# ANT 2511 0M01: The Human Species
# Spring 2020 (3 credits)

## 1. Course Information

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| Classroom: | NSC 0101 |
| Modality: | M Mode |
| Class Hours: | T 12:00-1:15 pm |
| Final Exam Time: | TBA (not yet assigned by the university) |
| Prerequisites: | None |

## 2. Instructor and GTA Information

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| Instructor: | Dr. Pete T. Sinelli |
| Office: | Howard Phillips Hall 309 c |
| Office phone: | (407) 823-2227 |
| Cell phone: | (407) 575-6456 |
| Office Hours: | Tuesdays: 10:30-11:45 am |
| | Thursdays: 8:15-8:45 am |
| | 10:30-11:45 am |
| | 1:30-2:45 pm |
| Email: | ptsinelli@gmail.com |
| | Peter.sinelli@ucf.edu |
| Teaching Assistants: | Caroline Jasiak and Morgan Ferrell |
| Office: | Howard Phillips Hall 309 |
| Contact Info: | Contact via Webcourses message |
| Office hours: | TBA |

**3. Course Description:** The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

**4. Learning Outcomes:** This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

- Discover the foci of the major areas of biological anthropology.
- Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- Understand the causes and significance of modern human variation and adaptation.
- Discover the living primates and how human anatomy and behavior is related to primate evolution.
- Examine the fossil evidence for human evolution.

Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students' the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to "know what they know is true" about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

**5. Sequence of Course Activity.** This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

**6. Assessment and Grading Policies:** Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Scantron requirement: We use "raspberry" scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you EVERY DAY. These are graded by computer, and the only way the computer knows who you are is through your ID number.

**LEARN YOUR ID! If you don't know it, you can't get a grade!**

Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.

6b. Assessments and Grade Weight:

*I. Three Midterm Exams—195 points (65 points each)*
There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

*II. Final Exam—75 points*
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

*III. Six Announced In Class Quizzes—60 points (10 points each)*
There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

*IV. M Mode Module Assignments—120 points*
As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.

Modules and the associated quizzes will go live at 1:15pm on Tuesdays (right after class ends). You must complete the related Quiz by 11:59 am on the following Tuesday (right before the NEXT class begins). Late Assessments will not be accepted, and I will not reopen closed module quizzes after the due date. THIS POLICY WILL BE STRICTLY ENFORCED WITH NO EXCEPTIONS UNLESS YOU HAVE A DOCUMENTED EXCUSE (see "6d. Make-up Policy" below). Computer problems are NOT a legitimate excuse, including "I couldn't open the file". Even if your computer malfunctions, you still have plenty of time to visit one of the many computer labs on campus.

*V. Inquizitive Homework Assignments—50 points*
These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

*VI. Extra Credit Opportunities—25 points*
Pop Quizzes – 20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. There will be five unannounced pop quizzes during the semester. THESE WILL USE A SCANTRON, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for pop quizzes. Only if you are in class will you get the chance for extra credit.

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or

unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

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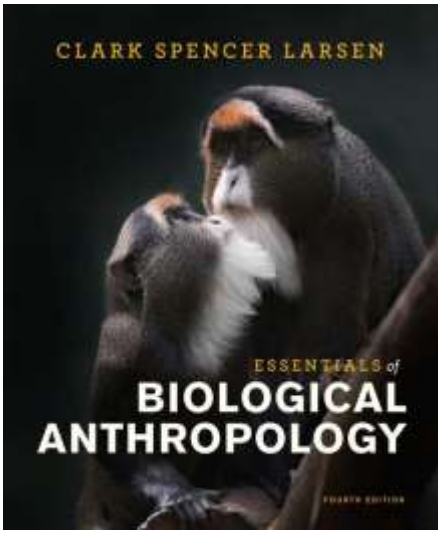
| A | 470 or more |
| A- | 450-469 |
| B+ | 435-449 |
| B | 420-434 |
| B- | 400-419 |
| C+ | 385-399 |
| C | 370-384 |
| C- | 350-369 |
| D+ | 335-349 |
| D | 320-334 |
| D- | 300-319 |
| F | 299 or less |

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

**7. Course Materials:** You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. If you buy a new hardcopy of the book, the access code is included. If you buy the Ebook, the access code is included. If you buy a USED book, you will need to buy the access code separately through the Ebook link posted on the main course page in Webcourses.




**Class Text:** *Essentials of Biological Anthropology* 4th Edition, by Clark Larsen

**Available at various bookstores or BUY THE EBOOK FOR ONLY $50 VIA THE ONLINE LINK IN WEBCOURSES!**

**8. Course-Specific Policies.**

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures and the weekly online modules. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes. If you don't like this arrangement, then I suggest that you drop this class and sign up for the online version of Human Species the next time it's offered.

8b. Photography and recording policy: Students **ARE NOT** permitted to photograph or record video of the professor's slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is **LAZY** and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. Study guides: I will prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class.

8d. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam**. I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8e. Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8f. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

**9. University Core Policies**

9a. Academic Integrity. 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.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. 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 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.

9b. 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 access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

9c. 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.

- 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.
- 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.

9d. 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.

9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

9f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**COURSE SCHEDULE:** The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly modules and associated quizzes will go live on **Tuesdays at 1:30 pm and will remain open until 12pm on the following Tuesday**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

| **Week and day of class** | **Topic** | **Weekly Module or Exam opens and the date and time it is due** |
|---|---|---|
| Week 1<br>Jan 7 | Course Introduction<br>*Class Lecture: Intro to Biological Anthropology* | Module 0 Course Activity Quiz<br>**Due FRIDAY January 10 at Midnight for Course Activity.** |
| Week 2<br>Jan 14 | Online lecture post: Darwin the Man<br>*Class Lecture: Science as a way of knowing*<br>**Announced Quiz 1 (Nature of Science Pretest) in class** | Module 1 (Chapter 2)<br>Due Jan 21 at 12:00 pm |
| Week 3<br>Jan 21 | Online Lecture post: Population Genetics<br>*Class Lecture: Natural Selection* | Module 2 (Chapters 3 and 4)<br>Due Jan 28 at 12:00 pm |
| Week 4<br>Jan 28 | *Class Lecture: Natural Selection, cont.*<br>**Announced Quiz 2 (Nature of Science Posttest) in class** | Module 3 (Chapter 5)<br>Due Feb 4 at 12:00 pm |
| Week 5<br>Feb 4 | **Exam 1 in class**<br><br>**Inquizitives due Feb 4 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5** | Module 4 (Chapter 9)<br>Due Feb 11 at 12:00 pm |
| Week 6<br>Feb 11 | *Class Lecture: Primate Anatomy* | Module 5 (Chapter 6)<br>Due Feb 18 at 12:00 pm |
| Week 7<br>Feb 18 | *Class Lecture: Primate Evolution*<br>**Announced Quiz 3 in class** | Module 6 (Chapter 7)<br>Due Feb 25 at 12:00 pm |
| Week 8<br>Feb 25 | *Class Lecture: Primate Evolution, cont.*<br>**Announced Quiz 4 in class**<br><br>**Inquizitives due Feb 25 at 12:00 pm: Chapters 6, 7, and 9** | No Module This week!<br><br>**Exam 2 online: Opens Feb 25 at 1:30 pm and is due Mar 3 at 12:00 pm.** |
| Week 9<br>Mar 3 | *Class Lecture: Hominid Adaptations* | Module 7 (Chapter 8)<br>Due Mar 17 at 12:00 pm |
| Week 10 | SPRING BREAK! | PARTY! |
| Week 11<br>Mar 17 | Online lecture post: Protohominins and Ardipithecus<br>*Class Lecture: East African Australopithecines* | Module 8 (Chapter 10)<br>Due Mar 24 at 12:00 pm |
| Week 12<br>Mar 24 | Online lecture post: South African Australopithecines<br>*Class Lecture: Early Homo*<br>**Announced Quiz 5 in class**<br><br>**Inquizitives due on Mar 24 at 12:00 pm: Chapters 8, 10 and 11** | Module 9 (Chapter 11)<br>Due Mar 31 at 12:00 pm<br><br>**Exam 3 Online: Opens Mar 24 at 1:30 pm and is due Mar 31 at 12:00 pm.** |

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| Week 13<br>Mar 31 | *Class Lecture: Homo erectus* | Module 10 (Chapter 12)<br>Due Apr 7 at 12:00 pm |
| Week 14<br>Apr 7 | *Class Lecture: Homo heidelbergensis and Neanderthals* | Module 11 (Chapter 13)<br>Due Apr 14 at 12:00 pm |
| Week 15<br>Apr 14 | *Class Lecture: The rise and spread of AMH*<br>**Announced Quiz 6 in class** | No Module This Week! |
| Week 16<br>Finals week | **Inquizitives due the day and time of the final: Chapters 12 and 13** | **Final exam TBA** |

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: January 6-10
- Withdrawal deadline for this course: March 20