Course Syllabus

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Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (AW60)
Credit hours:	3.0 hours
Semester/year:	Summer 2020
Location/time:	Online
Course GTA:	Rachel Whyte
GTA hours:	T, TH 10-11 and by appointment (all hours are virtual)
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
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Office Hours	MW 10-11 and by appointment (all hours are virtual)
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.

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.

Open Educational Resources include:

Exploring our World: Biological and Archaeological Principles of General Anthropology (Michael Callaghan and Lana Williams, 2019) also available **online in html version** **(https://florida.theorangegrove.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/)**

Perspectives: An Open Invitation to Cultural Anthropology **(http://perspectives.americananthro.org/)** (Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

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, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films.** You should also plan on setting aside at least **one to two hours each week for completing assignments** 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.

How do I get started in the course?

Navigate to the **"WEEK 0: GETTING STARTED"** module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the **DISCUSSION: Welcome Discussion** so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?

Summary

This course begins on **May 11, 2020** and ends on **June 19, 2020**. Over this period, you will be expected to:

- complete the **DISCUSSION: Welcome Discussion**
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 8 out of 10 online reading quizzes
- complete 2 online exams
- complete 4 assignments (discussions or brief reflections)

Academic Activity Assessment: "Welcome Discussion" (5% of final grade)

This is a **group discussion** 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. The **Pre Test** is **due May 17 at 11:59pm**. The **Post Test** is due **June 19 at 11:59pm**.

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 **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores 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 help you keep up with course content and prepare you for exams.

Short Assignments (25% of final grade)

You will be assigned 4 **online assignments** . The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (50% of final grade)

Two exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **There is no "final exam". Exam 2 will assess your knowledge from the second half of the course and will be due online due by Friday June 19 at 11:59pm.**

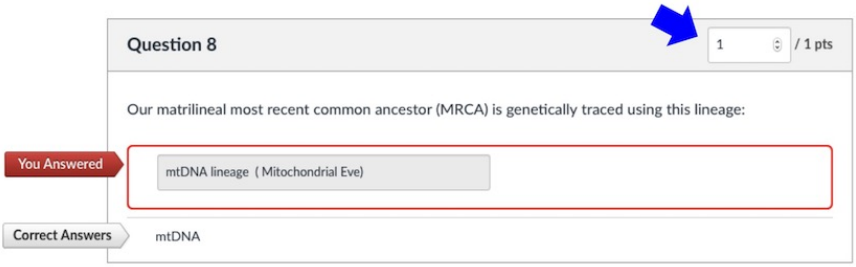
How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Academic Activity	20	5%
Reading Quizzes (8 of 10)	80	20%
Assignments (4)	100	25%
Exams (2)	200	50%
Total	400	100%

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

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



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

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

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

Final grades are final. I do not "round-up" or offer extra credit for final grades.

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

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

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Is the course accessible for students with disabilities?

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

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at **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:

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 (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 (http://wpacouncil.org/node/9)**.

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. 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 the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

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 for weekdays and 48 hours on weekends**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

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

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

What are the technology and software requirements?

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

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

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

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

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

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

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

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

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

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

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

What if there is an Emergency on campus?

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** (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** (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 **You CAN Survive an Active Shooter** (https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

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. **All assessments are due at 11:59pm Friday of each week.**
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Module	Topic	Content Page	Readings	Assignment
0	Getting Started	Introduction to the Course		DISCUSSION: Welcome Discussion
1	Anthropology and Culture	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)	
		What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)	QUIZ 1
		Is Cultural Relativity Possible?	Miner, 1956.pdf; Kratz, 2002.pdf	ASSIGNMENT 1: Cultural Relativity
2	Biological Anthropology	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)	QUIZ 2
		Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58)	
		Who are our Hominid Ancestors?	Callaghan and Williams (chapter 4, pp. 100-142)	QUIZ 3A (Hominid Matching Timeline) QUIZ 3B (Early Hominid Location Labeling)
		What's it like to Find Fossil Hominids?	*Film: Dawn of Humanity* (https://www.youtube.com/watch?v=RzLJAa5X4Fo) (https://www.youtube.com/watch?v=RzLJAa5X4Fo)	ASSIGNMENT 2: Documenting a Popular Paleo-find
3	Archaeology	How do we do Archaeology?	Callaghan and Williams (chapter 5)	QUIZ 4
		Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 165-181)	
		What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 182-204)	QUIZ 5
		How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992	
	EXAM 1	**EXAM 1**	Exam 1 Study Guide Exam 1 Review Discussion	EXAM 1
4	Linguistics	The Sapir-Whorf Hypothesis	Thomson (1975)	QUIZ 6 ASSIGNMENT 3: Worlds Shaped by Words

		What is Language?	*Perspectives* (chapter 4)	QUIZ 7
		Why do we Miscommunicate if we speak the same Language?	Tannen (1990, 1994)	
5	Cultural Anthropology	How do Cultural Anthropologists Study Living Groups?	*Perspectives* (chapters 3); Sterk (2000)	QUIZ 8
		How and When do we Learn our Culture?	Henry (1963); Kindergarten Education (https://nomadrs.com/professor-of-education-reveals-a-disturbing-trend-in-kindergartens-around-the-us//)	
		How do Boys become Men and Girls become Women?	*Perspectives* (chapter 10)	QUIZ 9 ASSIGNMENT 4: "Playing" with Gender
		The Sambia of Papua New Guinea	Herdt (1983)	
		Sambia Rites of Passage	*Film: Guardians of the Flutes* (https://video.alexanderstreet.com/watch/guardians-of-the-flutes)	
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	*Perspectives* (chapter 8)	QUIZ 10
		How do we Create Meaning through Religion?	*Perspectives* (chapter 11)	
	EXAM 2	**EXAM 2**	Exam 2 Study Guide Exam 2 Review Discussion	EXAM 2

Course Summary:

Date	Details	
Fri May 15, 2020	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1354724/assignments/6597107)	due by 11:59pm
	QUIZ 1 (https://webcourses.ucf.edu/courses/1354724/assignments/6597099)	due by 11:59pm
	DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354724/assignments/6613360)	due by 11:59pm
Fri May 22, 2020	ASSIGNMENT 2: Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1354724/assignments/6597112)	due by 11:59pm
	QUIZ 2 (https://webcourses.ucf.edu/courses/1354724/assignments/6597095)	due by 11:59pm
	QUIZ 3A (Hominin Matching Timeline) (https://webcourses.ucf.edu/courses/1354724/assignments/6597114)	due by 11:59pm
	QUIZ 3B (Early Hominin Location Labeling) (https://webcourses.ucf.edu/courses/1354724/assignments/6597113)	due by 11:59pm
Fri May 29, 2020	QUIZ 4 (https://webcourses.ucf.edu/courses/1354724/assignments/6597106)	due by 11:59pm
	QUIZ 5 (https://webcourses.ucf.edu/courses/1354724/assignments/6597096)	due by 11:59pm
Mon Jun 1, 2020	EXAM 1 (https://webcourses.ucf.edu/courses/1354724/assignments/6628309)	due by 11:59pm

Date	Details	
Fri Jun 5, 2020	ASSIGNMENT 3: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1354724/assignments/6628563)	due by 11:59pm
	QUIZ 6 (https://webcourses.ucf.edu/courses/1354724/assignments/6597100)	due by 11:59pm
	QUIZ 7 (https://webcourses.ucf.edu/courses/1354724/assignments/6602971)	due by 11:59pm
Fri Jun 12, 2020	ASSIGNMENT 4: "Playing" with Gender (https://webcourses.ucf.edu/courses/1354724/assignments/6597110)	due by 11:59pm
	Kinship Chart (https://webcourses.ucf.edu/courses/1354724/assignments/6597115)	due by 11:59pm
	QUIZ 8 (https://webcourses.ucf.edu/courses/1354724/assignments/6597102)	due by 11:59pm
	QUIZ 9 (https://webcourses.ucf.edu/courses/1354724/assignments/6597101)	due by 11:59pm
Fri Jun 19, 2020	EXAM 2 (https://webcourses.ucf.edu/courses/1354724/assignments/6629204)	due by 11:59pm
	EXTRA CREDIT 1: Materializing Myth (https://webcourses.ucf.edu/courses/1354724/assignments/6597116)	due by 11:59pm
	EXTRA CREDIT 2: Socialization through Stories (https://webcourses.ucf.edu/courses/1354724/assignments/6628515)	due by 11:59pm
	QUIZ 10 (https://webcourses.ucf.edu/courses/1354724/assignments/6597105)	due by 11:59pm

Course Syllabus

Gen Ed Exploration
Course Information
Gen Ed Exploration
Summer 2020
Gen Ed Exploration
Course Information
Course Information
**Course Information

Mon Jul 6, 2020	ASSIGNMENT 2: Documenting a Popular Paleo-find	due by 11:59pm
	Extra Credit: Hominin	due by 11:59pm
	QUIZ 3A (Hominin Matching Timeline)	due by 11:59pm
	QUIZ 3B (Early Hominin Location Labeling)	due by 11:59pm
Fri Jul 10, 2020	QUIZ 4	due by 11:59pm
	QUIZ 5	due by 11:59pm
Mon Jul 13, 2020	EXAM 1	due by 11:59pm
Fri Jul 17, 2020	ASSIGNMENT 3: Worlds Shaped by Words	due by 11:59pm
	QUIZ 6	due by 11:59pm
	QUIZ 7	due by 11:59pm
Fri Jul 24, 2020	ASSIGNMENT 4: "Playing" with Gender	due by 11:59pm
	QUIZ 8	due by 11:59pm
	QUIZ 9	due by 11:59pm
Fri Jul 31, 2020	EXAM 2	due by 11:59pm
	QUIZ 10	due by 11:59pm
	EXTRA CREDIT 1: Materializing Myth	due by 11:59pm
	EXTRA CREDIT 2: Socialization through Stories	due by 11:59pm

Course Syllabus

Jump to Today
Edit

May 2020

26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Course assignments are not weighted.

Summer A 2020

Professor Contact

- Dr. Nessette Falu
- Office: Howard Phillips Hall, Rm 309 (University is closed this Summer 2020)
- Office Hours: Arrange via email a conversation
- Phone: 407.823.3991
- E-mail: nessette.falu@ucf.edu

Graduate Teaching Assistant

Chelsea Daws: Send her a message via Webcourses Inbox Messages only

You should contact your TA to discuss and clarify course content, assignments, and requirements. You should not contact your TA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

- Course Name: Cultural Anthropology
- Course ID & Section: ANT 2410
- Course date: May 11-June 19
- Credit Hours: 3
- Semester/Year: Summer A 2020
- Location: Online

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 Objectives

- 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 as imbricated with social life
- to encourage critical thinking on a range of dilemmas posed by the readings and films
- to develop students' proficiency in speaking critically and effectively about cultural anthropology
- to develop students' ability to write cogently and/or persuasively

Required Texts

- Guest, Kenneth. 2016 or 2018. *Essentials of Cultural Anthropology: A Toolkit for a Global Age*. W.W. Norton & Company. You may use First or Second edition. Same content in both texts.
- Williams, Bianca C. *The Pursuit of Happiness: Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism.* **This is an online ebook text via UCF Library; you may purchase if you like as well.**
- All other readings will be available on Webcourses

Warning: You will not pass this class without having required books in hand.

Course Requirements

Discussion Posts 200 points: There are four (4) discussion posts to discuss the ethnographic readings and integrate some of the Guest concepts. It is expected that all students will participate in discussion posts. Each individual post will be worth 50 points. Once the portal closes, it will not be reopened and late responses will not be accepted.

Your discussion posts are very important for your learning experiences and to be engaged: they are due on **Sundays by 11:59pm.** All posts must be done by the deadline. Late work will not be accepted. See syllabus policy on late work requests.

Quiz 50 points: There is one quiz before the midterm with 5 questions each worth 10 points.

Midterm Exam 200 points: Exam will be online with 40 multiple choice and T/F questions - 5 points each question.

Semi-ethnographic Activities 30 and 50 points each (total 80 points): There are two activities with required short written assignments. You may complete each assignment at any time before the due date.

Book Review 150 pts: Students will be required to write a critical thinking book review. Be sure to read instructions and rubric carefully in assignment. A close reading of the entire ethnographic book is required for this assignment. I advise that you begin reading the book early, maybe a chapter weekly starting now. Take careful notes. You can submit the review before the due date (not too far in advance).

Final Exam: 200 points. Exam will be online with 40 multiple choice and T/F questions at 5 points each question.

GEP Pre/Posttests:
In your personal Webcourses dashboard, you will find access to the GEP Webcourses section. The GEP Pretest will be open for you to take during the first week of class. The Posttest 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 GEP pre and posttests are used by our department to determine what you learned over the course of the semester. Again, they will **NOT** count against you! Therefore, we ask that you please take them without your book so we can truly gain an understanding of what you learned.

Missed Assignments/Make-Ups/Extra Credit

This 6-week course will move very quickly. You must stay organized and practice effective time-management. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. However, an extra credit assignment is **only extended under documented circumstances such as doctors' note, etc, to be determined at my discretion**. No make-up assignments or make-up exams are extended without such documentation.

COVID 19: I am completely sensitively and responsive to the issues we face with COVID 19. You may have internet issues, family illness, or you may fall ill. I hope that these are not your experiences. I ask that you please communicate with me any barriers and challenges you may face with successfully completing this course. I may not respond within 24-48 hours. Please give me heads up as early as you can if you are concerned about completing your responsibilities for this course.

Evaluation and Grading

Submitting work for evaluation: All of the work you do for this course is due on the day it is due. The book review is the only assignment that has a late submission grace period. For each late day, you will lose 10 points. Book reviews will not be accepted after 5 days from due date.

Evaluation Guidelines

4 Discussion Posts and Responses (50 points)	*200 points*
Quiz	*50 points*
Activities x 2 (30/50 points each)	*80 points*
Midterm	*200 points*
Book Review	*150 points*
Final Exam	*200 points*
TOTAL	***880 points***

Letter Grade	Points
A	95 – 100 points
A-	90 – 94 points
B+	87 – 89 points
B	80 – 86 points
B-	75 - 79 points
C	65 – 74 points
D	60 - 64 points
F	59 and below

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. 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 or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services , Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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

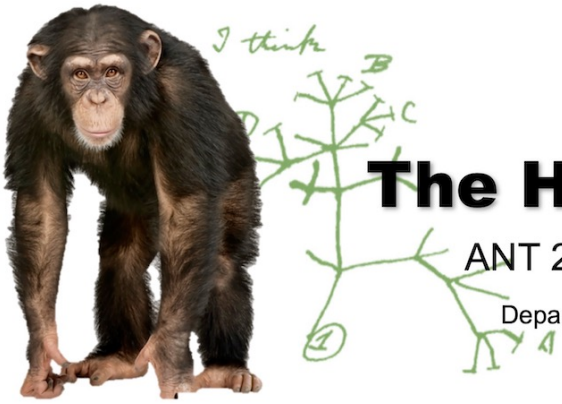
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site.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

Course Summary:

Date	Details	
Fri Feb 1, 2019	Module 4 Discussion	due by 11:59pm
Sun Feb 17, 2019	Module 6 - Film Review	due by 11:59pm
Fri Apr 26, 2019	Short Answer Questions, Final Exam Extra Credit	due by 7pm
Tue Jul 16, 2019	Discussion #3	due by 11:59pm
Tue Jul 23, 2019	Discussion Post #4	due by 11:59pm
Sun May 17, 2020	Discussion Post #1	due by 11:59pm
Sun May 24, 2020	Discussion Post #2	due by 11:59pm
	QUIZ	due by 11:59pm
Sun May 31, 2020	Activity Assignment #1: Visual Anthropology	due by 11:59pm
	Midterm 200 points	due by 11:59pm
Sun Jun 7, 2020	Activity Assignment #2: Exploring Gender and Sexuality	due by 11:59pm
Sun Jun 14, 2020	Discussion #3	due by 11:59pm
	Book Review on Bianca C. Williams' The Pursuit of Happiness.	due by 11:59pm
Fri Jun 19, 2020	Financial Aid Requirement	due by 5pm
	Discussion #4	due by 11:59pm
	Financial Aid Requirement	due by 11:59pm
Sun Jun 21, 2020	Final Exam - 200 points	due by 11:59pm
	Feminist Ethnography	
	Race and Racism Word Cloud	

Course Schedule

Weekly	Topic	Activities/Assignments	Assignment Due Dates
Week 1	**READ** Guest. Chapter 1- *Anthropology in a Global Age* Essay: Jason De Leon, *The Land of the Graves* Guest. Chapter 2 - *Culture* Essay: Lila Abu-Lughod, *Do Muslim Women Really Need Saving?* Guest. Chapter 3 - *Fieldwork and Ethnography*	Discussion Post #1 Financial Aid Activity: Introduce yourself Watch video on cultural anthropology	Post due Sun 5/17 11:59pm EST Extra credit: Response post to any classmate Financial Aid Activity should be done by 5/15 but will remain open for the semester
Week 2	**READ** Guest. Chapter 4 - *Language* Essay: Laura Ahearn, *Literacy, Power and Agency: Love Letters and Development in Nepal* Guest. Chapter 5: *Race and Racism* Essay: Bonilla and Rosa, *#Ferguson: Digital Protest, Hashtag Ethnography and the Racial Politics of Social Media in the US*	Discussion Post #2 **Quiz**	Post due 5/24 11:59pm EST Extra credit: Response post to any classmate Quiz: Thu 5/21 11:59pm EST
Week 3	**READ** Guest. Chapter 6. *Ethnicity and Nationalism* Essay: Audra Simpson, *Mohawk Interrupts* Guest. Chapter 9: *Kingship, Family and Marriage. Language* Essays: Dana-Ain Davis, *The Troubling Case of Nadya Suleman* Melvyn Goldstein, *When Brothers Share a Wife*	Activity Assignment #1: Visual Anthropology	Sunday 5/31 by 11:59pm EST Extra credit: respond to a classmate
	MIDTERM	Chapters 1, 2, 3, 4, 5, 6, and 9	Opens Thu 5/28 and closes Sun 5/31 by 11:59pm EST
Week 4	**READ** Guest. Chapter 7. *Gender* Essays: E. Martin, *The Egg and the Sperm* E. Blackwood, *Tombois in West Sumatra* Guest. Chapter 8. *Sexuality* Essay: D. Gould, *Life During Wartime: Emotions and the Development of ACT UP*	Activity Assignment #2: Exploring Gender and Sexuality	Due Sun 6/7 11:59pm EST
Week 5	**READ** Ethnography Book Williams, Bianca C. *The Pursuit of Happiness: Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism* Guest. Chapter 10: *Class and Inequality*	Book Review Discussion Post #3	Due Sun 6/14 11:59pm EST Due Sun 6/14 11:59pm EST Extra credit: respond to a classmate
Week 6	**READ** Guest. Chapter 14: *Health and Illness* Guest. Chapter 13: *Religion* Essay: George Gmelch, *Baseball Magic*	Free Reflection Writing Discussion Post #4	Friday 6/19 11:59pm EST Extra credit: respond to a classmate
	FINAL EXAM	Chapters 7, 8, 10, 13 and 14	Thursday 6/18 - Sunday 6/21, 11:59pmEST



The Human Species

ANT 2511 ▪ Summer B (W61) 2020

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

Course Name:	The Human Species
Course ID:	ANT 2511 (BM61)
Credit Hours:	3.0 hours
Semester/year:	Summer B 2020
Location/time:	Online instruction via WebCourse@UCF

Professor Contact

Instructor:	Dr. Lana Williams
Main office:	UCF Main Campus - Howard Phillips Hall 309F
Online office hrs:	Wednesday 1:00-3:00 PM EST online via Chat (or by scheduled appointment online via Conferences or Zoom)
Phone:	407-823-2227
E-mail:	lana.williams@ucf.edu

Teaching Assistant Contact

Course GTA:	Alexandria Brock
Main office:	UCF Main Campus - Howard Phillips Hall 309
Online office hrs:	Thursday 9:00-10:00 AM EST online via Chat (or by scheduled appointment)
Phone:	407-823-2227
GTA e-mail:	via WebCourses Inbox

University Catalog Listing

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

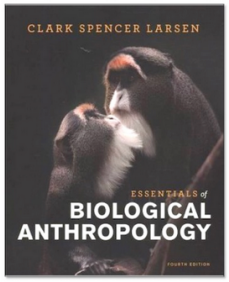
While emphasis is placed on developing the analytical skills necessary to evaluate scientific and humanistic statements about human diversity and similarity both past and present, you will also be developing the following intellectual and practical skills needed in higher level university study and future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

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The **4th edition of the textbook is required** for successful completion of this course. The current edition is available for rent or purchase in varied formats at the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study, class participation, and reference in assignments, quizzes and exams. Any additional required readings (outside of this text) will be provided through online course content.

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbook as soon as possible.



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 WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through [my.ucf.edu](my.ucf.edu) and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your professor, graduate teaching assistant (GTA) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. **Knight's Online** has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

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 embedded link or the

'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

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 2020 term, you should expect to spend around **six hours of class time each week with online lectures and assigned media, taking notes, 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. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading 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 **online office hours on Wednesdays from 1:00-3:00pm EST.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences appointment as needed.

Is the course accessible for students with disabilities?

UCF 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** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu**, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

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.

If you receive a Course Accessibility Letter 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 Summer B 2020 semester begins on **JUN 22, 2020** and ends on **JUL 31, 2020**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- submit responses in university-required GEP Pre-Test and Post-Test quizzes (non-graded assessment);
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 11 of 13 online module 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 assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late quiz, activity assignment or exam will not be accepted for grading unless there is an approved and 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 study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain access to 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 26, 2020**, 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 **JUN 28, 2020**
- GEP ANT 2511 **Post-Test Quiz** by **11:59pm EST** on **JUL 31, 2020**

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%
Total Possible	*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 responses for a university-required academic 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 responses for 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 6 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 assigned course materials throughout the term. All 3 online exams are non-cumulative in format and include a mix of multiple choice, true-false, fill-in and short answer questions for the modules evaluated.

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, family or catastrophic 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.

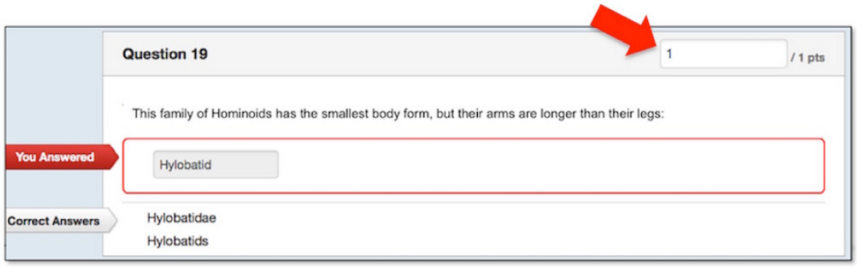
How do I view my grades?

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 will 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**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as incorrect when your response 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 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 **points listed in 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, assignment, 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, assignments and exams are serious issues that must be addressed as soon**

as possible. Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved by your professor**. It is your responsibility to check the course schedule for assignment and exam 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. 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 letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, 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).

Are there accommodations for authorized absences?

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- 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.
- Students who are **active emergency first responders** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- 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** .
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class . For more information, see the **UCF policy** .

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** , so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact Student Accessibility Services.

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. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

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. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the **UCF Creed** and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, **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.

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. Academic misconduct of any kind on an exam or any other assignment in this course 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). All academic integrity issues 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 academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **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.

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. I, and your GTA, will also adhere to these standards, 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 (e.g., 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.

How can I use study groups and external materials responsibly?

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.

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTA to join in!

These examples show how the use of study groups can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. 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 copyright** and **UCF Rules of Conduct** and **may face serious penalties** beyond participation in this course**.**

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will 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 blogs or wikis. While some of these might be related to required assignments or course materials, **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.If you have any concerns about this, please contact your professor or GTA for assistance.

Why should I use WebCourses Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures 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 me 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 instructor, between student and 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?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- 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 for the Web/PowerPoint app, or the equivalent (through Office 365) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact WebCourses@UCF Support for technical support assistance with the most current versions of these products.

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 GTAs 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
- 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 tracking of a student's progress and activities while logged into the course to assist 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 and assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

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.
- 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 .
- 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 locate and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can sign up through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 UCF video .

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 26, 2020	REQUIRED ACTIVITY: Getting Started Quiz	due by 11:58pm
	QUIZ 1: Biological Anthropology	due by 11:59pm
Sun Jun 28, 2020	ACTIVITY 1: Is Your DNA You?	due by 11:59pm
	QUIZ 2: Theories of Evolution	due by 11:59pm
Tue Jun 30, 2020	ACTIVITY 1: Group Response	due by 11:59pm
	QUIZ 3: The Human Genome	due by 11:59pm
Thu Jul 2, 2020	ACTIVITY 2: Adapt or Die in the Urban Jungle	due by 11:59pm
	QUIZ 4: Population Genetics	due by 11:59pm
Sun Jul 5, 2020	QUIZ 5: Modern Human Variation	due by 11:58pm
	ACTIVITY 2: Group Response	due by 11:59pm
Mon Jul 6, 2020	EXAM 1	due by 11:59pm
Thu Jul 9, 2020	ACTIVITY 3: Primate Observations	due by 11:59pm
Fri Jul 10, 2020	QUIZ 6: Living Primates	due by 11:58pm
Sun Jul 12, 2020	QUIZ 7: Primate Behavior	due by 11:58pm
	ACTIVITY 3: Group Response	due by 11:59pm
Wed Jul 15, 2020	ACTIVITY 4: Saving 'Half-Earth'	due by 11:59pm
Thu Jul 16, 2020	QUIZ 8: Fossils and Time	due by 11:58pm
Fri Jul 17, 2020	ACTIVITY 4: Group Response	due by 11:59pm
Sat Jul 18, 2020	QUIZ 9: Primate Origins	due by 11:58pm
	EXAM 2	due by 11:59pm
Wed Jul 22, 2020	ACTIVITY 5: Lumping and Splitting	due by 11:59pm
Thu Jul 23, 2020	QUIZ 10: Early Hominins	due by 11:59pm
Fri Jul 24, 2020	ACTIVITY 5: Group Response	due by 11:59pm
Sun Jul 26, 2020	ACTIVITY 6: Even More Branches?	due by 11:59pm
	QUIZ 11: Early Genus Homo	due by 11:59pm
Tue Jul 28, 2020	ACTIVITY 6: Group Response	due by 11:59pm
	QUIZ 12: Archaic and Modern Humans	due by 11:59pm
Thu Jul 30, 2020	QUIZ 13: Last 10,000 Years	due by 11:59pm
Fri Jul 31, 2020	EXAM 3	due by 11:59pm

Syllabus Summer 2020 ant 2511

ANTHROPOLOGY 2511 Summer 2020
HUMAN SPECIES AND EVOLUTION
INSTRUCTOR: Vance Geiger, PhD
Office: 311C Howard Phillips Hall
Office Hours: Online in class chat -Monday, Tuesday 7 - 8 pm; Tuesday 2 - 4 pm by phone
Phone: 407-823-5779
E mail: vance.geiger@ucf.edu
Text: Human Evolution and Prehistory, Essentials of Physical Anthropology by Larson

ANT2511 AW61 SUMMER 2020

(Links to an external site.)

Image Not Available

ESSENTIALS OF BIOL.ANTH.(LL)-W/ACCESS (Links to an external site.)

REQUIRED |*ByLARSEN*

- **EDITION:** 4TH 19
- **PUBLISHER:** NORTON
- **ISBN:** 9780393667448

Grading: 2 Exams, 100 points each = 200
4 Labs 20 points each = 80
6 20 point quizzes = 120
Total 400
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
.
This class was originally a face to face class but that has been changed. Consequently, the class is online but we will have a modified face to face component. Your instructor

will use zoom to deliver a lecture on Monday and Thursday 2 - 3 pm. Your instructor will use the canvas enabled zoom we have in the class.
We have 6 - 10 question 20 point quizzes, one for each week of class. We also have 4 labs that cover some anatomy of primates and hominids. We also have two exams, one in week 3 and one at the end of week 6. Your instructor will set up the exams as they come due. There is a schedule below detailing what we will cover and the due dates for quizzes, labs and exams.

If you miss one of the two required exams then there is a make-up exam opening the day after class ends. The make-up exam is to make-up a missed exam or try to improve your exam score. If you take the Make Up Exam and score higher than on exam 1 or 2 I will use the higher score (if not I will not)

June 19 is the last day of class - all assignments, on time or late are due June 19 at 11 55 pm. No assignments will be accepted after that date.

Weekly Modules

The class is organized by weeks). Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The quizzes and labs are things you must do for credit.

There are scheduled exam dates and due dates for the quizzes and labs. You need to read the syllabus below and take note of the due dates.

On-Line Exams: The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have three hours to complete it. At the end of three hours it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when you instructor gives them in face-to-face classes), but you get three hours.

On-Line Quizzes and Labs: the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections.

Important note - quizzes and labs have due dates - BUT you can do them before that date - you do not have to wait until the last minute to do them - you can do them before that.

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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/ (Links to an external site.)Links to an external site.

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 (Links to an external site.)Links to an external site.> 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/zgradeLinks to an external site.. For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/Links to an external site..

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 ServicesLinks to an external site. (Ferrell Commons, 7F, Room 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.

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.htmlLinks to an external site..
- 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-UCFLinks to an external site. (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.eduLinks to an external site. 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 (Links to an external site.)Links to an external site.) 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.

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Week 1: 5/11
Introduction to the course
Introduction to Anthropology: Four Fields
Scientific Method
READING: Online material; Larsen chapter 1
.**Quiz 1 due 5/18**
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Week 2: 18
Introduction to Evolutionary Thought up to Darwin
Evolution: Darwin to Mendel
Molecular Genetics; Population Genetics
Online material
READING: Larsen chapter 2, 3 and 4
Quiz 2 Due 5/25; Hardy Weinberg Lab due 5/25
.Week 3: 5/25
Taxonomy, Primate Evolution,
READING: Larsen chapter 6,7,8 and 9
.**Quiz 3 Due 6/1**
Primate Lab due 6/15
Exam 1 5/30 8 am - 6/1 11 55 pm
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Week 4: 6/1 Hominid Evolution, Australopithecines
Online material
Reading: Larsen chapter 10
Quiz 4 due 6/8
Hominid comparison lab 1 due 6/15

Week 5: 6/8 Hominids - Homo Habilis to Homo erectus
Online material
READING: Larsen chapter 11
Quiz 5 due 6/15
Hominid comparison lab 2 due 6/19
.
.
Week 6: 6/15 Homo sapiens, Human variation, Issue of Race
Online material
READING: Larsen chapter 12
Quiz 6 due 6/19
.Exam 2 6/18 8 am - 6/19 11 55 pm

Course Syllabus

Jump to Today ✎ Edit

ANT 2511: Human Species

Anthropology Department, College of Sciences

3.0 Hours

Instructor Information

- Instructor: Kelly Heim, PhD (pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Dr. Heim) or kelly.heim@ucf.edu
- Phone: (407)823-2124
- Virtual Office Hours (held in the Chat function): Monday/Wednesday 10 am - 12 pm EST, or by appointment

Teaching Assistant

- GTA: Alexandria Brock (goes by Lexie, pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Lexie) or al189764@ucf.edu
- Virtual Office Hours (held in the Chat function): Tuesday/Thursday 9-10 am EST, or by appointment

Course Information

- Term: Summer 2020
- Course Number & Section: ANT 2511.AW60
- Course Name: Human Species
- Credit Hours: 3.0
- Class Meeting Days: N/A

- Class Meeting Time: N/A
- Class Location: Fully Online
- Course Modality: W (Fully Online)

Enrollment Requirements

Course Prerequisites: None
Course Co-requisites: None
Other Enrollment Requirements: None

Course Description

Human biological variation in an evolutionary perspective.

This course satisfies a general education program (GEP) Science Foundation requirement for many UCF degree programs. Please consult your advisor to evaluate how this course applies to your degree requirements.

Course Overview

Who are we as humans? 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 the forces of evolution to set the stage for understanding human variation. In the second section of the course, we will examine our living, non-human primate relatives and a few of our earliest non-human ancestors to learn what they can tell us about being human. Finally, in the last section of the course, we will look at the evolution and emergence of modern humans.

Evolution in the Classroom

You'll notice that we spend a good deal of the semester discussing the concept of evolution and tracing our evolutionary history as human beings. Evolution is a theory, but in the scientific community, this means that a hypothesis has been supported by factual evidence time and time and time again. To put this in context, gravity was also a theory for a long time! As biological anthropologists, we will treat the theory of evolution as fact. However, evolution is a controversial topic to many, and everyone is entitled to their own opinion. Therefore, I expect that everyone participating in class will be treated with respect. Failure to respect your peers will result in a zero on the assignment in question without the opportunity to make up resulting missed work.

Course Objectives

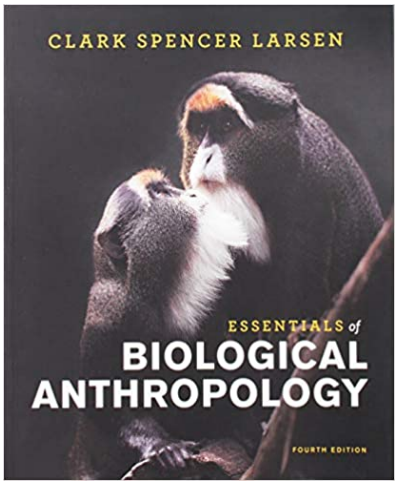
After successful completion of this course, students should be able to:

- identify and explain what biological anthropologists do (objectives) and how they do it (methods).
- explain the forces of evolution (i.e., natural selection, genetic drift, gene flow, and mutation) and how these forces produced the biological differences within and between human populations.
- 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, geographical, and environmental contexts.
- describe several different hypotheses to explain human evolution (e.g., how it started, why specific features may have developed, etc.).
- identify the fundamental elements that make us human (i.e., six milestones of human evolution).

Required Textbooks

Essentials of Biological Anthropology, 4th edition, by Clark Spencer Larsen. 2018. W.W. Norton.

- Must also have access to the digital resources, particularly for a game called InQuizitive.



Make sure that you get the 4th edition of the Essentials textbook - your assignments, quizzes, and exams will be based on the material in the book, and information may change between editions.

You will also be required to have access to the digital resources associated with your textbook, specifically InQuizitive. This game will be assigned for credit 6 times throughout the semester, so you need to be able to access it! More details about InQuizitive can be found in the assignments section of the syllabus.

Required Software - Zoom

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom as a means to talk "face-to-face" during office hours. Like I said in my info up there, I will always be in the Chat function during my scheduled office hours (Monday/Wednesday 10 am - 12 pm EST), but there are some questions that are just easier to discuss in person than through text. So, I've enabled Zoom in our course as a way to let us, well, talk to each other! If you have a question you'd like to actually **talk** about, just send me a message in the Chat function or through the WebCourses inbox so I can send you a link to my Zoom meeting room. If my office hours aren't good for you, we can set up a different time to get into Zoom together!

Please take the time to familiarize yourself with Zoom by visiting the **UCF Zoom Guides (https://cdl.ucf.edu/support/webcourses/zoom/)** [https://cdl.ucf.edu/support/webcourses/zoom/]. You may

choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct. Remember, visiting my Zoom meeting room is like coming to my office on campus - I'm going to treat you with respect, so I expect you to do the same.
- You can contact **Webcourses@UCF Support (https://cdl.ucf.edu/support/)** [https://cdl.ucf.edu/support/webcourses/] if you have any technical issues accessing Zoom.

Course Requirements

This course begins on May 11, 2020 and ends on June 19, 2020. Since this is a six-week course, it's going to be relatively fast-paced. Each week will cover two to three chapters worth of material. Chapters are typically given their own module to make sure you know which supplementary material is associated with which topic, but the due dates for modules will be grouped together, with two due most weeks (and three due during the final week). Multiple modules will be due at one time, but the course is still designed so you must progress through topics in a logical order. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. For example, Module 3 on Population Genetics is due at the same time as Module 4 on Race and Adaptation, but it wouldn't make sense to discuss modern human variation in Module 4 before you've learned how variation is transmitted at the population level in Module 3. Therefore, although more than one module will be due at the same time, you cannot jump around in the assignments.

All modules close at 11:59 pm EST on their respective due date, and the next block of modules will open the following day at 12:00 am EST. For example, Modules 1 and 2 are due Friday, May 15 by 11:59 pm EST, so Modules 3 and 4 will open Saturday, May 16 at 12:00 am EST.

I will not, under any circumstances, open a module for students because they missed the closing date. This is something that students are advised of since the beginning of the course. 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

Module	Topic	Assignments	Reading	Due Dates
Module 0	Getting Started	Getting Started Quiz	N/A	Fri. 05/15/20
Module 1	What is Biological Anthropology?	Speciation Activity	Larsen Chap. 1 &	Fri.

	History of Evolutionary Theory	InQuizitive Chap. 2	2	05/15/20
Module 2	Biological Basis of Life	~~Punnett Square Bonus Activity~~ InQuizitive Chap. 3	Larsen Chap. 3	Fri. 05/15/20
Module 3	Population Genetics	Hardy-Weinberg Assignment	Larsen Chap. 4	Fri. 05/22/20
Module 4	Race and Adaptation	Skin Color Bonus Activity Chap. 5 Quiz	Larsen Chap. 5 (pgs. 103-107, 115-134)	Fri. 05/22/20
Exam 1 – due Friday (5/22) by 11:59 pm EST				Fri. 05/22/20
Memorial Day – May 25 (no class)				
Module 5	Osteology, Bone, and Teeth	Labeling Bones and Teeth Activities Make Your Own Skeleton Activity	N/A	Fri. 05/29/20
Module 6	Living Primates	Primate Auction Assignment	Larsen Chap. 6	Fri. 05/29/20
Module 7	Primate Behavior	Do Primates Have Culture? Discussion Board InQuizitive Chap. 7	Larsen Chap. 7	Fri. 06/05/20
Module 8	Fossils and Dating Primate Evolution	InQuizitive Chap. 9 Chaps. 8 and 9 Quiz	Larsen Chaps. 8 & 9	Fri. 06/05/20

Exam 2 – due Friday (6/05) by 11:59 pm EST				Fri. 06/05/20
Module 9	Early Hominins	Bipedalism Discussion Board	Larsen Chap. 10	Thurs. 06/11/20
Module 10	Early *Homo*	InQuizitive Chap. 11 Chap. 11 Quiz	Larsen Chap. 11	Thurs. 06/11/20
Module 11	Modern Humans	Hominin Evolution Bonus Activity InQuizitive Chap. 12 Chap. 12 Quiz	Larsen Chap. 12	Fri. 06/19/20
Module 12	Farming and Consequences	Was Farming a Good Thing? Discussion Board	Larsen Chap. 13	Fri. 06/19/20
Module 13	Evolution of Human Behavior	AMH Ability to Draw Activity	N/A	Fri. 06/19/20
Exam 3 – due Friday (6/19) by 11:59 pm EST				06/19/20

Note: All dates and times are subject to change by Dr. Heim. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

Important Dates

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

Module Description and Requirements

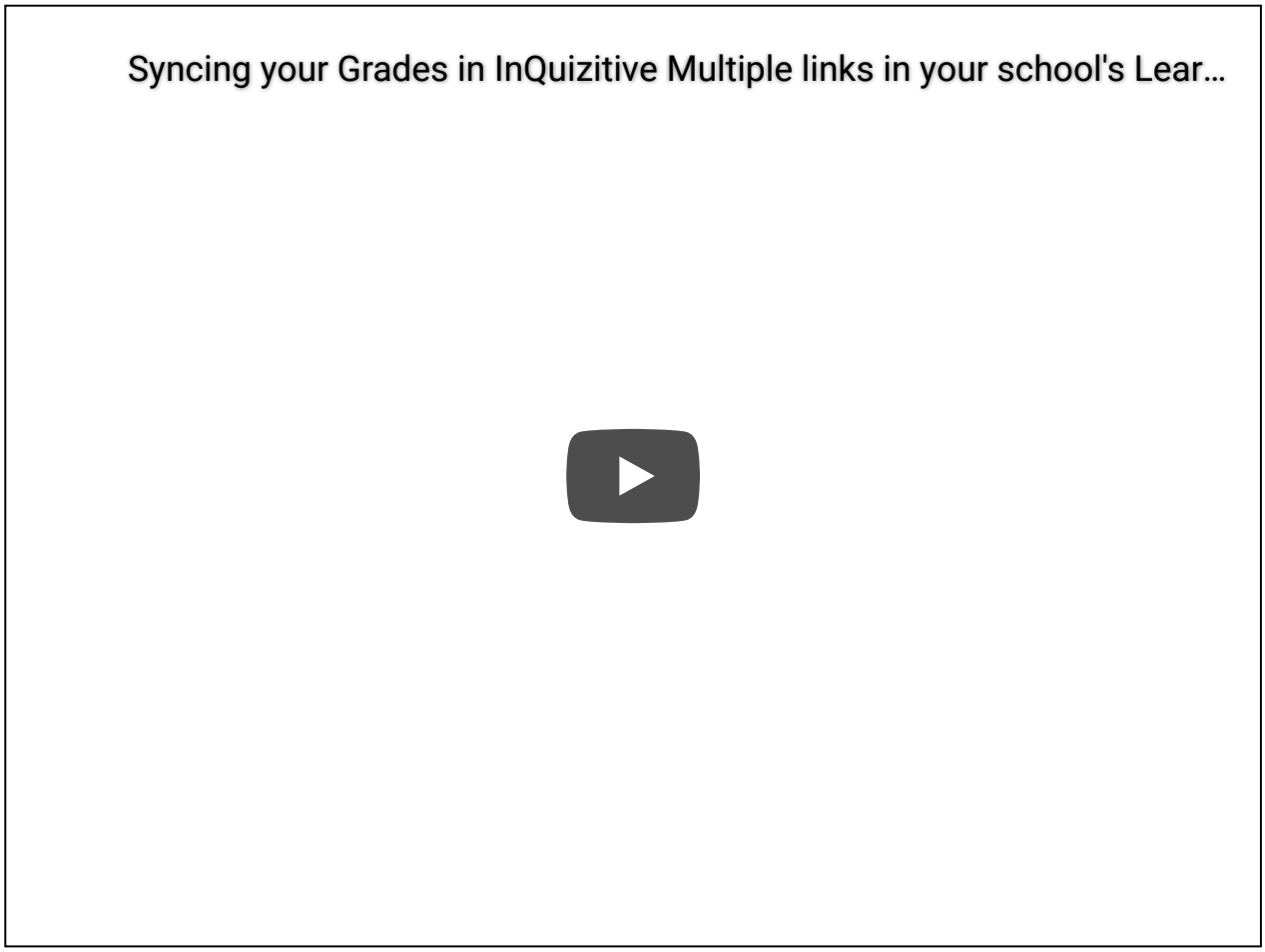
Each module will cover a new topic in biological anthropology. You will have reading to do in the Larsen textbook, often accompanied by pages on WebCourses highlighting aspects of the material. In addition to reading, there will be activities in each module to reinforce the concepts you learned. Finally, there will be a quiz or a quiz-graded assignment at the end of each module. In modules where you do not have a

graded quiz, there will be a voluntary practice quiz. This is partly to ensure that you are keeping up with your reading, but these quizzes will also help prepare you for the types of questions you might encounter on your exams.

InQuizitive Description and Requirements

One of the activities you'll be doing on a regular basis in our class is called "InQuizitive". This is a review game created by the publisher of our textbook. They've made questions based on the material in each chapter of our textbook, and the questions are in a much more interactive format than the straight-forward quizzes I can create!

There is an InQuizitive game associated with each chapter, but only about half of them will be assigned for credit. When an InQuizitive will be due for credit, I have included a link to the game in the appropriate Module. In order for WebCourses to sync with InQuizitive to see your grade, **you must access InQuizitive from the links in our WebCourses page**. If you play the InQuizitive game directly through the publisher's website, there is no way for WebCourses to know that you've completed the assignment. The video below explains how the integration between our WebCourses class and InQuizitive works:



Now, just because I haven't assigned all of the InQuizitive games for credit, doesn't mean you can't use them to review the material! You can access the chapters I haven't assigned straight through the **digital resources for our textbook** **(https://digital.wwnorton.com/essanthro4)**. I've also included a link to the

InQuizitive Student Help Page (https://wwnorton.knowledgeowl.com/help/inquizitive-students), just in case you have any further questions!

Quiz Description and Requirements

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 have unlimited attempts at this quiz, allowing you the opportunity to earn the 10.

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 our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book! The GEP pre-test will be open for you to take during the first 2 weeks of class. The post-test will be available during the last 2 weeks of class. Again, the scores you earn on the GEP pre-test and post-test are **NOT** included in your total points.

Quizzes will be timed. **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.

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.

Exam Description and Requirements

This semester is roughly divided into three parts: genetics and human variation; living non-human primates and primate evolution; and human evolution. Therefore, you will take three (3) exams over the course of the summer session, each covering one section of the course. These exams are **NOT** cumulative. However, they will build upon and draw from concepts learned earlier in the course. Exams will typically consist of multiple choice, fill-in-the-blank, true/false, matching, and short answer questions.

Grading

Your final grade will be based on the following activities and weights:

Assignment Group	Percentage of Grade
Activities, Assignments, and Quizzes	60%
Exams	40%

Total	100%

How do I calculate my weighted grade? Well, WebCourses does it for you. However, if you would like to understand how it works, here's an example. In this class, we have two assignments groups (A and B), weighted at 60% and 40%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) = final course percentage. If a student scores 95% in group A and 86% in group B, the final score would be calculated as (.95 x .60) + (.86 x .40) = 0.914, or 91%.

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

Letter Grade	Percentages
A	92.5 – 100%
A-	90 – 92.4%
B+	87.5 – 89.9%
B	82.5 – 87.4%
B-	80 – 82.4%
C+	77.5 – 79.9%
C	72.5 – 77.4%
C-	70 – 72.4%
D+	67.5– 69.9%
D	62.5 – 67.5%
D-	60 – 62.4%
F	59.9% and below

Under no exceptions will I make individual allowances for anyone in this course in terms of grading. Since you've seen the schedule far in advance, I will not allow anyone to make up missed assignments at the end of the course – do not wait until the last minute to complete your 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!

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know that 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!

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 aid.

In order to document that you began this course please complete the "Getting Started" quiz as soon as possible after adding the course, but by no later than **May 15 at 11:59 pm EST**. Failure to do so will result in a delay in the disbursement of your financial aid.

Course Policies

Make-ups/Excuses

There are **NO** make-ups in this course. This is a fast-paced summer course, but you are provided plenty of time to complete all assignments, quizzes, and/or exams within the 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 within one week after the module closing 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 screenshot of your computer desktop which shows the error. **IMPORTANT:** your screenshot 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. **Screenshot directions** **(https://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, etc. 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 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.

Email Appropriateness

Please address emails in a formal manner. 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 5 pm 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 affects every student in the class – if this is the case, I 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-ups or retakes to be permitted. Without proof, no retakes will be permitted.

Policy Statements

Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct (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 (https://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 (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/)** (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.

*** 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 to 11:59 pm.

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 (http://www.ehs.ucf.edu/Workplacesafety)** (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 (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 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 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.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/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 (https://www.ucf.edu/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 (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

Final Comments

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

***The professor reserves the right to change this syllabus at any time. It is the student's responsibility to review the syllabus for updates.

Course Summary:

Date	Details	
Fri May 15, 2020	**Examples of Speciation (https://webcourses.ucf.edu/courses/1354732/assignments/6599540)**	due by 11:59pm
	Getting Started Quiz (https://webcourses.ucf.edu/courses/1354732/assignments/6599530)	due by 11:59pm
	Bonus Points - Punnett Square Activity (https://webcourses.ucf.edu/courses/1354732/assignments/6599543)	due by 11:59pm
	InQuizitive: Chapter 2. Evolution: Constructing a Fundamental Scientific Theory (https://webcourses.ucf.edu/courses/1354732/assignments/6599552)	due by 11:59pm
	InQuizitive: Chapter 3. Genetics: Reproducing Life and Producing Variation (https://webcourses.ucf.edu/courses/1354732/assignments/6599553)	due by 11:59pm
Fri May 22, 2020	**Bonus Points - Skin Color Activity (https://webcourses.ucf.edu/courses/1354732/assignments/6599539)**	due by 11:59pm
	Chapter 5 Quiz (https://webcourses.ucf.edu/courses/1354732/assignments/6599537)	due by 11:59pm
	Exam 1 (https://webcourses.ucf.edu/courses/1354732/assignments/6599533)	due by 11:59pm
	Hardy-Weinberg Assignment (https://webcourses.ucf.edu/courses/1354732/assignments/6610597)	due by 11:59pm

Date	Details	
Fri May 29, 2020	Make Your Own Skeleton Activity (https://webcourses.ucf.edu/courses/1354732/assignments/6614366)	due by 11:59pm
	Label That Skeleton Game - Anterior (https://webcourses.ucf.edu/courses/1354732/assignments/6599556)	due by 11:59pm
	Label That Skeleton Game - Posterior (https://webcourses.ucf.edu/courses/1354732/assignments/6599557)	due by 11:59pm
	Label That Tooth Game (https://webcourses.ucf.edu/courses/1354732/assignments/6599558)	due by 11:59pm
	Primate Auction Game - Black and White Colobus (https://webcourses.ucf.edu/courses/1354732/assignments/6599560)	due by 11:59pm
	Primate Auction Game - Blue Monkey (https://webcourses.ucf.edu/courses/1354732/assignments/6599561)	due by 11:59pm
	Primate Auction Game - Grey Cheeked Mangabey (https://webcourses.ucf.edu/courses/1354732/assignments/6599562)	due by 11:59pm
	Primate Auction Game - Red Colobus (https://webcourses.ucf.edu/courses/1354732/assignments/6599563)	due by 11:59pm
Fri Jun 5, 2020	Chapters 8 and 9 Quiz (https://webcourses.ucf.edu/courses/1354732/assignments/6599534)	due by 11:59pm
	Do Primates Have Culture? (https://webcourses.ucf.edu/courses/1354732/assignments/6613132)	due by 11:59pm
	Exam 2 (https://webcourses.ucf.edu/courses/1354732/assignments/6599531)	due by 11:59pm
	InQuizitive: Chapter 7. Primate Sociality, Social Behavior, and Culture (https://webcourses.ucf.edu/courses/1354732/assignments/6599554)	due by 11:59pm
	InQuizitive: Chapter 9. Primate Origins and Evolution: The First 50 Million Years (https://webcourses.ucf.edu/courses/1354732/assignments/6599555)	due by 11:59pm
Thu Jun 11, 2020	Bipedalism Activity (https://webcourses.ucf.edu/courses/1354732/assignments/6599538)	due by 11:59pm
	Chapter 11 Quiz (https://webcourses.ucf.edu/courses/1354732/assignments/6599535)	due by 11:59pm
	InQuizitive: Chapter 11. The Origins and Evolution of Early Homo (https://webcourses.ucf.edu/courses/1354732/assignments/6599550)	due by 11:59pm

Date	Details	
Fri Jun 19, 2020	AMH Ability to Draw Activity (https://webcourses.ucf.edu/courses/1354732/assignments/6613542)	due by 11:59pm
	Chapter 12 Quiz (https://webcourses.ucf.edu/courses/1354732/assignments/6599536)	due by 11:59pm
	Exam 3 (https://webcourses.ucf.edu/courses/1354732/assignments/6599532)	due by 11:59pm
	Was Farming a Good Thing? (https://webcourses.ucf.edu/courses/1354732/assignments/6612881)	due by 11:59pm
	Bonus Points - Hominin Evolution Documentary (https://webcourses.ucf.edu/courses/1354732/assignments/6599542)	due by 11:59pm
	InQuizitive: Chapter 12. The Origins, Evolution, and Dispersal of Modern People (https://webcourses.ucf.edu/courses/1354732/assignments/6599551)	due by 11:59pm
	Review - Adaptation Game (https://webcourses.ucf.edu/courses/1354732/assignments/6599541)	
	Review - Diet Matching Game (https://webcourses.ucf.edu/courses/1354732/assignments/6599545)	
	Review - Early Hominin Crossword Puzzle (https://webcourses.ucf.edu/courses/1354732/assignments/6599547)	
	Review - Forces of Evolution Game (https://webcourses.ucf.edu/courses/1354732/assignments/6599548)	
	Review - Locomotion Matching Game (https://webcourses.ucf.edu/courses/1354732/assignments/6599559)	

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Summer B 2020 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: June 22-July 31, 2020

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: **Peter.sinelli@ucf.edu (mailto:Peter.sinelli@ucf.edu)**

2a. Contacting the professor:

As this is a W course I do not have scheduled office hours. Students may contact me in any of the following ways, and any messages will be returned within 24 hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone or cell phone numbers above.
- During non-business hours via text to the cell phone number above.

2b. GTAs:

Ms. Morgan Ferrell, MA

Office Hours: Contact via Webcourses message

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 part of the General Education Program (GEP) requirement for the Sciences. The primary GEP foundation for ANT 2511 is Knowledge Application, and course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome 1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:* The Nature of Science pre/posttests, Quizzes 2-4, Exams 1, 3 and 4

Learning Outcome 2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments*: Quiz 5

Learning Outcome 3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments*: Quizzes 2-4, Exams 1, 3, and 4

Learning Outcome 4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments*: Quiz 3, Exams 2 and 4

5. Course Schedule:

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:

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. Assessments and Point Values:

- *Four exams (100 points each for 400 points total)*

There will be 4 exams during the semester. Each exam will consist of Multiple Choice questions.

- *Five weekly quizzes (10 points each for 50 points total)*

There will be 5 quizzes worth 10 points each for a total of 50 points. These vary in format from standard multiple choice quizzes to group discussion work.

- *Ten Inquizitive Homework Assignments (5 points each for 50 points total)*

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. These are due in batches at the same time as the exam that covers that material. Specific details are posted in the "How Inquizitive Works" page in this Syllabus module.

- *Extra Credit Opportunities (20 points total)*

Short quizzes based on animations and video activities helps encourage student engagement and retention. These will be included in the modules, and are always for extra credit.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

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

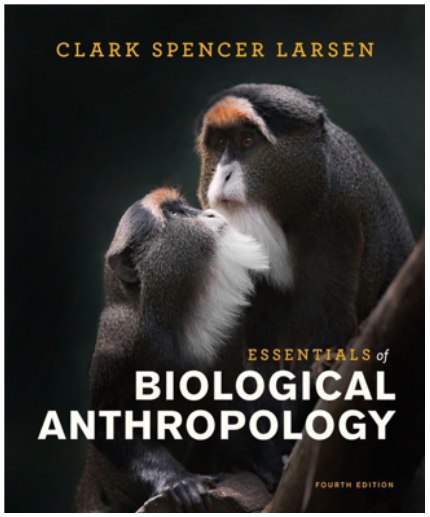
F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—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, an airline ticket invoice, police report, or other form I deem acceptable. 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:

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!

You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. Using the "Free Trial" WILL NOT WORK and you will not receive credit for if you complete the inquizitives that way. There are three ways to buy an access code:

1. BUY A NEW BOOK: If you buy a new hardcopy of the book, the access code is included.
2. BUY THE EBOOK: If you buy the Ebook, the access code is included.
3. BUY THE ACCESS CODE BY ITSELF FOR $20: If you buy a USED book, or don't buy a book at all, you will need to buy the access code separately through the Ebook link posted on the course modules page in Webcourses.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also 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. These will be posted in the "Materials" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Summer B 2020 (3 credits)

8. University Core Policies

8a. 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.

<u>8b. Course Accessibility Statement:</u> 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.

8c. 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.

8d. 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.

8e. 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

8f. 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.

8g. 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.

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at **http://registrar.ucf.edu/ferpa (http://registrar.ucf.edu/ferpa)** .

9. Protocols

9a. Webcourses Announcements and Messages. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.

9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

9b. Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.

13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

9c. Viruses. A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- **UCF Home Page** **(http://www.ucf.edu)** will help find UCF resources
- **UCF Computer Service Desk** **(http://servicedesk.ucf.edu/)** – You can also call the Service Desk at 407-823-5117.
- **Learning Online** **(http://learn.ucf.edu)** This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – **http://www.cstore.ucf.edu/ (http://www.cstore.ucf.edu/)**
- **Hardware/Software Requirements** **(http://learn.ucf.edu/webcourses/support.html)**
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Syllabus Part 3: Course Schedule

Week and Dates	**Lectures for the week/module.** **All will open up on Mondays at 7am.**	**Assignments and Due Dates** **Everything opens on Mondays at 7am and is due as noted.**	**Related Textbook Chapters**
MODULE 1			
Week 1 June 22-28	***Introduction to Biological Anthropology*** Lecture	The Nature of Science Pre-test (Due Friday 6/26 at 11:59 pm)	Chapter 1
	The Nature of Science Lecture	Quiz 1: The Nature of Science Post-test (Due Sunday 6/28 at 11:59 pm)	
	Before Darwin: The Rise of Science Lecture		Chapter 2
MODULE 2			

Week 2 June 29-July 5	***Darwin and Natural Selection*** Lecture	Quiz 2: Modules 1 and 2 Material (Due Friday 7/3 at 11:59 pm)	
	Population Genetics Lecture	Inquizitives "How To" and Chapters 2 and 4 due Sunday 7/5 at 11:59 pm) Exam 1: Modules 1 and 2 Material (Due Sunday 7/5 at 11:59 pm)	Chapter 3
MODULE 3			
Week 3 July 6-12	***Primate Anatomy*** Lecture	Quiz 3: Module 3 Material (Due Friday 7/10 at 11:59 pm)	Chapter 6
	Primate Evolution Lecture		Chapter 9
	Movie: ***The Living Primates***		
	Primate Behavior Lecture	Inquizitives Chapters 6, 7, and 9 due Sunday 7/12 at 11:59 pm)	Chapter 7

		Exam 2: Module 3 Material (Due Sunday 7/12 at 11:59 pm)	
MODULE 4			
Week 4 July 13-19	***Fossilization and Dating Methods*** Lecture	Quiz 4: Module 4 Material (Due Friday 7/17 at 11:59 pm)	Chapter 8
	Hominin Adaptations Lecture		
	Early Hominins and Australopithecines Lecture	Inquizitives Chapters 8 and 10 due Sunday 7/19 at 11:59 pm) Exam 3: Modules 4 Material (Due Sunday 7/19 at 11:59 pm)	Chapter 10
MODULE 5			
Week 5 July 20-26	***Early Homo*** Lecture	Quiz 5: Module 5 Material (Due Friday 7/24 at 11:59 pm)	Chapter 11

	Homo erectus and Homo heidelbergensis Lecture		
MODULE 6			
Week 6 July 27-31	***Neanderthals*** Lecture	Inquizitives Chapters 11 and 12 due Sunday 8/2 at 11:59 pm) Exam 4: Modules 5 and 6 Material (Due Sunday 8/2 at 11:59 pm)	Chapter 12
	Denisovans Lecture		
	Modern Human Dispersal Lecture		

Drop/Add Period: June 22-26 Withdrawal Deadline: Thursday July 16	

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

Instructor	 Dr. Amanda T. Groff
Office	PH 309
Office Hours (Virtual and Phone)	Various methods for contacting me during office hours: 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Office hours: Tuesdays and Wednesdays 10am-12pm **For phone or virtual calls, please make an appointment first!!**
Phone	Office Phone: 407 823-3757
E-mail/Response Time	**amanda.groff@ucf.edu** **(when emailing, please include the class title in your subject!)** Did you know I have a family and friends who want to see me? Yes, shocking. I know. I will respond to emails from 9am to 5pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dog. I will respond within 12-36 hours, unless you are notified otherwise.
GTA	Kat Lane
GTA E-Mail	katherine.lane@ucf.edu

Course Information

Course Name	ANT 2511 Human Species
Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Summer B 2020
Location	100% Online (no in person meetings)

For Course Protocols, click here: Protocols

Course Description and Scope

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 Catalog Description: Human biological variation in an evolutionary perspective.

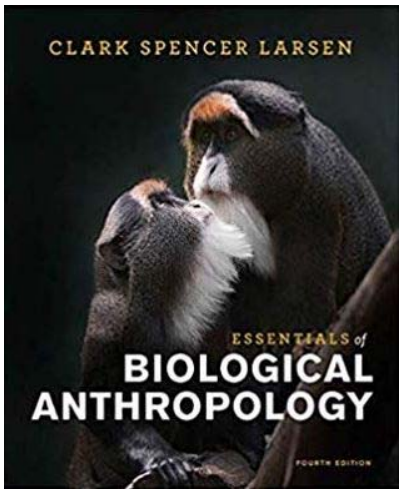
Course Outcomes

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 4th edition of this text, as all quizzes and assignments are based on this new edition.

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read) **Get Adobe Reader (https://get.adobe.com/reader/)** Privacy Policy: **Adobe Privacy Policy (https://www.adobe.com/privacy/policy.html)**
3. Headphones (if working in a public space so that video clips may be watched)

Course Requirements

This course begins on June 22nd, 2020 and ends on July 31st, 2020. Your grade in this course will be based out of **455 total points**. There will be quizzes at the end of each module and exams worth a total of 355 points, and assignments worth a total of 100 points. **This course is set up so you may go as fast as you like through the modules. 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.

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.

Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module *GEP (see below)		**10**		**June 26**

1	1 & 2	5	25	July 3
2	3 & 4	5	15	July 3
Exam 1 Review		5		July 5
Exam 1		100		July 5
3	5 & 6	5	10	July 17
4	7 & 8	5	10	July 17
Exam 2 Review		5		July 19
Exam 2		100		July 19
5	9 & 10	5	20	July 31
6	11 & 12	5	20	July 31
Exam 3 Review		5		August 2
Exam 3 (Final)		100		August 2
TOTAL		355	100	

*****The official end of the semester is July 31. However, I am leaving Exam 3 (Final) and the Review open until Sunday, August 2nd (since the other 2 exams closed on a Sunday and I don't want to mess with your work schedules). I encourage you to work ahead to finish by July 31, but know this is an option.**

GEP Pre/Post tests

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!

Pre-test

Opening: June 22 at 12:01am

Closing: June 28 at 11:59pm

Post-test

Opening: July 26 at 12:01am
Closing: July 31 at 11:59pm

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).

Personal Adaptive Learning Reviews:

In this class, Exam Reviews are presented in a system called **Realizeit**. Exam Reviews are given immediately prior to exam deadlines and are a great way to practice and study for exams; they are also worth up to 5 points each. The system will "Determine Your Knowledge" then highlight the areas in which you need more review and practice. For more information, please see the "**Getting Started with Personalized Adaptive Learning** " page in the Getting Started Module.

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 26 ; Drop class deadline: Thursday, June 25
Withdrawal deadline for this course: Thursday, July 16
Final course closing date: Friday, July 31

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 26th.** 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 close approximately every two weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand 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 were recently personally injured or ill (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within 5 days after the module closing in order for a make-up to be considered. *** A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

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 or video of your computer desktop which shows the error. IMPORTANT: Your screen shot and/or video 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.**

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** 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 Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/services/)** . Click on "Academic Support and Learning Services" on the right-hand side to filter. This section includes, for example, access to: therapy assisted online (TAO) Self Help, Knights Online, SAS, Writing Center, Tutoring Center, etc.

Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services (https://www.ucf.edu/services/)** . Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct (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)**

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 (http://goldenrule.sdes.ucf.edu/zgrade)** .

GROUP ME: If a student creates a group me for this class, they are required to make the link public (posted in the Discussions board) to make it accessible to the entire class. Please be aware that students are more likely to tell on each other for cheating or answer sharing, so use this wisely. I will not hesitate to turn you over to the Office of Student Conduct.

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/)** (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.

****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) .

- 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) 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)

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.