 <a href="#">Quiz 14</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184973">https://webcourses.ucf.edu/courses/1330291/assignments/6184973</a> )	due by 11:59pm
 <a href="#">Quiz 15</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184971">https://webcourses.ucf.edu/courses/1330291/assignments/6184971</a> )	due by 11:59pm
 <a href="#">Quiz 2</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184970">https://webcourses.ucf.edu/courses/1330291/assignments/6184970</a> )	due by 11:59pm
 <a href="#">Quiz 3</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184976">https://webcourses.ucf.edu/courses/1330291/assignments/6184976</a> )	due by 11:59pm
 <a href="#">Quiz 4</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184986">https://webcourses.ucf.edu/courses/1330291/assignments/6184986</a> )	due by 11:59pm
 <a href="#">Quiz 5</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184977">https://webcourses.ucf.edu/courses/1330291/assignments/6184977</a> )	due by 11:59pm
 <a href="#">Quiz 6</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184975">https://webcourses.ucf.edu/courses/1330291/assignments/6184975</a> )	due by 11:59pm
 <a href="#">Quiz 7</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184982">https://webcourses.ucf.edu/courses/1330291/assignments/6184982</a> )	due by 11:59pm
 <a href="#">Quiz 8</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184972">https://webcourses.ucf.edu/courses/1330291/assignments/6184972</a> )	due by 11:59pm
 <a href="#">Quiz 9</a> ( <a href="https://webcourses.ucf.edu/courses/1330291/assignments/6184981">https://webcourses.ucf.edu/courses/1330291/assignments/6184981</a> )	due by 11:59pm

Fri Jun 21, 2019

# Course Syllabus

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# General Anthropology

## Summer - 2019

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

## Course Information

<b>Course name:</b>	General Anthropology
<b>Course ID:</b>	ANT 2000 (AM-01)
<b>Credit hours:</b>	3.0 hours
<b>Semester/year:</b>	Summer 2019
<b>Location/time:</b>	M, W 10 - 11:50pm, CB2 0204
<b>Course GTA:</b>	Megan McCullum
<b>GTA hours:</b>	---
<b>GTA e-mail:</b>	via WebCourses Inbox

## Professor Contact

<b>Instructor:</b>	Dr. Michael Callaghan
<b>Main office:</b>	Howard Phillips Hall 409L
<b>Phone:</b>	407-823-4964
<b>Office Hours</b>	M, W 12:30 - 2pm and appointment
<b>E-mail:</b>	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, and linguistic 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 6 weeks of the Summer A 2019 term, you should expect to spend around **4 hours of class time each week engaging in face-to-face lectures**. You should also plan on setting aside at **4-6 hours each week**

**for online modules and assigned coursework.** 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 Mondays and Wednesdays from 12:30-2:pm** 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, Megan McCollum.

## *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 May 17, 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 **May 12, 2019** and ends on **June 21, 2019**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend all class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 5 online quizzes
- complete 5 reflection papers
- complete 1 individual project paper
- complete 1 group presentation

### *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" (10% of final grade)*

Attendance will be taken through in-class "quizzes" after the first class. These are not "quizzes" in the traditional sense, but 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 (25% of final grade)*

There will be **5 short (2 page) papers** assigned during the course. The assignments will ask you to respond or reflect upon an issue relevant to the course for each week. 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.

## *Ethnographic Research Project (50% of final grade)*

This assignment will ask groups to design an ethnographic project in which they study a cultural behavior using the major qualitative research methods employed by cultural anthropologists: observation, interviews, and participant observation. I would like groups to create a project that focuses on something of interest to them. This might be an event, a pattern of behavior, a ritual, rite of passage, discourses about a contested cultural issue, or a specific issue in the life experiences of a group of people. I would like groups to choose a topic that they can learn about, analyze, and come to understand in a **new** way by approaching it as an anthropologist would. Each member of the group will study a particular aspect of the topic.

The project will result in a short paper (3-4 pages from each member) and a group presentation (10 minutes). A large portion of the project will be descriptive (defining the problem, explaining why it is important and of interest, and explaining research methods), but the main goal is for you to move beyond description to develop a coherent analysis with a strong main argument (thesis) and interesting insights.

A more detailed grading rubric of the paper, critique, and presentation are provided within the written assignment for the larger project.

## *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:

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Survey	1	--
Attendance	50	10%
Reading Quizzes (5)	75	15%
Reflection Papers	125	25%
Project Prospectus	25	5%
Project Paper	100	20%
Project Presentation	120	25%
<b>TOTAL</b>	<b>501</b>	<b>100%</b>

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:

Question 8 1 / 1 pts

Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:

**You Answered** mtDNA lineage ( Mitochondrial Eve)

**Correct Answers** mtDNA

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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](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](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 an 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	Subject	Reading	Assessment
1	5-13	Sub-disciplines and Culture	<a href="#">Bailey and Peoples, chapter 1.pdf</a>  ; <a href="#">Bailey and Peoples, chapter 2.pdf</a> 	<a href="#">Academic Activity Survey</a>
	5-15	Relativity and Fieldwork	<a href="#">Kratz, 2002.pdf</a>  ; <a href="#">Miner, 1956.pdf</a>  ; <a href="#">Sterk, Claire.pdf</a> 	<a href="#">Reading Quiz 1</a> <a href="#">Reflection 1</a>
2	5-20	Paleoanthropology and Evolution	<a href="#">Coyne, 2010 (chapter 1).pdf</a>  ; <a href="#">Coyne, 2010</a>	<a href="#">Reading Quiz 2</a>

			<a href="#">(chapter 5).pdf</a>	
	5-22	Addressing Pseudoscience	<a href="#">Coyne, 2010 (ch 7).pdf</a> ; <a href="#">Coyne, 2010 (ch 8).pdf</a>	<a href="#">Reflection 2</a> <a href="#">Project Prospectus</a>
3	5-27	<b>NO CLASS - MEMORIAL DAY</b>		
	5-29	Doing Archaeology	<a href="#">Callaghan and Williams 2019 (ch 5).pdf</a> , <a href="#">Schele and Freidel, 1992.pdf</a>	<a href="#">Reading Quiz 3</a> <a href="#">Reflection 3</a>
4	6-3	The Ancient Maya	<a href="#">Callaghan and Williams (ch 6).pdf</a>	<a href="#">Reading Quiz 4</a>
	6-5	Linguistics	<a href="#">Linguistics (Perspectives).pdf</a> , <a href="#">Thomson, 1975 (Sapir-Whorf)-1.pdf</a>	<a href="#">Reflection 4</a>
5	6-10	The Sambia	<a href="#">Herdt, 1983.pdf</a> , <a href="#">Turner, 1964.pdf</a>	<a href="#">Reading Quiz 5</a>
	6-12	Case Study: The Sambia	<a href="#">Gender and Sexuality (Perspectives).pdf</a>	<a href="#">Reflection 5</a>
6	6-17	Ethnography Presentations		Prepare Presentations
	6-19	Ethnography Presentations		<a href="#">Project Paper</a> <a href="#">Project Presentation</a>

## Course Summary:

Date	Details	
Tue May 14, 2019	<a href="#">Academic Activity Survey</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186367">https://webcourses.ucf.edu/courses/1330290/assignments/6186367</a>	due by 11:59pm
	<a href="#">Reading Quiz 1</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186370">https://webcourses.ucf.edu/courses/1330290/assignments/6186370</a>	due by 11:59pm
Thu May 16, 2019	<a href="#">Reflection 1</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186376">https://webcourses.ucf.edu/courses/1330290/assignments/6186376</a>	due by 11:59pm

Date	Details	
Sun May 19, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6203929">Reading Quiz 2</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6203929">(https://webcourses.ucf.edu/courses/1330290/assignments/6203929)</a>	due by 11:59pm
Wed May 22, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186375">Project Prospectus</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186375">(https://webcourses.ucf.edu/courses/1330290/assignments/6186375)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186377">Reflection 2</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186377">(https://webcourses.ucf.edu/courses/1330290/assignments/6186377)</a>	due by 11:59pm
Tue May 28, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186369">Reading Quiz 3</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186369">(https://webcourses.ucf.edu/courses/1330290/assignments/6186369)</a>	due by 11:59pm
Fri May 31, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186378">Reflection 3</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186378">(https://webcourses.ucf.edu/courses/1330290/assignments/6186378)</a>	due by 11:59pm
Sun Jun 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186365">Reading Quiz 4</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186365">(https://webcourses.ucf.edu/courses/1330290/assignments/6186365)</a>	due by 11:59pm
Fri Jun 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186379">Reflection 4</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186379">(https://webcourses.ucf.edu/courses/1330290/assignments/6186379)</a>	due by 11:59pm
Tue Jun 11, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6211834">Reading Quiz 5</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6211834">(https://webcourses.ucf.edu/courses/1330290/assignments/6211834)</a>	due by 11:59pm
Fri Jun 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6211842">Reflection 5</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6211842">(https://webcourses.ucf.edu/courses/1330290/assignments/6211842)</a>	due by 11:59pm
Wed Jun 19, 2019	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186372">Project Paper</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186372">(https://webcourses.ucf.edu/courses/1330290/assignments/6186372)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186373">Project Presentation</a> <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6186373">(https://webcourses.ucf.edu/courses/1330290/assignments/6186373)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6206166">Attendance</a> ( <a href="https://webcourses.ucf.edu/courses/1330290/assignments/6206166">https://webcourses.ucf.edu/courses/1330290/assignments/6206166</a> )	

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# ANT2410: Introduction to Cultural Anthropology

Department of Anthropology, College of Sciences

3.0 Credit Hours

## Contact Information

- Professor: Suzanne C. Draper
- Office Location: Classroom Building 1 Rm 207
- Office Hours: Monday, Tuesday, and Wednesday 12:00 - 1:00 PM or by appointment
- Phone: (407) 823-2227
- Digital Contact: [Suzanne.Draper@ucf.edu](mailto:Suzanne.Draper@ucf.edu) or Inbox on Webcourses

## Course Information

- Term: Summer 2019
- Course Number & Section: ANT2410
- Course Name: Introduction to Cultural Anthropology
- Credit Hours: 3.0
- Class Meeting Days: Monday, Tuesday, Wednesday, Thursday
- Class Meeting Time: 10:00-11:50 AM
- Class Location: Business Administration 1 // Rm 122

## Course Description

For well over a century, anthropology has sought to understand the social and cultural dynamics of humanity: how we are similar, how we are different and how we, as social beings, have imagined and engaged with the world. This course introduces students to the central concepts, theories, methods and empirical findings of cultural anthropology,

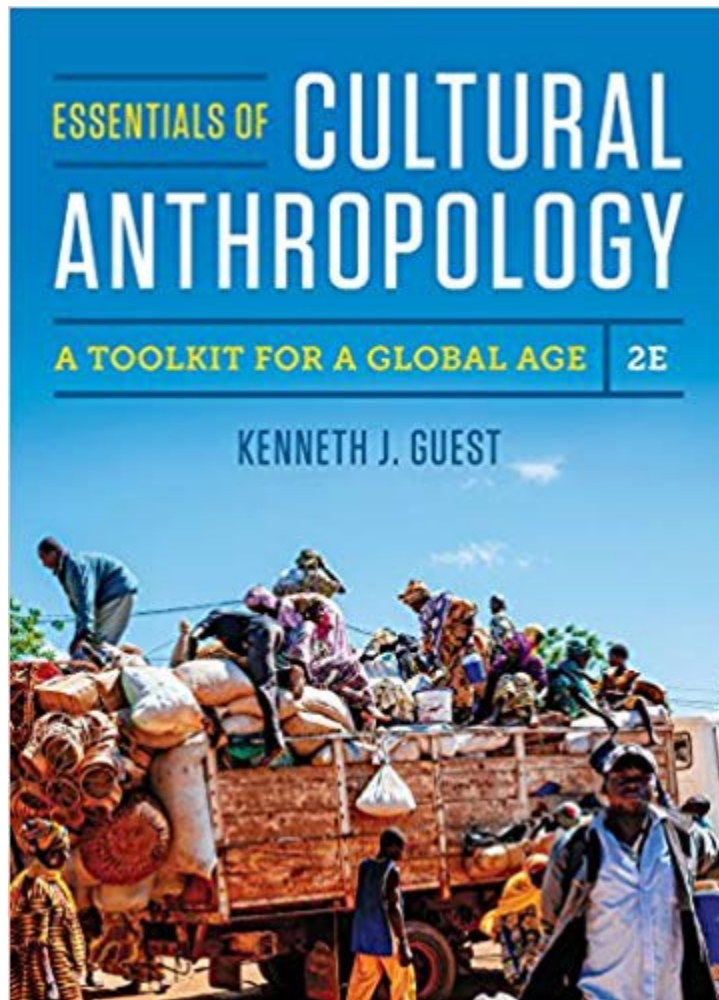
including debates surrounding the meaning of “culture.” Using comparative material from around the globe, students are encouraged to question both scholarly and commonsense understandings of what is often dubbed “human nature.” The topics we will cover in this course are many: kinship, family and marriage practices; language and communication; gender, sexuality, ethnicity and race; ritual and religion; political and economic systems; and globalization, trafficking and human rights. Students will develop practical skills in ethnographic documentation, data gathering, fieldwork and analysis that will be applicable to a range of professional and intellectual endeavors. We will discuss and question the existing debates toward norms, identities, family, love, relationships, sex, freedom, justice, and rights to express, perform, and even discipline the body or bodies. This course will engage films, media, and archival materials as alternative modes of interpreting the aforementioned concepts and ways of life. Students will also come away from the course with a deeper understanding of the world in which we now live—including the challenges and rewards of becoming a global citizen.

## Course Materials and Resources

### Required Materials/Resources

- Guest, K., *Essentials of Cultural Anthropology: A Toolkit for a Global Age*; 2nd Edition





## Optional Materials/Resources

- Most supplemental reading will be listed and linked in the course schedule
- To be determined throughout the semester

## Student Learning Outcomes

- to introduce students to the study of cultural anthropology
- to give students an awareness of cultural issues and diversity at US, international and global scales
- to enable students to grasp culture as practice, representation, and systems embedded within social life
- to encourage critical thinking on a range of dilemmas posed by the readings and films
- to develop students' proficiency in speaking and thinking critically and effectively about cultural anthropology
- to develop students' ability to write cogently and/or persuasively

# Course Activities

- 6 Quizzes; online
- 2 Exams; online
- 6 Cultural Review Written Responses (prompted essay-style submissions; online)
- Extra credit: There will be 10 opportunities to earn 1 point of extra credit through attendance assignments. The accrued points will be applied to your cumulative exam points.
- In class discussions.

## Activity Submissions

Cultural anthropology is an area 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 6 weeks of the Summer 2019 term, you should expect to spend around **eight hours of class time each week listening to lectures, taking notes, and participating in class activities.** You should also plan on setting aside at least **eight hours each week for interacting with online media, learning activities 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 a week of class lecture or online materials and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please schedule an appointment with me in my office.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform.

## Attendance/Participation

Attendance is required.

The class is discussion based so come to each class prepared to discuss the readings, films, and assigned work.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

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.

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## Assessment and Grading Procedures

Assignment Percentages	
Assignment	Percentage of Grade

6 quizzes	20%
6 Cultural Review Written Assignments	20%
Exam 1	30%
Exam 2	30%
Total	100%

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

Grading Scale			
Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
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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.

## 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**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule**[Links to an external site.](#) 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 will also adhere to the highest standards of academic integrity, so please **do not ask me to change (or expect me 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. 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 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 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.** 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>.

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/Links to an external site.>



<http://get.adobe.com/flashplayer/Links to an external site.>



<http://www.microsoft.com/en-eq/download/details.aspx?id=13Links to an external site.>

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 an 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 so I 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 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.

# Course Schedule

Date	Subject	Reading
<p><b>Week 1</b></p> <p>May 13</p> <p>May 14</p> <p>May 15</p> <p>May 16</p>	<p>Anthropology in a Global Age</p> <p>Culture</p>	<p>Pg. 4-59</p>
<p><b>Week 2</b></p> <p>May 20</p> <p>May 21</p> <p>May 22</p> <p>May 23</p>	<p>Fieldwork and Ethnography</p> <p>Language</p>	<p>Pg. 60-115</p>
<p><b>Week 3</b></p> <p>May 27</p> <p>May 28</p> <p>May 29</p> <p>May 30</p>	<p>Race and Racism</p> <p>Ethnicity and Nationalism</p>	<p>Pg. 119-175</p> <p><u>McIntosh, Peggy (1990) White Privilege: Unpacking the Invisible Knapsack (Links to an external site.)</u><u>Links to an external site.</u></p>
<p><b>Week 4</b></p> <p>June 3</p> <p>June 4</p> <p>June 5</p> <p>June 6</p>	<p>Gender</p> <p>Sexuality</p>	<p>Pg. 177-231</p>
<p><b>Week 5</b></p>	<p>Class and Inequality</p>	<p>Pg. 261-331</p>



June 10	The Global Economy	
June 11		
June 12		
June 13		
<b>Week 6</b>		
June 17	Politics and Power	Pg. 333-423
June 18	Religion	<u>Farmer, Paul (2004) An Anthropology of Structural Violence (Links to an external site.)</u>
June 19	Health, Illness, and the Body	<u>Links to an external site.</u>
June 20		

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was

obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#)Links to an external site..

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)Links to an external site."

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct.

Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external](#)



[site.\)\(Links to an external site.](#)

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## Copyright

This course may contain 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 the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.



# The Human Species

ANT 2511 ■ Summer B (M02) 2019

Department of Anthropology ■ College of Sciences  
University of Central Florida

## Course Information

Course Name:	The Human Species
Course ID:	ANT 2511 (BM02)
Credit Hours:	3.0 hours
Semester/year:	Summer B 2019
Location/time:	Classroom Building 2 - 105 on Mondays and Wednesdays 10:00-11:50 AM Online instruction via WebCourse@UCF

## Professor Contact

Instructor:	Dr. Lana Williams
Main office:	Howard Phillips Hall 309F
Office hours:	Monday 1:00-3:0 PM via online Chat or in person on UCF Main Campus (or by scheduled appointment)
Phone:	407-823-2227
E-mail:	lana.williams@ucf.edu

## Teaching Assistant Contact

Course GTA:	Jane Holmstrom
Main office:	Howard Phillips Hall 309
GTA office hours:	Wednesday 1:00-3:0 PM via online Chat or in person on UCF Main Campus (or by scheduled appointment)
Phone:	407-823-2227
GTA e-mail:	via WebCourses Inbox

## University Catalog Description

Human biological variation in an evolutionary perspective. **Prerequisite(s) or Corequisite(s):** None

This is a UCF General Education Program (GEP) course, and it satisfies the Science Foundation Area 2 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

## What is this course about?

What are we as humans? When did our biological path to becoming human start? Why do we look different and yet share so many similarities with our non-human relatives? Biological anthropology – the study of the evolution, variation, and adaptation of humans and their past and present relatives – can help you find answers to these questions and many more. Biological anthropologists research these kinds of questions using scientific biological and humanistic perspectives to better understand not only the physical aspects but also the behavioral aspects of what it means to be human.

From genetics and gorillas, to nutrition and Neanderthals, this biological anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the development and diversity of our species, our place in the natural world, and issues that we face in our rapidly changing world, including our understanding of new fossils, race, environment, and world health. Our primary goal is to explore, understand and respond meaningfully to the diversity of of past, present, and future as the human species.

## What skills will I develop in this course?

Through your study in this course, you will learn to:

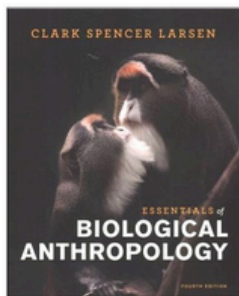
- Explain and identify basic concepts and theoretical developments in biological anthropology.
- Compare and contrast adaptations and variations among modern humans from an evolutionary perspective.
- Summarize our relationship to modern living primates and the potential threats to their survival.
- Examine and evaluate fossil evidence used in understanding our evolutionary past.
- Apply concepts of biological anthropology to contemporary issues and your own behaviors.
- Generate and defend informed opinions concerning human diversity of differences, similarities, and interrelationships among humans and our biological relatives past and present

While emphasis is placed on developing the analytical skills necessary to evaluate scientific and humanistic statements about human diversity and similarity both past and present, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Gather and synthesize information from appropriate resources, and evaluate information and sources for accuracy and credibility.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

## What textbook will I need?

The **4th edition of the textbook is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access this textbook for class participation, assignments, quizzes and exams. Any additional required readings (outside of this text) will be provided through online course content.



### **Essentials of Biological Anthropology**

Author: Clark Larsen

Edition: 4th edition

Year: 2018

Publisher: W.W. Norton & Company

ISBN: 9780393667431

Available for purchase or rental in paperback and e-book formats

## What is a mixed-mode course?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. This format is not for everyone; some people may have difficulty learning in a course that does not fully meet face-to-face. To be successful in this type of learning environment, you will need to plan your time well and maintain self-paced discipline throughout the term. [Knight's Online](#) has excellent resources to assist you with being successful in an online learning environment.

Biological anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the methods and theories applied in this research may be completely new. 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 the subject, 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 6 weeks of the Summer B 2019 term, you should expect to spend around **six hours of class time each week listening to lectures, taking notes, viewing and listening to online media, and participating in class activities**. You should also plan on setting aside at least **two-to-three hours each week to review and complete your assigned reading and required assignments**. 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 general education 2000-level course.

Please do not be tempted to skip a class meeting or a seemingly small two or three days of online learning materials and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Mondays from 1:00-3:00pm EST**. If you are on UCF's Main Campus, you can also visit my **office in Howard Philips Hall 309F on Mondays from 1:00-3:00pm EST**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences or Chat appointment or UCF Main Campus appointment as needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## *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](#) (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 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.

## *What are the course requirements?*

The Spring 2019 semester begins on **JUN 24, 2019** and ends on **AUG 02, 2019**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- submit university-required GEP Pre-Test and Post-Test quizzes for the course (non-graded assessment);
- review learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- attend class and participate in learning and review activities;
- submit 11 of 13 online quizzes (two lowest scores are dropped);
- submit 5 of 6 online activity assignments (lowest score dropped);
- submit 3 online written exams.

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

**All graded work is due on an assigned schedule**, and once a quiz, assignment or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor. Please note the due dates carefully. A missed quiz, assignment or exam will not be accepted unless there is a valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

## How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on studying and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty 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: Getting Started Quiz](#) in the COURSE INTRO: Things You Should Know by **11:59pm EST on JUN 28, 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 and access to learning materials.

UCF's General Education Program (GEP) and associated departments use pre- and post-test quizzes to evaluate student learning in general education courses. You can access the **GEP ANT 2511 Pre- and Post-Test** quizzes through your personal WebCourses Dashboard or Main Menu. **These quizzes DO NOT affect your course grade**, but you will need to complete each component by the following due dates:

- GEP ANT 2511 Pre-Test Quiz by **11:59pm EST on JUL 01, 2019**
- GEP ANT 2511 Post-Test Quiz by **11:59pm EST on AUG 02, 2019**

## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Academic Activity & Graded Quizzes (11)	120	35%
Activity Assignments (5)	50	25%
Exams (3)	300	40%
<i>Total Possible</i>	470	100%

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes, assignments, and exams and to demonstrate critical thinking and reflection in your learning activities.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will demonstrate your familiarity with the course requirements, professor contact, and information provided in this syllabus by taking a graded quiz. **This score cannot be dropped from your graded quizzes grade.**
- **Graded Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice, true-false and fill-in questions, and you are required to submit at least 11 of the 13 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from this set of grades.**
- **Activity Assignments:** These short online discussion activities are designed to help you think critically and formulate an informed opinion, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. You are required to submit 5 of the six activity assignments located in the learning modules. **WebCourses will automatically drop the lowest score from this set of grades.**
- **Exams:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in lectures, class discussion, media and readings throughout the term. Exams will include a mix of multiple choice, true-false, fill-in and short answer questions.

Many students take advantage of the dropped grades in quizzes and assignments at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and assignments you have submitted** using the 'Grades' button in the menu on the left.



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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	76 - 79%
A-	90 - 94%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

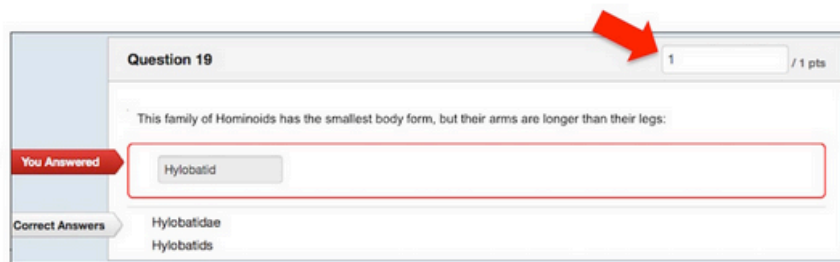
Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete 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.

## How do I view my grades?

You can access your grades for quizzes, 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. In most instances, quiz grades will be available within two days after the final due date. For other assignments and exams, grades will be available within three-to-five days after the final due date.

When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or correct answers supplied for comparison with your submission. 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 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:



Correct answers for each quiz and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

## What if I miss a quiz, discussion, 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, **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 or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire or flooding. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you are a **deployed active duty military or National Reserves** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are a **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify your professor 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).

## What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the [University Writing Center](#), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](#) <sup>2</sup>, so you can avoid undesirable academic outcomes.

## 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 in-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](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information. **All written work for this course is automatically 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 grading 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?

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 unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

## What are the technology and software requirements?

At a minimum, you will need the following for this course:

- Access to a reliable laptop or desktop computer **at least three times a week.** If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).
- Reliable broadband internet access
- A [compatible web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint Viewer, or the equivalent (through [Office 365](#)) on the computer commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365 or do not have similar software already installed, please visit the following websites to access and install or upgrade to the most current versions of these products:



[Get Adobe Reader](#)



[Get PowerPoint Viewer](#)

## Who do I contact if something isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor or GTA so we can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support](mailto:WebCourses@UCFSupport)
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows professors to review a student's progress and activities while logged into the course. This assists students and professors in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting an 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 quiz, but . . ." **excuses can be traced and verified.**

## *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., OneClass, StuDoc, 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 do I do if there is a campus emergency?*

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, dial 911 for assistance.
- Access the [UCF Emergency Guide](#) for specific information and actions.

To learn more about UCF campus safety and emergency preparedness, please review the information and video located in [THE BASICS: What Do I Need to Know...?](#) section of the COURSE INTRO module.






























## *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.

## Course Summary:

Date	Details	
Fri Jun 28, 2019	 <a href="#">REQUIRED ACTIVITY: Getting Started Quiz</a>	due by 11:58pm
	 <a href="#">QUIZ 1: Biological Anthropology</a>	due by 11:59pm
	 <a href="#">QUIZ 2: Theories of Evolution</a>	due by 11:59pm
Sat Jun 29, 2019	 <a href="#">ACTIVITY 1: Is Your DNA You?</a>	due by 11:59pm
Sun Jun 30, 2019	 <a href="#">QUIZ 3: The Human Genome</a>	due by 11:59pm
Tue Jul 2, 2019	 <a href="#">ACTIVITY 1: Group Response</a>	due by 11:59pm
Wed Jul 3, 2019	 <a href="#">ACTIVITY 2: Adapt or Die in the Urban Jungle</a>	due by 11:59pm
Fri Jul 5, 2019	 <a href="#">QUIZ 4: Population Genetics</a>	due by 11:59pm
Sun Jul 7, 2019	 <a href="#">QUIZ 5: Modern Human Variation</a>	due by 11:58pm
	 <a href="#">EXAM 1</a>	due by 11:59pm
Mon Jul 8, 2019	 <a href="#">ACTIVITY 2: Group Response</a>	due by 11:59pm
Thu Jul 11, 2019	 <a href="#">ACTIVITY 3: Primate Observations</a>	due by 11:59pm
Fri Jul 12, 2019	 <a href="#">QUIZ 6: Living Primates</a>	due by 11:59pm
Sun Jul 14, 2019	 <a href="#">QUIZ 7: Primate Behavior</a>	due by 11:59pm
Mon Jul 15, 2019	 <a href="#">ACTIVITY 3: Group Response</a>	due by 11:59pm
Thu Jul 18, 2019	 <a href="#">ACTIVITY 4: Saving 'Half-Earth'</a>	due by 11:59pm
Fri Jul 19, 2019	 <a href="#">QUIZ 8: Fossils and Time</a>	due by 11:59pm
Sun Jul 21, 2019	 <a href="#">QUIZ 9: Primate Origins</a>	due by 11:58pm
	 <a href="#">EXAM 2</a>	due by 11:59pm
Mon Jul 22, 2019	 <a href="#">ACTIVITY 4: Group Response</a>	due by 11:59pm
Thu Jul 25, 2019	 <a href="#">ACTIVITY 5: Lumping and Splitting</a>	due by 11:59pm
Fri Jul 26, 2019	 <a href="#">QUIZ 10: Early Hominins</a>	due by 11:59pm
Sat Jul 27, 2019	 <a href="#">ACTIVITY 6: Even More Branches?</a>	due by 11:59pm
Sun Jul 28, 2019	 <a href="#">QUIZ 11: Early Genus Homo</a>	due by 11:59pm
Mon Jul 29, 2019	 <a href="#">QUIZ 12: Archaic and Modern Humans</a>	due by 11:59pm
	 <a href="#">ACTIVITY 5: Group Response</a>	due by 11:59pm
Tue Jul 30, 2019	 <a href="#">ACTIVITY 6: Group Response</a>	due by 11:59pm
Fri Aug 2, 2019	 <a href="#">QUIZ 13: Last 10,000 Years</a>	due by 11:58pm
	 <a href="#">EXAM 3</a>	due by 11:59pm

# Syllabus Summer 2019 ant 2511

ANTHROPOLOGY 2511 SUMMER 2019

HUMAN SPECIES AND EVOLUTION

INSTRUCTOR: Vance Geiger, PhD

Office: 309 Howard Phillips Hall

Office Hours: Tuesday, Thursday 11 - 12 30

Phone: 823-2227

E mail: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu) (mailto:vance.geiger@ucf.edu)

Text: Human Evolution and Prehistory, Essentials of Physical Anthropology by Larson

Grading: 2 Exams, 100 points each = 200

10 Labs 10 points each = 100

Attendance = 100 minus 4 points every day missed

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

## Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/> (http://academicintegrity.org/)

*UCF Creed:* Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> (<http://wpacouncil.org/node/9>)> and have been adopted by UCF's Department of Writing & Rhetoric.

## Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

## Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/> (<http://www.osc.sdes.ucf.edu/>).

## Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

## Course Accessibility Statement

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) (<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.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)



- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (<http://www.ehs.ucf.edu/AEDlocations-UCF>) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>))



(<https://youtu.be/NIKYajEx4pk>)

) about how to manage an active shooter situation on campus or elsewhere.

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Week 1: 5/13

Introduction to the course

Introduction to Anthropology: Four Fields

Scientific Method

READING: Online material

Week 2: 5/20

Introduction to Evolutionary Thought up to Darwin

Reading: Larsen chapter 2

**Week 3: 5/27**

Evolution: Darwin to Mendel

Molecular Genetics

READING: Larsen chapter 3

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**Week 4: 6/3**

Population Genetics: Hardy-Weinberg, Definition of Evolution, Forces of Evolution

Reading Larsen chapter 4

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**Week 5: 6/10**

Adaptation; Modern Evolutionary Theory

Taxonomy

READING: Larsen chapter 5

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**Week 6: 6/17**

Time Scales; Dating Methods

Primate Evolution Overview: From Here to There

READING: Larsen chapter 8

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**Exam 1**

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**Week 7: 6/24**

Early Primate Evolution

Later Primate Evolution

Primate Models: Behavior, Communication

READING: Larsen chapters 7 and 9

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**Week 8: 7/1**

Paleoanthropology: Overview

Australopithicines Models, Behavior, Evolutionary Relationships

READING: Larsen chapter 10

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**Week 9: 7/8**

Homo Habilis

Homo erectus

Reading: Larsen chapter 10

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Week 10: 7/15

Archaic Homo sapiens

Homo Neanderthalis

READING: Larsen chapter 11

Exam 2

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Week 11: 7/22

Archaic Homo Sapiens:

Modern Homo sapiens

READING: Larsen chapter 11

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Week 12: 7/29

Human Adaptability and Diversity: Polymorphisms, Physiological Responses to Stress

Human Ecology

READING: Larsen chapter 12

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Exam 2

□



### **Course Information**

**Course name:** Human Species (ANT 2511-AW60)  
**Class Number:** 54064  
**Course ID:** 000325  
**Dates:** 5/13/2019 - 6/21/2019  
**Course type:** World Wide Web (W)  
**Class Notes:** Web-based course; WWW access, browser, e-mail required.  
**Class Attributes:** GEP-Science Foundations, Interdisciplinary-Behavioral & Social Sciences  
**Credit hours:** 3.0  
**Semester/year:** Summer I 2019  
**Location:** Online through Webcourses  
**Day/Time:** See schedule below for due dates

### **Professor Information**

**Professor:** John M. Starbuck, Ph.D.  
**Office:** Howard Phillips Hall, Room 309 (check in with office assistant that will direct you where to go)  
**Office Hours:** Online Thursdays 10:00-11:00 a.m. (responses typically within 24-48 hours, see below)  
**Phone:** 407-823-2124  
**E-mail:** Webcourses e-mail (best way to contact me) or [john.starbuck@ucf.edu](mailto:john.starbuck@ucf.edu)

### **Graduate Teaching Assistant (GTA) Information**

**Course GTA:** Adam Biernaski  
**GTA office hours:** E-mail or by appointment  
**GTA e-mail:** Webcourses e-mail or [adamosis@knights.ucf.edu](mailto:adamosis@knights.ucf.edu)

### **University Course Catalog Description**

Human biological variation in an evolutionary perspective.

### **Description**

Biological anthropology (also called “physical anthropology”) is the study of humans as biological creatures. It is the study of where we came from, our evolution, and how our biology interacts with our environment and culture today.

### **Course Overview**

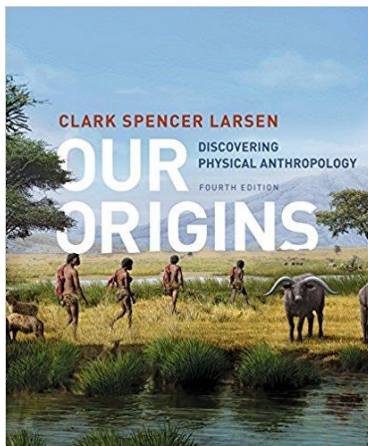
This course will introduce students to biological anthropology concepts such as evolutionary theory, genetics, modern human variation and adaptation, non-human primates, hominin origins and purported human ancestors, and the origin of modern humans.

### **Course Goals and Learning Outcomes**

The goal of this course is for students to learn how to identify and explain important topics and concepts related to biological anthropology such as evolutionary principals including DNA, adaptation, and

variation; our temporal, genetic, morphological, and behavioral connections to non-human primates; and the paleoanthropological evidence for human evolution and dispersal.

**Required Textbook:** Our Origins: Discovering Physical Anthropology (4rd edition) by Clark Spencer Larsen, Publisher Norton, Year 2017, ISBN: 978-0393614008. Please note that earlier editions of this book are outmoded and contain out-of-date information, therefore the 4<sup>th</sup> edition of this text is required for this course.



The access code that comes with new books is not needed. You are welcome to purchase the course text brand new or used. It may be less expensive online. If you order the book online and the course is about to start, you should probably pay extra to have it shipped quickly or your grade will be hurt by your inability to read its content in time for assignments. It is also possible to rent the course text at a fraction of the price from different vendors (e.g., textbooksolutions.com, amazon.com). Students in some of my classes have used a Facebook page called “UCF Textbook Exchange” to find books for other courses, so you may want to check out that possibility. Lastly, if you encounter financial aid issues that delay disbursement and your ability to acquire the course text, please look into the “Funds for Books” options listed here: [http://finaid.ucf.edu/receiving/funds\\_for\\_books.html](http://finaid.ucf.edu/receiving/funds_for_books.html).

### **Learning Management System**

We are using an online learning management system called Webcourses (<https://webcourses.ucf.edu/>) for this course. If you are new to Webcourses, please review the following link: <http://online.ucf.edu/support/webcourses/other/student-tour/>. I will use Webcourses to e-mail you and post class announcements. You will use Webcourses to access the syllabus, modules with learning content, quizzes, and tests. Please adjust the e-mail preferences so that you do not miss anything I send out via announcements, e-mail, or comments made in Webcourses. Please note that it is your responsibility to ensure you complete quizzes and exams on a reliable device with a reliable internet connection.

You are expected to have daily access to the internet and email. All students at UCF are required to obtain a Knights Email account and check it regularly for official university communications. I recommend you check Webcourses daily.

If you encounter issues viewing material on Webcourses you should try restarting your device and/or using a different browser. You may also need to check your internet connection. If you require technical assistance with Webcourses, please use the following link: <https://online.ucf.edu/support/>.

### **World Wide Web (W)**

“World Wide Web” or “W” means that **this course is completely online**. There is no face-to-face component. You are not required to set foot on campus for this course. You will complete assigned reading and work through Webcourse modules based on the schedule below. You can work ahead, but do not fall behind. If you fall behind, you may be removed from the course.

### **Organization**

You will login to Webcourses at <https://webcourses.ucf.edu/> using your UCF credentials. The first thing you should do is read through this syllabus and consistently refer to the schedule for assignments and due dates. To earn your grade in this course you will complete online modules. Module may contain lectures, additional reading, video components or documentaries, quizzes, and exams. You have a range of dates to complete assignments (please consult schedule below). You are expected to have access to a reliable internet connection and computer. Appropriate software should be installed on your computer so you can open Microsoft Word documents, PDF documents, PowerPoint files, and links to documentaries.

### **Study Requirements**

You should complete all course content. Take notes on everything covered in the course. The average student should spend approximately 6-9 hours per chapter studying for this course. I will not provide study guides for this course.

### **Grading**

Coursework will be weighted as follows:

1. Syllabus quiz (1%, required to establish participation in course)
2. Quizzes 2.9% each (10 total; 29%)
3. Tests 23.33% each (3 total; 70%)

### **Grading Scale**

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%	74-76%	70-73%	67-69%	64-66%	61-63%	0-60%

### **Quizzes**

A total of 10 quizzes will be given throughout the semester. Each quiz is worth 2.9% of your final grade. Quizzes will consist of 10 true/false and multiple-choice questions. You will have 15 minutes to complete each quiz. Quiz questions will help prepare you for test questions. You can take each quiz up to two times and Webcourses will record your highest grade. However, if one or both of your attempts are beyond the due date, you will receive a later penalty on that assignment before the end of the semester. Also, the quizzes are likely to contain different questions on each attempt. Please note that it is your responsibility to ensure you complete quizzes on a reliable device with a reliable internet connection.

### **Exams**

You will take 3 non-cumulative exams during the semester. Each exam is worth 23.33% of your final grade. Exams will consist of 50 multiple choice and true/false questions. You will have 90 minutes to complete each exam. Please note that it is your responsibility to ensure you complete exams on a reliable device with a reliable internet connection.

### **Late Policy**

Please note that late assignments will be docked 10% per day late for the first 3 days. After 3 days you get a zero for the assignment. Also, Exam 3 must be taken on time to ensure that I can submit grades on time. Thus, if you do not take exam 3 on the correct day and time, you will receive an automatic zero on exam 3.

### **Video Links**

Occasionally video links from the PowerPoint or online modules will fail to work. If you find a link to a video that fails for some reason, immediately e-mail me and let me know. I will either remove the link or replace it with an active link, possibly to a different video.

### **Final Grades**

I do not offer extra credit assignments. You should make a strong effort to do well in this class from the beginning.

### **Study Tips**

You should take notes on reading assignments, lectures, labs, and documentary videos. Your notes should be organized and clear. Make sure you know the vocabulary and jargon introduced. All quizzes and exams are open book and notes. For each quiz, I recommend you spend 1-2 hours studying your notes before taking the quiz. For each exam, I recommend you spend time during each of the 3 days before the exam studying your notes. My personal preference as an undergraduate was to study for 1 hour 3 days out, 2 hours 2 days out, 3 hours the day before an exam, and then as needed on the day of the exam. This formula worked very well for me as an undergraduate, but feel free use whatever study habits work for you in terms of getting the grade you desire.

### **Financial Aid Requirement**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their financial aid. Webcourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **After reviewing this syllabus, students must complete the “Syllabus Quiz” on Canvas by 5pm EST on Friday of the first week of classes.** Please note that this quiz is ungraded and will not show up in the gradebook, but it does count as 1% of your final grade. This quiz can be accessed through module 0 or using the quiz link in Webcourses and scrolling to the “Practice Quizzes” section.

### **Do Not Expect Make-Ups**

No make-up quizzes or exams will be offered in this course. However, if you encounter some type of life-event that keeps you from completing quizzes and exams on time such as a death in your immediate family, an emergency, injury, or illness, then you will need to contact me as soon as possible and provide valid documentation. Valid documentation may include a doctor’s note or military deployment orders. Valid documentation must include contact information so I can verify that the documentation is legitimate (I will call and check). Documentation from your parent, friend, or employer will not be considered valid. Broken computers or issues with technology will not be considered valid excuses.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Unauthorized Use of Class Materials or Class Notes**

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### **Academic Integrity Statement**

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.



### **Ethics Statement**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values and are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

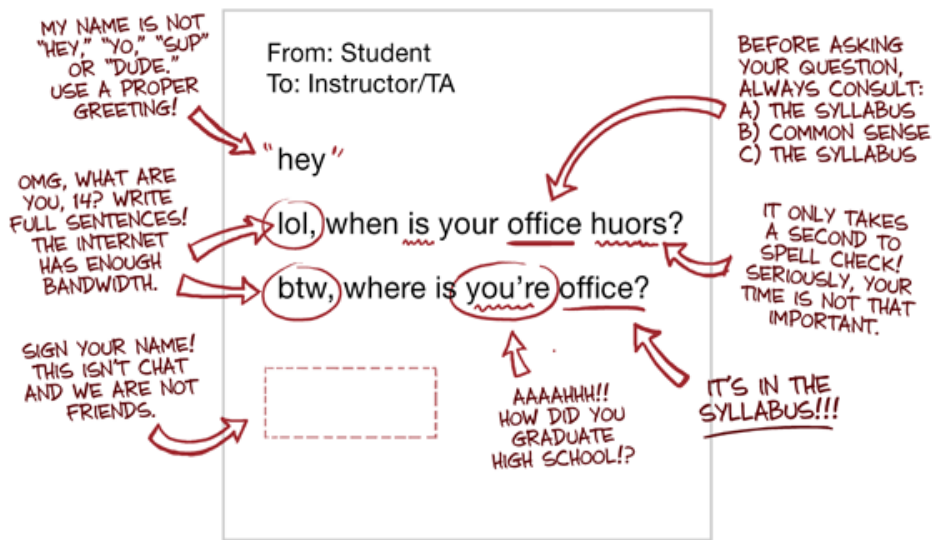
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **How to Contact a Professor or Teaching Assistant by E-mail**

When you contact a professor or teaching assistant by e-mail you should adhere to the following guidelines:

1. Before e-mailing, have you checked the syllabus for an answer to your question? If you have checked the syllabus and cannot find your answer, then move on to step 2.
2. Only e-mail your professor or GTA from your university e-mail address or through Webcourses. This decreases the likelihood that your e-mail will be filtered to a junk folder.
3. Write your course number, day, and time in the subject line or as your signature (e.g., ANG 5486 3:00-5:50). This keeps me from having to figure out which of my classes you are in.
4. Choose an appropriate greeting (e.g. Hi Dr. Starbuck or Hello Professor Starbuck, etc.).
5. Be polite.
6. Proofread what you write in the e-mail. Is it concise? Will I understand your question? Did you spell correctly and use appropriate punctuation?
7. Expect a response in 24-48 hours Mon-Fri. If you e-mail on a weekend, then do not expect a response until early the following week.

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

### GEP Pre and Post-Tests

You will find access to GEP quizzes in your personal Webcourses main menu. The GEP pre- and post-tests are used by the university and Anthropology department to determine the knowledge you acquired during the semester. These quizzes will not count against your final grade in the class and should be completed without your book, as this will help us more accurately gauge student learning. The GEP pre-test will be open for you to take during the first 2 weeks of the semester. The post-test will be available during the last 2 weeks of the semester. Again, the scores you earn on the GEP pre-test and post-test are not included in your total points for the semester. I have no control over when the tests open and close, so please do not ask for deadline extensions.

### Important Dates

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

### Schedule (Abbreviations: M = Online Module, Q = quiz)

Week/Dates	Assigned Reading and Exams	Weekly Assignments	Module includes
Week 1	Introduction and Chapter 1 - What is Physical Anthropology?	Complete "Syllabus Quiz" by 5pm EST on Friday of first week to verify academic engagement. Complete online module 0 (M0) and M1 by 11:59 p.m. on 5/15	Syllabus quiz (ungraded), Q1
Week 1	Chapter 2 - Evolution: Constructing a Fundamental Scientific Theory	Complete M2 by 11:59 p.m. on 5/17	Q2
Week 2	Chapter 3 – Genetics: Reproducing Life and Producing Variance	Complete M3 by 11:59 p.m. on 5/20	Q3

Week 2	Chapter 4 – Genes and Their Evolution: Population Genetics.	<i>Study for Exam 1</i>	
<b>Week 2</b>	<b>Exam 1 (covers chapters 1-4)</b>	<b>Complete M4 by 11:59 p.m. on 5/24</b>	<b>Exam 1</b>
Week 3	Chapter 5 – Biology in the Present: Living People	Complete M5 by 11:59 p.m. on 5/27	Q4
Week 3	Chapter 6 – Biology in the Present: The Other Living Primates	Complete M6 by 11:59 p.m. on 5/29	Q5
Week 3	Chapter 7 – Primate Sociality, Social Behavior, and Culture	Complete M7 by 11:59 p.m. on 5/31	Q6
Week 4	Chapter 8 – Fossils and Their Place in Time and Nature	<i>Study for Exam 2</i>	
<b>Week 4</b>	<b>Exam 2 (covers chapters 5-8)</b>	<b>Complete M8 by 11:59 p.m. on 6/7</b>	<b>Exam 2</b>
Week 5	Chapter 9 – Primate Origins and Evolution: The First 50 Million Years	Complete M9 by 11:59 p.m. on 6/10	Q7
Week 5	Chapter 10 – Early Hominin Origins and Evolution: The Roots of Humanity	Complete M10 by 11:59 p.m. on 6/12	Q8
Week 5	Chapter 11 – The Origins and Evolution of Early <i>Homo</i>	Complete M11 by 11:59 p.m. on 6/14	Q9
Week 6	Chapter 12 – The Origins, Evolution, and Dispersal of Modern People	Complete Q10 by 11:59 p.m. on 6/17 <i>Study for Exam 3</i>	Q10
<b>Week 6</b>	<b>Exam 3 (covers chapters 9-12)</b>	Complete Exam 3 by 11:59 p.m. on 6/20 <i>*Failure to complete Exam 3 by 6/21 will result in automatic zero – no late exam 3's! I have to turn in grades immediately after 6/21.</i>	

\*The professor reserves the right to change this syllabus/schedule at any time (although this is unlikely). Students are responsible for reviewing the syllabus/schedule for updates.



# HUMAN SPECIES

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

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**ANT2511(AM01) / Summer A 2019**  
**Tuesdays and Thursdays 10:00-11:50 AM**  
**CB2 105**

**Instructor:** Dr. Emily Zavodny  
**Office:** HPH 103  
**Office Hours:** T/Th 12:00-1:00 PM or by appointment  
**Email:** Emily.Zavodny@ucf.edu or via Webcourses

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## University Catalogue Description

Human biological variation in an evolutionary perspective. This course satisfies the General Education Program (GEP) requirement for Science Foundations for many UCF degree programs. Please consult your college adviser to evaluate how this course applies to your degree requirements.

## Overview

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section, we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, in the last section we will look at the emergence and evolution of modern humans and the future of our species. We will explore these various topics through readings from your textbook as well as through lectures, films, and additional readings. You will be assessed through assignments, quizzes and exams.

## Objectives

By the end of this course, you will be able to:

- Discuss basic concepts and methods in biological anthropology;
- Explain the history and modern synthesis of evolutionary thought;
- Identify structures and processes of modern genetics and evolutionary forces;
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans;
- Compare and contrast our place in nature through the biology, habitats, and behavior of living primates;
- Evaluate the fossil evidence used to understand our past;
- Formulate knowledgeable questions about our past and our future as we continue to adapt to our ever-changing environment.

## Course Format

This is a mixed mode (M) course, meaning part of this course will be held online and is accessed through [Webcourses@UCF](mailto:Webcourses@UCF) or the [myUCF](#) portal. We will meet in class on **TUESDAYS** and **THURSDAYS**; **all other course content is posted online in the modules**. Modules may consist of supplemental lecture materials, links to articles, podcasts, and/or videos. Our in-class meetings will be devoted to lecture and discussions. You are responsible for **all** material presented in class and on Webcourses. This course format also requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

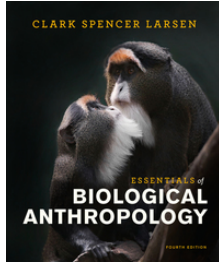
Keep in mind that taking courses with online components can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines, and keeping up with the online portion of course materials. Don't think that taking a mixed mode course is easier- it can actually be much more challenging and time intensive than many people think.

**To do well in this course, you will need to:**

- Review the Syllabus and complete the Syllabus Quiz before May 17<sup>th</sup>;
- Check Webcourses and the course schedule frequently;
- Attend class regularly;
- Complete all readings, assignments, quizzes, and exams by their due dates

## Materials

There is one required textbook for this class.



### **Essentials of Biological Anthropology**

Author: Clark Spencer Larsen

Edition: 4<sup>th</sup>

Publisher: W.W. Norton

Year: 2018

ISBN: 978-0393667431

Student Financial Assistance has two programs to assist financial aid recipients with purchasing their textbooks: the **Textbook Purchase Program** and the **Short Term Advance for Books**. Students must select one or the other of the two programs, not both, during any given semester. Students who apply late for financial aid or have incomplete files should be prepared to cover their textbook expenses out-of-pocket. Additional information can be found at <https://finaid.ucf.edu/receiving/funds-for-books/>. Check the Bulletin Boards on **myUCF** for specific dates and information throughout the year.

I also highly recommend bookmarking the Smithsonian Human Origins Institute website for helpful study tools, interactive maps and great images of our human ancestors.

- <http://humanorigins.si.edu/>
- <http://humanorigins.si.edu/evidence/human-family-tree>

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## GRADING POLICIES

### 1. Assignments

**SYLLABUS QUIZ: 5 POINTS (1 X 5 POINTS)**

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 5 PM (EST) Friday, May 17<sup>th</sup>**. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that to happen! You must score a 100 on the syllabus quiz before you will be allowed to access other modules on our Webcourses page. You can retake the quiz as many times as necessary.

**ONLINE READING QUIZZES: 60 POINTS (5 X 12 POINTS EACH)**

Readings are assigned as a group each week, meaning you should ideally complete all readings before you come to class Tuesday in order to understand and participate in the week's discussions. Given the volume of reading we will be doing each week, however,

you should aim to have all readings done by class time Thursday. To facilitate this there will be six (6) online reading quizzes throughout the course. Weekly reading quizzes will be posted on a Sunday and due by the start of class (10:00 am) the following Thursday. Your lowest quiz score will be dropped at the end of the semester. Quizzes will consist of multiple choice, true/false, and/or fill-in-the-blank questions.

**Important:** Once you start a quiz, you will have 15 minutes to complete it.

**EXAMS: 300 POINTS (3 X 100 POINTS EACH)**

There will be three (3) **non-cumulative** exams consisting of multiple choice, true/false, and fill-in-the-blank questions. Exams will be posted online at 12 pm on the Thursday of Weeks 2, 4, and 6. You will have until 11:59 PM that Saturday to take the exam. Exams are timed and must be completed in one sitting.

**Important:** Once you open the exam you CANNOT leave and return to it later. Make sure that you are taking the exam on a computer with a stable internet connection.

**PARTICIPATION ACTIVITIES: 55 POINTS (11 X 5 POINTS EACH)**

Given the short nature of the Summer A session, this course will be fast-paced and your success will require active and continued participation. To encourage attendance, you will complete short in-class activities for each of our in-person meetings for a total of twelve (12) activities. You will not be allowed to complete these activities if you are not in class that day, but I will drop your lowest activity score at the end of the course. These activities are also an easy way to accumulate points towards your final grade.

**2. Final Grades**

**Your final grade is based on the following:** syllabus quiz (1), online reading quizzes (5), exams (3), and participation activities (11). The total value for all assignments is 420 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. You can calculate your final grade using the following formula:

$$100 \left( \frac{\text{Percentage Grade} = \text{Total Points Earned from Syllabus Quiz} + \text{Reading Quizzes} + \text{Exams} + \text{Participation}}{420} \right)$$

Letter grades are assigned according to the table below.

Letter Grade	A	B	C	D	F
Percentage	90-100	80-89	70-79	60-69	≤ 59

Final grades are rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. Extra credit assignments are not guaranteed. If you wish to discuss your grade, please come see me during my office hours or schedule an appointment. I cannot discuss grades via email.

### 3. Late Work & Make-Up Policy

All assignments are due in-class or online on the date indicated on the course schedule and syllabus. You may submit late work without a university excuse up to three (3) days after the due date, but with a 15% deduction per day from your grade on that assignment. I will not accept anything beyond three days past the deadline. You cannot make up missed participation activities.

Students with a university-approved excuse (hospitalization, jury duty, family emergency) may be asked to provide documentation in order to make up graded assignments. Students with an approved excuse must also contact me **before** the assignment in question is due, otherwise no accommodations will be made. All make-up work is at the discretion of the instructor.

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## OTHER COURSE POLICIES

### 1. Course Communication

You must check the course webpage and your Knights email regularly as these are the primary means of communication for this course. We will be using our Webcourse page to post important information throughout the semester, including grades, required reading, and announcements. Some assignments, such as quizzes and exams, will be completed and submitted entirely on Webcourses. You are responsible for all of the information posted online to our course page.

Email is the best way to communicate with me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. I will respond to emails within 48 hours of receiving them, but please note that it may take me the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline.

When communicating either via email or in person, you should be aware that titles are important - even outside of academia- and should be used unless you are explicitly told to disregard them. If you are unsure, it is always better to err on the side of being too professional (Professor, Dr.) than assuming the person you are addressing is ok with being called by their first name or something similarly informal (Mr, Mrs, Ms). Even if it is



not your intention, it comes across as disrespectful and signals that you do not care about the time and effort others have invested in earning their expertise. This problem also disproportionately affects women and minorities, who are more likely to not be addressed properly as Professors or Drs. compared to their white male peers. There is often no malicious intent in failing to address someone by their earned title, but it's important to be aware of these issues in your future professional communications.

## **2. Course Etiquette**

Anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class will address many controversial topics, including sexual behavior, gender norms, and religious beliefs and practices. Many of the examples covered will seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see me at any point in the semester if you have any concerns.

Laptops are allowed in class for note-taking only. If you are you using your laptop for other purposes, you will be asked to put it away. Cellphones should be silenced and stored out of sight for the entirety of the class.

## **3. Academic Responsibility**

First and foremost, read the syllabus and course schedule. This document is your guide so that you can keep up with the scheduled readings, modules, and assignments. Time management, problem solving, responsibility, and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings, and make every effort to complete assignments, quizzes and exams on time and in a professional manner. Lastly, if you've read this far, email me a picture of your favorite primate by May 17<sup>th</sup> for two extra credit points.

## **4. Academic Integrity**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. Violations of these rules will result in a record of the infraction being

placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in suspension or expulsion from the University. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osrr.sdes.ucf.edu/>).

## 5. Student Accessibility and Accommodations

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact Student Accessibility Services (SAS) and me as soon as possible. More information can be found at <http://sas.sdes.ucf.edu/>. SAS is located at Ferrell Commons Room 185 and can be contacted via email ([sas@ucf.edu](mailto:sas@ucf.edu)) or phone (407-823-2371, TTY/TDD only phone 407-823-2116).

## 6. Copyright

This course may contain 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 the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

## 7. Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact me.

## **8. Religious Observances**

Students must notify me in advance if they intend to miss class for a religious observance. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

## **9. Deployed Active Duty Military Students**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact me to discuss the circumstances.

## **10. Campus Safety Procedures**

Emergencies on campus are rare, but students should be aware of their surroundings and familiar with some basic safety and security concepts. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html). Students with special needs related to emergency situations should speak with me outside of class.

## COURSE LECTURE & ASSIGNMENT SCHEDULE

Changes to the lecture and assignment schedules below are not expected but may occur. I reserve the right to make reasonable adjustments to the assignment schedule and will announce any changes via Webcourses.

\*\* All reading quizzes are due by 10:00 AM on the date indicated.

<b>Dates</b>	<b>Topic</b>	<b>Readings and Due Dates</b>
<b>Week 1</b>	Introduction to Biological Anthropology; Cells, DNA, and Genes	Read Ch. 1 and 3 <b>Quiz 1 (Due May 16)**</b> <b>Syllabus Quiz (Due 5PM May 17)</b>
<b>Week 2</b>	Biology & Evolution	Read Ch. 2 and 4 <b>Quiz 2 (Due May 23)**</b>
	<b>Exam 1</b>	Opens online 12 pm Thursday, May 23 <b>Due 11:59 pm Saturday, May 25</b>
<b>Week 3</b>	Primates & Primate Behavior	Read Ch. 6 and 7 <b>Quiz 3 (Due May 30)**</b>
<b>Week 4</b>	Fossils & Primate Origins	Read Ch. 8 and 9 <b>Quiz 4 (Due June 6)**</b>
	<b>Exam 2</b>	Opens online 12 pm Thursday, June 6 <b>Due 11:59 pm Saturday, June 8</b>
<b>Week 5</b>	Origins of Bipedalism & Rise of the Genus <i>Homo</i>	Read Ch. 10 and 11 <b>Quiz 5 (Due June 13)**</b>
<b>Week 6</b>	Dispersal of Modern Humans & Modern Human Diversity	Read Ch. 12 and 5 <b>Quiz 6 (Due June 20)**</b>
	<b>Exam 3</b>	Opens online 12 pm Thursday, June 20 <b>Due 11:59 pm Saturday, June 22</b>

# Syllabus




## ANT2511 - Human Species

Amanda Groff

### Syllabus

**ATTENTION:** The SUMMER web version of the Human Species requires that you be on top of deadlines! This is a 16 week class jammed into a 6 week summer schedule. Be prepared to work hard and dedicate time! If you have a problem completing the class at a fast pace, you need to withdraw from this course and take the fall/spring full semester version of the Human Species.

### Instructor Contact

<p><b>Instructor</b></p>	 <p>Dr. Amanda T. Groff</p>
<p><b>Office</b></p>	<p>PH 309</p>
<p><b>Office Hours (Virtual)</b></p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person</p>

<b>and F2F)</b>	Virtual hours: Fridays 9-10am Additional FSF hours: Will begin on Tuesday, July 16, 10am-12pm  <b>Please make an appointment first!!</b>
<b>Phone</b>	Dept Phone: 823-2227
<b>E-mail</b>	amanda.groff@ucf.edu
<b>GTA</b>	Adam Biernaski
<b>GTA E-Mail</b>	adamosis@knights.ucf.edu

## Course Information

<b>Course Name</b>	ANT 2511 Human Species
<b>Credit Hours</b>	3 hrs
<b>Semester/Year</b>	Summer B 2019
<b>Location</b>	100% Online (no in person meetings)
<b>Prerequisites</b>	None

For Course Protocols, click here: [Protocols](#)

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## Course Description

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as

humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

\*\*\*Please note that this class deals heavily with human evolution and evolutionary theory. **This is not a debate class!** This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations given based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!

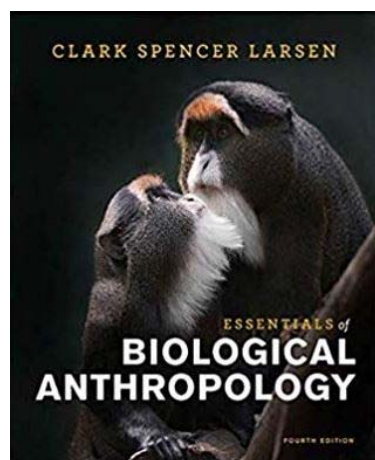
## Course Outcomes

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods and concepts of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

## Required Text:

(available at the bookstore & used copies may be available at Amazon.com):



**Title:** *Essentials of Biological Anthropology*, 4th Edition By Clark Spencer Larsen

**Publisher:** Norton

**Year:** 2018 ISBN: 978-0393667431

**NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT.**

**Please Note:** It is important that you have the 3rd edition of this text, as all quizzes and assignments are based on this new edition.

## Course Requirements

This course begins on June 24th, 2019 and ends on August 2nd, 2019. Your grade in this course will be based out of **440 total points**. There will be quizzes at the end of each module and exams worth a total of 340 points, and assignments worth a total of 100 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

## Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module		10		June 28
1	1 & 2	5	25	July 5
2	3 & 4	5	15	July 5
Exam 1		100		July 6
3	5 & 6	5	10	July 19
4	7 & 8	5	10	July 19
Exam 2		100		July 20
5	9 & 10	5	30	August 2
6	11 & 12	5	10	August 2
Exam 3 (Final)		100		August 2***
TOTAL		340	100	

**\*\*\*The final exam closes on the same day as the final modules since this is the official last day of class.**



## GEP Pre/Post tests

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

You will find in your personal dashboard access to the GEP webcourse. The GEP pretest will be open for you to take during the first week of class. The Post test will be available the last week of class. The scores you obtain from the GEP pretest and the GEP posttest are **NOT** included in your total points (the Getting Started quiz is included in your total score). The GEP pre and post test are used by our department to determine what you learned in the class. They will **NOT** count against you. So please take them without your book! You will have as many opportunities as needed to achieve a perfect score when taking the Getting Started Practice quiz.

## Quiz Details

Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

**It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.**

## Grading Scheme

The +/- system will be used in this course. These percentages correspond to the following letter grades

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	63-66%

D-	60-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

## **Reviewing Quiz/Assignment Questions:**

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

## **Important Dates and Information**

Add class deadline Friday, June 28 ; Drop class deadline: Thursday, June 27

Withdrawal deadline for this course: Thursday, July 18

Final course closing date: Friday, August 2

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **June 28th**. Failure to do so will result in a delay in the disbursement of your financial aid.

## **Make-ups/Excuses**

There are NO make-ups in this course. As each set of modules closes every three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences MUST be provided in order for a make-up to be allowed. \*\*\* A broken computer is NOT a valid excuse.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

**\*\*If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Screen shot directions: <http://www.take-a-screenshot.org/> (<http://www.take-a-screenshot.org/>)**

## **Discussion Board Appropriateness**

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

## **Student non-solicitation**

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1328674/discussion\\_topics\)](https://webcourses.ucf.edu/courses/1328674/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

\*\*\*This applies to mass emails, you are obviously more than welcome to email individual friends in the class

## **Email Appropriateness**

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

## **Online Technology**

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the

due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution.

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

## **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity. \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](http://www.academicintegrity.org/icai/assets/FVProject.pdf)

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)".

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. \(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to

prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

## **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**\*\*If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

**\*\*\*Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.**

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html))
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to

[my.ucf.edu \(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



<https://youtu.be/NIKYajEx4pk>

## **Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## **Copyright**

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

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not

post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## **My expectations of you**

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

## **What You Can Expect From Me**

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

## **Final Comments**

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

\*\*\*\*The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.