

Syllabus Spring 2024

Welcome to Ant 2000 Spring 2024

To access the class you can use either MyUcf or webcourses@ucf.edu

Within the weeks you will see what kind of assignments you must do.

To do an assignment go to the assignments button on the class home page and pick from the list of assignments which one you are supposed to do and click it.

Syllabus

Instructor: Vance Geiger, PhD

Office Hours: M, W 3 - 5 PM

Office: Howard Philipps Hall 311C

Office Phone: 407-823-5779

E Mail: vance.geiger@ucf.edu

Class – online

TA: C. Trent

Texts

The Pithouses of Keatley Creek by Hayden – available as a pdf in the class website

Exploring Our World by Callaghan and Williams – available as a pdf in the class website

To Be Clear – All required texts are available as pdf's in the class website.

Explanations for Texts:

Keatley Creek is an archaeology case study that provides a good example of how archaeology is done and how archaeologists reach their conclusions

Callaghan and Williams is an introduction to physical anthropology and archaeology and cultural anthropology

Grading: Three 100 point exams = 300 points

15 On-line Assignments = 150 points

Total Possible: 460 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

Weekly Modules

The class is organized by sections (you can think of the sections as weeks). Within each section there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. 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 activities unless you have done the modules. The activities are things you must do for credit. There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

Grading

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 two 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 two hours.

There are three regular exams in the course. There is also a Make Up Exam that will open on the Saturday after the last day of class – The Make Up Exam is to make up a missed exam (Exam 1, Exam 2 or Exam 3) and to provide students an opportunity, if they choose to improve their exam score (if they have taken Exam 1 and Exam 2).

On-Line Assignments: 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. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the assignment.

There are due dates for the assignments. You can do the assignments any time before the due date, you do not have to wait until the last minute to do them.

Late assignments will receive 1/2 credit.

Warning: Do not copy someone else's assignment and do not copy and paste from the

online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

Important note: Do not use attachments to do the assignments.

Important note - NEVER USE PAGES!!!! PAGES IS UNREADABLE IN CANVAS.

Required Statement Regarding COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Covid

UCF expects that all members of our campus community who are able to do so get vaccinated

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Artificial Intelligence

Use of AI prohibited. AI is an aggregator. These programs seek out information from the internet to incorporate into responses to the questions it is posed. That means that everything contained within an AI response to any query you pose is taken from other's material and there is no attribution. That is plagiarism. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

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.)

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.)> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (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.html.

* Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

* If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)

* To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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.)) 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.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

Schedule

Week 1: 1/8:

Introduction to Anthropology and Introduction to the Concept of Culture

Reading: Online material, class text chapter 1

Syllabus quiz due 1/12

Week 1 assignments due 1/15

Week 2: 1/15

Development of Evolutionary Theory, Inheritance and Microevolution, Genetics.

Reading: Section 2 online material, class text chapter 2

Week 2 assignment due 1/22

Week 3: 1/22 Primate Evolution and Hominids

Reading: Section 3 online material, class text chapter 4

Week 3 assignment due 1/29

Week 4: 1/29 Homo Habilis and Homo Erectus.

Reading: Section 4 online material, class text chapter 5

Week 4 assignment due 2/5

Week 5: 2/5 Archaic Homo sapiens to Anatomically Modern Humans

Reading Section 5 online material class text chapter 5

Week 5 assignment due 2/12

Exam 1 2/10 8 am – 2/12 11 55 pm

Week 6: 2/12 Modern Human Diversity and the Issue of Race.

Reading: Section 6 online material, class text chapter 3

Week 6 assignment due 2/19

Week 7: 2/19 Methods of Studying the Human Past (Keatley Creek).

Reading: The Pithouses of Keatley Creek and online material. Chapter 6 class text

Week 7 assignment due 2/26

Week 8: 2/26 Linguistic Anthropology

Reading: Section 8 online material,

Week 8 assignment due 3/4

Week 9: 3/4 Subsistence

Reading: Section 9 online material,

Week 9 assignment due 3/11

Week 10: 3/11 Social Organization Kinship and Descent and Marriage and Family

Reading Section 10 online material, class text chapter 11

Week 10 assignment due 3/18

Week 11:3/25 Economics

Reading: online material, class text chapter 9

Week 11 assignment due 4/1

Week 12 4/1 Religion and (online material)

Reading: Section 12 online material, class text chapter 15

Week 12 assignment due 4/8

Week 13: 4/8 Cultural change

Reading: section 13 online material,

Section 13 assignment due 4/22

Week 14: 4/15 Political Organization

Reading Online material, class text chapter 13

Week 14 assignment due 4/22

Exam 2 4/20 8 am – 4/22 11 55 pm

4/22 Last day of class all assignments on-time or late due 11 55 pm

Make Up Exam 4/24 8 am – 4/25 11 55 pm

Course Syllabus

[Jump to Today](#)

 Edit



General Anthropology Spring 2024

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



Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (0M01)
Credit hours:	3.0 hours
Semester/year:	Spring 2021
Location/time:	MW 1:30-2:20pm, BA01 Rm 119
Course GTA:	Carrie Tucker
GTA hours:	TBA
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Howard Phillips Hall 409L
Phone:	407-823-4964
Office Hours	MW 11:30am-1pm and by appt.
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological 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.](https://webcourses.ucf.edu/courses/1452755/files/104168198?wrap=1)

(<https://webcourses.ucf.edu/courses/1452755/files/104168198?wrap=1>)_ ↓

(https://webcourses.ucf.edu/courses/1452755/files/104168198/download?download_frd=1) (Lana Williams and Michael Callaghan and 2023) (available as PDF chapters in this course)

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 15 weeks, you should expect to spend around **1.5 hours of class time attending our regularly schedule lecture.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are "estimates" of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, feel free to schedule a meeting with me during office hours. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA.

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Academic Survey** (<https://webcourses.ucf.edu/courses/1257814/assignments/5278776>)_ by **11:59pm EST on Tuesday January 9, 2024**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid.**

What are the course requirements?

Summary

This course begins on **January 8, 2024** and ends on **April 30, 2024**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 online exams
- complete 8 out of 10 online assignments

Academic Activity Assessment (week 1 only)

This is a simple survey available through the webcourse page. The assignment is open until Friday night, but I'd like you to please **complete it by Monday night January 8**. I'll be using the anonymous data in class on Wednesday. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Modules

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

Readings

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

Class Lectures (Attendance mandatory, but not taken)

Class lectures meet every week on **MW from 1:30-2:20 in BA1 119**. **Lecture attendance is required, but attendance will not be taken.** It is through lecture where you'll learn the majority of content for exams and assignments, and it is a designated weekly time where you have the opportunity to ask questions about the material as we discuss it. While slides will be posted, they are not meant as a substitute for attending lectures

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 lecture each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the lecture experience.

Online Assignments (20% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). 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 (60% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. The final exam is Exam 3 and it is not cumulative.

How will I be evaluated and graded?

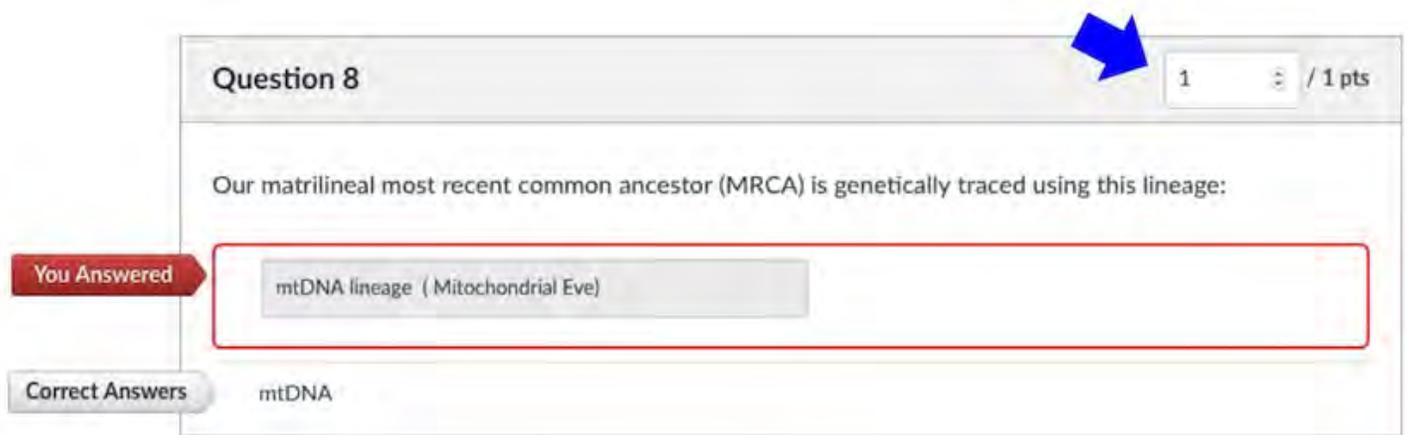
Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	Points Possible	% Final Grade
Academic Activity	1	<1%
Reading Quizzes (8 of 10)	80	20%
Exams (3)	300	60%
Assignments (8 of 10)	80	20%
Total	461	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 posted. 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+	86 - 89%	D	60 - 69%
B	80 - 86%	F	59% or less

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

What if I'm part of an authorized activity?

Students who represent the university in an authorized event or activity (e.g., student-athletes, ROTC members, etc.) 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 <https://policies.ucf.edu/documents/4-401.pdf>.
(<https://policies.ucf.edu/documents/4-401.pdf>.)

What if I'm making a religious observance?

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:

<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>
(<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>)

What if I'm actively deployed in the military?

Students who are deployed active duty military and/or National Guard personnel and require accommodation **should contact me as soon as possible** after the semester begins and/or after they receive notification of deployment to make related arrangements. I require documentation of deployment and will **NOT** make accommodations for missed work after assignments are due.

What if I miss an assignment due to an "unauthorized" reason?

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. Approval for make-up work **will NOT not be granted for more than 1 week of class**. If you miss more than 1 week of work and feel you cannot catch up, you must decide to withdraw or not receive credit.

Is there Extra Credit?

During a usual semester I often offer extra credit through lectures about anthropology, or engaging with anthropology in some other meaningful personal and experiential way. These opportunities are subject to availability. As opportunities present themselves I will give you more details.

I DO NOT offer extra credit for final grades. I also do not "round-up" scores that are on the edge of grades.

FINAL GRADES ARE FINAL.

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. 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/> (<http://sas.sdes.ucf.edu/>)> (Ferrell Commons 185, sas@ucf.edu (<mailto: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.

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?

The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> (<https://letsbeclear.ucf.edu/>) and <http://cares.sdes.ucf.edu> (<http://cares.sdes.ucf.edu/>).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu> (<http://oie.ucf.edu/>) & askanadvocate@ucf.edu (<mailto:askanadvocate@ucf.edu>)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu> (<http://sas.sdes.ucf.edu/>) & sas@ucf.edu (<mailto:sas@ucf.edu>)
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu (<http://www.diversity.ucf.edu/>)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu> (<http://compliance.ucf.edu/>) & complianceandethics@ucf.edu (<mailto:complianceandethics@ucf.edu>)
- Ombuds Office – <http://www.ombuds.ucf.edu> (<http://www.ombuds.ucf.edu/>)

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

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>)>. 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

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>).

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < <https://goldenrule.sdes.ucf.edu/> (<https://goldenrule.sdes.ucf.edu/>)>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

In this course, 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.

How do I communicate with the professor or GTA?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the

WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

Finally, my primary means of communicating with the whole class is through the Announcements function in canvas. Please make sure you have **Announcement notifications turned on**. Your announcements should be set to "on" by default. Consult this link if you're having trouble:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417>  (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-Announcements-as-a-student/ta-p/417>)

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 (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. If you wish to schedule any meetings, you must also have access to Zoom. 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/>)



<https://cdl.ucf.edu/support/webcourses/zoom/>

(<https://cdl.ucf.edu/support/webcourses/zoom/>)

Will I be monitored during quizzes and exams?

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

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

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

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

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.

Unauthorized use of websites and internet resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. 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 could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized use of technology for graded work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology 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 test 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.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

Unauthorized distribution of class notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade.

Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Can I record class lectures (FL HB 233)?

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such

as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited.

Recordings may not include the image or voice of other students in the class, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the

written consent of the faculty member. ***Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule and may be cause for disciplinary action.*** Lectures used for other purposes, or recordings that are published without the permission of the instructor, ***may allow the faculty member to seek "...damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000"*** ([FL Senate 2021:6-7 lines 150-151](#)). [↪\(https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF\)](https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF)

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 <https://centralflorida-prod.modolabs.net/student/safety/index> [↪\(https://centralflorida-prod.modolabs.net/student/safety/index\)](https://centralflorida-prod.modolabs.net/student/safety/index).
- 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations> [↪\(https://ehs.ucf.edu/automated-external-defibrillator-aed-locations\)](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations).
- 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 (<https://youtu.be/NIKYajEx4pk> [↪\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk))



<https://youtu.be/NIKYajEx4pk>

>).

What is the course lecture and assignment schedule?

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

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

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

Week	Topic	Readings
1	What is Anthropology?	
	What are the different kinds of Anthropologists?	Williams and Callaghan (ch1)
2	What is Culture?	Williams and Callaghan (ch1)
	Is Cultural Relativity Possible?	<u>Miner, 1956.pdf</u> (https://webcourses.ucf.edu/courses/1404141/files/92325480/download?download_at=0) <u>Kratz, 2002.pdf</u> (https://webcourses.ucf.edu/courses/1404141/files/92325458/download?download_at=0)
3	Why is Evolutionary Theory Important?	Williams and Callaghan (ch2)
	Can we Reconcile Evolution and Faith?	Williams and Callaghan (ch2); Collins, 2007.pdf; Penn State.pdf
4	Who were the Earliest	Williams and Callaghan (ch5)

4	Earliest Hominids?	Williams and Callaghan (ch5)
	Who were the Earliest Homo Species?	Williams and Callaghan (ch5)
5	When did Homo Sapiens Evolve?	Williams and Callaghan (ch5)
	What's it like to find Fossil Hominids?	<i>The Atlantic, Scientific American</i> Film: <i>Dawn of Humanity</i> (%24CANVAS COURSE REFERENCE%24/file_ref/gdb8431f2cf5fffc4bdf93e2ed52dcwrap=1)
6	Are Humans still Evolving and are there Human "Races"?	Williams and Callaghan (ch3)
	Catch-up	
7	How do we do Archaeology?	Williams and Callaghan (ch6)
	Where did Ancient States Come from and were they Inevitable?	Williams and Callaghan (ch7)
8	What did the Ancient Maya believe?	Williams and Callaghan (ch7)
	What was life like for the Ancient Maya, and where did they go?	Williams and Callaghan (ch7)
9	How did Archaeologists Discover Maya	Film: <i>Cracking the Maya Code</i> (https://courses.ref.edu/courses/440444/files/0000500/download?wrap=1)

	Decipher Maya Hieroglyphs?	https://webcourses.uct.edu/courses/1404141/files/92325508/download?wrap=1
	What is Human Language?	Williams and Callaghan (ch8)
10	Why is the Sapir-Whorf Hypothesis still important?	Thomson (1975)
	Why do we Miscommunicate if we speak the same Language?	Tannen (1990, 1994)
11	NO CLASS - SPRING BREAK	
12	What can language tell us about culture?	
	Catch-up	
13	How do Cultural Anthropologists Study Living Groups?	<i>Perspectives</i> (Fieldwork); Sterk (2000)
	How and When do we Learn our Culture?	Henry (1963)
14	How do Boys become Men and Girls become Women?	Williams and Callaghan (ch12)
	Who are The Sambia of Papua New Guinea?	Film: <i>Guardians of the Flutes</i>

15	How do Boys become Men in Sambia Culture?	Herdt (1983).(https://webcourses.ucf.edu/courses/1404141/files/92325532/download)
	Where do our Relatives come from and why does it Matter?	Williams and Callaghan (ch11)
16	Catch-up	

Course Summary:

Date	Details	Due
Mon Jan 8, 2024	 ASSIGNMENT: Academic Activity Survey (https://webcourses.ucf.edu/courses/1452755/assignments/8355908)	due by 11:59pm
Wed Jan 17, 2024	 QUIZ: Reading Quiz 1 (https://webcourses.ucf.edu/courses/1452755/assignments/8355898)	due by 11:59pm
Fri Jan 19, 2024	 ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1452755/assignments/8355913)	due by 11:59pm
Wed Jan 24, 2024	 QUIZ: Reading Quiz 2 (https://webcourses.ucf.edu/courses/1452755/assignments/8355909)	due by 11:59pm
Fri Jan 26, 2024	 ASSIGNMENT 2: Can we Reconcile Personal Belief and Evolution (https://webcourses.ucf.edu/courses/1452755/assignments/8355914)	due by 11:59pm
Wed Jan 31, 2024	 QUIZ: Reading Quiz 3 (https://webcourses.ucf.edu/courses/1452755/assignments/8355907)	due by 11:59pm
Fri Feb 2, 2024	 ASSIGNMENT 3A: Early Hominid Location Labeling (https://webcourses.ucf.edu/courses/1452755/assignments/8355917)	due by 11:59pm

Date	Details	Due
	 ASSIGNMENT 3B: Hominid Matching Timeline (https://webcourses.ucf.edu/courses/1452755/assignments/8355918)	due by 11:59pm
Wed Feb 7, 2024	 QUIZ: Reading Quiz 4 (https://webcourses.ucf.edu/courses/1452755/assignments/8355906)	due by 11:59pm
Fri Feb 9, 2024	 ASSIGNMENT 4: Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1452755/assignments/8355919)	due by 11:59pm
Fri Feb 16, 2024	 EXAM: Exam 1 (https://webcourses.ucf.edu/courses/1452755/assignments/8355900)	due by 11:59pm
Wed Feb 21, 2024	 QUIZ: Reading Quiz 5 (https://webcourses.ucf.edu/courses/1452755/assignments/8355902)	due by 11:59pm
Fri Feb 23, 2024	 ASSIGNMENT 5: Archaeology of a Room (https://webcourses.ucf.edu/courses/1452755/assignments/8355920)	due by 11:59pm
	 EC Doyle, 9/21 (Exam 1) (https://webcourses.ucf.edu/courses/1452755/assignments/8355922)	due by 11:59pm
Wed Feb 28, 2024	 QUIZ: Reading Quiz 6 (https://webcourses.ucf.edu/courses/1452755/assignments/8355901)	due by 11:59pm
Fri Mar 1, 2024	 ASSIGNMENT 6: Materializing Myth (https://webcourses.ucf.edu/courses/1452755/assignments/8355921)	due by 11:59pm
Wed Mar 6, 2024	 QUIZ: Reading Quiz 7 (https://webcourses.ucf.edu/courses/1452755/assignments/8355905)	due by 11:59pm
Fri Mar 8, 2024	 ASSIGNMENT 7: Dialect Lexicons (https://webcourses.ucf.edu/courses/1452755/assignments/8355912)	due by 11:59pm
Wed Mar 13, 2024	 QUIZ: Reading Quiz 8 (https://webcourses.ucf.edu/courses/1452755/assignments/8355910)	due by 11:59pm

Date	Details	Due
Fri Mar 15, 2024	 ASSIGNMENT 8: Who's that texting you? (https://webcourses.ucf.edu/courses/1452755/assignments/8355911)	due by 11:59pm
Fri Mar 29, 2024	 EXAM: Exam 2 (https://webcourses.ucf.edu/courses/1452755/assignments/8355899)	due by 11:59pm
Wed Apr 3, 2024	 QUIZ: Reading Quiz 9 (https://webcourses.ucf.edu/courses/1452755/assignments/8355897)	due by 11:59pm
Fri Apr 5, 2024	 ASSIGNMENT 9: Socialization through Stories (https://webcourses.ucf.edu/courses/1452755/assignments/8355915)	due by 11:59pm
Wed Apr 10, 2024	 QUIZ: Reading Quiz 10 (https://webcourses.ucf.edu/courses/1452755/assignments/8355903)	due by 11:59pm
Fri Apr 12, 2024	 ASSIGNMENT 10: "Playing" with Gender: Creating Gender through Toys (https://webcourses.ucf.edu/courses/1452755/assignments/8355916)	due by 11:59pm
Fri Apr 26, 2024	 EXAM: Exam 3 (https://webcourses.ucf.edu/courses/1452755/assignments/8355904)	due by 11:59pm



UNIVERSITY OF
CENTRAL FLORIDA

ANT 2000 - General Anthropology

Section: 0W60

College of Sciences

Department of Anthropology

Course Information

Term: Spring 2024

Class Meeting Location:

Modality: WW

Credit Hours: 3.00

Instructor Information



Monica Rodriguez, PhD

Title: Lecturer

Office Location: Howard Phillips Hall, Room 309

Office Hours:

Dr. Rodriguez is available in her office for walk-ins during the times listed below. Alternately, you can Video call on Teams during office hours. If you would like to schedule a Teams appointment, you may do so by clicking [HERE](#). If you go in person, you must tell them at the front desk that you are there for office hours to meet with Dr. Rodriguez.

Monday, 1pm-4pm,

Tuesday, 12pm-2pm,

Thursday, 1-2pm,

By appointment.

Phone: 407-823-3163

Email: Monica.Rodriguez2@ucf.edu

Course Description

ANT 2000 COS-ANTHRO 3(3,0)General Anthropology: An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology. Fall, Spr, Sum

This course explores what anthropology is by focusing on the four traditional subdisciplines of the field; bioanthropology, archaeology, linguistics and cultural anthropology. Specifically, we will examine humanity from a holistic perspective through time and space. Topics explored will include human evolution, cultural and societal similarities and differences over time, language, methods used in anthropology, and ethics.

General Education Program (GEP)



Please discuss the requirements and fulfillment of those requirements with your academic advisor. This course fulfills one requirement in the General Education Program listed under Social Foundations. For more information, go to the [General Education Program](#) or the current [Catalog](#). The information below is from the Catalog and lists the course objectives for Social Foundations.

Social Foundation

- Be able to gather and synthesize information from appropriate resources, and be able to evaluate information and sources for accuracy and credibility.
- Understand how an individual's place in the world is affected by social, economic, and political institutions.
- Gain a deeper appreciation of one's role and potential impact in social, economic, and political institutions.

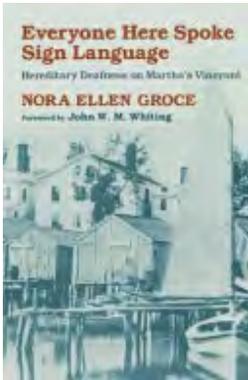
- Demonstrate an understanding of the interaction among social, economic, and political structures and functions.
- Understand how individuals behave and interact with other individuals in their psychological, political, economic and social environments.

Student Learning Outcomes

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

- define and explain what the field of anthropology is.
- define and explain the subfields that exist within anthropology.
- explain how anthropology is similar and different to other related disciplines.
- define and explain discipline-specific concepts and terminology.
- identify ways concepts in anthropology can be used outside of anthropology

Course Materials and Resources



EVERYONE HERE SPOKE SIGN LANGUAGE

ISBN: 9780674037953

Authors: Nora Ellen GROCE

Publisher: Harvard University Press

Publication Date: 2009-06-30

Additional Course Materials

Title: Exploring Our World through General Anthropology

Authors: Lana Williams and Michael G. Callaghan

Publisher: OER

Publication Date: 2023

Additional Information: REQUIRED



Course Assessment and Grading Procedure

Course Requirements	Points	Percent of Class
Required Academic Activity (10 points)	10	2%
Weekly Quizzes (10 points each X 12 quizzes = 100 points)	120	24%
Supplemental Activities (20 points X 14 weeks)	280	56%
Exams (30 points/exam X 3 exams = 90 points)	90	18%
Total:	500	100%

Financial Aid Requirement (FAR) (10 points)

This quiz is intended to help you understand how to read the syllabus and navigate the online classroom. It asks questions about the syllabus and course navigation on Webcourses (Canvas). The intention is not to make you memorize anything, it is to make you familiar with where class requirements and resources for this and other classes can be found.

You can take it as many times as you'd like until the due date. The highest grade will be recorded.

IMPORTANT The quiz establishes your engagement in the class for financial aid purposes, so you need to take it and receive a grade greater than zero before Friday, January 12th. Not doing so may impact the receipt of your financial aid!!!!
(10 points.)

Weekly Quizzes (Q#) (10 points each X 12 quizzes = 120 points)

Each week there is a quiz on the textbook readings. The goal of the weekly quizzes in this class is to get you to review the material you are reading. Weekly Quizzes are open book/open note and timed. You have 30 minutes to complete each attempt and they are due each Sunday before 11:59pm. Most quizzes are multiple choice and true/false although there may be other formats as

well. Questions come from a pool of questions, so you may get different questions each time you attempt the quiz. There will be 14 quizzes worth 10 points each. You are required to complete 12 of these quizzes. You may take all 14 quizzes if you choose, however, only the top 12 scores will count toward your final grade. You may take the quizzes up to 3 times before the due date. The highest score will be recorded. 12 quizzes X 10 points = 120 points.

Supplemental Assignments (20 points X 14 weeks = 280 points)

Each week there will be activities for you to do. These will include things like watching a film, reading a supplemental article, a writing prompt of some sort, looking for news articles, playing games, or other things we will be doing in class. Depending on the requirements for the week, you will do a/an activity/ies to show you have read, watched, completed etc. the material I have assigned. These may be in the form of quizzes, discussion boards, journals, assignments or other assessments appropriate to the activity. The amount of activities each week may vary, but in total, they will equal 20 points per week. In the case you are asked to write something, keep the following in mind as this is how they will be graded. This is an example for a discussion board, since that is what we will use the most, however, I will be looking for similar things in all writings.

How are discussion boards graded?

Post

- Was the question answered/topic addressed?
- Was anthropology incorporated into the post (when appropriate)?
- Was the text or supplemental material used in the response (when appropriate)?
- Were there minimal grammar and spelling errors?
- Was the post in paragraph form between 50 and 200 words?

Comment on classmates' posts

- Did the comment incorporate anthropology into the discussion?
- When appropriate, were concepts discussed during the week included in the response?
- Minimal grammar and spelling errors. Written in paragraph form.

Exams (E) (30 points/exam X 3 exams = 90 points)

Exams (E#): There will be three exams (the third exam is the final exam). The exams are not cumulative, although we build on what we've learned throughout the semester, so material from previous sections will be relevant. Each exam may include questions that are multiple choice, true/false and short essay and is worth 30 points for a total of 90 points.

Grading Scale

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

Policies for Course Grade

NO LATE WORK IS ACCEPTED (READ THE FOLLOWING CAREFULLY)

Required Work

- Financial Aid Requirement - This is due the first Friday of the course (1/12). Not submitted it on time may result in a delay to receiving your financial aid award. Complete it at least once before this due date with a grade above zero. If you are unhappy with you grade, you can repeat it until you are happy with your grade.
- Quizzes - There are 14 quizzes assigned throughout the semester. The top 12 scores will count towards your final grade. If you miss a quiz, I will not open it up for you again. Completing all 14 quizzes will NOT give you extra credit.
- Supplemental Assignments - Complete all of the supplemental assignments. They all count towards your final grade.
- Exams - Exams will be accepted late, however, there is a 10% per day penalty for submitting it late. Exams will not be accepted after Sunday at 11:59pm.

Late Work - No late work is accepted in this class. This course is held completely online. The modules are designed with flexibility in mind giving you an entire week to complete them (with the exception of exams). In the extreme case where an emergency occurs, you must speak to the instructor as soon as safely possible. The instructor must approve before accepting excused late work and will determine a new due date. Be prepared to provide evidence of your situation. Forgetting a deadline is not excused. Read the "Required Work" section above for more information.

If there is a known event (religious observance, school, or extracurricular activity, etc.) or an emergency that conflicts with an assignment, quiz, exam due date or class meeting for this course, discuss this with the instructor ahead of time.

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Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). 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 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.
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Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [Office of the VP for Diversity, Equity & Inclusion](#)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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

Campus Safety

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 [Safety](#).
- 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 [AED Locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- 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 from the UCF Police Department, [You CAN Survive an Active Shooter](#).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Security](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

The class schedule is listed below. It is subject to change. In the event that changes are made, the instructor will send out an announcement on Webcourses.

What do the letters under "Notes" mean?

FAR - Financial Aid Requirement

Q# - Quiz followed by the quiz number

SA# - Supplemental Assignment followed by the number

E# - Exam followed by the number

Week	Dates	Topic	Notes -- Due Sunday BEFORE 11:59PM, unless otherwise noted
1	1/8-1/14	Introductions and Using Anthropological Perspectives	FAR-DUE Friday, 1/12, Q1, SA1
2	1/15-1/21	Evolution and Molecular Genetics	Q2, SA2
3	1/22-1/28	Human Variation and Adaptation	Q3, SA3
4	1/29-2/4	Defining Primate Relations	Q4, SA4
5	2/5-2/11	Characterizing Early Hominins	Q5, SA5
6	2/12-2/14	Exam #1: Chapters 1-5	E1 - Opens Monday, 8am Due: Wednesday, 11:59pm

6	2/12-2/18	Practicing Archaeology	Begin module AFTER you have completed Exam #1 Q6, SA6
7	2/19-2/25	Examining Complex Societies	Q7, SA7
8	2/26-3/3	Language and Communication	Q8, SA8
9	3/4-3/10	Subsistence, Value and Economies	Q9, SA9
10	3/11-3/17	Human-Animal Relations	Q10, SA10
11	3/18-3/24	SPRING BREAK	No work this week
12	3/25-3/27	Exam #2: Chapters 6-10	E2 - Opens Monday, 8am Closes Wednesday, 11:59pm
12	3/25-3/31	Forming Family through Kinship	Q11, SA 11
13	4/1-4/7	Gender and Sexuality	Q12, SA12
14	4/8-4/14	Authority, Decisions, and Power	Q13, SA13
15	4/15-4/21	Social Inequality and Inequalities	Q14, SA14
16	4/22-4/23	Review for Final	
16-17	4/24-4/30	Final Exam: Chapter 11-14	E3 - dates created by UCF

The final exam date and time is scheduled by UCF. The date and time will be updated here.

Class Organization. What can I expect from week to week?

Class Organization

This course is offered fully online. This means That we never meet in person. The weekly modules contain all of the work you need to complete. They are organized into a "Welcome" module, followed by modules that are to be completed each week. Each module contains the week's number that corresponds with the week in the semester we are in and the course

calendar in the syllabus. The module also has the dates of the week listed so you know you are in the correct module.

How do I know what to do each week?

Each week, Dr. Rodriguez sends out an announcement that will also be included as the first item in that week's module. The announcement will contain weekly updates of anything going on in the class or at UCF in general. It will also list what you need to do for the week. Keep in mind that if you click on "assignments" on Webcourses without going to the modules, you may not see all of the things that you need to do in order to complete the assignments.

Can I complete the work whenever I want to?

The class is organized into weekly modules that you must complete within that week. I do not open future modules so you can get ahead, nor can you work on previous modules if you get behind.

When do the weekly modules open and close?

The module for each week opens up every Monday at 8am and closes at 11:59pm on Sunday night. (Exams have a different schedule). You must complete all of the work for the week during that time. Keep in mind that requirements may be timed, so you must complete them during a specified time period; others have a specific number of times you can complete the assignment; yet others you can take as many times as you like. Read instructions carefully.

When are assignments due?

Read the instructions for each assignment, quiz, exam, etc. carefully. The general due date for most items is on Sunday at 11:59pm. Exams are different as they have specific open and due dates that differ from other work.

Weekly Work

Weekly work will vary. In general, you will have required readings from one or both of the textbooks, a quiz to complete on the readings, a supplemental assignments that will require you to answer questions in the form of a quiz, discussion board, etc. Supplemental assignments may include watching video lectures, watching videos (YouTube, Kanopy, etc.), completing an activity like an observation, playing a game, etc. It is recommended you read the announcement early in the week and take a look at the requirements for each week as you may need to set time aside to complete them. Do not wait until last minute to start the assignment. You will not be given additional time to complete the work.

Holidays, School Closures and Weekends

The modules open up and close as usual during holidays, school closures and weekends, however, I do not usually respond to emails on holidays, weekends or whenever UCF has a closure. You may go to the module for the week at any time, and you may email me at anytime, but I generally respond Monday through Friday between 9am and 5pm. I am immediately available during my office hours via Teams or in my office on the Main Campus at Howard Phillips Hall, Room 309.

Syllabus Subject to Change

There are times when the unexpected happens, whether a minor or major event, that causes a change in the syllabus. Changes will be noted in the syllabus and announced in the "Announcements" section in class.

Netiquette - Online Etiquette Guidelines

Online classes are a fun space where we learn about a lot of diverse topics. As we proceed through the class it is important to remember that the people we are interacting

with are our colleagues rather than our friends. This is an important distinction because we can be friendly with our colleagues, but we must remain professional at all times in the classroom environment. Think of this class as being a business casual environment.

The following is not an exhaustive list. It is intended to guide us through the course in a professional manner. While these mostly apply to discussion boards, they are intended for all interactions with your classmates, teaching assistants, and professor in this course.

Be respectful

- Write in a business casual way.
- No profanity or belittling of classmates, GTA's or instructor. This is not just in the words/sentences you use, but also emojis, memes, recordings, etc.
- No "text speech." Use full sentences when posting or emailing.
- No solicitation. The class will have a space for sharing campus events on our page for student viewing. Do not submit fliers on any assignments or via email. If there is a campus event you want to share with the class, email me a flyer and I will post it in the class page for students to view if they so wish.
- No shouting. Remember that many people perceive all capital letters as SHOUTING. Make sure your cap lock button is off when writing.
- No Trolls. Trolling is a way to 'bait' people to provoke an argument. It can be easy to do when our assignments are online. Don't do it.

Keep the following in mind

- Once you write something down, others can see it.
- When we communicate in person, our voice and/or facial expressions can convey a lot of information like a statement being a joke, sarcasm, serious, happy, angry, or many other things. When we write, it can be difficult to tell the difference sometimes.
- This is not an exhaustive list. We may add to this list as the semester progresses.

What should we add to this list?

Respect for your fellow classmates, GTAs, faculty and others

You are expected to respect your classmates, GTAs, instructor, and others in and outside of the class. While this is not an exhaustive list, disrespect on the grounds of gender, sexuality, race, class, immigration status, ethnicity, disability, socioeconomic status, age, among others will not be tolerated. Respect for your fellow humans includes the words you use, the gestures you make (including the use of emojis), and the words you write, among many other things. Not showing respect may result in you being reported to the appropriate office on campus like the [Office of Student Conduct](#) and can lead to removal from this class. Please review the [Golden Rule Student Handbook](#) for more detailed information.

In order for me to respect each of you, I ask that you tell me your appropriate pronouns and preferred name/nickname. Here is a guide to show you how to add the appropriate pronouns to your WebCourse page. [How do I select personal pronouns?](#) I will otherwise address you by the first name listed in my roster and revert to you/they pronouns.

If there is something specific to you that you need me to know, please email me and let me know.



UNIVERSITY OF
CENTRAL FLORIDA

ANT 2000 - General Anthropology

Section: 0002

College of Sciences

Department of Anthropology

Course Information

Term: Spring 2024

Class Meeting Days: TR

Class Meeting Time: 10:30 - 11:45

Class Meeting Location: NSC O110

Modality: P

Credit Hours: 3.00

Instructor Information



Monica Rodriguez, PhD

Title: Lecturer

Office Location: Howard Phillips Hall, Room 309

Office Hours:

Dr. Rodriguez is available in her office for walk-ins during the times listed below. Alternately, you can Video call on Teams during office hours. If you would like to schedule a Teams appointment, you may do so by clicking [HERE](#). If you go in person, you must tell them at the front desk that you are there for office hours to meet with Dr. Rodriguez.

Monday, 3pm-5pm (in person and online),
Tuesday, 12pm-2pm (in person and online),
Thursday, 1pm-3pm (online only),
By appointment.

Phone: 407-823-3163

Email: Monica.Rodriguez2@ucf.edu

Course Description

ANT 2000 COS-ANTHRO 3(3,0)General Anthropology: An introductory survey of the four major subfields of anthropology: Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology. Fall, Spr, Sum

This course explores what anthropology is by focusing on the four traditional subdisciplines of the field; bioanthropology, archaeology, linguistics and cultural anthropology. Specifically, we will examine humanity from a holistic perspective through time and space. Topics explored will include human evolution, cultural and societal similarities and differences over time, language, methods used in anthropology, and ethics.

General Education Program (GEP)



Please discuss the requirements and fulfillment of those requirements with your academic advisor. This course fulfills one requirement in the General Education Program listed under Social Foundations. For more information, go to the [General Education Program](#) or the current [Catalog](#). The information below is from the Catalog and lists the course objectives for Social Foundations.

Social Foundation

- Be able to gather and synthesize information from appropriate resources, and be able to evaluate information and sources for accuracy and credibility.
- Understand how an individual's place in the world is affected by social, economic, and political institutions.

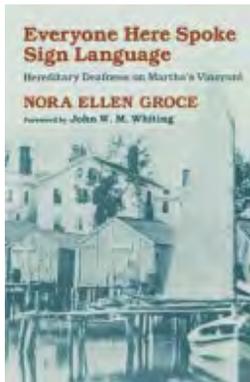
- Gain a deeper appreciation of one's role and potential impact in social, economic, and political institutions.
- Demonstrate an understanding of the interaction among social, economic, and political structures and functions.
- Understand how individuals behave and interact with other individuals in their psychological, political, economic and social environments.

Student Learning Outcomes

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

- define and explain what the field of anthropology is.
- define and explain the subfields that exist within anthropology.
- explain how anthropology is similar and different to other related disciplines.
- define and explain discipline-specific concepts and terminology.
- identify ways concepts in anthropology can be used outside of anthropology

Course Materials and Resources



EVERYONE HERE SPOKE SIGN LANGUAGE

ISBN: 9780674037953

Authors: Nora Ellen GROCE

Publisher: Harvard University Press

Publication Date: 2009-06-30

Additional Course Materials

Title: Exploring Our World through General Anthropology

Authors: Lana Williams and Michael G. Callaghan

Publisher: OER



Publication Date: 2023

Additional Information: REQUIRED

Course Assessment and Grading Procedure

Course Requirements	Points	Percent of Class
Required Academic Activity (10 points)	10	3.1%
Weekly Quizzes (10 points each X 12 quizzes = 120 points)	120	37.5%
Discussion Boards (20 points X 5 DBs = 100 points)	100	31.3%
Exams (30 points/exam X 3 exams = 90 points)	90	28.1%
Total:	320	100%

Financial Aid Requirement (FAR) (10 points)

This quiz is intended to help you understand how to read the syllabus. It asks questions about the syllabus and course navigation on Webcourses (Canvas). The intention is not to make you memorize anything, it is to make you familiar with where class requirements and resources for this and other classes can be found.

You can take it as many times as you'd like until the due date. The highest grade will be recorded.

*****IMPORTANT***** The quiz establishes your engagement in the class for financial aid purposes, so you need to take it and receive a grade greater than zero before Friday, January 12th. Not doing so may impact the receipt of your financial aid!!!! 10 points.

Weekly Quizzes (Q#) (10 points each X 12 quizzes = 120 points)

Each week there is a quiz on the textbook readings. The goal of the weekly quizzes in this class is to get you to review the material you are reading. Weekly Quizzes are open book/open note and timed. You have 30 minutes to complete each attempt and they are due each Sunday before 11:59pm. Most quizzes are multiple choice and true/false although there may be other formats as well. Questions come from a pool of questions, so you may get different questions each time you

attempt the quiz. There will be 14 quizzes worth 10 points each. You are required to complete 12 of these quizzes. You may take the quizzes up to 3 times before the due date. The highest scores will be recorded. 12 quizzes X 10 points = 120 points.

Discussion Boards (DB#)

There will be five discussion boards assigned throughout the semester listed below. Each discussion board will have instructions on an activity you are required to do. Each discussion board is worth 20 points. Late assignments will be allowed, however, 10% of the grade will be deducted per day it is late. (20 points X 5 posts = 100 points)

1. Primate observation
2. Social life of Things
3. How we speak
4. Kinship chart
5. Applying Anthropology

How are discussion boards graded?

Post (15 points)

- Was the question answered/topic addressed? Was the activity done as assigned?
- Was anthropology incorporated into the post (when appropriate)?
- Was the text or supplemental material used in the response (when appropriate)?
- Were there minimal grammar and spelling errors?
- Was the post in paragraph form between 50 and 200 words?

Comment on two classmates' posts (2.5 points X 2 = 5 points)

- Did the comment incorporate anthropology into the discussion?
- When appropriate, were concepts discussed during the week included in the response?
- Minimal grammar and spelling errors. Written in paragraph form.

Exams (E) (30 points/exam X 3 exams = 90 points)

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- Quizzes - There are 14 quizzes assigned throughout the semester. The top 12 scores will count towards your final grade. If you miss a quiz, I will not open it up for you again. Completing all 14 quizzes will NOT give you extra credit.
- Discussion Boards - There are 5 discussion boards. Late Discussion boards are accepted but there is a 10% per day point deduction following the due date.
- Exams - Exams will be accepted late, however, there is a 10% per day penalty for submitting it late. Exams will not be accepted after Sunday at 11:59pm.
- Exams will be completed on Webcourses during the specified time period.

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- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [Office of the VP for Diversity, Equity & Inclusion](#)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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

Campus Safety

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 [Safety](#).
- 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 [AED Locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- 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 from the UCF Police Department, [You CAN Survive an Active Shooter](#).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Security](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

The class schedule is listed below. It is subject to change. In the event that changes are made, the instructor will send out an announcement on Webcourses.

What do the letters under "Notes" mean?

FAR - Financial Aid Requirement

Q# - Quiz followed by the quiz number

DB# - Discussion Board followed by the number

E# - Exam followed by the number

Week	Dates	Topic	Notes -- Due Sunday BEFORE 11:59PM, unless otherwise noted
1	1/8-1/14	Introductions and Using Anthropological Perspectives	FAR-DUE Friday, 1/12, Q1
2	1/15-1/21	Evolution and Molecular Genetics	Q2
3	1/22-1/28	Human Variation and Adaptation	Q3
4	1/29-2/4	Defining Primate Relations	Q4, DB1
5	2/5-2/11	Characterizing Early Hominins	Q5
6	2/12-2/14	Exam #1: Chapters 1-5	E1 - Opens Monday, 8am Due: Wednesday, 11:59pm
6	2/12-2/18	Practicing Archaeology	Begin module AFTER you have completed

			Exam #1 Q6, DB2
7	2/19- 2/25	Examining Complex Societies	Q7
8	2/26-3/3	Language and Communication	Q8, DB3
9	3/4-3/10	Subsistence, Value and Economies	Q9
10	3/11- 3/17	Human-Animal Relations	Q10
11	3/18- 3/24	SPRING BREAK	No work this week
12	3/25- 3/27	Exam #2: Chapters 6-10	E2 - Opens Monday, 8am Closes Wednesday, 11:59pm
12	3/25- 3/31	Forming Family through Kinship	Q11, DB4
13	4/1-4/7	Gender and Sexuality	Q12
14	4/8-4/14	Authority, Decisions, and Power	Q13
15	4/15- 4/21	Social Inequality and Inequalities	Q14
16	4/22- 4/23	Review for Final	DB5
16-17	4/24- 4/30	Final Exam: Chapter 11-14	E3 - dates created by UCF

The final exam date and time is scheduled by UCF for Tuesday, April 30th 10am-12:50pm. Since this is an online exam that will open prior to April 30th, it will be due April 30th at 12:50pm.

Class Organization. What can I expect from week to week?

Class Organization

This course meets face-to-face. This means that you must go to class during the scheduled time periods. Not doing so may result in missing important information that is only announced in class. The weekly modules contain all of the work you need to complete that are listed on the syllabus. They are organized into a "Welcome" module, followed by modules that are to be completed each week. Each module contains the week's number that corresponds with the week in the

semester we are in and the course calendar in the syllabus. The module also has the dates of the week listed so you know you are in the correct module.

Can I complete the work whenever I want to?

The class is organized into weekly modules that you must complete within that week. I do not open future modules so you can get ahead, nor can you work on previous modules if you get behind.

When do the weekly modules open and close?

The module for each week opens up every Monday at 8am and closes at 11:59pm on Sunday night. (Exams have a different schedule). You must complete all of the work for the week during that time. Keep in mind that requirements may be timed, so you must complete them during a specified time period; others have a specific number of times you can complete the assignment; yet others you can take as many times as you like. Read instructions carefully.

When are assignments due?

Read the instructions for each assignment, quiz, exam, etc. carefully. The general due date for most items is on Sunday at 11:59pm. Exams are different as they have specific open and due dates that differ from other work.

Weekly Work

Weekly work will vary. In general, you will have required readings from one or both of the textbooks, a quiz to complete on the readings, a supplemental assignments that will require you to answer questions in the form of a quiz, discussion board, etc. Supplemental assignments may include watching video lectures, watching videos (YouTube, Kanopy, etc.), completing an activity like an observation, playing a game, etc. It is recommended you read the announcement early in the week and take a look at the requirements for each week as you may need to set time aside to complete them. Do not wait until last minute to start the assignment. You will not be given additional time to complete the work.

Holidays, School Closures and Weekends

The modules open up and close as usual during holidays, school closures and weekends, however, I do not usually respond to emails on holidays, weekends or whenever UCF has a closure. You may go to the module for the week at any time, and you may email me at anytime, but I generally respond Monday through Friday between 9am and 5pm. I am immediately available during my office hours via Teams or in my office on the Main Campus at Howard Phillips Hall, Room 309.

Syllabus Subject to Change

There are times when the unexpected happens, whether a minor or major event, that causes a change in the syllabus. Changes will be noted in the syllabus and announced in the "Announcements" section in class.

Classroom Etiquette and Netiquette Guidelines

As we proceed through the class it is important to remember that the people we are interacting with are our colleagues rather than our friends. This is an important distinction because we can be friendly with our colleagues, but we must remain professional at all times in the classroom environment, whether it is in person or online. Think of this class as being a business casual environment.

The following is not an exhaustive list. It is intended to guide us through the course in a professional manner. While these mostly apply to discussion boards, they are intended for all interactions with your classmates, teaching assistants, and professor in this course.

Be respectful

- Write in a business casual way.
- No profanity or belittling of classmates, GTA's or instructor. This is not just in the words/sentences you use, but also emojis, memes, recordings, etc.
- No "text speech." Use full sentences when posting or emailing.
- No solicitation. The class will have a space for sharing campus events on our page for student viewing. Do not submit fliers on any assignments or via email. If there is a campus event you want to share with the class, email me a flyer and I will post it in the class page for students to view if they so wish.
- No shouting. Remember that many people perceive all capital letters as SHOUTING. Make sure your cap lock button is off when writing.
- No Trolls. Trolling is a way to 'bait' people to provoke an argument. It can be easy to do when our assignments are online. Don't do it.

Keep the following in mind

- Once you write something down, others can see it.
- When we communicate in person, our voice and/or facial expressions can convey a lot of information like a statement being a joke, sarcasm, serious, happy, angry, or many other things. When we write, it can be difficult to tell the difference sometimes.
- This is not an exhaustive list. We may add to this list as the semester progresses.

What should we add to this list?

Respect for your fellow classmates, GTA's, faculty and others

You are expected to respect your classmates, GTAs, instructor, and others in and outside of the class. While this is not an exhaustive list, disrespect on the grounds of gender,

sexuality, race, class, immigration status, ethnicity, disability, socioeconomic status, age, among others will not be tolerated. Respect for your fellow humans includes the words you use, the gestures you make (including the use of emojis), and the words you write, among many other things. Not showing respect may result in you being reported to the appropriate office on campus like the [Office of Student Conduct](#) and can lead to removal from this class. Please review the [Golden Rule Student Handbook](#) for more detailed information.

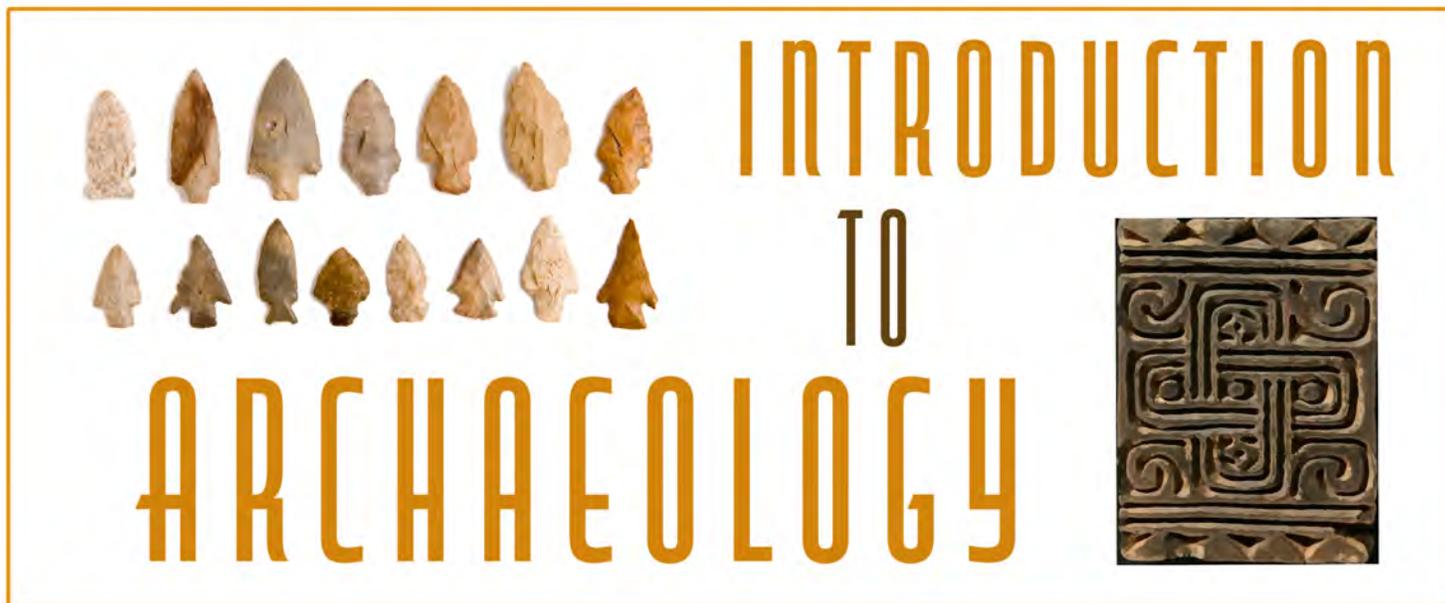
In order for me to respect each of you, I ask that you tell me your appropriate pronouns and preferred name/nickname. Here is a guide to show you how to add the appropriate pronouns to your WebCourse page. [How do I select personal pronouns?](#) I will otherwise address you by the first name listed in my roster and revert to you/they pronouns.

If there is something specific to you that you need me to know, please email me and let me know.

Course Syllabus

[Jump to Today](#)

 Edit



ANT2140: Introduction to Archaeology

Spring 2024

Thursday 10:30-11:50

Business Administration 1, Room 122

Professor: Stacy Barber

Office: HPH 409T

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu (<mailto:sarah.barber@ucf.edu>) (use for things like letters of recommendation requests)

Phone: (407) 823-2207

Office Hours: 1-2:30pm Thursday, or by appointment

Course TA: Rayna Velazquez

Course-Related Email: Webcourses Email Client

Office Hours:

Public Description of the Course

Introduction to the history of archaeological thought, theories, methods, and events in the development of human society from early modern humans to the first civilizations. Prerequisite: None.

Introduction

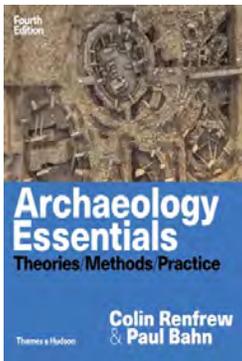
Archaeology is the study of past and present human societies through their material remains. In this 3-credit class, we will survey the long history of humanity, beginning with the very first hominins and continuing through the earliest states of the Old and New Worlds.

Objectives

This course has four goals: 1) to examine why the past, particularly the ancient past, matters; 2) to explore the remarkable diversity of the human experience through time; 3) to understand the antiquity of human practices from agriculture to warfare; and 4) to provide an introduction to archaeological methods.

Required Course Materials

There is one required textbook for this course:



Renfrew, Colin and Paul Bahn

2018 Archaeology Essentials: Theories/Methods/Practice. 4th edition. London: Thames and Hudson.

Resources

- Society for American Archaeology: [saa.org](http://www.saa.org/) ↪ [\(http://www.saa.org/\)](http://www.saa.org/)
- Register of Professional Archaeologists: rpanet.org ↪ [\(https://rpanet.org/\)](https://rpanet.org/)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/) ↪ [\(http://www.americananthro.org/\)](http://www.americananthro.org/)

- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) ↗ (<http://www.archaeological.org/>)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) ↗ (<http://www.archaeologychannel.org/>)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html> ↗ (<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) ↗ (<http://www.shovelbums.org/>)
- Southeastern Archaeological Conference: <https://www.southeasternarchaeology.org/> ↗ (<https://www.southeasternarchaeology.org/>)

Evaluation

Your grade in this course will be derived from three examinations, quizzes, and short written assignments. Your grade will be calculated as follows:

Requirements, Schedule, and Point Values

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module 100% score required to open Module 1 Due January 12, at 11:59pm	1	10
Module Quizzes	Modules 2 - 12 have a 10-point quiz that covers readings and module content. Like assignments, these are due at 11:59pm at three times during the semester (February 4, March 10, and April 21)	11	110
On-line Assignments	Quizzes and other assignments are due at 11:59pm at three times during the semester	23	230

	(February 4, March 10, and April 21)		
Exam 1	Based on first 1/3 of class February 8	20	200
Exam 2	Based on the second 1/3 of class with broad questions about the entire semester (sort-of cumulative) March 14	20	200
Final Exam	Based on final 1/3 of class TBD, we will find out after January 15th	25	250
TOTAL		100	1000

- All modules pertaining to a single exam will become available at once and will remain open until 12 hours prior to the exam on which that material will be covered. Remember, you cannot access a module until you have taken the mini-quiz for the preceding module.
- Assignments are due at 11:59 pm on the Sunday before the exam during which that module's content will be covered. Human nature dictates that many people will try to do all the assignments right before the deadline. Fight human nature, fight it! It is strongly recommended that you treat each module as the first day of class for each week and do that module the week it is officially assigned. Also, you will get your grades back sooner if your work isn't submitted in that big rush right before each exam.
- All examinations are worth the same amount toward your final grade, including the final exam. Because the online component of this class replaces what would typically be Tuesday of a Tuesday/Thursday class, we will have reviews the Thursday before the exam and then you will still have material online that would be replacing the following Tuesday's class. It's kind of weird, but that's just how the schedule worked out. Better an in-person review and some extra online content, right?
- If you email the TA by 11:59pm on January 14 with the word "sneaky" in the subject line, you'll get 3 points extra credit.
- There are usually one or two additional opportunities for extra credit announced over the course of the semester.

- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Grading Scale

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
D+	67-69
D	60-66
F	0-59

General Policies

Course Policies

<p>Contacting Dr. Barber</p>	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
<p>Webcourses@UCF</p>	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p>

	<p>Please think of the on-line component as a replacement for Tuesday's class, this means you are expected to look at the module before you come to class.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties. Also, you get a month to do everything, so you've got lots of time.</p>
<p>Accessing On-line Course Content</p>	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of the week we are covering the material in class. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
<p>Quizzes and Examinations</p>	<p>Examinations are face-to-face. Quizzes are on-line.</p>
<p>Grading and evaluation</p>	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>

<p>Participation, Diversity, and Inclusion</p>	<p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.</p> <p>Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.</p> <p>Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu (http://www.shield.ucf.edu/) and http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/).</p> <p>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 me as soon as possible and/or contact Student Accessibility Services.</p>
<p>Deadlines and Make-ups</p>	<p>You have one opportunity to submit late work this semester. If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is</p>

late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline. Once you have used your late assignment opportunity, you will receive a 0 on any further late assignments.

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.

Students must notify their instructor **in advance** if they intend to miss class for a religious observance.

That said, I am not completely evil. If you have an issue, email me **before** the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. 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>). Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf> (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>)>.

When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can

include a failing grade on 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://z.ucf.edu/> (<http://z.ucf.edu/>).

I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Artificial Intelligence

This class will make use of Artificial Intelligence (AI) in various ways. **You are permitted to use AI only in the manner and means described in the assignments.** Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism (see Academic Integrity, bellow). If you need to cite an AI for your work, this class uses a modified [APA](https://apastyle.apa.org/blog/how-to-cite-chatgpt) (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>) style provided by the [Society for American Archaeology](https://saa.org/) (<https://saa.org/>).

Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. 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/> (<http://sas.sdes.ucf.edu/>)> (Ferrell Commons 185, sas@ucf.edu (<mailto: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.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (<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."

	<ul style="list-style-type: none"> • 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 >).
Active Duty Military Personnel	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.
Intellectual Property	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 (which includes Dr. Barber, in cases where she has produced the material).

Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.

Schedule of Module and Lecture Topics With Due Dates

Week Of:	Online Module (Tuesday's Class):	In-Class Topic and Date:	Assignments Due at 11:59 pm on:
January 8	<p>Getting Started Module Module 1: What is Archaeology?</p>	<p><u>January 11</u> Introductions Intellectual History of Archaeology</p>	<p>Jan 12 100% score on quiz required to open Module 1 February 4: Module 1</p>
Jan 15	Module 2: Pseudoarchaeology	<p><u>January 18</u> Archaeological Dating Techniques</p>	February 4
Jan 22	Module 3: Archaeological Data	<p><u>January 25</u> In the Field</p>	February 4
Jan 29	Module 4: Archaeological Ethics	<p><u>February 1</u> Review</p>	February 4
Feb 5	Submit your work!	<p><u>February 8</u></p> 	February 4



Feb 12 Module 5: Site Formation Processes

February 15

The Upper Paleolithic

March 10

Feb 19 Module 6: The Pleistocene

February 22

The Human Diaspora

March 10

Feb 26 Module 7: Extinction, De-Extinction, and the Megafauna

February 29

Foragers

March 10

March 4 Module 8: Foragers and Domestication

March 7

Review

March 10

March 11 **Submit your work!**

March 14



March 10



March 18



March 25

Module 9: Bronze Age Western Europe

Middle-Range Societies

April 21

April 1

Module 10: Early Complexity in Southwest Asia

What are Complex Societies?

April 21

April 8

<https://webcourses.ucf.edu/courses/1433685/assignments/8292969>
Module 11: The Indus Valley

Old World Complexity

April 21

<p>April 15</p>	<p>Module 12:Coastal Peru and Gulf Coast Mexico</p>	<p>Review</p>	<p>April 21</p>
<p>April 22</p>	<p>Submit your work!</p> 	<p>Date TBD:</p> 	<p>Exam on April ?</p>

Course Summary:

Date	Details	Due
<p>Fri Jan 12, 2024</p>	<p> Getting Started Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293383)</p>	<p>due by 11:59pm</p>
<p>Fri Feb 2, 2024</p>	<p> Syllabus EC (https://webcourses.ucf.edu/courses/1433686/assignments/8293399)</p>	<p>due by 11:59pm</p>
<p>Fri Feb 2, 2024</p>	<p> Module 1 Discussion Board (https://webcourses.ucf.edu/courses/1433686/assignments/8293391)</p>	<p>due by 11:59pm</p>
<p>Fri Feb 2, 2024</p>	<p> Module 2 Assignment (https://webcourses.ucf.edu/courses/1433686/assignments/8293397)</p>	<p>due by 11:59pm</p>
<p>Fri Feb 2, 2024</p>	<p> Module 3 5-Point Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293386)</p>	<p>due by 11:59pm</p>

Date	Details	Due
	 Module 4 Discussion Board https://webcourses.ucf.edu/courses/1433686/assignments/8293395	due by 11:59pm
Sun Feb 4, 2024	 Module 1 Assignment https://webcourses.ucf.edu/courses/1433686/assignments/8367922	due by 11:59pm
	 Module 5 Discussion Board https://webcourses.ucf.edu/courses/1433686/assignments/8293394	due by 11:59pm
Fri Mar 15, 2024	 Module 7 Discussion Board https://webcourses.ucf.edu/courses/1433686/assignments/8293393	due by 11:59pm
	 Module 8 5-point Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293373	due by 11:59pm
Mon Mar 18, 2024	 AIA EC https://webcourses.ucf.edu/courses/1433686/assignments/8293396	due by 11:59pm
	 Map Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293389	due by 11:59pm
Fri Apr 19, 2024	 Module 10 Discussion Board https://webcourses.ucf.edu/courses/1433686/assignments/8293392	due by 11:59pm
	 Module 9 Written Assignment https://webcourses.ucf.edu/courses/1433686/assignments/8293398	due by 11:59pm
	 Module 1 Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293390	
	 Module 10 Quiz 2140 https://webcourses.ucf.edu/courses/1433686/assignments/8293376	
	 Module 11 Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293374	
	 Module 12 Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293381	
	 Module 2 Quiz https://webcourses.ucf.edu/courses/1433686/assignments/8293384	

Date	Details	Due
	 Module 3 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293378)	
	 Module 4 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293382)	
	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293379)	
	 Module 6 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293388)	
	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293380)	
	 Module 8 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293387)	
	 Module 9 Quiz (https://webcourses.ucf.edu/courses/1433686/assignments/8293385)	



UNIVERSITY OF
CENTRAL FLORIDA

ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts

Section: 0M01

College of Sciences

Department of Anthropology

Course Information

Term: Spring 2024

Class Meeting Days: T

Class Meeting Time: 15:00 - 16:20

Class Meeting Location: MSB 0359

Modality: M

Credit Hours: 3.00

Instructor Information



Monica Rodriguez, PhD

Title: Lecturer

Office Location: Howard Phillips Hall, Room 309

Office Hours:

Monday, 1-4pm;

Tuesday, 12-2pm;

Thursday, 1-2pm;

by appointment

Phone: 407-823-3163

Email: monica.rodriguez2@ucf.edu

Alyna Woodall

Title: Graduate Teaching Assistant

Office Location: Online office hours

Office Hours:

TBD

Email: Inbox on Webcourses

Course Description

ANT 2410 COS-ANTHRO 3(3,0) Cultural Anthropology: Global Perspectives, Local Contexts: An introduction to human diversity as exemplified among various cultures and ethnic groups. Fall, Spring.

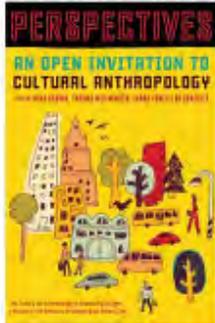
From Instructor: Anthropology is the holistic study of human diversity, exploring humanity's similarities and differences by looking at the intersection of culture and biology through time and space. In doing so, anthropologists look at what makes us uniquely human by focusing on culture, biology, language, and the things humans leave their imprint on. Anthropologists contribute to our understanding of what it means to be human, and in this class, we will focus on the cultural aspect of humanity from a cultural anthropological perspective. Topics we will explore include race, ethnicity, marriage, gender, how people organize themselves, and how they make a living, among others. While broad in scope, you will have a basic understanding of what anthropology is, the topics anthropologists focus on, and their contributions to society.

Student Learning Outcomes

By the end of the semester, students will:

- Recognize the connections between culture and biology.
- Demonstrate a basic understanding of anthropological theories and methods.
- Recognize universals and particular aspects of culture.
- Examine cross-cultural differences locally and globally.

Course Materials and Resources



Perspectives

Subtitle: An Open Invitation to Cultural Anthropology

ISBN: 9781931303552

Authors: Nina Brown, Laura Tubelle de Gonzalez, Thomas McIlwraith

Publication Date: 2018-04-13

Course Assessment and Grading Procedure

What will be assessed? All quizzes and assignments are to be submitted on Webcourses.

Quizzes and Exams

1. Syllabus Quiz (SQ): This quiz is intended to help you understand how to read the syllabus and navigate the course. You can take it as many times as you'd like until the due date. The highest grade will be recorded. (5 points)

*****IMPORTANT***** This quiz establishes your engagement in the class for financial aid purposes. You are required to take it at least once and receive a grade greater than zero before Friday, January 12th at 11:59pm. Not doing so will impact the receipt of your financial aid!!!! If you are unhappy with your grade on Friday, you may keep taking the quiz until the due date on Sunday, January.

2. Weekly Quizzes (WQ): The goal of the weekly quizzes in this class is to get you to review the material you are reading at home. WQs are open book/open note and timed. You have 30 minutes to complete each attempt and they are due each Sunday, before 11:59pm. Most quizzes are multiple choice and true/false although there may be other formats as well. Questions come from a pool of questions, so you may get different questions each time you attempt the quiz. There will be 12 quizzes worth 10 points each. You are required to complete 10 of these quizzes. If you complete more than 10 quizzes, the 10 quizzes with the highest scores will be counted toward your final grade. There is no extra credit for completing more quizzes than are required. You may take individual

quizzes up to 3 times before the due date. The highest score will be recorded. 10 quizzes X 10 points = 100 points.

3. Exams (E): There will be three exams (The third exam is the final exam). The exams are not cumulative, although we build on what we've learned throughout the semester, so material from previous sections will be relevant. Each exam may include questions that are multiple choice, true/false and short essay and is worth 30 points for a total of 90 points.

4. Discussion Boards (DB) – There are ten assigned discussion boards of which eight are required. If you complete more than eight discussion boards, the highest eight scores will count towards your final grade. There is no extra credit for completing more than the required amount. (8 DB X 10 points)

To receive full credit, you must follow the instructions provided for each prompt. In general, this includes answering the question asked. Unless otherwise noted, your post should be a minimum of 50 words, maximum of 200 words. It should be in paragraph form with full sentences and minimal spelling and grammatical errors. You will also provide a substantial comment on one classmate's post. Simply stating "good job" or "I agree" is not enough to give you points for this assignment. 8DB X 10 = 80 pts.

5. Pop Quizzes (PQ) - Pop quizzes will be given on occasion during the in person class meeting and will range.

6. Online activities (OA) - Each week there will be different activities to complete like watching films, reviewing web pages, etc. These activities may include quizzes or reflections in a variety of different forms. They will vary each week based on the material we are covering. (10 points per week x 12 weeks = 120 points)

7. Extra Credit (EC) - Extra Credit will be given at the instructor's discretion. If given in class, you must be present to receive it. If given online, all instructions must be followed.

Syllabus Quiz - 5 points

Weekly Quizzes - (10 quizzes X 10 points) = 100 points

Exams - (3 exams X 30 points) = 90 points

Discussion Boards - (8 posts/responses X 10 points) = 80 points

Pop Quizzes - 10 points

Online Activities - (10 points per week X 12 weeks) = 120 points

TOTAL - 405 points

Grading Scale

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

Policies for Course Grade

Makeup Work Policy

No late work is accepted. If you encounter an emergency situation and you are requesting more time on an assignment, you must email Dr. Rodriguez. Forgetting to complete an assignment is not an emergency. Be ready to provide evidence of the emergency when you email me.

Course Accessibility

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 \(SAS\)](#) (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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). 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 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [Office of the VP for Diversity, Equity & Inclusion](#)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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

Campus Safety

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 [Safety](#).
- 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 [AED Locations](#).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- 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 from the UCF Police Department, [You CAN Survive an Active Shooter](#).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Security](#) and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Tuesdays in person	Topic

1	Jan 8	Introduction
2	Jan 16	Culture
3	Jan 23	Culture/Methods
4	Jan 30	Race & Ethnicity
5	Feb 6	Exam #1: Review (In class)
6	Feb 13	Language
7	Feb 20	Making a Living
8	Feb 27	Political Systems
9	Mar 5	Kinship Charts
10	Mar 12	Exam #2: Review (in class)
11	Mar 19	SPRING BREAK - NO CLASS MEETING
12	Mar 26	Marriage & Family
13	Apr 2	Sex & Gender
14	Apr 9	Religion
15	Apr 16	Applied Anthropology
16	Apr 23	Study Day - No class meeting

Etiquette and Netiquette

Treat this course as you would a “business casual” environment. What I mean by this is that while it is not completely formal in nature, you are expected to respect your fellow classmates, your GTAs and your instructor both online and in person. Respect can mean a lot of things to different people, so I will outline some basic expectations I have of both the online and in person classroom.

- This course focuses on a wide range of topics for which students have different experiences and opinions. There will be times when you may disagree with others. When writing posts or comments on classmates’ posts, or considering topics in class, think about how anthropology addresses the topic, or the question being asked. This course introduces you to the disciplinary knowledge of anthropology and that is what you will be assessed on.
- Do not use foul language in general or towards other people online or in person.

- Do not make comments towards others of a sexual, racial, ethnic or religious nature.
- No solicitation. Only post class related comments. If you have a UCF activity (clubs, school fundraisers, etc.) you would like classmates to know about, email it to me and if I approve, I will post on Webcourses or announce it in class.
- Do not talk to each other during class lecture. If you must have a conversation with a classmate, step outside. If you become disruptive, I will ask you to take your conversation outside.
- Do not use your personal devices for non-classroom activities. This is extremely disruptive and if caught, I will ask you to leave the classroom.
- Review UCF's Golden Rule for further guidance.
- This is not an exhaustive list. Someone may be disruptive in class in ways not listed here. In that case, I may speak with you privately or ask you to leave class.
- All of you have taken college courses before, what do you think we should add? Please include in the introductory discussion post and after class discussion and consideration, I will add them here.

Syllabus Ant 2410 Cultural Anthropology 0w60 Spring 2024

Syllabus

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	M, T, W 8 am - 12 pm
Online Office Hours	Monday 7 - 9 pm in the class chat
Phone	407-823-3779
Email	vance.geiger@ucf.edu

Course Information

Cultural Anthropology	
ANT2410 - 0w60	
3	
Fall 2023	
Online	

Course TA - None
Email -

Prerequisites - none

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research

conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course catalogue description - An introduction to human diversity as exemplified among various cultures and ethnic groups.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Text

Refugee Camp Readings provided in Webcourses

Perspectives Introduction to Cultural Anthropology provided in webcourses

The Big gamble _ provided as pdf in websourses

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/26 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are [modules](#). The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. 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 assignments are things you must do for credit, and they have set due dates. Please consult the [Schedule](#) for more details.

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
15 Online quizzes @ 10 points each	150
3 Discussion posts and responses 20 points each	60
14 attendance quizzes 3 points each	42
Total	552 points

Online 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 two hours to complete it. At the end of 3 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 your instructor gives them in face-to-face classes), but you get two hours.

Online Quizzes

There are weekly quizzes. Some weeks have more than one quiz to complete. Quizzes have due dates. There are no make up quizzes. There are 20 quizzes, some on the online material, some on the Perspectives text. I will use the 15 quizzes with the highest scores for your grade, thus you have 20 to make 15.

Attendance Quizzes

One of the problem with online courses is that students forget they are in an online course with material due every week. consequently I am using attendance quizzes to encourage students to check into the class at least once a week. The attendance quiz will read - I have checked into the class this week. Each attendance quiz will open for that week only and close at the end of the week, i.e. Monday to Monday. You cannot do them ahead of time you must open it each week.

Online Discussions

The discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. One of the main reasons students lose points on written discussions is the failure to follow directions.

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79

D	60-69
F	59 or below

Missed Assignments/Make-Ups/Extra Credit

Those who take all three regularly scheduled exams are exempted from the Make Up Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam **MUST TAKE THE MAKE UP EXAM**. The Make Up Exam is cumulative

Remember there are no make up quizzes, you have 20 opportunities to have 15 scores to count.

Discussions have due dates. You can submit late discussions, but they receive 1/2 credit.

There is a Make up Exam during finals week to make up a missed exam. You can also take the make up to try to improve your exam score. If you have taken all 3 regular exams and then also take the make up and score higher than on one of the regular exams I will use the higher score.

There is no Extra credit

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/zgrade> (Links 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.

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

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

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.html[Links 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 signs by the stairways
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu[Links 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.](#)) about how to manage an active shooter situation on campus or elsewhere.



[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.

Religious observances

Students must notify their instructor in advance if they intend to miss class for a religious observance.

Artificial Intelligence

Use of AI prohibited. AI is an aggregator. These programs seek out information from the internet to incorporate into responses to the questions it is posed. That means that everything contained within an AI response to any query you pose is taken from other's material and there is no attribution. That is plagiarism. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

Schedule Spring 2024

Schedule

Week/Dates	Topics
Week 1 1/8	<ul style="list-style-type: none"> • Course Orientation • Introduction Anthropology and to the Concept of Culture • Definitions of Culture • Characteristics of Culture • Aspects of Culture. • *What is anthropology? • *What aspects of anthropology are unique and different from other natural and social sciences? • *The scientific method. • *The sub-disciplines within anthropology and what they study.
Week 2 1/15	Ethnography

<p>Week 3 1/22</p>	<ul style="list-style-type: none"> • Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading) • Research Questions and Methods • Some History • The Research Setting • Aspects of Vietnamese Culture
<p>Week 4 1/29</p>	<p>The Big Gamble</p>
<p>Week 5 2/5</p>	<p>Language</p> <ul style="list-style-type: none"> • Language and Linguistics • Design Characteristics of Human Language • Language Acquisition • Language and Culture • Some Examples from Vietnamese Language
<p>Week 6 2.12</p>	<ul style="list-style-type: none"> • Subsistence Systems • Environments • Hunter Gatherers • Horticulture • Pastoralism • Agriculture • Intensive Agriculture

Week 7 2/19	<ul style="list-style-type: none">• Social Organization• Kinship and Descent• Vietnamese Refugee Cases
Week 8 2/26	Sex and Marriage; Enculturation
Week 9 3/4	<ul style="list-style-type: none">• Political Organization and Social Control• Bands• Tribes• Chiefdoms• States• A Riot in A Refugee Camp

<p>Week 10 3/11</p> <p>Spring Break</p>	<ul style="list-style-type: none">• Economic Systems• Reciprocity• Refugee Camp Examples
<p>Week 11 3/25</p>	<ul style="list-style-type: none">• Religion• Magical Thinking• cognitive capabilities
<p>Week 12 4/1</p>	<ul style="list-style-type: none">• Cultural Change• Cultural Conservatism• Innovation• Diffusion• Revitalization

Week 13 4/8	<ul style="list-style-type: none">• Applied Anthropology,• Applied Anthropology and Refugees
Week 14 4/15 4/22	Globalization Globalization and Refugees Last day of class - all discussions due, nothing accepted after this day
Make Up Exam	make up exam - this is to make up a missed exam or try to improve your exam score



UNIVERSITY OF
CENTRAL FLORIDA

ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts

Section: 0W61

College of Sciences

Department of Anthropology

Course Information

Term: Spring 2024

Class Meeting Location:

Modality: WW

Credit Hours: 3.00

Instructor Information



Rachael Root

Title: Visiting Lecturer

Office Location: Howard Philips Hall Room 311 (Enter through Room 309)

Office Hours:

In Webcourses Chat:

Wednesdays 10-11 am

Thursdays 10-11 am

Zoom by appointment

Email: Rachael.Root@ucf.edu

Course Description

ANT 2410 COS-ANTHRO 3(3,0)Cultural Anthropology: Global Perspectives, Local Contexts:An introduction to human diversity as exemplified among various cultures and

ethnic groups. Fall, Spring.

Anthropology is the social science that attempts to understand and explain the similarities and differences in human behavior, social institutions, and ways of life of people around the world, past and present. Cultural anthropologists study living cultures among contemporary peoples. In this class, we will first examine what anthropology is, then focus on theoretical frameworks, methods, ethics, and challenges to researchers and the discipline. We will do this by investigating a variety of topics including (but not limited to): culture, globalization, modernization, gender, economics, marriage, kinship, and technology.

We will explore these topics and issues through readings from the textbook, lectures, discussions, activities, and films. You will be assessed through class assignments, chapter quizzes, an ethnography reading and writing project, and exams. Please note this class will utilize Webcourses for things such as assessment submissions, announcements, and homework and document management.

General Education Program (GEP)



This class satisfies a General Education Program (GEP) requirement.



INTERPRETATION & EVALUATION

Students who complete requirements for the **Interpretation and Evaluation** foundation will be able to:

1. Demonstrate mastery of discipline specific vocabulary and concepts.
2. Recognize social, political, or economic problems and evaluate solutions to those problems.
3. Understand how to collect, evaluate, or interpret data to draw conclusions.
4. Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.
5. Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

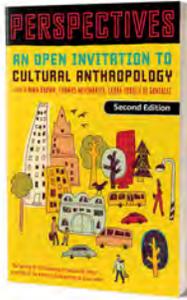
Student Learning Outcomes

After successful completion of this course, students will:

- Understand what anthropology is and what makes it unique as a discipline
- Gain an appreciation of how culture impacts human behavior
- Learn foundational concepts, methods, and ethics in ethnographic research
- Explore how anthropological approaches and frameworks are useful in scientific research and day-to-day life
- Examine issues confronting contemporary peoples within local and global contexts
- Analyze the interaction of factors that underlie the diversity of cultural practices
- Synthesize aspects of culture to reveal relationships between a variety of environmental, social, and belief systems

Course Materials and Resources

Perspectives



Subtitle: An Open Introduction to Cultural Anthropology

ISBN: <https://perspectives.americananthro.org/>

Authors: Nina Brown, Thomas McIlwraith, and Laura Tubelle de Gonzalez

Publisher: Society for Anthropology in Community Colleges, American Anthropological Association

Publication Date: January 2020

Edition: 2nd

Course Assessment and Grading Procedure

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. As Webcourses is a secure server, I will post all grades in Webcourses. All work will be submitted in Webcourses to enable confidential and secure document and grade management.

ACADEMIC ACTIVITY Syllabus Quiz: 10 points total

At UCF all faculty members are required to document all students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity in Webcourses by 11:59 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

Weekly Assignments: (6 of 12 at 20 points): 120 points total

Weekly assignments supplement and complement the assigned textbook readings and class lectures. These assignments vary depending by topic and method. Students may select any 6 of the assigned 12 assignments to complete.

Weekly Quizzes (10 of 12 at 10 points): 100 points total

Weekly quizzes are based on assigned textbook readings for the week. You may access the quiz in Webcourses. Quiz questions may be multiple choice, true false, matching, and short answer. Quizzes are open-book, open-note, and untimed. The two lowest scores will be dropped.

Ethnography Project: 120 points total

Each student must do an ethnography project for the semester. This project has been broken down into multiple components to assist students. Details are provided in class and in the assignment instructions. The due dates are distributed throughout the semester and **must be completed sequentially, as this project is scaffolded.**

Students are encouraged to select an ethnography they find interesting and that is freely available through UCF's Library or other lending platform. No additional purchase is necessary to complete this project.

Students must receive instructor or teaching assistant approval of ethnography in Step 1 before progressing to next step.

1. **Select an ethnography: 20 points.** Students must find and select one ethnography to read during the semester that meets instructor or teaching assistant approval. Student must submit the citation of the ethnography for assignment credit. Students may change their selection only with instructor approval, as this is discouraged to ensure students stay current with the course schedule.
2. **Summary and Reflection 1: 30 points.** Students will read the introduction chapter and a body chapter of their choice in their chosen ethnography. Students will then write a) one paragraph to summarize the introductory chapter of the ethnography; b) one paragraph to summarize a body chapter of their choice; and c) and a short reflection on what they read that connects the ethnography to course topics and themes.
3. **Summary and Reflection 2: 30 points.** Students will read another body chapter of their choice and the concluding chapter in their chosen ethnography. Students will then write a) one paragraph to summarize their second chosen body chapter; b) one paragraph to summarize the conclusion; and c) a short reflection on what they read that connects the ethnography to course topics and themes.
4. **Annotation: 20 points.** Students will condense and rewrite their summaries and reflections into an annotation as directed in the assignment instructions that includes proper citation information. Students will post this annotation into a Discussion board.
5. **Discussion: 20 points.** Students will review classmates' posts and respond to two different ethnographies. Each response must connect the summary to another aspect of this class (concepts, theories, readings) or to their own ethnography.

6. **Citation Management Discussion: extra credit.** Students will become familiar with citation management software, selecting one manager to learn by adding their ethnography's citation and annotation. Students will post a review to the class discussion board and may respond to two classmates. Up to ten points of extra credit is possible.

Midterm and Final Exam (2 at 50 points): 100 points total

Exams will be administered in class through Webcourses (students may request a paper copy in advance) and may consist of multiple choice, true/false, short answer, matching, and essay response style questions. Short reviews to address student questions may be held during class before the scheduled exam. If you are unable to attend an exam for any reason, contact the instructor immediately to make alternate arrangements. The final exam is not cumulative.

Extra Credit and Rounding:

Extra credit may be randomly given, and quizzes and exams may contain extra credit questions. All extra credit decisions are at the instructor's discretion and may not be announced in advance. As opportunities to increase final grades are built into the course structure through extra credit and dropping low scores, final grades will **NOT** be rounded.

Grading Scale

Letter Grade	Percentage
A	94% and higher
A-	<94 - 90%
B+	<90 - 87%
B	<87 - 80%
C	<80 - 70%
D	<70 - 60%
F	<60%

Policies for Course Grade

Use of Generative Artificial Intelligence

Use of AI only with acknowledgement. Students are allowed to use Artificial Intelligence (AI) tools on assignments if the usage is properly documented and credited. For example, text generated from Bing Chat Enterprise should include a citation such as: "Bing Chat Enterprise. Accessed 2023-12-03. Prompt: 'Summarize the Geneva Convention in 50 words.' Generated using <http://bing.com/chat>."

Missed/Late Assignments

Missed and late work may be submitted with no penalty within the grace period specified in the module. Further extensions will be granted on a case-by-case basis by the instructor or graduate teaching assistant.

In cases requiring extensive absence and delays in completing work, students are required to contact the instructor as soon as possible to explain the situation. We will work together to make adjustments and accommodations as necessary. Documentation may be requested.

Late/missed assignments for tasks due in Weeks 1-8 of the semester will not be accepted after Spring Break, except in documented cases of emergency or pre-approved continuing extenuating circumstances.

No late assignments will be accepted after the last day of scheduled classes except in extreme, documented emergencies or with prior approval of the instructor and/or graduate teaching assistant.

Attendance and Participation

Attending class is considered an inherent part of course enrollment; as such, attendance is not taken and does not quantitatively contribute to final grades. Attending class provides additional benefits for learning through class conversations and discussions, receiving up-to-date information about class tasks and administrative notices, and may provide unannounced and/or random opportunities for extra credit.

Participation in this class is defined as a) attending class and paying attention; b) contributing to class discussions; c) staying on schedule with readings, assignments, and reviewing notes and studying; and d) communicating with the professor and teaching assistant outside of class time through emails, Inbox messages, or during office hours.

Consistent attendance and participation will qualitatively affect student's learning experiences and will influence instructor and GTA decision making in cases where students request leniency, as the first thing we ask is "Have you been coming to class?"

Course Accessibility

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 \(SAS\)](#) (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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). 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 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- Diversity and Inclusion Training and Events – [Office of the VP for Diversity, Equity & Inclusion](#)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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

Campus Safety

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 [Safety](#).
- 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 [AED Locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Safety](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- 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 from the UCF Police Department, [You CAN Survive an Active Shooter](#).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [RAVE Mobile Security](#) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after

adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
1	Anthropology: A Humanist Science
2	Cultural Anthropology: Research & Ethnography
3	Language & Culture
4	Subsistence
5	Exchange & Economics
6	Social Organization & Kinship
7	MIDTERM EXAM
8	History of Anthropological Ideas
9	Race & Ethnicity
10	Ethnographic Project Workshops
11	SPRING BREAK
12	Gender & Sexuality
13	Worldview & Spirituality
14	Globalization
15	Media Anthropology
16	FINAL EXAM

ANT2511: The Human Species
Spring 2024 (3 credits)
Tuesdays and Thursdays, 9:00-10:20am
ENG2 O102
Mode: P

Instructor Information:

Donovan M. Adams, Ph.D. (Any)

Office: Partnership 1 Room 313

Office Phone Number: 407-823-0951

Office Hours: Thursdays 11:00am-12:30pm, or by appointment

E-mail: donovan.adams@ucf.edu

Prerequisites: None

Required Text:

- *Explorations: An Open Invitation to Biological Anthropology*. Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, Lara Braff. (Available for free through the library).
<https://explorations.americananthro.org/>

Required Technology:

- Access to Webcourses@UCF
- Access to Zoom

Course Catalog Description:

Human biological variation in an evolutionary perspective.

Course Description:

Biological anthropology is the study of non-human primate and human variation, evolution, and the interaction between human biology and culture. This course explores major concepts underlying the foundation of biological anthropology, including genetics, osteology/dentition, primates, evolution, and how anthropologists can use biology to understand cultural behavior and change. We will examine the interplay of biology and culture (a biocultural approach) to understand our ancestors, our present and future, across geographical space. This course will largely be split between three major sections: 1) important foundational aspects of understanding human variation; 2) understanding primates, primate evolution, and hominin evolution; and 3) understanding the development of modern humans.

Course Objectives:

After completing this course, you should be able to:

- Explain major areas of biological anthropological research and methodology.
- Explain the major forces of evolution and how we can identify evolutionary changes in the hominin record.
- Explain and evaluate human variation, including its potential causes.
- Explain *Primates* and how the members are similar to each other.
- Explain the major trends in hominin evolution, to include biological and geographic changes.

- Critically evaluate how we can apply our knowledge of biology to understand culture.
- Critically apply the skills and knowledge learned in this course to understanding human variation, scientific research, and social discussions outside of the classroom.

Grading: Grades will be posted to Webcourses@UCF. Final grades are based on the following point scale

A = 92.5-100	B- = 80-82.4	D+ = 67.5-69.9
A- = 90-92.4	C+ = 77.5-79.9	D = 62.5-67.4
B+ = 87.5-89.9	C = 72.5-77.4	D- = 60-62.4
B = 82.5-87.4	C- = 70-72.4	F = <59.9

Points:

The UnEssay	27.03% (100 points)
Discussions (3)	24.32% (30 points each)
Quizzes (3)	24.32% (30 points each)
Labs (3)	24.32% (30 points each)
<hr/> Total	<hr/> 100% (370 points)

Course Activities:

The course activities section should include anything a student needs to do in order to accomplish the student learning outcomes. This can include:

- Quizzes:
 - There will be three (3) 30-50 question quizzes comprised of multiple-choice, true or false, and fill-in-the-blank questions relating to the material learned the week prior.
- Labs:
 - There will be three (3) lab assignments throughout the class. These will be a mix of short identification problems, short answer questions, and problems to be solved. Some of these questions will involve online media, to include videos, images, and 3D models, so it is important that you are able to access these items for the labs.
- Discussion assignments
 - There will be three (3) discussion assignments scheduled throughout the semester. These will be scored based on: 1) including scientific information learned in class and from the textbook, and 2) being complete and evidence of effort on the assignments (this part is not necessarily whether or not they are entirely correct). It is more important to me for these assignments to see that you are engaged in the material and learning rather than being 100% correct. That being said, it is evident when it is hurriedly done with no intention put into them, so please put in effort!
- UnEssay:
 - There will be one (1) final project at the end of the semester.
 - The UnEssay is an opportunity for you to take the cold facts and figures learned in class and apply your imagination and creativity to them. This project is a chance to use the knowledge obtained in class and apply it to an interesting and fun outlet. This is also a great opportunity to think about how you can engage with the public. How do you bring science,

especially science that may seem difficult or boring, to the public and make it fun, interesting, and easy to understand?

- For this project, you have largely free reign as to how you want to do it. You get to choose the topic that we've covered in class and you get to present it in any way you want. The only qualifications: 1) you must make an explicit connection to a topic/subject that we have covered in class (if it does not at all relate to something in class, how can I tell that you have applied the knowledge?) and 2) it must be appropriate.
- To get credit for this project: 1) you must submit YOUR OWN project; 2) the information provided, no matter the format, must be ACCURATE; 3) it must show evidence of EFFORT; 4) it must be THOROUGH; 5) it must be INTERESTING and CREATIVE, and 6) it must be created with the intention of how you get the public ENGAGED in the material.
- A rubric and instructions will be provided during the first week of class.

Classroom Policies:

- We will discuss potentially sensitive information. Discussion and debate are acceptable and encouraged; however, this class is an academic space where we aim to encourage safety. This means that while different ideas may be expressed, it is expected that evidence supports your arguments and that discussion is *held appropriately and respectfully. This means that no disparaging, insulting words are to be directed at other individuals in the room, beyond the class, or even towards yourself. You must respect yourself and others.* Slurs, insults, and attacks are not allowed in class. Such behavior will result in ejection from the class. Evolution and the value and equality of human life and variation (in all its forms) are embraced in and fundamental to biological anthropology; therefore, these are not topics for debate.
- If you miss a class, or plan on missing a class, get lecture notes from a classmate. While I will post a version of the lectures on Webcourses as a notetaker, these will not be exhaustive and I will not provide lecture notes except in cases of emergency.
- If you miss an exam, you have 24 hours to contact me via e-mail. Make-up exams will only be given with a valid excuse. See the calendar for the exam dates; if you have conflicts, see me **immediately**.
- I do not hand out points. To do well in this class, you must work hard and study.
- Each week there will be a discussion board available for you to comment on the assigned reading and topics for the course. It is expected that you use this resource to post anything ranging from certain points that you found interesting, questions that came to mind about the material or how this might be applied beyond the class, interesting articles/songs/media/etc. that you came across that relate to the material for that week.
 - What you may **NOT** post in the discussion board: 1) answers or questions regarding the quizzes or exams; 2) any discussion regarding quizzes or exams; and 3) insults regarding fellow students, the instructor and TA, yourself, or any other person beyond the classroom.
- All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.

Financial Aid Requirement:

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the “Introduce Yourself” assignment on Webcourses@UCF by the end of the day on Friday, January 12th (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

POLICIES

Zoom:

Please take time to familiarize yourself with Zoom by visiting the UCF Zoom Guides (<https://cdl.ucf.edu/support/webcourses/zoom/>). You may choose to use Zoom on your computer, laptop, or mobile device (phone or tablet). Using this program will require a microphone and a webcam and adequate Internet bandwidth.

Things to know about Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded so that they may be posted on to WebCampus following the class period.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support (<https://cdl.ucf.edu/support/webcourses/>) if you have any technical issues accessing Zoom.
- Please be on mute when not talking and use headphones to minimize the interference of background noise.

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4. Falsifying or misrepresenting the student’s own academic work.
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Responses to Academic Dishonesty, Plagiarism, or Cheating

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students:

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

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 <<https://policies.ucf.edu/documents/4-401.pdf>>

Any late assignments will have at least a 20% penalty (barring an excused absence). You have until the last day of class, April 18th, to submit late assignments. No make-up assignments will be allowed beyond April 18th. No UnEssays will be accepted beyond the Final Exam period (April 25th: 7:00-9:50am).

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>>.

In-class Recording

Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. It will be made explicit when lectures have begun and ended. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule. The instructor may also record lecture (only lecture) periods of the class.

Diversity and Inclusion:

The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

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.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>



Course Schedule (Dates, assignments, and readings may change as needed. Any changes will be announced in class and through e-mail).

Week	Dates	Topic	Reading	Assignments* (All assignments are due on the Friday of the assigned week)
1	Jan 9	Class Introduction		
	Jan 11	What is Anthropology?	1	
2	Jan 16	Evolution	2, 4	
	Jan 18	Evolution	2, 4	
3	Jan 23	Genetics	3	
	Jan 25	Genetics	3	
4	Jan 30	Population Genetics	4	
	Feb 1	Population Genetics	4	Quiz #1
5	Feb 6	Adaptation and Growth and Development	14	
	Feb 8	Human Variation	13	Lab #1
6	Feb 13	Osteology	Appendix A; 15 pp. 548-551	
	Feb 15	Dentition	Appendix A	Discussion #1
7	Feb 20	Living Primates	5	
	Feb 22	Living Primates	5	
8	Feb 27	Primate Behavior	6	
	Feb 29	Fossils and Dating	7	Lab #2
9	Mar 5	Primate Evolution	8	
	Mar 7	Primate Evolution	8	Quiz #2
10	Mar 12	Early Hominins	9	
	Mar 14	Early Hominins	9	
11	Mar 19	Spring Break – NO CLASS		
	Mar 21			
12	Mar 26	Early Homo	10	
	Mar 28	Early Homo	10	Discussion #2
13	Apr 2	Late Homo	11	
	Apr 4	Modern Humans	12	Lab #3
14	Apr 9	Migration	12	
	Apr 11	Agriculture	12, 16	Quiz #3
15	Apr 16	Bioarchaeology and Forensic Anthropology	15	

	Apr 18	Ethics	15, pp. 571-573	Discussion #3
16	Apr 23	Study Day - NO CLASS		
	Apr 25	Final Exam (1:00-3:50pm) - UnEssay Due		

***Important Dates:**

- Jan 12: Drop deadline
- Feb 3: Quiz #1 Due (11:59 pm)
- Feb 9: Lab #1 Due (11:59 pm)
- Feb 16: Discussion #1 Due (11:59 pm)
- Mar 1: Lab #2 Due (11:59 pm)
- Mar 8: Quiz #2 Due (11:59 pm)
- Mar 29: Last day to withdraw
- Mar 29: Discussion #2 Due (11:59 pm)
- Apr 5: Lab #3 Due (11:59 pm)
- Apr 12: Quiz #3 Due (11:59 pm)
- Apr 19: Discussion #3 Due (11:59 pm)
- Apr 25: UnEssay Due (7:00-9:50 am)



The Human Species

ANT 2511

Department of Anthropology • College of Sciences
University of Central Florida

Course Information

Course Name: The Human Species
Course ID: ANT 2511 (0W62) / Spring 2024
Credit Hours: 3.0 hours
Location/time: 100% Online (W), asynchronous

Professor Contact

Professor: Dr. Sarah Freidline
Main Office: UCF Main Campus - Howard Phillips Hall 409I
Phone: 407-823-2124
Office Hours: Monday 2:00 - 3:30 PM EST in person or via WebCourses Chat or Zoom
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Teaching Assistant Contact

GTA: Melissa Marks
Main Office: UCF Main Campus - Howard Phillips Hall
Office Hours: Tuesday 1:00-2:00 PM via WebCourses Chat or Zoom
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [COVID Statement](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
 - [Communicating with Inbox](#)
- [Technical Resources](#)
- [Academic & Life Resources](#)
- [Course Policies](#)
 - [Missing or late v](#)
 - [Absence accomm](#)
 - [Respect for diver](#)
 - [Academic integr](#)
 - [Study groups](#)
 - [Campus emergenc](#)

University Catalog Description

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

This is a [UCF General Education Program \(GEP\)](#) course, and it satisfies the Knowledge Application Foundation GEP 12 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 past, present, and future as the human species.

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation and adaptation**. After successfully completing this course, you should be able 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.
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

You will also be developing the following **intellectual and practical skills needed in higher level university study and future employment** opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written 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?

This course uses **open educational resource (OER) textbook materials**, meaning there are **no textbooks to purchase** for this course! **All textbook materials are free and supplied directly in your course** learning modules through WebCourses@UCF.

OER Course Materials (**free** educational resources)

NOTE: Individual chapters and complete text are supplied in digital .pdf format for ease of download and personal use, portability among devices, and standardization when printing (if needed).

Print copies also available via [Amazon](#)

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu and then the “Online Course Tools” tab. This is your learning forum and will be used to supplement your course content, to submit your assignments and to communicate with your instructor, graduate teaching assistants (GTAs) and peers in the course. [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 attendance and 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.

During the next 15 weeks, you should expect to spend around **three hours of class time each week with in-class lectures and assigned media, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to review your notes, complete your assigned reading, and complete your graded work assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-

level course. 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. Please plan accordingly** by scheduling time on your calendar now. 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 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 **office hours held by your instructor via 'Chat' in WebCourses**. If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an 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 instructors, 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 online course materials, 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 complete your exams within the SAS facilities.**

What are the course requirements?

Over this semester, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- view course content materials for each module, including: Introduction Page, Video Lecture, and assigned reading and media content
- use the provided handouts and study guides;

- complete 13 Quizzes (two lowest scores are dropped);
- complete 3 Activity Assignments (lowest score dropped);
- complete 3 Exams

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your video lecture, reading materials, graded assignments, links to information websites, and assigned media content. Modules also contain study guides and review media to assist you in preparing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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 you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access 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 instructor, details about course communication and office hours, computer and/or mobile device use, the UCF 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.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the [REQUIRED ACTIVITY: Just Another Species?](#) in the COURSE INTRO module by **11:59 PM EST on January 12th, 2024**, 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 MODULE 1 learning materials.

How will I be evaluated and graded?

Your **final grade is weighted** and based on your performance on the following:

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (11)	120	30%
Activity assignments (2)	30	30%
Exams (3)	300	40%
<i>Total Possible</i>	<i>450 points</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify key structures and systems related to human evolution, explain theoretical and applied concepts, and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human evolution. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to complete 13 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 13 possible grades.**
- **Activity assignments:** These activity and discussion assignments are designed to help you think critically, contribute to discussions in a meaningful and scholarly manner, and reflect on possible impacts biological anthropology may have on key concepts and current issues presented in course materials. **You are required to submit 3 activity assignments** located in the learning modules. **WebCourses will automatically drop the lowest score from the 3 possible grades.**
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams are non-cumulative in format and will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit 3 exams.** Each exam will be open for 4 days.

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

Letter Grade	Percentage	Letter Grade	Percentage
A (Excellent)	95 - 100%	C+	76 - 79%
A-	90 - 94%	C (Satisfactory)	70 - 75%
B+	87 - 89%	D (Marginal)	60 - 69%
B (Good)	84 - 86%	F (Failing)	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 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-to-three days after the final due date. For Activity assignments and exams, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

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 your instructor or your GTA using WebCourses Inbox, and your concern will be addressed as soon as reasonably possible. Questions regarding individual assignment scores must be addressed **within five calendar days 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 individually grading these questions on each 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, assignment and exam will be available for **a limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when 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**

assignments and exams are serious issues that must be addressed as soon as possible. Please contact your me 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. **For each day an assignment is late 10% of the grade will be deducted**, unless a late submission is properly approved by me. 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 or fall behind in their assignments. These could include **personal or family illness, bereavement, family emergency, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify me** 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. 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 due date in order for a make-up to be considered. A broken computer is not a valid excuse.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** 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).
- If an error occurs while taking a quiz or exam, you MUST take a screen shot or video of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Without documentation, your score will remain a zero.

Are there accommodations for military, essential workers, or authorized events?

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 reasonable arrangements for completion of work.
- Students who are **active emergency first-responders, medical staff, or essential workers** 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](#) .

How is academic integrity maintained?

If you were in a classroom setting taking an exam, would you ask the student sitting next to you for an answer to a test question? The answer should be no. This also applies to all online graded assignments. The completion of graded work in a course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or completing an assignment does not mean that the graded work should not be treated with integrity.

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.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with

academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 [Student Conduct and Academic Integrity \(SCAI\)](#), 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.
- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

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. Your instructor and GTA will also adhere to these standards, so please **do not ask or expect anyone 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). Your instructor and GTA will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. As stated in the golden rule, please do not share or discuss specific quiz/exam or assignment answers. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, 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 Discussion Board. 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.

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 effects every student in the class, then the professor will provide 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 assumes the responsibility of finding a stable connection (for example, going to a local coffee shop, hotspotting your phone, campus library, or friend's house, etc.).

Quiz Audit Log

For each quiz and exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the WebCourses@UCF quiz audit log for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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.

If a student wishes to create a GroupMe or utilize another messaging platform concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe or other group messaging platform was created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or student asking for answers, please report it immediately. You will

not get in trouble for reporting. Furthermore, if you receive an email or private message about joining a GroupMe or other group messaging platform that does not include me or the TAs, please report it to me. Again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

GroupMe and WhatsApp study groups (as well as other study platforms such as Quizlet, Course Hero, Chegg Study, etc.) are encouraged as long as **academic integrity is maintained** and the following **items are not copied, duplicated, downloaded or distributed without permission**:

- copyright materials used in course learning platform.
- any lectures, assignments, quiz/exam questions or any answers to graded work in this course.

WARNING: 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.

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 or writing out an online quiz or exam question and posting it** to the study group, and/or asking for assistance is considered academic misconduct.
- **Answering an online quiz or test question posted to study group** 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.
- **Using 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 while in process (i.e., open for submission)** is considered academic misconduct.

Unauthorized Use of Technology for Graded Work

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, or exam, when opened on WebCourses. The completion of graded work in an online course should be considered a formal process. Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or exam through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg

Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such website, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner which could lead to a violation of our University's Rules of Conduct. 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 could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell or trade your notes and other course information from this class. Distributing course materials to a third party without instructor or copyright owner authorization is a **violation of UCF Rules of Conduct**. Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that 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. **WARNING:** Use these materials at **your own risk**.

During this course you might also encounter public online services and/or software applications, 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 instructor or GTA for assistance.

What academic and career 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.
- **Planning your future** is easier with [Career Services](#), with resources and services to help you search for the right major or the job that is right for you as you enter a new field of employment.

Why should I use WebCourses Email 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 your instructor. 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 your instructor may only check their 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 any graduate teaching assistant, 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 instructor 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 supplemental course materials are supplied online and all Activity assignments and Quizzes 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 (e.g., 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 modules?

If you are experiencing **problems accessing materials or submitting your work**, please contact your instructor so they 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 an assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "WebCourses ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified for your protection.

What resources are available to help me with life challenges?

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being, including homelessness and hunger. 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.

Looking for assistance with overcoming anxiety, depression, and other life concerns such as substance abuse or relationship communication? UCF Counseling and Psychological Services offers [Therapy Assistance Online \(TAO\)](#), which is a self-guided interactive, web-based program that provides highly effective therapeutic information and coping strategies; however, **if you find yourself in immediate distress, please call Counseling and**

Psychological Services (CAPS) to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Other resources at UCF include:

- [UCF Victim Services](#) if you need confidential advocacy and support after you or someone you know has been impacted by crime violence or abuse.
- [Lesbian Gay Bisexual Transgender Questioning/Queer \(LGBTQ+\) Services](#) to connect with our diverse student population for opportunities, resources, and strength in each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and allies.
- [Campus Faith and Ministries \(CFM\)](#), a network of faith-based organizations dedicated to meeting the personal, religious and social needs of university students, faculty and staff.

How is respect for diversity and inclusion maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. This course will be conducted in a way that respects **all aspects of diversity**. 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](#).

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe**. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior **will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions**.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can

find resources available to support the victim, including confidential resources and information concerning reporting options at UCF's [Let's Be Clear](#) and the [UCF Cares](#).

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 my course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your instructor 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.

2511 (0W62) Course Schedule

Module	Unlocks	Topic	Assignments	Due Dates
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Getting Started Module	1/8	Orientation	Required Activity	1/12 at 11:59pm EST
Module 1	1/8	Introduction to Biological Anthropology	CHAPTER 1 QUIZ 1	1/21 at 11:59pm EST
Module 2	1/8	Evolution	CHAPTER 2 QUIZ 2	1/28 at 11:59pm EST
Module 3	1/29	Molecular Biology & Genetics	CHAPTER 3 QUIZ 3 ACTIVITY 1 (PART 1)	2/4 at 11:59pm EST
Module 4	1/29	Forces of Evolution	CHAPTER 4 QUIZ 4 ACTIVITY 1 (PART 2)	2/11 at 11:59pm EST
Exam 1	2/15	Modules 1 - 4		2/18 at 11:59pm EST
Module 5	2/12	Meet the Living Primates	CHAPTER 5	2/18 at 11:59pm EST
Module 6	2/12	Primate Ecology & Behavior	CHAPTER 6 QUIZ 5 & 6	2/25 at 11:59pm EST
Module 7	2/26	Understanding the Fossil Context	CHAPTER 7 QUIZ 7 ACTIVITY 2 (PART 1)	3/3 at 11:59pm EST
Module 8	2/26	Primate Evolution	CHAPTER 8 QUIZ 8 ACTIVITY 2 (PART 2)	3/10 at 11:59pm EST

Exam 2	3/14	Modules 5-8		3/17 at 11:59pm EST
Module 9	3/11	Early Hominins	CHAPTER 9	3/17 at 11:59pm EST
Module 10	3/11	Early Members of the Genus Homo	CHAPTER 10 QUIZ 9 & QUIZ 10	3/24 at 11:59pm EST
Module 11	3/25	Archaic Homo	CHAPTER 11 QUIZ 11	3/31 at 11:59pm EST
Module 12	3/25	Modern Homo sapiens	CHAPTER 12 QUIZ 12 ACTIVITY 3 (PART 1)	4/7 at 11:59pm EST
Module 13	4/8	Human Variation	CHAPTER 13 ACTIVITY 3 (PART 2)	4/14 at 11:59pm EST
Module 14	4/8	Human Adaptation	CHAPTER 14 QUIZ 13	4/17 at 11:59pm EST
Exam 3	4/24	Modules 9-14		4/27 at 11:59pm EST

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M02

Spring 2024 (3 credits)

1. Course Information

Classroom: NSC 101

Modality: M mode

Dates: January 8 - April 30, 2024

Prerequisites: None

Final Exam Time: Thursday 4/25 from 10:00 am to 12:50 pm

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting Prof. Pete:

- Office hours in HPH 309C:

Tuesdays: 9:00-10:15 AM and 1:30-3:30 PM

Thursdays: 9:00-11:45 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, send me an email at peter.sinelli@ucf.edu or message me through Webcourses. I will always respond within 24 hours.

2b. GTAs: Contact through webcourses message or visit during their office hours.

GTAs and Office Hours:

Atakan Atabas

Friday 10:30 AM - 12:30 PM

Caroline Jasiak:
Tuesday 1 - 3PM

Peter Mercier

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

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.

4a. The primary GEP foundation for ANT 2511 is *Knowledge Application (KA)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*

- Homework 2: Primate Behavior and Sociality

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*

- Homework 2: Primate Behavior and Sociality

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*

- Homework 1: The Nature of Science

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*

- Homework 2: Primate Behavior and Sociality

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*

- Homework 1: The Nature of Science

5. Course Schedule:

The Syllabus Part 3: Course Schedule that is posted to Webcourses contains all of the assignments and due dates.

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:

- *Three Midterm Exams—300 points total (100 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Two Homework Assignments—50 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are two Homework assignments during the semester:

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- Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)
- Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5)

Homework assignments are entirely web-based, and you will access and submit them through Webcourses. Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

- *Extra Credit Food Drive (5 points)*

At the end of the semester you can bring in non-perishable food items for our food drive benefitting the Catholic Charities of Central Florida food bank. You can help out a local family, and receive 5 extra credit points as a thank you. More details will be provided later in the semester.

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

Grading Scheme

Name: Range:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%

Grading Scheme

Name: Range:

D+ < 70.0 % to 67.0%

D < 67.0 % to 64.0%

D- < 64.0 % to 61.0%

F < 61.0 % to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade, and no one will receive special consideration at the end of the term.

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 (i.e. the same day) via webcourses message 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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a M Mode class. It is your responsibility to ensure that you have the technology and tools you need, and that the correct files upload properly, on time, and in the prescribed and readable file format.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. 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 shortly before 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 "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

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>.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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>.

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](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) 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/>
- [Hardware/Software Requirements](#)
- 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.

Spring 2024 ANT 2511-0M02 (Thursdays 1200-1:20 pm) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.

The course schedule is tentative, and I reserve the right to make reasonable modifications.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 11	Course Introduction <i>Introduction to Anthropology, Section 1</i>	<p>MODULE 1:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 1: Introduction to Biological Anthropology <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Introduction to Anthropology Sections 2-3</i> <p>COMPLETE:</p> <ul style="list-style-type: none"> • Quiz 1 Online Course Activity Due FRIDAY January 12 at 11:59 pm for Course Activity. 	Nothing this week!
Week 2 January 18	<i>Meet Charles Darwin</i>	<p>MODULE 2:</p> <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 25	<i>Natural Selection</i>	<p>MODULE 3:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 4: Forces of Evolution 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/22 at 7

		VIEW THIS LECTURE: <ul style="list-style-type: none"> <i>The Nature of Science, Sections 1-3</i> 	am and is due Sunday 1/28 at 11:59 pm
Week 4 February 1	<i>Population Genetics</i> Quiz 2 at the end of class	Nothing this week!	Nothing this week!
Week 5 February 8	Thursday 2/8: Exam 1 in class	MODULE 4: READ: <ul style="list-style-type: none"> Explorations Chapter 5: Meet the Living Primates WATCH THIS MOVIE: <ul style="list-style-type: none"> "The Living Primates" 	Nothing this week!
Week 6 February 15	<i>Primate Anatomy</i>	MODULE 5: VIEW THESE LECTURES: <ul style="list-style-type: none"> <i>Primate Anatomy, Sections 4-5</i> <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/12 at 7 am and is due Sunday 2/18 at 11:59 pm
Week 7 February 22	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 February 29	Tuesday 2/29: Exam 2 in class	MODULE 6: READ: <ul style="list-style-type: none"> Explorations Chapter 7: Understanding the Fossil Context 	Nothing this week!

<p>Week 9 March 7</p>	<p><i>Hominin Adaptations</i></p>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Protohominins</i> • <i>Ardipithecus</i> • <i>Early East African Australopithecus</i> 	<p>Nothing this week!</p>
<p>Week 10 March 14</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Nothing this week!</p>
<p>Week 11 March 21</p>	<p>SPRING BREAK!!</p>		
<p>Week 12 March 28</p>	<p>Thursday 3/28: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 4</p>	<p><i>Homo erectus and Homo heidelbergensis</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. <p>VIEW THESE LECTURES:</p>	<p>Nothing this week!</p>

		<ul style="list-style-type: none"> • <i>Dminisi</i> • <i>Homo erectus in Asia</i> • <i>Homo erectus in Europe</i> • <i>Homo erectus culture</i> 	
Week 14 April 11	<i>Neanderthals</i>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	Nothing this week!
Week 15 April 18	<p><i>Neanderthals, cont.</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	Nothing this week!
Week 16 Finals Week	Final Exam Thursday 4/25 10:00 am - 12:50 pm		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 8-12
- Withdrawal deadline for this course: March 29

Syllabus Part 4: Course Policy FAQs

Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. **DON'T WORRY**, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so **BE PATIENT**...your score will be corrected as soon as we collect the scantrons and fix the error.

Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?

A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. **BE PATIENT**...your exam score will be posted as soon as we receive and grade it.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

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 (i.e. the same day) 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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Can I make up pop quizzes I missed to get extra credit?

A: No. From Section 6a of the syllabus:

There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

Q: Will you give me an extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- *Reopening any past assignments that you never did.*

- *Allowing you to modify a past assignment and resubmit for a higher grade.*
- *Allowing additional extra credit opportunities.*
- *Giving you a special, personalized substitute assignment of any kind.*
- *Giving you free points to bump you up a grade notch (from a C+ to a B- for example).*

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

*I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.*

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

Q: Do you drop our lowest test or homework or scheduled quiz score?

A: No. Every assessment counts and nothing is dropped.

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

Course Syllabus



The Human Species

ANT 2511 - 0M03

Spring 2024

Course Information

- **Course Name:** The Human Species
- **Course ID:** ANT 2511-0003
- **Credit Hours:** 3.0
- **Term:** Spring 2024
- **Delivery:** Mixed Mode: Online & In-Person
- **Class Location:** ENG2 102
- **Class Meetings:** Mondays & Wednesdays 12:30 - 1:20 pm
- **Department of Anthropology phone:** 407-823-2227

Professor Contact

- **Professor:** Rachael Root, PhD
- **Office Location:** Howard Phillips Hall 309
- **Office Hours:**
 - **In-Person: Tuesdays** 2:00 - 4:00 pm
 - **Online in Webcourses Chat: Wednesdays** 10:00 - 11:00 am
 - During these times, will respond promptly to emails and Webcourses Inbox messages.
 - During these times, you can also request a private Zoom meeting
 - If you want to meet but cannot during these times due to scheduling conflicts, let me know.

- **E-mail contact:** rachael.root@ucf.edu (<mailto:rachael.root@ucf.edu>) or Webcourses Inbox

Graduate Teaching Assistant Contact

- **GTA:** TBD
- **Email contact:** TBD
- **or Webcourses Inbox**

UCF Catalog Description

The Human Species; ANT 2511; Three credit hours.

Human biological variation in an evolutionary perspective.

This course is a restricted elective for undergraduate Anthropology majors and minors, and it satisfies the elective general education requirement in science for many UCF degree programs. Please consult your adviser to evaluate how this course applies to your degree requirements.

Course Overview

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

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally in the last section we will look at the emergence and evolution of modern humans and the future of our species.

We will explore these topics and issues through readings from the textbook, lectures, discussions, activities, and films. You will be assessed through participation, assignments, chapter quizzes, and exams. Please note that these will utilize Webcourses to contain all student submissions and grading information.

In cases of extreme circumstances where changes must be made to any part of this syllabus or schedule - such as in the event of a hurricane - students will immediately be notified in the Webcourses Announcement section. Adjustments will be as reasonable as possible under the circumstances and students are welcome to contact the instructor if additional considerations are necessary to determine a course of action.

Organization: Each week of this class has a corresponding **Module** (<https://webcourses.ucf.edu/courses/1419526/modules>). Each module contains an overview page that

introduces the topic, learning objectives and outcomes, assignment and quiz due dates, and lists the required readings and/or viewings for the week. Additional module pages provide more detailed information and instructions for assignments. Please review the modules before class and before contacting your instructor with questions. Each assignment has a rubric, which is a detailed breakdown of the grading criteria and is used to input grades. Rubrics can be used to understand why the grade was assigned.

Course Objectives and Learning Outcomes

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

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



GEP Foundation Learning Outcomes:



KNOWLEDGE APPLICATION

Primary Outcome:

Understand scientific methods and connect and apply them to challenges facing society.

Students who complete requirements for the **Knowledge Application** foundation will be able to:

1. Characterize a scientific theory as a product of objective evidence and scientific methods.
2. Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

3. Identify observational data as the foundation of a scientific argument.
4. Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

FREE Required Textbook

You will be using Open Educational Resources (OER), which are eBooks made freely available to curtail student costs.

Additional materials for viewing, listening, and/or reading will be provided through Webcourses modules.

Explorations

By: Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff

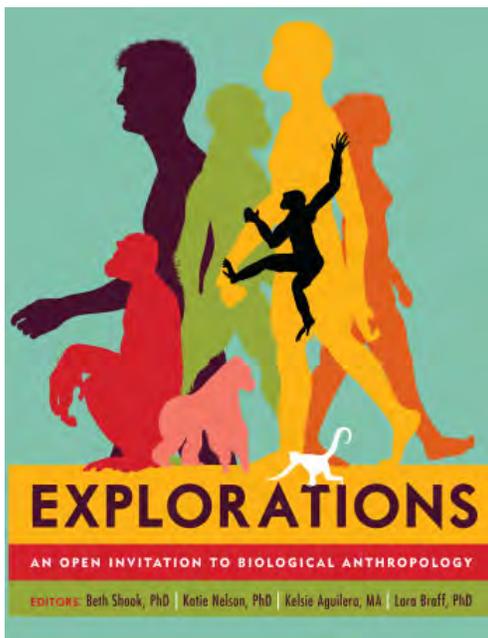
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Course Expectations and Requirements

To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions. Most of the information you need to successfully write your exams will be covered in these class times.

Over this period, you will be expected to:

- attend class and participate in class activities
- have stable internet access for online components (you can access UCF WiFi on campus; computers are available throughout campus labs and in the Library)
- review course materials, including assigned video or audio content and readings
- complete a required online discussion activity at the start of the course
- complete all assigned tasks and assessments (see below for details)
- stay up-to-date with class schedule
- contact the professor if you are struggling to understand the material or stay current with the class

The **Introduction page** in each learning module outlines what we will be discussing, what you should expect to learn from the materials, and an overview of assignments and due dates.

All written work submitted for grading will be evaluated for plagiarism and cheating during the grading process.

All graded work is due on an assigned schedule, and once a quiz, lab workbook assignment, or exam due date has passed, late work will **no longer be accepted** for grading unless approved by the professor based on an approved excused absence. Please note the due dates carefully. We will not accept a missed quiz, assignment or exam unless there is a valid, verifiable excuse. You are advised of this from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

If you need any assistance with course materials, assignments or study tips for exams, please visit your professor during **office hours**. If you are unable to meet during this time due to a scheduling conflicts, please contact me to set an appointment that will reasonably fit our schedules. I understand students have family, job, and other responsibilities and am willing to be flexible with evening/weekend meetings if no other times fit your schedule.

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the **[COURSE INTRO: Things I Should Know](https://webcourses.ucf.edu/courses/1444919/modules/2589828)** (<https://webcourses.ucf.edu/courses/1444919/modules/2589828>), which can be accessed using the provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system**. It is your responsibility to check your 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 professors. 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 (please indicate both your preferred term of address AND how your name appears in Webcourses).

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 your professors may only check their UCF email once, if at all, during the weekend hours 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 GAA assistant) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox or UCF Knight's Mail systems**. If sending an email, please put ANT 2511 in the subject line and please include your full name as it appears in Webcourses so we can correctly identify you.

How do I get started in the course?

After reading through 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 I Should Know \(https://webcourses.ucf.edu/courses/1444919/modules/2589828\)](https://webcourses.ucf.edu/courses/1444919/modules/2589828)**, which includes details about course communication and a guide for studying biological anthropology. Once you have progressed through this module, Module 1 will unlock and become available for viewing.

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 \(https://webcourses.ucf.edu/courses/1444919/assignments/8250156\)](https://webcourses.ucf.edu/courses/1444919/assignments/8250156)** in the COURSE INTRO: Things I Should Know by the end of the first week of classes or as soon as possible after adding the course. **Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.**

Evaluation and Grading

You can access your grades for quizzes, assignments, and exams through the 'Grades' link in the main course menu on the left. It is your responsibility to check on your grades throughout the course. Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your quiz, assignment or exam scores after the grade column has been released, please notify your professor using 'WebCourses Inbox' link in the main course menu on the left, and I will

address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

WebCourses automatically grades all chapter quizzes, and, at times it may mark fill-in or written answer questions as incorrect if your answer does not exactly match the test bank answer. **Your answers will be reviewed during grading** to ensure that you receive points for answers that the automatic system does not recognize as being correct. **If there are corrections made during grading**, the answer will still show a 'red' flag (incorrect) in the system, but the **point value listed at the top** of each question will show the point(s) awarded for a correct answer. Correct answers for each chapter quiz will be available once for students to view immediately after quiz submission.

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time.

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

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79.99%
A-	90 - 93.99%	C	70 - 75.99%
B+	87 - 89.99%	D	60 - 69.99%
B	80 - 86.99%	F	59% or less

Incomplete grades are only given in situations where **unexpected and documented medical emergencies prevent a student enrolled in the course in good standing** from completing the remaining work. Your professor is the final authority on whether you qualify for an incomplete. 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. See below for details on this option.

No late work will be accepted after the last day of scheduled classes under any circumstances.

Course Schedule

Changes to the 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 and verbally in class. Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left. **Assigned readings and due dates for graded work** are listed in each module INTRODUCTION page. There are weekly assigned readings in the textbook and a quiz for each chapter, in addition to assignments, activities, and exams.

Activities and Required Assessments:

There will be in-class activities and discussions that students are expected to participate in. Some of these may be opportunities to earn extra credit.

Final grades will be determined out of a possible 500 points. These assessments are:

Getting Started Discussion: 10 points

This assignment will help you become familiar with the textbook for this class and the concepts we will cover this semester. Detailed instructions can be found on the assignment page. **Due the first Friday of class at 11:59:00 pm.**

Practice: 50 points total (10 points per activity)

These are assorted small activities, some of which will take place during class time, and are associated with each chapter covered. Only the 5 highest scores out of 13 will be kept (the rest will be dropped). In some cases, an attendance sheet may be passed around (such as for a discussion) so students can receive credit. Types of activities may include discussions, group work, responding to writing prompts, observations, or other similar types of activities. Students who chose not to participate for valid reasons (religious, health, etc.) have the option to complete an alternative activity.

Chapter Quizzes: 120 points total (10 points each)

There are 13 chapter quizzes each worth 10 points. One quiz will be dropped. Quizzes are based on content in the assigned chapter and are open-book and open-notes but NOT open-friend or open-AI. All quizzes will be completed online in Webcourses.

Assigned Homework: 180 points total (30 points each)

There are 6 assignments for students to complete as homework outside of class time to connect course concepts to real world topics and events. Details regarding each assignment will be provided in the assignment pages and modules.

Midterm and Final Exams: 100 points total (50 points each)

The exams will be given online through Webcourses, and students are welcome to take the exam during class time with the instructor. The midterm exam will cover information from the first half of the semester. The final exam will cover information from the second half and is not cumulative.

Extra Credit and Rounding of Final Grades:

Extra credit may be randomly given during class time throughout the semester, and quizzes and/or exams may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance.

Final grades are NOT rounded. No exceptions. There are plenty of ways to improve your score for the semester - including dropped low assignments and extra credit opportunities. These are used in place of rounding final grades.

*For online components of this class, attendance and participation is understood as frequency of student's views and interactions with Webcourses content, and timely completion of assignments (except for extenuating circumstances; these will not count against you for rounding purposes).

Attendance and Participation

Attendance and participation are intrinsic expectations. Being engaged both during and outside of class is expected of all students. Students are always expected to pay attention in class and to actively participate in class discussions and activities. These will vary week to week depending on the topic and may include group activities, class discussions, or outings around campus. Details will be provided in class on a weekly basis, and you are welcome to contact the instructor in advance to plan a way to participate to ensure you are confident and prepared.

Attendance is not taken every class and is not worth any points towards your final grade. However, rounding of grades is at the professor's discretion, and attendance and participation record may be one of the factors contributing to my decision.

Participation and engagement include (but are not limited to) the following: taking notes, paying attention, making comments, participating in class discussions and activities, asking questions or clarifications, maintaining a positive and professional demeanor, not disrupting other students or the instructor, being respectful, following instructor directions, and communicating with the instructor via Webcourses Inbox or UCF Knights email (as discussed above).

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn at university. Missed or late assignments are not accepted after their due date. To be fair to everyone in the course, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for chapter quiz, lab book assignment and exam due dates. You are responsible for contacting the professor in cases of illness, family emergency or other personal difficulties that constitute missing class for a week or more.

Authorized Absences:

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. Students must notify their instructor in advance if they intend to miss class for a religious observance. No penalty will be applied.

For more information on authorized event absences, see the UCF policy [here](https://policies.ucf.edu/documents/4-401.pdf) (<https://policies.ucf.edu/documents/4-401.pdf>).

For more information on religious observances, see the UCF policy [here](#) (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

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](http://ucfcares.com) [\(http://ucfcares.com/\)](http://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 (<mailto: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 at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

Artificial Intelligence, Academic Dishonesty, Student Conduct, and Accessibility

Your professor is committed to ensuring all students in this course have the tools, materials, and assistance you need to succeed and to ensure the class is fair for everyone. This section reviews expectations for student behavior when submitting assignments, participating, and interacting with classmates, the professor, and the graduate teaching assistant.

Artificial Intelligence:

While artificial intelligence (AI) programs and apps, such as ChatGPT-4, may be useful in formulating responses for your assignments, **your responses must be in your own words**, except when used as directed in assignments. You are permitted to use AI only in the manner and means described in the assignments. We utilize programs to check responses for misuse of AI-generated content. Any submissions containing AI-generated content in ways not specifically outlined in class assignments will be subject to the same actions as plagiarism. **If you need AI to assist you in completing assignments**, please contact your professor immediately so we can review guidelines for use. I also strongly suggest you contact Student Accessibility Services (see below) to initiate protocols that may enable you to use AI in future classes.

Please note: Some types of digital tools, such as Grammarly, may flag as AI-generated content. These types of tools are permissible, as they do not generate content. Any types of generative AI tools - such as ChatGPT-4 - are prohibited unless specifically outlined. Please contact your instructor with any questions.

Academic Dishonesty:

All forms of academic dishonesty are prohibited at UCF. Academic dishonesty includes, but is not limited to, plagiarism (turning in written work that you took, word for word, from another source and/or pretending that such work is your own, reusing a paper from another course, or copying from websites), cheating (either cheating or enabling), furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.

Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated and will result **at least in an '0' grade for that assignment** (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. All written work in this course is **automatically reviewed** for plagiarism and use of artificial intelligence during the grading process.

We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else**, and above all, **do not plagiarize any written work from past UCF submissions, journals, academic texts, artificial intelligence generators, or other internet sources**.

Your professors will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect me to change) your grade illegitimately**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Student Conduct:

This class will deal with topics that may be considered sensitive in nature to some students. To benefit from conversational exchange and exploration, various academic viewpoints will be given equal time and consideration (this is called "civil discourse." You can learn more about civil discourse [here \(https://sja.sdes.ucf.edu/\)](https://sja.sdes.ucf.edu/)). Disagreement with another persons' ideas or opinions is necessary to foster analysis, critique, and debate; however, personal attacks will not be tolerated. Always be considerate and listen to other students. Embrace the opportunity to experience different points of view at college. Per UCF policy, hateful or intimidating speech of any nature will not be tolerated and will result in ejection from the classroom. Remember, we are asking you to listen respectfully, understand, and evaluate evidence and arguments; belief is personal and optional.

Be aware that unauthorized use of electronics, sleeping, arriving late and/or habitually leaving the class makes for a poor impression. As a college student, you need to be aware of the signals your behavior sends. Act professionally.

Electronics:

Access to the Internet through a personal device will be helpful to you in this course when used appropriately for class purposes. You can use a personal device for note taking or to have the power points displayed in front of you, but you should be aware that it is obvious to me when people are not using these devices appropriately. You are expected to close your laptops and/or turn off your device screens during videos/films. Cell phone use will not be tolerated unless it is to take photos of notes or used as instructed during a lesson. Using devices for purposes other than classwork is disrespectful towards the instructor and the rest of the class. **Please silence all audio notifications for class duration.**

Recording Lectures: Under Florida law, students are not required to notify the instructor if they are recording the lecture. However, the law does NOT permit the recording of other students without their permission. Therefore, any undisclosed recordings during class must NOT record other students, as this is a violation of their right to privacy under FERPA. Class discussion is woven into the lecture, so anyone recording must pause the recording when students are speaking.

Students are requested to inform the instructor that they are recording before class begins, so the instructor is able to alert other students.

Withdrawal Policy:

Per UCF policy, a student who withdraws from class before the **withdrawal deadline** will receive a grade of "W." **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc. Please note: new students are subject to the new Withdrawal Policy, which states students can only withdraw from the same course twice. Students should speak with an academic advisor before deciding to withdraw from any class. If a student seeks to enroll in the same course a third time, they must do so through an academic advisor. Students can access information on both policies [here \(https://undergrad.ucf.edu/withdrawal-policy/\)](https://undergrad.ucf.edu/withdrawal-policy/).

If you choose to stop coming to the class after the withdrawal deadline, you will be held responsible for all work missed, including the final exam. **Any work that is not completed will receive a zero, which will be included in final grade calculations.**

Accessibility:

UCF is committed to providing reasonable accommodations for all persons with accessibility needs. Students who qualify for academic accommodations must discuss specific needs with the professor, preferably during the first two weeks of class. Students who need accommodations should register with [Student Accessibility Services \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116) before requesting accommodations from the instructor.

If you believe the design of this course poses barriers to effective participation or learning, please meet with me (with or without a Student Accessibility Accommodation letter) to discuss

reasonable options or adjustments. I am willing to discuss your use of dictation software, AI, or submitting audio/video responses in lieu of written work as long as this does not give students an advantage over classmates and if this is a reasonable accommodation.

COVID Policy and Campus Safety

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

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 [here](https://centralflorida-prod.modolabs.net/student/safety/index)  (<https://centralflorida-prod.modolabs.net/student/safety/index>).
- 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, click [here](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) (<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to www.getrave.com/login/ucf  (<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0>) and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- 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)  (<https://youtu.be/NIKYajEx4pk>).

Receiving an "Incomplete"

Per college policy, an incomplete "I" grade may be assigned if you are progressing satisfactorily and for valid, well documented, reasons (emergencies such as serious illness requiring hospitalization), cannot complete the work of a course within the term. You should be aware that I rarely give incompletes; they are reserved for only the most exceptional circumstances. Proper documentation must be provided, no exceptions. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Students cannot graduate from UCF with a grade of "I" on their transcripts.

The “I” must be changed within one year of receipt; otherwise it will automatically be changed to “F” by the Registrar’s Office.

Deployed Active-Duty Military

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. For more information, please visit <https://varc.sdes.ucf.edu/> (<https://varc.sdes.ucf.edu/>).

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M04

Spring 2024 (3 credits)

1. Course Information

Classroom: NSC 101

Modality: M mode

Dates: January 8 - April 30, 2024

Prerequisites: None

Final Exam Time: Not yet assigned by university scheduling...I'll let you know as soon as I hear from them!

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting Prof. Pete:

- Office hours in HPH 309C:

Tuesdays: 9:00-10:15 AM and 1:30-3:30 PM

Thursdays: 9:00-11:45 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, send me an email at peter.sinelli@ucf.edu or message me through Webcourses. I will always respond within 24 hours.

2b. GTAs: Contact through webcourses message or visit during their office hours.

GTAs and Office Hours:

Atakan Atabas

Friday 10:30 AM - 12:30 PM

Caroline Jasiak:

Tuesday 1 - 3PM

Peter Mercier

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

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.

4a. The primary GEP foundation for ANT 2511 is *Knowledge Application (KA)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 1: The Nature of Science

5. Course Schedule:

The Syllabus Part 3: Course Schedule that is posted to Webcourses contains all of the assignments and due dates.

6. Course Evaluation:

Grades on all assessments will only be posted online in Webcourses.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:

- *Three Midterm Exams—300 points total (100 points each)*

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered in class according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Final Exam—100 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held during the finals week scheduled by the university. Any makeups for the final exam require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Two Homework Assignments—50 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are two Homework assignments during the semester:

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- Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)
- Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5)

Homework assignments are entirely web-based, and you will access and submit them through Webcourses. Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be **administered online** the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered in person, in class after lecture on the days they are scheduled. See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Extra credit Pop Quizzes—20 points total (4 points each)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term at the end of the lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

- *Extra Credit Food Drive (5 points)*

At the end of the semester you can bring in non-perishable food items for our food drive benefitting the Catholic Charities of Central Florida food bank. You can help out a local family, and receive 5 extra credit points as a thank you. More details will be provided later in the semester.

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

Grading Scheme

Name: Range:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%

Grading Scheme

Name: Range:

D+ < 70.0 % to 67.0%

D < 67.0 % to 64.0%

D- < 64.0 % to 61.0%

F < 61.0 % to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade, and no one will receive special consideration at the end of the term.

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 (i.e. the same day) via webcourses message 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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a M Mode class. It is your responsibility to ensure that you have the technology and tools you need, and that the correct files upload properly, on time, and in the prescribed and readable file format.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. 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 shortly before 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 "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

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>.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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>.

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](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) 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/>
- [Hardware/Software Requirements](#)
- 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.

Spring 2024 ANT 2511-0M04 (Tuesdays 1200-1:20 pm) COURSE SCHEDULE:

All Modules will open on Monday at 7:00 am in the week they are listed.

The course schedule is tentative, and I reserve the right to make reasonable modifications.

Week and day of class	Classroom Lecture Topic	Module Containing Book Chapter, Online Module Lecture, and/or Movie	Homework Assignment and Its Due Date
Week 1 January 9	Course Introduction <i>Introduction to Anthropology, Section 1</i>	<p>MODULE 1:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 1: Introduction to Biological Anthropology <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Introduction to Anthropology Sections 2-3</i> <p>COMPLETE:</p> <ul style="list-style-type: none"> • Quiz 1 Online Course Activity Due FRIDAY January 12 at 11:59 pm for Course Activity. 	Nothing this week!
Week 2 January 16	<i>Meet Charles Darwin</i>	<p>MODULE 2:</p> <p>VIEW THIS LECTURE:</p> <ul style="list-style-type: none"> • <i>Before Darwin, the Rise of Science, Sections 1-6</i> 	Nothing this week!
Week 3 January 23	<i>Natural Selection</i>	<p>MODULE 3:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 4: Forces of Evolution 	Homework 1: The Nature of Science. Opens with Module 3 on Monday 1/22 at 7

		VIEW THIS LECTURE: <ul style="list-style-type: none"> <i>The Nature of Science, Sections 1-3</i> 	am and is due Sunday 1/28 at 11:59 pm
Week 4 January 30	<i>Population Genetics</i> Quiz 2 at the end of class	Nothing this week!	Nothing this week!
Week 5 February 6	Tuesday 2/6: Exam 1 in class	MODULE 4: READ: <ul style="list-style-type: none"> Explorations Chapter 5: Meet the Living Primates WATCH THIS MOVIE: <ul style="list-style-type: none"> "The Living Primates" 	Nothing this week!
Week 6 February 13	<i>Primate Anatomy</i>	MODULE 5: VIEW THESE LECTURES: <ul style="list-style-type: none"> <i>Primate Anatomy, Sections 4-5</i> <i>Primate Evolution, Section 1-2</i> 	Homework 2: Primate Behavior and Sociality Opens with Module 5 on Monday 2/12 at 7 am and is due Sunday 2/18 at 11:59 pm
Week 7 February 20	<i>Primate Evolution, Sections 2-4</i> Quiz 3 at the end of class	Nothing this week!	Nothing this week!
Week 8 February 27	Tuesday 2/27: Exam 2 in class	MODULE 6: READ: <ul style="list-style-type: none"> Explorations Chapter 7: Understanding the Fossil Context 	Nothing this week!

<p>Week 9 March 5</p>	<p><i>Hominin Adaptations</i></p>	<p>MODULE 7:</p> <p>READ: Explorations Chapter 9: Early Hominins</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Protohominins</i> • <i>Ardipithecus</i> • <i>Early East African Australopithecus</i> 	<p>Nothing this week!</p>
<p>Week 10 March 12</p>	<p><i>Lucy (A. afarensis) and East African robust hominins.</i></p> <p>Quiz 4 at the end of class</p>	<p>MODULE 8:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>A. garhi</i> • <i>South African Australopithecines: A. africanus</i> • <i>South African Australopithecines: A. robustus and A. sediba</i> 	<p>Nothing this week!</p>
<p>Week 11 March 19</p>	<p>SPRING BREAK!!</p>		
<p>Week 12 March 26</p>	<p>Tuesday 3/26: Exam 3 in class</p>	<p>MODULE 9:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 10: Early Members of the Genus <i>Homo</i>. <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Early Homo, Sections 1-3</i> 	<p>Nothing this week!</p>
<p>Week 13 April 2</p>	<p><i>Homo erectus and Homo heidelbergensis</i></p>	<p>MODULE 10:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 11: Archaic <i>Homo</i>. <p>VIEW THESE LECTURES:</p>	<p>Nothing this week!</p>

		<ul style="list-style-type: none"> • <i>Dminisi</i> • <i>Homo erectus in Asia</i> • <i>Homo erectus in Europe</i> • <i>Homo erectus culture</i> 	
Week 14 April 9	<i>Neanderthals</i>	<p>MODULE 11:</p> <p>READ:</p> <ul style="list-style-type: none"> • Explorations Chapter 12: Modern <i>Homo sapiens</i> <p>WATCH THESE YOUTUBE VIDEOS:</p> <ul style="list-style-type: none"> • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools” 	Nothing this week!
Week 15 April 16	<p><i>Neanderthals, cont.</i></p> <p>Quiz 5 at the end of class</p>	<p>MODULE 12:</p> <p>VIEW THESE LECTURES:</p> <ul style="list-style-type: none"> • <i>Neanderthals, Denisovans, and You, Sections 1-3</i> 	Nothing this week!
Week 16 Finals Week	Final Exam in class, Date and Time TBA		

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 8-12
- Withdrawal deadline for this course: March 29

Syllabus Part 4: Course Policy FAQs

Q: I missed class. Will you send me the powerpoint slides or a link to the lecture?

A: No. We do not send anyone notes or post lecture slides for material delivered in person. This is true even if you have a note excusing your absence. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a class. Is there an option for viewing the in-person lectures remotely via Zoom or something?

A: No. University policy is clear that in our post-covid environment, any lectures delivered in person are not streamed live or recorded for future playback. You can come to anyone's office hours to view the material you missed with me or a TA.

Q: I know I'm going to be absent for a test or quiz. Can I take it online? Or can I take it early?

A: No. In class assessments are always in class at the scheduled time. They will NOT be put online and will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: I took a quiz or test in class with everyone else but I have a zero for it in the gradebook. What happened?

A: You probably had a scantron error from not bubbling in your ID or test form properly. Because the machine couldn't grade your scantron, it gave you a zero when everyone else's grades were posted. **DON'T WORRY**, your scantron didn't vanish! When we pick up the scantrons from Testing Services we will examine the error report and enter your grade manually. This can take a few days, so **BE PATIENT**...your score will be corrected as soon as we collect the scantrons and fix the error.

Q: I took my test at Student Accessibility Services. Why do I have a zero when everyone else's grades have been posted?

A: Because SAS takes time to get us your exam, and then we have to hand grade it. The whole process takes days, and the scantrons from the regular class exam are usually available first so I release them for everyone else. **BE PATIENT**...your exam score will be posted as soon as we receive and grade it.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

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 (i.e. the same day) 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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Can I make up pop quizzes I missed to get extra credit?

A: No. From Section 6a of the syllabus:

There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

Q: Will you give me an extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- *Reopening any past assignments that you never did.*

- *Allowing you to modify a past assignment and resubmit for a higher grade.*
- *Allowing additional extra credit opportunities.*
- *Giving you a special, personalized substitute assignment of any kind.*
- *Giving you free points to bump you up a grade notch (from a C+ to a B- for example).*

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

*I cannot “make exceptions” for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, ‘worked really hard’, or anything else. **The rules are the same for everyone**, and I have to follow the course guidelines equitably for all.*

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

Q: Do you drop our lowest test or homework or scheduled quiz score?

A: No. Every assessment counts and nothing is dropped.

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade through the Pop Quizzes, and no one will receive special consideration at the end of the term.

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0W60

Spring 2024 (3 credits)

1. Course Information

Modality: W mode

Dates: January 8 - April 30, 2024

Prerequisites: None

Final Exam Time: Due 4/30 at 11:59 pm

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting Prof. Pete:

- Office hours in HPH 309C:

Tuesdays: 9:00-10:15 AM and 1:30-3:30 PM

Thursdays: 9:00-11:45 AM

If you're on campus you can drop by office hours for a personal visit. If not, then I'll be at my computer while I'm there so if you reach out I'll typically respond within 15 minutes. You can also call the office at 407-823-2227 and we can chat on the phone. If need be, we can also schedule a zoom.

- Outside of office hours, send me an email at peter.sinelli@ucf.edu or message me through Webcourses. I will always respond within 24 hours.

2b. GTAs: Contact through webcourses message or visit during their office hours.

GTAs and Office Hours:

Atakan Atabas

Friday 10:30 AM - 12:30 PM

Caroline Jasiak:

Tuesday 1:00-3:00PM

Peter Mercier

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

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.

4a. The primary GEP foundation for ANT 2511 is *Knowledge Application (KA)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE)*. Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments:*
 - Homework 1: The Nature of Science

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments:*
 - Homework 2: Primate Behavior and Sociality

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments:*
 - Homework 1: The Nature of Science

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:

Grades on all assessments will only be posted online in Webcourses.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason, you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:

- *Four Exams—400 points total (100 points each)*

There will be 4 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered according to the course schedule. Exams will close at 11:59 pm on the due date and late submissions will not be accepted. Makeup exams after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Two Homework Assignments—50 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are two Homework assignments during the semester:

- - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)
 - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5)

Homework assignments are due on Sundays as described in the Course Schedule. There is a 1 day grace period for submitting homework assignments: late submissions will be accepted within 24 hours of the due date with a 10 point deduction. No submissions will be accepted after this 24 hour grace period ends, and any makeups for homework assignments require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. Quiz 1 is the Course Activity Quiz that will be administered the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered according to the course schedule. Quizzes will close at 11:59 pm on the due date and late submissions will not be accepted. Makeup quizzes after the due date require a documented excuse as defined by the syllabus (see “6c. Make-up Policy” below).

- *Extra Credit Assignment (20 points)*

There is an Extra Credit Assignment on the australopithecines. This is purely voluntary, but it is worth 20 points of extra credit...that's 4% of your overall grade! Details and submission requirements will be published in Module 10.

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

Grading Scheme

Name: Range:

A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

Individual exams and quizzes will not be curved. Neither will the final course distribution. Moreover, your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already a lot of extra credit already available to boost your grade, and no one will receive special consideration at the end of the term.

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 (i.e. the same day) via webcourses message 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 of clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

The following are NOT legitimate excuses and are not eligible for makeups:

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.

- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.
- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a fully online class. It is your responsibility to ensure that you have the technology and tools you need, and that the correct files upload properly, on time, and in the prescribed and readable file format.

Makeups for Religious Holidays: Practicing one's faith is important, and I will fully support you if an assignment due date falls on a religious holiday. If you plan to observe any religious holidays during the semester, please notify me in advance. An alternate due date will be provided with no penalty.

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the grade they wanted". Your final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- Reopening any past assignments that you never did.
- Allowing you to modify a past assignment and resubmit for a higher grade.
- Allowing additional extra credit opportunities.
- Giving you a special, personalized substitute assignment of any kind.
- Giving you free points to bump you up a grade notch (from a C+ to a B- for example).

And I cannot "make exceptions" for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA, 'worked really hard', or anything else. **The rules are the same for everyone,** and I have to follow the course guidelines equitably for all.

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. 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 shortly before 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 "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

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>.

8b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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>.

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](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) 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/>
- [Hardware/Software Requirements](#)
- 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.

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
Week 1 Jan 8-14	MODULE 1: <i>Introduction to Biological Anthropology</i> Lecture	Quiz 1: Online Course Activity Verification DUE FRIDAY 1/12 AT 11:59 PM to comply with	Chapter 1

		UCF Financial Aid Requirements	
Week 2 Jan 15-21	MODULE 2 <i>Before Darwin: The Rise of Science</i> Lecture	Nothing This Week!	Nothing This Week!
Week 3 Jan 22-28	MODULE 3 <i>The Nature of Science</i> Lecture	Homework 1: The Nature of Science DUE SUNDAY Jan 28 AT 11:59 PM	Nothing This Week!
Week 4 Jan 29-Feb 4	MODULE 4 <i>Darwin and Natural Selection</i> Lecture	Nothing This Week!	Chapter 4
Week 5 Feb 5-11	MODULE 5 <i>Population Genetics</i> Lecture	Quiz 2: Modules 1-5 Material DUE FRIDAY 2/9 AT 11:59 PM Exam 1: Modules 1-5 Material DUE SUNDAY 2/11 AT 11:59 PM	Nothing This Week!
Week 6 Feb 12-18	MODULE 6 WATCH THIS MOVIE: <i>The Living Primates</i>	Nothing This Week!	Chapter 5
Week 7 Feb 19-25	MODULE 7 <i>Primate Anatomy</i> Lecture <i>Primate Behavior and Ecology</i> NO LECTURE--BOOK CHAPTER 6 ONLY	Homework 2: Primate Behavior and Sociality DUE SUNDAY 2/25 AT 11:59 PM	Chapter 6
Week 8 Feb 26-Mar 3	MODULE 8 <i>Primate Evolution</i> Lecture	Quiz 3: Modules 6-8 Material DUE FRIDAY 3/1 AT 11:59 PM Exam 2: Modules 6-8 Material DUE SUNDAY 3/3 AT 11:59 PM	Nothing This Week!
Week 9	MODULE 9		Chapter 7

Mar 4-10	<i>Hominin Adaptations</i> Lecture <i>Understanding the Fossil Context</i> NO LECTURE--BOOK CHAPTER 7 ONLY	Nothing This Week!	
Week 10 Mar 10-17	MODULE 10 <i>Early Hominins and Australopithecines</i> Lecture	Extra Credit Assignment (worth 25 points) DUE Sunday 3/17 AT 11:59 PM	Chapter 9
Week 11 Mar 18-24	Spring Break!		
Week 12 Mar 25-31	MODULE 11 NO NEW LECTURES THIS WEEK... REVIEW AND STUDY FOR THE QUIZ AND EXAM!	Quiz 4: Modules 9-11 Material DUE FRIDAY 3/29 AT 11:59 PM Exam 3: Modules 9-11 Material DUE SUNDAY 3/31 AT 11:59 PM	Nothing This Week!
Week 13 Apr 1-7	MODULE 12 <i>Early Homo</i> Lecture	Nothing This Week!	Chapter 10
Week 14 Apr 8-14	MODULE 13 <i>Homo erectus</i> Lecture <i>Homo heidelbergensis</i> Lecture	Nothing This Week!	Chapter 11
Week 15	MODULE 14 <i>Neanderthals</i> Lecture	Nothing This Week!	Nothing This Week!

Apr 15-21	WATCH THESE YOUTUBE VIDEOS: • “How would you spot a Neanderthal on a bus?” • “Making Neanderthal tools”		
Week 16 through Finals Week Apr 22-30	MODULE 15 <i>Denisovans, Neanderthals, and You</i> Lecture <i>Modern Homo sapiens</i> NO LECTURE--BOOK CHAPTER 12 ONLY	Quiz 5: Modules 12-15 Material DUE FRIDAY 4/26 AT 11:59 PM Exam 4: Modules 12-15 Material DUE SUNDAY 4/30 AT 11:59 PM	Chapter 12
Drop/Add Period: January 8-12 Withdrawal Deadline: March 29			

Syllabus Part 4: Course Policy FAQs

Q: I know I’m going to have a conflict for a test or quiz. Can I take it early?

A: No. Assessments will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

Make-up Policy: if there is an unforeseen emergency and you will not be able to complete an exam or assessment, it is critical that you notify me immediately (i.e. the same day) 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 or clinical lab test result (pictures of at-home covid tests are not acceptable as they cannot be verified). 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 makeups must be completed within 3 business days of the scheduled due date.

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Will you give me an "extra" extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

Per University rules and simple ethics, it is a violation of university policy (and just not fair) to give anyone personalized opportunities for points that I do not offer to the entire class. This includes, but is not limited to:

- *Reopening any past assignments that you never did.*
- *Allowing you to modify a past assignment and resubmit for a higher grade.*
- *Allowing additional extra credit opportunities.*
- *Giving you a special, personalized substitute assignment of any kind.*
- *Giving you free points to bump you up a grade notch (from a C+ to a B- for example).*

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

I cannot "make exceptions" for you (i.e. give you special treatment anyway) if you are graduating, on a scholarship or an athletic team, applying to a program with a minimum GPA,

*'worked really hard', or anything else. **The rules are the same for everyone,** and I have to follow the course guidelines equitably for all.*

Please understand that when it comes to calculating final grades, I am just an accountant who must adhere to all university and course policies. If you choose to contact me anyway, I'm just going to reply "Please see section 6d in the syllabus."

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already 25 points of extra credit available to boost your grade through the Extra Credit Assignment, and no one will receive special consideration at the end of the term.

Course Syllabus

[Jump to Today](#)

 Edit

ANT2511: The Human Species /Spring 2024

Course Information

Course Name: The Human Species

Credit Hours: 3.0 hours

Modality: Fully Online (W)

Professor Contact

Professor: Dr. Emily Zavodny

Office: Anthropology Department, Howard Phillips Hall 309-D (UCF Main Campus)

Office Hours: Thursdays 1:00-4:00 PM or by appointment.

How do office hours work? Exactly how they sound- I will be in my office during these hours so that you can easily find me to discuss class (or academics or anthropology or current shows on Bravo, etc). I'll also be checking my inbox and responding quickly during this time.

Email: via Webcourses messaging or emily.zavodny@ucf.edu (<mailto:Emily.Zavodny@ucf.edu>)

GTA Contact

GTA: Jenn Barritt

Office Hours: TBD

Email: via Webcourses messaging

University Catalogue Description

Human biological variation in an evolutionary perspective.

A More Detailed Description

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

present. In the first section of this course, we investigate genetics and the forces of evolution that serve as a basic context for understanding human variation. We then examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, we look at the emergence and evolution of modern humans and the future of our species. We will explore these various topics through readings, films, and other media. You will be assessed through short written activities, quizzes and exams.

This is a **UCF General Education Program (GEP)** course, and it satisfies the Knowledge Application Foundation (GEP 12) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs - consult your academic advisor for more information!

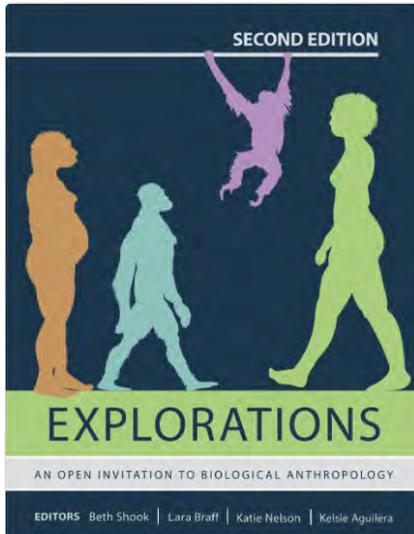
Learning Objectives

You will be developing the analytical skills necessary to critically examine scientific and academic literature and mass media statements about evolution and human diversity, variation, and adaptation. By the end of this course you should be able to:

- Discuss basic concepts, methods, and theoretical developments in biological anthropology;
- Explain the history and modern synthesis of evolutionary thought;
- Identify structures and processes of modern genetics and evolutionary forces;
- Use an evolutionary perspective to interpret the adaptations and variations among modern humans;
- Compare and contrast our place in nature through the biology, habitats, and behavior of living primates;
- Examine and evaluate the fossil evidence used to understand our evolutionary past;
- Apply concepts of biological anthropology to contemporary issues and your own behaviors;
- Contribute in a meaningful and scholarly manner to discussions concerning human diversity, variation and adaptation, and the interrelationships among humans and our biological relatives past and present.

Course Materials

Our required text for this course is an Open Educational Resource (OER) and FREE! Free free free. I will post relevant chapters, as well as any other readings or media, in each module for you to access.



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

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

Course Communication

Webcourses is always the best way to communicate with me if you have any questions about readings, specific assignments, or anything else. During the work week (M-F) I will respond to emails within 24 hours of receiving them, but please note that it may take me the full 24 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline! I will generally not respond to emails over the weekend #worklifebalance

Course Requirements & Structure

This is a fully online (W) course, meaning that 100% of course content will be posted to our Webcourses page. **This course is also largely asynchronous- you will work through the materials at your own pace with fixed due dates for assignments, quizzes, and exams.** While this format offers a lot of flexibility - yay! - it also requires a lot of self-discipline. I would highly recommend treating this course like a regular lecture course and keeping up with lectures and assignments accordingly. Successful students are those that plan ahead and pace themselves throughout the semester instead of attempting to complete everything at the last minute.

Course Structure

This course begins on January 8, 2024 and ends on April 30, 2024 and is worth a total of 520 points. There are 14 learning modules- each with different readings, media content, and assignments- that will be unlocked as the semester progresses. The OVERVIEW page at the beginning of each module

outlines the specific expectations, readings, activities, and assignments for that section. Modules will be unlocked two (2) at a time so that you have more flexibility to complete the work according to your individual schedules. You may go as fast as you like as long as you finish each module by the required deadlines throughout the course. Let me repeat that- **all graded work is on an assigned schedule**. This format promotes scaffolded learning, ie. it encourages you to build knowledge over the course of the semester instead of cramming (and promptly forgetting) in April!

You will notice that all lab activities, reading quizzes, and exams are due on **Sundays by 11:59 PM (EST)** so that you have the weekend if you need it. Exam 3 will be scheduled during finals week. Changes to the lecture and assignment schedules are not expected but may occur (hello, 2020). I reserve the right to make reasonable adjustments to the assignment schedule and will announce any changes via Webcourses.

Deadlines are listed in the course summary below, but you can also click here to see a detailed schedule on our [Course Snapshot \(https://webcourses.ucf.edu/courses/1444888/pages/course-snapshot\)](https://webcourses.ucf.edu/courses/1444888/pages/course-snapshot) page. This course snapshot also provides dates for when modules will be unlocked (usually Mondays).

Assignments

All of our assignments - in whatever form- are designed to help you to 1. understand the course material and then 2. engage with it in a meaningful way.

1. Financial Aid Activity

I am required to document your academic activity at the beginning of each course for financial aid purposes. In order for me to do this, you must complete the **Syllabus Quiz by 11:59 PM (EST) Friday, January 12th** for 10 points. Failure to do so will result in a delay in the disbursement of your financial aid- don't let that happen! You must complete the syllabus quiz before you will be allowed to access other modules on our Webcourses page. If you're adding the class late- you should still take the syllabus quiz for easy points!

2. Reading Quizzes

There will be **eight (8) reading quizzes** throughout the course worth 15 points each. Reading quizzes are a low-stakes way to demonstrate that you understand the terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **Your lowest quiz score will be dropped at the end of the semester!**

Important: Quizzes are timed and must be completed in one sitting. Once you open a quiz you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

3. Lab Activities:

There will be **eight (8) small written assignments** this semester- seven worth 15 points each and one worth only 5 points. Each activity will ask you to think more critically about course concepts and engage with them in a meaningful and thoughtful manner. A more detailed description and grading rubric for these assignments will be provided in the relevant modules.

4. Exams:

There will be **three (3) non-cumulative exams** this semester: two worth 80 points each and one worth 100 points. Exams consist of multiple choice, true/false, identification, fill-in-the-blank, and short answer questions. Two exams are scheduled during the regular semester and will appear in their own modules on Webcourses. Our final exam will be scheduled for finals week.

Important! Exams are timed and must be completed in one sitting. You will have 75 minutes to complete the exam once you begin. Once you open an exam you CANNOT leave and return to it later. *Make sure that you are taking the exam on a computer with a stable internet connection!*

Grading Policies

Your final grade is based on the following for a total of 480 possible points: financial aid activity (5), reading quizzes (105 points), lab activities (110 points), and non-cumulative exams (260 points). 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 (~week) to pass for the grading process to occur. When an assignment 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 using WebCourses Inbox within one week of the grade being released. **Remember that all graded work is due on an assigned schedule and subject to our class late work and make-up policy.**

Final letter grades are assigned according to the table below. I *only* round up grades to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. There are no separate extra credit assignments. If you wish to discuss your grade, please meet with me during my office hours or schedule an appointment.

Letter Grade	A	B+	B	C+	C	D	F
Percentage	90-100	87-89	80-86	77-79	70-76	60-69	≤ 59

Late Work and Make-up Policy

This class has a very generous late work policy that allows you to turn in almost everything late within the parameters outlined below.

Assignment Type	Can I submit this late?
Reading Quiz	Yes: You can submit this up to 5 days after the due date BUT there will be a 20% deduction automatically applied for each day late.
Lab Activity	
Exams 1-3	Yes: You can submit this up to 1 day after the due date BUT there will be a 20% deduction automatically applied.
Exam 3 (Final)	NO: I have to submit final grades on time!

This lenient late-work policy also means, however, that late late-work will not be accepted and **I will only allow make-up work (ie. late submissions for full credit) in very specific circumstances.** For every situation listed below you MUST provide documentation (for example, doctor's note with dates and contact information) within 48 hours of the due date *at the latest*. All make-up work is at the discretion of the instructor.

- Unforeseen events or circumstances that cause you to miss deadlines or fall behind in your coursework. **University-recognized excuses** include such things as hospitalization, jury duty, family emergency, bereavement, or a catastrophic event. If this happens to you, please notify me as soon as possible so that we can work together to develop a plan for making up missed coursework.
- You are **deployed active duty military and/or National Guard** personnel and require accommodation. You should contact me as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.
- You **represent the university** in an authorized event or activity (for example, student-athletes) and are unable to meet a course deadline due to a conflict with that event. You must provide me with documentation in advance to arrange a make-up. UCF policy can be found [here](https://policies.ucf.edu/documents/4-401.pdf) (<https://policies.ucf.edu/documents/4-401.pdf>).
- You will miss a deadline for **religious observance**. You should contact me as soon as possible after the semester begins so that we can arrange an alternative date. UCF policy can be found [here](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf). (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).
- A catastrophic **technical error** occurs while you are taking a quiz or exam. You MUST take a screen shot or video of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline and *your score will remain a zero*.

If you have any other questions about grading generally, please consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures such as Incomplete grades, grade changes, and grade forgiveness. If you've read this far, email Jenn a picture of your favorite animal by January 12th for one extra credit point.

TL; DR

The course grading and make-up policies ensure each student is treated equitably and that no one is given an unfair advantage or opportunity over the rest of the class. Please keep this in mind if you are unhappy with my response to your individual situation- I am doing my best to balance the needs of 100+ students and each of their unique situations as well.

University Of Central Florida Policies

Academic Integrity

As a teacher there are few things as disheartening as discovering a student cheating, plagiarizing, or pursuing some other academic misconduct. Our UCF creed states that integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Students should familiarize themselves with UCF's [Rules of Conduct \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.
- *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. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *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. **This includes the use of artificial intelligence such as ChatGPT to complete assignments.**
- *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.

The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism and will be treated as such.

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

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. \(https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf\)](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.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.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. No grade is worth compromising your integrity; take the zero, not a shortcut. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

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 Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>)> (Ferrell Commons 185, sas@ucf.edu (<mailto: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.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucfLinks to an external site.> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number. Students with special needs related to emergency situations should speak with their instructors outside of class

Diversity and Inclusion

The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> (<https://letsbeclear.ucf.edu>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

Course Summary:

Date	Details	Due
Fri Jan 12, 2024	 Financial Aid Activity https://webcourses.ucf.edu/courses/1444888/assignments/8320885	due by 11:59pm
Sun Jan 21, 2024	 Activity: The Revisionaries https://webcourses.ucf.edu/courses/1444888/assignments/8320886	due by 11:59pm
Sun Jan 21, 2024	 Reading Quiz: Introduction to Biological Anthropology https://webcourses.ucf.edu/courses/1444888/assignments/8320881	due by 11:59pm
Sun Feb 4, 2024	 Activity: The Tuskless Elephants of Gorongosa https://webcourses.ucf.edu/courses/1444888/assignments/8320871	due by 11:59pm
Sun Feb 4, 2024	 Reading Quiz: Genetics https://webcourses.ucf.edu/courses/1444888/assignments/8320878	due by 11:59pm
Sun Feb 11, 2024	 Activity: Pigeon Breeding https://webcourses.ucf.edu/courses/1444888/assignments/8320889	due by 11:59pm
Sun Feb 11, 2024	 EXAM 1 https://webcourses.ucf.edu/courses/1444888/assignments/8320887	due by 11:59pm
Sun Feb 18, 2024	 Activity: Jane https://webcourses.ucf.edu/courses/1444888/assignments/8320876	due by 11:59pm
Sun Feb 18, 2024	 Reading Quiz: Primates https://webcourses.ucf.edu/courses/1444888/assignments/8320888	due by 11:59pm
Sun Mar 3, 2024	 Activity: Principles of Excavation https://webcourses.ucf.edu/courses/1444888/assignments/8320870	due by 11:59pm
Sun Mar 3, 2024	 Reading Quiz: Primate Evolution https://webcourses.ucf.edu/courses/1444888/assignments/8320883	due by 11:59pm
Sun Mar 10, 2024	 EXAM 2 https://webcourses.ucf.edu/courses/1444888/assignments/8320879	due by 11:59pm
Sun Mar 17, 2024	 Activity: Lumpers vs. Splitters	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320875)	
	 Reading Quiz: Early Hominins	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320872)	
Sun Mar 31, 2024	 EXAM 3	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320868)	
Sun Apr 7, 2024	 Reading Quiz: Archaic Homo sapiens	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320884)	
	 Reading Quiz: Modern Humans	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320874)	
Sun Apr 21, 2024	 Activity: Evolution of Skin Color	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320869)	
	 Activity: Forensic Investigations	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320873)	
Fri Apr 26, 2024	 EXAM 4	due by 11:59pm
	(https://webcourses.ucf.edu/courses/1444888/assignments/8320877)	