

Board Approval: 12/11/2012
PCA Established:
DL Conversion: 05/17/2005
Date Reviewed: Fall 2017
Catalog Year: 2018 - 2019

Allan Hancock College

Course Outline

Discipline Placement: Anthropology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: ANTH 101

Catalog Course Title: Introduction to Biological Anthropology

Banner Course Title: Intro to Biological Anthro

Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|-------------------------------------|----------------|--|-------------|
| Lecture | 3.000 | 48.0 - 54.0 | |
| Lab | 0.000 | 0.0 - 0.0 | |
| Outside-of-Class Hours | - | - | |
| Total Student Learning Hours | 3.0 | 48.0 - 54.0 | 3.0 |
| | | | |
| Total Contact Hours | 3.0 | 48.0 - 54.0 | |

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introductory course on the study of human evolution that explores the history of evolutionary thought, the biological basis of life, genetics, population biology, modern human variation, paleontology, primatology and hominid evolution. Important scientific and social issues that relate to biological anthropology will also be presented. Students are encouraged to concurrently enroll in Anthropology 110.

Course Content

Lecture

1. What is Anthropology
 2. The Development of Evolutionary Theory
 3. The Scientific Method
 4. The Biological Basis of Life
 5. Hereditary and Evolution
 6. Population Genetics and Macroevolution
 7. Primate Taxons and Anatomy
 8. Primate Behavior
 9. Paleontology and Primate Evolution
 10. Paleoanthropology and Early Hominins
 11. Australopithecines
 12. Genus of Homo
 13. Modern Human Origins
 14. Human Variation and Adaptation
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Course Objectives

At the end of the course, the student will be able to:

1. discuss the academic field of anthropology, the anthropological perspective, and the significance of the four field approach.
 2. describe the major areas of interest of biological anthropologists and the methods used to gather data.
 3. apply the scientific method to test specific hypotheses and evolutionary models.
 4. synthesize and apply different forms of scientific evidence and correlate them to the current understanding of biological evolution.
 5. define specific evolutionary concepts and provide examples of these concepts.
 6. identify the primates and compare and contrast their physical and behavioral characteristics.
 7. describe and give examples of the various stages in the biological and cultural evolution of humans from the earliest hominids to the development of anatomically modern humans.
 8. analyze the nature and sources of human diversity as well as the problems involved with racial classifications.
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Methods of Instruction

- **Demonstration**
 - **Lecture**
 - **Methods of Instruction Description:**
practical exercises, collaborating, inquiry-based learning
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Assignments

- **Other Assignments**
 1. Work on assigned tasks. Sample Assignment: Article Review Questions for They Don't Make Homo Sapiens Like They Used To by Kathleen McAuliffe and Stanford et al. Chapter 3 Instructions: Read the assigned article and textbook chapter(s) and answer the following questions. Your responses for each question should answer the question completely and be in paragraph form as well as in complete sentences. In your responses, do not overly quote the textbook or article. Your responses are to represent your personal understanding and interpretation of the course material. However, you will need to cite your references properly using APA. Number the questions use examples where needed. Assignment Questions: 1. Explain why some scientists are alarmed by other researchers' claims that "human races are evolving away from each other" (McAuliffe, 2009). Provide a specific example from the article that supports that human races/populations are evolving away from each other. Do you think this claim is important? Why or why not? 2. Explain what the DRD4 mutation is and how it has been interpreted as evidence for recent brain evolution and migrations. According to the article, why would natural selection have favored this mutation? Do you agree with this interpretation? Why or why not? 3. In your own words, define the concept of genetics and explain why this field is important to the study and understanding of evolution. Be sure to include examples in your response. 4. Briefly describe the two functions of DNA. In your responses please use the following terms: enzyme, amino acids, codon, and gene. Anthropology 101 Article Rubric Directions, 3 points Expected Performance: Article and text

cited properly in responses Article and text referenced properly Questions numbered Each question will be worth 3 points and graded on the following criteria (3 x 4 = 12) A. Completeness, 1 point per question - Answer is focused and addresses all parts of the question completely B. Specificity/Examples, 1 point per question - Examples and facts are used and discussed appropriately C. Accuracy/Reflection, 1 point per question - Answer includes the majority of relevant information to the topic/debate and demonstrates comprehension of topic Note – In your responses, do not directly quote the textbook, article or “copy and paste” information from other sources without citing them properly. Your answers to the questions of the assignment need to reflect you’re your personal understanding of the information/data presented. If you use a quote, specific wording, or fact(s) from the text, article, or other source you must cite/reference where you got the information from. Failure to cite information will be considered plagiarism (see ACADEMIC HONESTY AND PLAGIARISM section of the syllabus). Please follow the APA Style when citing your sources and include a bibliography (see the optional textbook for further information and examples). Course Objectives Covered in Assignment: 1. describe the major areas of interest/research of biological anthropologists and the methods used to gather data. 2. synthesize and apply different forms of scientific evidence and correlate them to the current understanding of biological evolution. 3. define specific evolutionary concepts and provide examples of these concepts. 4. analyze the nature and sources of human diversity as well as the problems involved with racial classifications.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Group Projects
- Class Work
- Home Work
- Lab Activities
- Other

Lab Assignments – there will in-class and/or take home lab exercises assigned Chapter/Lecture Quizzes – multiple-choice/true-false quizzes will be given regularly In-Class Quizzes/Homework Assignments Article reviews and/or case study quizzes Examinations Example of an essay question: 1. Explain why the “technical” definition for micro-evolution is “change in the allele frequency from one generation to the next.” What are the four factors that create and redistribute variation and how do they influence and effect micro-evolution. Please use specific examples/facts in your response.

Texts and Other Instructional Materials

Adopted Textbook

1. Jurmain, Robert, Harry Nelson, Lynn Kilgore, and Wenda Trevathan *Essentials of Physical Anthropology* Edition: 9th 2013
2. Soluri, K. E. & Agarwal, S. C. *Laboratory Manual and Workbook for Biological Anthropology* Edition: First 2016

Supplemental Texts

1. Houghton, P. M. & Houghton, T. J. (2009). *APA: The Easy Way* (2nd ed.). Flint, MI: Baker College.

Instructional Materials

None

Student Learning Outcomes

1. ANTH101 SLO1 - Explain the nature and sources of biological/human diversity from an evolutionary/genetic perspective.
2. ANTH101 SLO2 - Apply course related concepts and the scientific method to evolutionary problems and evaluate results.
3. ANTH101 SLO3 - Apply, differentiate, and evaluate course related concepts and terminology.
4. ANTH101 SLO4 - Demonstrate an understanding of the Primate order and distinguish between taxons in

regards to anatomical and behavioral traits.

5. ANTH101 SLO5 - Identify and describe the major evolutionary and cultural trends in hominin evolution.

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)
4. Orientation Sessions

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element,

- including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
 3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
 4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
 5. Outside webpages and links
 6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
 7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
 8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
 9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
 10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
 11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
 12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Information will be available on the college LMS (such as Canvas) site for the course, it will be emailed to students about one week before the start of the course, and will be clearly described on the syllabus.

Additional Comments

None

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ANTHROPOLOGY 101

Intro to Biological Anthropology

CRN 40015 – Spring 2022 (16 Weeks – 3 Credits)

Instructor: Brian Stokes

Class Room: H 104

Class Hours: 9:30 – 10:50 am – Monday and Wednesday

Voice Mail - (805) 922-6966 Ext. 3440 (emailing is preferred to phone messages)

Office: Humanities Complex C 28

Office Hours: Listed below or by appointment

Monday: 11:00 am – 12:30 pm

Tuesday: 8:00 – 10:00 am (online)

Wednesday: 11:00 am – 12:30 pm

E-mail - bstokes@hancockcollege.edu

PREREQUISITES:

None. However, a desire to learn and think critically is beneficial.

REQUIRED TEXTBOOK (accessible online or from the Canvas modules):

Society for Anthropology in Community Colleges. (2019). *Explorations: An Open Invitation to Biological Anthropology*. Retrieved from <https://explorations.americananthro.org/>

OPTIONAL TEXTBOOK (available from Amazon):

Houghton, P. M. & Houghton, T. J. (2009). *APA: The Easy Way* (2nd ed.). Flint, MI: Baker College. (ISBN 978-0-923568-96-2)

or

Houghton, P. M. & Houghton, T. J. (2020). *APA: The Easy Way* (Updated for 7th Edition). XanEdu Publishing. (ISBN 978-1-7330079-5-5)

COURSE DESCRIPTION:

Intro to Biological Anthropology is an introductory course on the study of human evolution that explores the history of evolutionary thought, the biological basis of life, genetics, population biology, modern human variation, paleontology, primatology and hominid evolution. The goal of this extremely broad field is to attempt to *scientifically* understand what and who we are as human beings. This course is divided into three parts:

1. The Development of Evolutionary Thought, Microevolution, and Human Variation
2. Primatology and the Fossil Record
3. Hominin Evolution and Biocultural Evolution

This course fulfills the general education requirements for the AA/AS Degree (AREA A), and is CSU (General Education Requirements AREA B2) and UC (IGETC AREA 5B) transferable.

STUDENT LEARNING OUTCOMES:

By the end of the class students should be able to:

1. Explain the nature and sources of biological/human diversity from an evolutionary/genetic perspective.
2. Apply course related concepts and the scientific method to evolutionary problems and evaluate results.
3. Apply, differentiate, and evaluate course related concepts and terminology.
4. Demonstrate an understanding of the Primate order and distinguish between taxons in regards to anatomical and behavioral traits.
5. Identify and describe the major evolutionary and cultural trends in hominin evolution.

ABOUT THE LECTURES:

The lectures for this course are designed to complement the material covered in the directed readings for each week. Fossil replicas, artifacts, videos, and PowerPoint presentations will be used in class to aid in the presentation of the course material. Several educational films will also be shown at various times during the semester to reinforce key concepts covered during lecture and textbook readings. Students are encouraged to ask questions about the material covered in class and in the readings.

CANVAS ON-LINE:

Students need to have direct, personal access to the Internet and an email account for the successful completion of this class. If you do not own a computer, both the Santa Maria campus and Lompoc Valley Center have computers available for you to use. To access the class's Canvas web page, follow the instructions below.

1. Go to <https://hancockcollege.instructure.com> or you can access Canvas through a link on the "myHancock" located at the upper right of the screen.
2. Click on "Forgot Password?"
3. Enter your username, the same as your myHancock username.
4. Click on "Request Password"
5. An email will be sent to your Hancock email with a link to reset your password.
6. Click on the link and create a new password.
7. Go back to <https://hancockcollege.instructure.com> and login using your myHancock username and the new password you just created.

Click on the tab labeled "Dashboard" and you will be able to see the class you are enrolled in that have a Canvas site. Click of the box entitled '40015 Intro to Biological Anthropology Online' to open the Canvas site for the class.

COURSE REQUIREMENTS:

1. **Punctuality** – Please arrive to class on time (9:30 am) and do not excuse yourself from the middle of a lecture. Points may be deducted from your assignments/quizzes/exams if you are late to class or leave early without letting me know prior to the beginning of lecture.

2. **Put Your Name on Your Work** – Always put your complete first and last name on your work. Failure to put your complete first and last name on your work may result in the loss of up to **5 points** on the assignment, lab, quiz, etc.
3. **Chapter/Lecture Quizzes** – A 10 question multiple-choice/true-false quiz will be available for you to complete on the class Canvas site at the end of each week/chapter lecture (see Class Schedule and Assignments below). The chapter/lecture quizzes will open on the Wednesday after class and must be completed by 9:30 am on the following Monday (unless there is a holiday). The quizzes will be timed and you will have 20 minutes to complete them. If you happen to get kicked off a quiz prior to 7:00 am on Monday I will reset it for you (you must email me before 7:00 am on Monday to have your quiz reset). If you kicked off the quiz after 7:00 am on Monday morning, I will not reset your quiz and your score will be based on whatever is saved to the Canvas site. There will be 15 chapter/lecture quizzes assigned during the semester and each will be worth **10 points** for a total of **150 points**.
4. **Learning Objective Reviews (LOR)/Homework Assignments** - There will be fifteen (15) LORs assigned during the semester that will be based on the videos/films and/or class material. Each assignment will be worth **10 points**. This requirement for the course will constitute **150 points** of your final grade.
5. **In-Class Quizzes/Assignments** - There will be approximately ten (10) in-class quizzes/assignments given during the semester. Each quiz/assignment will be worth **5 – 10 points**. This requirement for the course will constitute **75 points** of your final grade.
6. **Exams** - There will be three exams given during the semester. Exams are non-cumulative and will be based on the readings, lectures, and films. Each exam will be worth **50 points** and consist one (1) essay question worth 50 points. You will have 60 minutes to complete the exam once it has been opened. A study guide for each exam will be posted to the Canvas site roughly a week before the exam closes.

ANSWERING ESSAY QUESTIONS ON VIDEO REVIEWS AND EXAMS:

In your responses, do not directly quote the textbook, video or “copy and paste” information from other sources without citing them properly. Your answers to the questions of the assignment/exam need to reflect you’re your personal understanding of the information/data presented. If you use a quote, specific wording, or fact(s) from the text, article, or other source you must cite/reference where you got the information from. Failure to cite information will be considered plagiarism (see ACADEMIC HONESTY section of the syllabus below). You must also use the APA Style Guide when citing your sources and include a bibliography (see the APA textbook and “Textbook, Tutorials & APA Resources” module on the Canvas site for further information and examples).

GRADING RUBRICS FOR ASSIGNMENTS:

Anthropology 101 Video Review/Learning Objective Review Assignment Rubric (10 points)

| Dimension | Expected Performance | Score/ Comments |
|------------------------|--|--------------------|
| Directions 2 points | Title of video printed at the top of the review Correct APA citations Correct APA references | |

| | | |
|--|--|--|
| | Video submitted properly Questions numbered | |
| <i>Each question will be worth 2 - 4 points and graded on the following criteria</i> | | |
| Completeness: 1-2 points per question | Answer is focused and addresses all parts of the question completely | |
| Specificity/Examples: 1-2 points per question | Examples and facts are used and discussed appropriately | |
| Accuracy/Reflection: 1-2 points per question | Answer includes the majority of relevant information to the topic/debate and demonstrates comprehension of topic | |

Anthropology 101 Exam Essay Rubric (50 points per question)

| Dimension | Expected Performance | Score |
|-------------------------------------|--|-------|
| Format and Requirement 10 points | Correct APA citations Correct APA references Submitted correctly Submitted before the deadline | |
| Essay 40 points | Completeness (does it answer all parts of the question?) Understanding (your responses are to be in your own words) Clarity (is information accurate and understandable?) Specificity (use of facts/examples) Accuracy (is the information truthful, relevant?) Length (are the essays long enough to accurately answer the question?) Directions (did you follow all instructions correctly?) | |

GRADING STANDARDS AND CRITERIA:

Your grade will be based on a fixed scale, not a curve. The total number of points accumulated during the semester will determine a student's grade. There are a possible 525 points that a student can earn as shown on the graph below.

| | |
|---|------------|
| Chapter/Lecture Quizzes <i>Each lecture quiz will be worth 10 points (10 x 15)</i> | 150 points |
| Learning Objective Reviews (LORs)/Homework Assignments <i>Each LOR will be worth 10 points (10 x 15)</i> | 150 points |
| In-Class Quizzes/Homework Assignments <i>TBD</i> | 75 points |
| Exam #1 <i>1 essay questions worth 50 points</i> | 50 points |
| Exam #2 <i>1 essay question worth 50 points</i> | 50 points |

| | |
|--|------------|
| Exam #3 <i>1 essay question worth 50 points</i> | 50 points |
| Total | 525 points |

EXTRA CREDIT:

Your grade will be based on a fixed scale, not a curve. There are 525 points that a student can earn in the class and the grading scale is based upon a 500-point scale with a 10% distribution. That is your extra credit.

GRADING SCALE:

The grading scale for the course will be based upon a 10% distribution, thus:

| | |
|----------|-----------------|
| A | (525) 500 – 450 |
| B | 449 – 400 |
| C | 399 – 350 |
| D | 349 – 300 |
| F | 299 or below |

CLASS SCHEDULE AND ASSIGNMENTS:

NOTE: The following schedule is TENTATIVE and subject to change. Changes will always be announced in class early enough to complete assignments. However, it is your responsibility to keep up with schedule changes. The topics mentioned below will be covered in the order presented; generally, however, the exams will occur only after the specified topics are presented in class and may not be on the dates indicated.

| Week/Dates | Topic(s) | Assignments |
|--------------------------|---|--|
| Week 1 Jan 24 & 26 | Class Introduction Introduction to Biological Anthropology | Chapter/Lecture 1 Quiz |
| Week 2 Jan 31 & Feb 2 | Evolution | Chapter/Lecture 2 Quiz Chapter 2 Homework |
| Week 3 Feb 7 & 9 | Molecular Biology and Genetics | Chapter/Lecture 3 Quiz Chapter 3 Homework |
| Week 4 Feb 14 & 16 | Forces of Evolution | Chapter/Lecture 4 Quiz Chapter 4 Homework |
| Week 5 Feb 21 & 23 | Feb 21-Washington Day–College Closed TBD | |
| Week 6 Feb 28 – Mar 2 | Human Variation: Adaptive Significance Approach Exam 1 Review | Chapter/Lecture 14 Quiz Exam 1 |
| Week 7 Mar 7 & 9 | March 7 - Exam 1 Due at 9:30 am Meet the Living Primates | Chapter/Lecture 5 Quiz Chapter 5 Homework |
| Week 8 Mar 14 & 16 | Primate Ecology and Behavior | Chapter/Lecture 6 Quiz Chapter 6 Homework |
| Mar 21 - 26 | Spring Holiday – College Closed | |

| | | |
|------------------------|---|--|
| Week 9 Mar 28 & 30 | Primate Evolution | Chapter/Lecture 8 Quiz Chapter 8 Homework |
| Week 10 Apr 4 & 6 | Primate Conservation Exam 2 Review | Appendix B/Lecture Quiz Exam 2 |
| Week 11 Apr 11 & 13 | April 11 - Exam 2 Due at 9:30 am Early Hominins | Chapter/Lecture 9 Quiz Chapter 9 Homework |
| Week 12 Apr 18 & 20 | Early Members of the Genus Homo | Chapter/Lecture 10 Quiz Chapter 10 Homework |
| Week 13 Apr 25 & 27 | Archaic Homo | Chapter/Lecture 11 Quiz Chapter 11 Homework |
| Week 14 May 2 & 4 | Modern <i>Homo sapiens</i> | Chapter/Lecture 12 Quiz Chapter 12 Homework |
| Week 15 May 9 & 11 | Human Behavioral Ecology | Appendix C/Lecture Quiz Appendix C Homework |
| Week 16 May 16 & 18 | Contemporary Topics: Human Biology and Health | Chapter/Lecture 16 Quiz Chapter 16 Homework |
| Finals Week May 25 | May 25 - Exam 3 - Due by 10:00 am | Exam 3 |

IMPORTANT DATES:

February 6Last day to drop without a “W”
February 6Last day to add class
February 25 Last day to choose Pass/No Pass grade option
March 7Exam 1 due @ 9:30 am
April 11Exam 2 due @ 9:30 am
April 22.....Last to drop with a “W”
May 23.....Exam 3 due @ 10:00 am

ATTENDANCE/PARTICIPATION POLICY:

Regular attendance/participation in the class is the primary obligation of the student. Both the successful completion of college work and the financial support of the college are dependent on regular attendance (AHC Catalog 2021-22). The Social Science Department policy on attendance states that a student may be dropped after one week of consecutive unexcused absences or 15% of the total cumulative class hours (**9 hours of instruction**). If a student is inactive for more than three (3) weeks/sections or misses more than eight (8) assignments prior to April 22 they will be dropped from the class if the instructor is able to process the paperwork.

WITHDRAWAL POLICY:

Please keep in mind that you are held responsible for the completion of every course in which you register or for dropping/withdrawing from courses that you do not intend to complete. If you decide to drop the course, **you** must do so by the specified deadline or you will receive a letter grade for the course. Students who are inactive in class for more than three weeks may be dropped from class.

LATE ASSIGNMENT POLICY:

Any assignments turned in after the published due dates in this syllabus will not be accepted and you will **NOT** be allowed to make up those points. It is your responsibility to ensure that I receive your assignments by the due dates described in the “Class Schedule and Assignments” listed above and all times refer to Pacific Standard Time (PST).

MISSED CLASS POLICY:

If you miss a class in which an in-class assignment and/or quiz is given you will **NOT** be allowed to make up those points. We will be covering a lot of information in a short amount of time so your attendance is crucial to your success in this class.

MISSED EXAM POLICY:

Under very special circumstance, students may be allowed to make up a missed examination. An early/late test score will include an automatic reduction of 20% of the total possible test points regardless of the reason for missing the scheduled test date. You must contact me as soon as possible to tell of your absence and/or reason for missing the exam. Students who fail to contact me within twenty-four (24) hours of missing the exam will not be allowed to make it up. Make-up examinations may require a medical doctor’s excuse.

SPECIAL STUDENT SERVICES:

1. Counseling

Counselors are available to assist students in areas of academic advisement, career planning, and personal counseling. Students are encouraged to take advantage of these counseling services by making an appointment. For an appointment or for information visit the Counseling Department in Building A or call (805) 922-6966 Ext. 3293. *Online Advising* is available by visiting the AHC Web site home page at www.hancockcollege.edu and clicking counseling.

2. Tutorial Center

The Tutorial/Learning Center provides free tutoring for AHC students in most subject areas. The Tutorial Center is located in the LRC/Library and is open from 8:00 am to 6:30 pm Monday – Thursday, Friday from 8:00 am to 3:00 pm. Other hours may be available by appointment by calling (805) 922-6966 Ext. 3260.

3. Learning Assistance Program

The Learning Assistance Program offers students with learning and physical disabilities educational assessment, support services and assistance with educational planning. Students who believe they have a learning disability should contact a staff member to schedule an appointment. Support services may include specialized tutoring, special courses, accommodated testing, books on tape and/or liaison with instructors and counselors. Students with documented disabilities who need academic accommodations should discuss options with their instructor during the first two weeks of class and provide the instructor with the proper documentation. The Learning Resources Center is located in Building B and may be reached at (805) 922-6966 Ext. 3274.

GUIDELINES FOR STUDENT CONDUCT:

The Policies and Procedures for student conduct can be found in the Allan Hancock College Catalog which describe discrimination policies, guidelines of conduct, administration discipline, and student grievances. In addition, you are required to abide to the following class rules:

- Do not leave class early without letting me know before class, then sit near the door and leave quietly.
- Do not leave the room until class has been dismissed.
- Electronic devices such as smart phones are not to be used during class and should not be visible unless otherwise noted.
- Do not sleep, read, text, chat with others, or disrupt the class in anyway.

Students who disrupt the class may be asked to leave, but will be welcomed back the following class.

AHC ACADEMIC HONESTY POLICY (2021-22):

Honesty and integrity are essential to the academic community. Faculty, students, and staff are expected to be truthful, trustworthy, and fair in all academic endeavors. Students who violate these principles by cheating, plagiarizing, or acting in other academically dishonest ways are subject to disciplinary action. Below are examples of academically dishonest behaviors.

- Copying from another student's work without instructor approval.
- Giving answers to another student without instructor approval.
- Using notes, books, or unauthorized materials during an exam.
- Taking a test for someone else.
- Submitting someone else's work as your own.
- Completing an assignment for another student.
- Using other people's ideas, words, images, or artistic works – from any medium, including the Internet – without acknowledging them proper documentation.

If an instructor determines that the student has been academically dishonest, the instructor at his/her discretion may issue a failing grade on the assignment or take other measures that are reasonable and appropriate. The student may also be subject to further disciplinary action through the vice president of student services (AHC Catalog, 2021-22).

An appeals process is available to the student through the office of the vice president of student services (AHC Catalog 2021-22).

On the first offense, any student caught being academically dishonest will receive zero credit for that assignment. On the second offense, the student will be referred to the vice president of student services where disciplinary action may be taken. If you would

like further information on how to avoid plagiarism, please consult the optional textbook (*APA: The Easy Way*) or visit the following website:
<http://owl.english.purdue.edu/owl/resource/589/01/>

The following extended quotation (which has been indented) is Saddleback College's definition of plagiarism:

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:

1. intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
2. taking sole credit for ideas and/or written work that resulted from collaboration with others.
3. paraphrasing or quoting material without citing the source.
4. submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).
5. sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
6. submitting substantially the same material in more than one course without prior authorization from each instructor involved.
7. modifying another's work and representing it as one's own work.

Note: *The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

SECURITY, ACADEMIC INTEGRITY & PLAGERISM:

Please read the following Statement carefully:

1. I agree that I, and only I, will be the one completing and submitting class materials (homework, assignments, quizzes, tests, etc.) in my name.
2. I agree that I will not attempt to decompile, reverse engineer, examine source code, or in any other manner attempt to find the answers to quizzes or exams before submitting them.
3. I will not share or accept class information, with anyone in this class or someone who has previously taken this class.
4. I agree that I will not share or accept answers or information relating to homework assignments, quizzes, exams, or any other course materials with fellow classmates and or other parties or sources.
5. I acknowledge that failure to comply with any of the above statements may result in disciplinary action deemed appropriate by the policies and procedures set forth by the Board of Trustees of the Allan Hancock College District.

The professor reserves the right to require any student, for any reason, to take any test/quiz/assessment on-site where official proof of identity will be required.

The Basic Needs Initiative

Are you having trouble with getting enough food for yourself or your family? Have an unexpected financial emergency come up? Connect with the Basic Needs Initiative in Building G Room 101 for resources to help support you. The Basic Needs Initiative at Allan Hancock College acts as a resource hub to assist the Allan Hancock College Community experiencing basic needs insecurities in identifying and accessing support services on-campus and in the community. The BNI can help connect you with food & housing resources, emergency grants, and other supports that may benefit your situation. If you or someone you know at Allan Hancock College is experiencing any type of financial hardship or basic need insecurity, use the contact information below to get in touch with someone to provide support.

Call or text: (805) 250-3587

Location: G101

basicneeds@hancockcollege.edu

Website: <https://www.hancockcollege.edu/basicneeds/index.php>

FINAL NOTES AND IMPORTANT DETAILS:

The following syllabus is TENTATIVE and subject to change. Changes will always be announced early enough to complete assignments. However, it is your responsibility to keep up with schedule changes.

- *Do not schedule trips on or around any of the exam dates listed in this syllabus!*
- *Do not email me any of your assignments.*
- *Other than Learning Assistance Program (LAP) directed auxiliary aids and academic accommodations, the use of any electronic listening or recording device in any classroom is prohibited without the explicit prior consent of the instructor (CA Ed Code Sec. 78907). It is in violation of Allan Hancock College policy (BP 5500) which address student conduct. It is also a crime to record any private communication, such as a classroom lecture, without the consent of all parties to the conversation (Cal. Penal Code § 632). Violation of such rules may result in disciplinary action.*

To maintain the academic integrity of the class students will only be allowed to view the questions that they missed on quizzes after the quiz closes (i.e. after class on Monday). If you would like to see the questions you missed please visit me during office hours after the quiz closes.

If you have an unresolved conflict during the class, you must first contact the course instructor in an attempt to resolve the problem. If the results are unsatisfactory, you should contact the department dean (Rick Rantz).

Tips for student success in college classes:

1. **Be prepared.** Be familiar with the syllabus and policies for the class. Be sure to keep track of due dates with a Class Schedule and Assignments located in this syllabus and/or the Canvas website. All weekly assignments are due on the specified dates at the beginning of class.
2. **Respect Others.** Biological anthropology can be a challenging subject for many students and we all need to respect the opinions of others. I encourage class discussion and debate but remember that disagreeing with an idea is different from attacking an individual.
3. **Work Consistently.** Plan time each week to read the designated chapter(s) and complete the assignments. If you have questions about the weekly assignments, please review the syllabus and or contact me asap (i.e. before they are due).
4. **Don't Procrastinate.** We all lead busy lives and have many obligations so I strongly urge you to not wait until the final hours to complete your work.
5. **Academic Honesty and Integrity.** Faculty, students, and staff are expected to be truthful, trustworthy, and fair in all academic endeavors. Students who violate these principles by cheating, plagiarizing, or acting in other academically dishonest ways are subject to disciplinary action. Please review the AHC Academic Honesty Policy located in the syllabus and/or the AHC College Catalog
6. **Be Engaged.** This will be a challenging and rewarding academic experience for you if you are willing to put forth the effort necessary to succeed. Biological anthropology is an extremely interesting and ever-changing field and the skills you'll use to be successful in this class will undoubtedly be of benefit to you in your future classes.

