COURSE INFORMATION

COURSE TITLE

ANT 111: Biological Anthropology with Laboratory: GT:SC1

COURSE DESCRIPTION

Focuses on the study of the human species and related organisms, and examines principles of genetics, evolution, anatomy, classification, and ecology, including a survey of human variation and adaptation, living primate biology and behavior, and primate and human fossil evolutionary history. This is a statewide Guaranteed Transfer course in the GT-SC1 category.

GT PATHWAYS COURSE STATEMENT

The Colorado Commission on Higher Education has approved ANT111 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SC1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- ANT111 Required Syllabus

CREDIT HOURS

4

SUGGESTED PREREQUISITE KNOWLEDGE

There are no curriculum prerequisites for this course. However, all students are expected to read and write in English at the college level.
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

Your textbook is available online as an eText. You do not need to purchase any additional materials. For specific information on refund policies and the optional black and white textbook available for purchase please contact the CCCOnline bookstore (link opens in new window).

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED TEXT:


DIGITAL MATERIAL ACCESS:

This course uses Vital Source which integrates the eText directly into the course site.

- Visit the Vital Source Course Start page for details on first access of the materials.

To make sure your computer is set up correctly to access the eText and other digital content, review the Vital Source Technical Support page, also linked in the Technical Support Module.
**COURSE COMPETENCIES AND OBJECTIVES**

**COURSE LEARNING OUTCOMES:**

The competencies you will demonstrate in this course are as follows:

A. Utilize terminology, facts, methodologies, and concepts related to anthropology, evolution, classification, and ecology.

B. Employ the scientific method of inquiry using current/classic research, case study exploration, or formulating/testing hypotheses, analyzing results, and deriving conclusions.

C. Analyze and apply the learned scientific and anthropological concepts to interpret and draw conclusions in new situations in both laboratory and in lecture.

D. Distinguish between the inter-related branches of anthropology and how these combine to study humans and our biological relatives.

E. Explain the basic principles of genetics and evolution, as they relate to the biological development of the human species and modern biological variation in the human species.

F. Identify the principles of the classification of biological organisms.

G. Evaluate the important scientific explanations regarding the biological origins and development of primate and human species and the fossil discoveries on which they are based.

H. Communicate scientific information clearly and logically.

I. Demonstrate the ability to collect and analyze data, as well as interpret and represent data, in formats such as graphs, tables, or charts using contemporary equipment and technology.

The module objectives that will permit students to demonstrate course competencies are:

**Module 1**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Explain the meaning of culture and it's relation to evolution.</td>
<td>A, C</td>
</tr>
<tr>
<td>2  Identify the concepts of biological anthropology and the basic premises of and questions examined by biological anthropology.</td>
<td>A, B, C, D, E, G</td>
</tr>
<tr>
<td>3  Describe the role and place of biological anthropology within Anthropology.</td>
<td>A, C, D</td>
</tr>
<tr>
<td>4  Complete written assignments that follow assigned rubric requirements, and demonstrate college-level writing skills.</td>
<td>A, C, D, H</td>
</tr>
</tbody>
</table>
MODULE 2

Objectives
1. Identify and explain the concepts of evolution, the scientific method, and the role of genetics within evolution.
2. Use the processes of the scientific method to evaluate course readings and complete assignments.
3. Identify the role and place of biological anthropology within Anthropology.
4. Use the principles of genetics and evolution to help explain/analyze evolutionary change.
5. Analyze and evaluate explanations for evolution.
6. Complete written assignments that follow assigned rubric requirements, and demonstrate college-level writing skills.

Competencies
A, B, C, E, H
A, B, H, I
A, B, D, E, H, I
A, E, E, H, I
A, C, E, F, H, I
A, B, C, H, I

MODULE 3

Objectives
1. Identify and explain the concepts of evolution, primatology, and the role of ecology within evolution.
2. Use the principles of genetics and evolution to help explain/analyze the biological development of primates.
3. Use the principles of genetics and evolution to help explain/analyze evolutionary change.
4. Discuss the importance of ecology in primate adaptation and behavior.
5. Complete written assignments that follow assigned rubric requirements, and demonstrate college-level writing skills.

Competencies
A, E, G, I
A, D, E, G, H, I
A, E, H, I
A, G, H, I
A, G, H, I

MODULE 4

Objectives
1. Identify and explain the concepts of evolution and the role of ecology within hominin evolution.
2. Use the principles of genetics and evolution to help explain/analyze the biological development of hominins.
3. Describe the importance of ecology in hominin adaptation and behavior.
4. Complete written assignments that follow assigned rubric requirements, and demonstrate college-level writing skills.

Competencies
A, E, G, H, I
A, E, F, H, I
A, G, H, I
A, C, D, F, G, H, I

MODULE 5

Objectives
1. Identify and explain the concepts of evolution and the role of ecology within hominin evolution.
2. Use the principles of genetics and evolution to help explain/analyze the biological development of hominins.
3. Describe the importance of ecology in hominin adaptation and behavior.
4. Complete written assignments that follow assigned rubric requirements, and demonstrate college-level writing skills.

Competencies
A, E, G, H
A, E, F, H, I
A, G, H, I
A, C, D, F, G, H, I
### Module 6

**Objectives**
1. Explain the meaning of culture and its relation to evolution.  
2. Use the principles of genetics and evolution to help explain/analyze the biological development/adaptation of hominins.  
3. Discuss the importance of ecology in hominin adaptation and behavior.  
4. Complete written assignments that are clear, logical, and demonstrate college-level writing skills.

**Competencies**
- A, E, F, H, I

### Module 7

**Objectives**
1. Identify and explain the concepts of evolution and the role of ecology within hominin evolution/variation.  
2. Use the principles of genetics and evolution to help explain/analyze the biological development/adaptation of hominins.  
3. Discuss the importance of ecology in hominin adaptation and behavior.  
4. Describe the roles of biomedical anthropology and bioarchaeology and what they can tell us about ourselves and our ancestors.  
5. Complete written assignments that are clear, logical, and demonstrate college-level writing skills.

**Competencies**
- A, E, G, H, I
GRADING AND EVALUATION

METHODS:

Evaluation includes a combination of discussion participation, assignments, and other evaluation. Rubrics will be provided for assignments and discussions.

GRADING POLICIES:

Mark all Module due dates on your calendar for this class (see the Course Schedule). You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval and/or a “doctor’s note”. You may expect to lose 20% off each day for a maximum of 3 days, if you turn in late assignments with no approved excuse. Discussions cannot be made up.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (15 @ 15 pts each)</td>
<td>225</td>
</tr>
<tr>
<td>Labs (7 @ 25 pts each)</td>
<td>175</td>
</tr>
<tr>
<td>Quizzes (7 @ 20 pts each)</td>
<td>140</td>
</tr>
<tr>
<td>Essays (4 @ 40 pts each)</td>
<td>160</td>
</tr>
<tr>
<td>Research Paper Components:</td>
<td></td>
</tr>
<tr>
<td>• Topic (30 pts)</td>
<td></td>
</tr>
<tr>
<td>• References (20 pts)</td>
<td></td>
</tr>
<tr>
<td>• Outline (50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Grading Scale

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below
DISCUSSIONS

- Remember this is an online conversation. First, post your discussion answer. Second, respond to others’ answers (i.e. “replying to 2 or more peers”). If somebody poses a question to you, be sure to answer it (i.e. “follow-up”).
- It is expected your answer post will be a concise demonstration of your understanding of the topic, and replies a more casual interaction with peers and the instructor thinking further about the topic.
- Use critical thinking, i.e., provide support/evidence for your thinking and use the higher order thinking skills of analysis, synthesis (putting information together creatively), and evaluation in your discussion board responses. Think explanations, examples, speculations, questions, alternative viewpoints, and connections to personal experience.
- When responding to others, writing simply that you agree or asking a brief question is not sufficient. Your post should reference the topic(s) and attempt to extend the poster’s thoughts, as well as your own.
- As noted on the rubric, citation is expected in discussions. However, the level of formality for those citations is less than what is expected with the paper submissions. In other words, including SOME effort to attribute your sources is expected in discussions. Yet, accuracy in formatting those citations is not as important as your strong analysis and synthesis and critical thought about the topic and engagement with peers.
- The course discussion forum is intended as a place for course members to discuss course content, to network, and to learn from one another. Please respect one another and help us maintain this space as a place for learning, sharing, and collaboration.

ASSIGNMENTS

The writing in your assignment submissions, and for the final paper, should be your best demonstration of scholarly ability in terms of writing structure, organization, and analysis and meet the rubric requirements. The assignment submitted through the assignment folder (do NOT send as an email!) should be in Rich Text format (.rtf) or MS Word (.doc, .docx).

No late work will be accepted!

The final paper assignment is broken into four components: research topic, references, outline, and the final paper.

Qualities of Good Essay Writing:

- **Introduction** - tell your audience what you will discuss,
- **Body** - tell your audience via paragraphs organized around clear topic sentences that follow the organization set forth in the introduction, and
- **Conclusion** - review what you’ve said in brief and offer closing analysis.
QUIZZES

Each Module has a quiz as part of the Assignments. You can access each quiz under the content area of each module in the quiz folder. You will have 45 minutes to complete the 20 questions and you are provided up to two attempts.

EXTRA CREDIT

There is no extra credit in this course.
COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than midnight of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar (link opens in a new window).

MODULE 1

Reading/Assignments/Exams

- Module Introduction
- eText Introduction, Chapter 1, Chapter 2
- Module Lecture
- Research Paper Introduction
- Discussion: Student Introductions and Culture & Evolution
- Discussion: Plagiarism
- Lab Activity: The Genographic Project
- Module 1 Quiz 1

MODULE 2

Reading/Assignments/Exams

- Module Introduction
- eText Chapters 3, 4, 5
- Module Lecture
- Discussion: Subfields of Biological Anthropology
- Term Research Paper: Topic
- Discussion: Scientific Process
- Lab Activity: Who's Your Daddy?
- Essay: What would Darwin say?
- Module 2 Quiz
MODULE 3

Reading/Assignments/Exams

• Module Introduction
• eText Chapters 7, 8, 9
• Module Lecture
• Discussion: Food Acquisition
• Discussion: Chimpanzee Survival as a Species
• Lab Activity: Ape Genius
• Term Research Paper: References
• Module 3 Quiz

Due Dates

MODULE 4

Reading/Assignments/Exams

• Module Introduction
• eText Chapters 10, 11
• Module Lecture
• (Optional) NPR: South African Cave Yields Strange Bones of Early Human-Like Species
• (Optional) National Geographic: This Face Changes the Human Story. But How?
• Discussion: Fossil Dating Methods
• Discussion: Hunting & Scavenging
• Lab Activity: Riddle of the Bones
• Essay: Where's the Beef?
• Module 4 Quiz

Due Dates

MODULE 5

Reading/Assignments/Exams

• Module Introduction
• eText Chapters 12, 13
• Module Lecture
• Discussion: Neandertal Evolution
• Term Research Paper: Outline
• Discussion: Changes in
• Lab Activity: Emergence & Migration
• Essay: Which Model?
• Module 5 Quiz

Due Dates

MODULE 6

Reading/Assignments/Exams

• Module Introduction
• eText Chapter 6
• Module Lecture
• Discussion: Variations in Phenotypes
• Discussion: Diversity
• Lab Activity: Taxonomy of 2525
• Essay: Adaptation
• Module 6 Quiz

Due Dates
### Module 7

**Reading/Assignments/Exams**
- Module Introduction
- eText Chapters 14, 15
- Module Lecture
- Discussion: Models of Language Evolution
- Discussion: Division of Labor Between the Sexes
- Lab Activity: Who's Your Mummy?
- Discussion: Farewell / Wrap up
- Term Research Paper: Final
- Module 7 Quiz

**Due Dates**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 7 Quiz</td>
<td>May 7</td>
</tr>
</tbody>
</table>

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