Please observe the following policy during class time: no texting or other phone use in class. Please turn your phone and all other electronics OFF. Students may use a laptop for note-taking during lectures if they sit in a seat at the front of the room.

REQUIRED COURSE MATERIALS:
- *Exploring Physical Anthropology: A Lab Manual and Workbook (2nd edition)* by Suzanne E. Walker (several copies are on reserve at the Periodicals/Reserve Desk at the library and may be checked out in the library for up to two hours).
- Two Scantron 882 forms

COURSE DESCRIPTION:
This 1-unit course uses lab exercises to explore the primary topics of physical anthropology, including: principles of evolution, human genetics, human osteology and forensic anthropology, skeletal anatomy of the non-human primates, human variation, and fossil evidence for human evolution. **Students must be concurrently enrolled in Anth 1, or have completed Anth 1 with a "C" or better.** This course meets the IGETC/UC GE science lab requirement.

COURSE OBJECTIVES:
Upon completion of the course, students will be able to:

1. Demonstrate a solid understanding of how the scientific method works.
2. Identify and examine the basic components of cell biology including the structure of cells, cell division, DNA structure and replication, and protein synthesis.
3. Compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations.
4. Employ principles of Mendelian genetics to determine offspring genotype and phenotype probabilities.
5. Analyze human pedigrees to discover the mode of inheritance of given traits, disorders and diseases.
6. Compare and contrast processes of microevolution and macroevolution.
7. Identify the basic principles of Darwinian theory and describe an example of natural selection in action.
8. Differentiate between the forces of microevolution and recognize their effects on allele and genotype frequencies in populations.
9. Distinguish between ancestral and derived characteristics in a given animal lineage using cladistic analysis.
10. Compare and contrast skeletal and anatomical features of representatives of the vertebrate classes.
11. Identify the distinguishing adaptations of the four types of nonhuman primates.
12. Design an ethogram with which to collect data on nonhuman primate behavior.
13. Locate and describe the major bones of the human skeleton.
14. Analyze and measure human skeletal material to age and sex remains, assess ancestry and identify pathologies.
15. Utilize anthropometric techniques to measure human body form and describe human biological variation.
16. Distinguish between the early hominid genera and explain their evolutionary significance.
17. Compare and contrast various extinct species of the Genus Homo with modern Homo sapiens and describe their relative positions on the human family tree.

STUDENT LEARNING OUTCOMES:
Student learning outcomes are behavioral objectives - what a student should know, value and be able to demonstrate or perform after the class is completed. Below are examples of student learning outcomes for this class:

- In an in-class lab activity, students will determine the sex of human skeletal remains by observing various pelvic and cranial features and applying the techniques of forensic anthropology to measure various post-cranial bones.
- In an in-class lab activity, students will compare and contrast human karyotypes (chromosome spreads) to identify potential abnormalities and chromosomal mutations.
COURSE REQUIREMENTS:

WEEKLY READING: To prepare for homework questions, mini-lectures, lab activities and exams complete assigned readings on a weekly basis. Reading is critical to your success in college because it prepares you for lectures, assignments and exams. Some students fail to recognize that this is one of the key components of a college education. Not only does reading improve critical thinking and comprehension skills, but it provides the student with an active approach to learning (that is normally more effective than simply taking notes during lectures).

HOMEWORK CHAPTER QUESTIONS (55 points, 17%): Each lab includes a set of textbook chapter questions which must be completed beforehand, and submitted at the beginning of class on the day of the lab activity. Answering these questions prepares you for the mini-lectures, lab activities and exams. If you miss a lab, you may not submit the homework questions that accompany it for credit (homework will only be accepted if you were present for the lab activity). Late homework will not be accepted, nor will I accept it by email or on a flash drive. No exceptions. Students who complete all homework will earn 3 extra credit points toward their class grade.

LABS (110 points, 35%): A total of 12 lab activities will be assigned throughout the semester. Labs must be completed in class, and there won’t be any make-up opportunities. However, you may miss one lab without affecting your grade (students who complete all labs will earn 7 extra credit points). To receive full credit, you must arrive to class on time for the “mini-lecture” before the day’s lab activity and remain until the end of class. Students who arrive late and/or leave before the lab activity has been completed will lose points. Most labs will be completed with lab partners, but each student must submit their own lab worksheets (provided in class). Students must each participate in every part of the lab activity and write their answers in their own words. Those who simply copy from their classmates will not receive credit.

EXAMS (150 points total, 48%): There will be two exams: a midterm and a final (worth 75 points each). Each exam will cover material from the in-class lab activities, mini-lectures and assigned readings. Both will consist of true/false, multiple-choice and matching questions, as well as some fill-in-the-blank questions. Part of each exam will include a “practicum” component (i.e. students will be required to identify items and materials at lab stations, similar to the format used in the weekly lab activities). BE ON TIME! Exams start at the beginning of class. Your exam grade will be marked down 5% if you’re more than 10 minutes late, and you won’t have extra time to finish it.

MAKE-UP EXAM PROCEDURES:
Make-ups will only be given at the instructor’s discretion if an emergency, or other serious situation, arises that prevents you from attending class on the date of the exam. YOU MUST FOLLOW THE INSTRUCTIONS BELOW TO BE CONSIDERED FOR A MAKE-UP:

1) notify the instructor by email or phone no later than 24 hours after the scheduled exam, AND:
2) when you return the following class meeting provide the instructor with a written or typed explanation of why you had to miss the exam or essay (written by you), along with some form of “proof” for your absence if you have it (e.g. doctor’s note, police report, letter from your supervisor, funeral notice, etc.). I don’t contact doctor’s offices or supervisors; it’s your responsibility to obtain a letter from them and give it to me.

Keep in mind that make-ups aren’t automatically approved, it depends on the nature of your situation. If you provide proof/evidence, you stand a better chance of having your request approved. You’ll be notified within a week as to whether you can complete a make-up. All make-ups will be scheduled at a date and time determined by the instructor (during week 14 or 15 of the semester). All make-ups will be marked down 10% regardless of the excuse. Only one make-up exam will be allowed per student. No exceptions.

International and ESL students: you may use an English/Foreign Language dictionary during exams as long as you use a paper edition (no electronic dictionaries will be permitted) and you provide me with evidence of your status (as an International or ESL student) before the day of the exam.

EXTRA CREDIT:
Students may complete up to 10 extra points (3% towards your class grade). If you complete all labs and homework you’ll automatically earn 10 points. Otherwise, additional options will be announced throughout the semester and will be due the day of the final exam.
Extra credit is a privilege and I reserve the right to refuse these assignments. ANYONE WHO CHEATS ON AN EXAM OR SUBMITS A PLAGIARIZED ASSIGNMENT WILL LOSE THEIR EXTRA CREDIT PRIVILEGES (students with excessive absences and tardies may also not qualify for submitting extra credit). EXTRA CREDIT ASSIGNMENTS THAT CONTAIN ANY AMOUNT OF PLAGIARISM WILL NOT BE ACCEPTED. NO EXCEPTIONS. Students who submit extra credit assignments are required to complete a plagiarism quiz at the end of the semester. Extra credit will not be accepted unless this quiz is completed and students earn at least 80% on it (details will be provided).

Please note that extra credit can be used to make up some missed points, but may not necessarily be used to determine "borderline" grades. Exams are the best measure of a student's knowledge of course subject matter in this class (e.g. if a student's end-of-semester grade - with extra credit - is 69.5% but the exam average is 60%, the student will earn a D in the class).

GRADING SCALE:
The following scale will be used to calculate your class grade:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
<td>283-315 points</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
<td>252-282 points</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
<td>220-251 points</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
<td>189-219 points</td>
</tr>
<tr>
<td>0 - 59%</td>
<td>F</td>
<td>188 and below</td>
</tr>
</tbody>
</table>

KEEPING TRACK OF YOUR GRADE
Record points in the table below to help you calculate your grade throughout the semester (e.g. at anytime during the semester add up your total points and divide by the total number of points accumulated in class so far):

<table>
<thead>
<tr>
<th>Labs + Homework (you may miss 1 of ea.)</th>
<th>Your points:</th>
<th>Points possible</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 + 5</td>
<td>110 + 55</td>
<td>52%</td>
</tr>
<tr>
<td>2</td>
<td>10 + 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10 + 5</td>
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<td></td>
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<tr>
<td>4</td>
<td>10 + 5</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>10 + 5</td>
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</tr>
<tr>
<td>6</td>
<td>10 + 5</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>10 + 5</td>
<td></td>
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<tr>
<td>8</td>
<td>10 + 5</td>
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<tr>
<td>9</td>
<td>10 + 5</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>10 + 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>10 + 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>10 + 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>75</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Extra Credit</td>
<td>10</td>
<td>(3.2%)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>315</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

DROPPING THE CLASS:
Although instructors may drop students, the college views dropping as the student’s responsibility. Sometimes students stop attending class near the final drop deadline and the instructor doesn't catch it in time (in which case the student winds up with an "F" in the class). Don't assume you'll automatically be dropped due to non-attendance. If you need to drop, you can go to Admissions on campus or drop online through MyECC.
ACADEMIC HONESTY POLICY:
Students are expected to abide by ethical standards in preparing and presenting material that demonstrates their level of knowledge, and which is used to determine grades. PLAGIARISM, CHEATING OR FURNISHING MATERIALS IN ORDER TO ENABLE OTHER STUDENTS TO DO SO WILL NOT BE TOLERATED. This sort of behavior violates Section I.B.1 of El Camino College’s Board Policy 5138, Standards of Student Conduct.

The following cases constitute PLAGIARISM: 1) submitting under one’s own name papers or reports which have been prepared by others (including the use of commercial term paper companies); 2) copying word for word, an author’s sentences or paragraphs and including them in your paper as your own work; 3) paraphrasing published material without acknowledging the source; and 4) improperly paraphrasing material.

CHEATING is defined as: 1) using notes, aids or the work of other students on exams or papers in ways other than those expressly permitted by the instructor; 2) misreporting or altering the data in research projects involving the collection of data; 3) submitting an assignment which is identical to that of another student’s (i.e. sentences and/or paragraphs are the same, word for word, and/or results from data collection are identical).

Academic dishonesty may be dealt with in one or more of the following ways: 1) the student may receive an appropriate academic penalty such as an oral reprimand; 2) an “F” may be assigned on all or part of a particular paper or exam; or 3) the student may be suspended from all classes for that term and the following term if deemed appropriate.

CLASSROOM BEHAVIOR AND CONDUCT:
Anthropology deals with some controversial topics that may challenge one’s belief systems. You’re expected to practice courtesy and respect at all times, regardless of whether or not you agree with information presented in class. This is the nature of anthropology: to respect (and attempt to understand) ways of life and beliefs that are different from your own. Anyone who is disrespectful or disruptive will be asked to discontinue participation and may be required to leave the room. Behaviors that disrupt the learning process will not be tolerated.

When you attend my class, you’re expected to come prepared and fully participate. This doesn’t necessarily mean raising your hand and verbally participating in class discussions (though that would be great!), but that you’re alert, actively taking notes during lectures, films, etc. and participating in class activities. Non-participation will affect your grade. Examples of non-participation include: talking to others during lectures or films, passing notes to another student, sleeping, reading textbooks or completely homework for other classes, text messaging. **Points will be deducted from your grade if you regularly engage in these, or similar, behaviors.**

Please don’t make it a habit to come and go during class because this is also very disruptive to your classmates and the instructor. Students who do so on a regular basis, will be marked absent for the day and/or points will be deducted from their grade. If, on occasion, you know ahead of time that you’ll need to excuse yourself temporarily from class or leave early, please take a seat near the door to avoid disrupting others.

AMERICAN DISABILITIES ACT (ADA) STATEMENT:
El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center (1-310-660-3593, X3296).

SERVICES AVAILABLE TO ECC STUDENTS (first dial 1-310-660-3593, then the extension below):

<table>
<thead>
<tr>
<th>Service</th>
<th>Extension</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT/TESTING CENTER</td>
<td>X6536</td>
<td>SSC 217</td>
</tr>
<tr>
<td>CAREER SERVICES CENTER</td>
<td>X6137</td>
<td>SSC 1st floor</td>
</tr>
<tr>
<td>COUNSELING SERVICES DIVISION</td>
<td>X3458</td>
<td>SSC 1st floor</td>
</tr>
<tr>
<td>EOP&amp;S</td>
<td>X3464</td>
<td>SSC 202 &amp; 203</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>X3493</td>
<td>SSC 215</td>
</tr>
<tr>
<td>HEALTH CENTER</td>
<td>X3643</td>
<td></td>
</tr>
<tr>
<td>LEARNING RESOURCE CENTER</td>
<td>X6494</td>
<td>LIBRARY</td>
</tr>
<tr>
<td>LIBRARY (includes computer lab)</td>
<td>X3519</td>
<td></td>
</tr>
<tr>
<td>TRANSFER CENTER</td>
<td>X3408</td>
<td>SSC 1st floor</td>
</tr>
<tr>
<td>WRITING CENTER</td>
<td>X3873</td>
<td>COMM 202</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS AND LEARNING

Your success in this class is very important to me! Please understand, however, that as a college student it’s your responsibility to discover how much time you require to study for exams, complete reading assignments, write papers, etc. and how you learn best. Only YOU can determine which study strategies and techniques work for you! You may find the following tips and resources helpful:

1) **Start early and allow yourself plenty of time.** Students who invest a lot of time in completing assignments and studying for exams in advance are usually the ones who earn the highest grades. *One of the main reasons some students do poorly on exams is that they simply don’t spend enough time studying and reading.* The amount of time necessary to do well on an exam or assignment will probably vary from class to class and will depend on a number of factors (e.g. your level of reading comprehension, your memory, the number of distractions while you study). Only you can determine how much time you need and you may need to adjust the number of hours you study, depending on the class material and level of difficulty. *It’s also important to “unplug” while you study* (your friends can wait a while before you text or call them back)!

2) **Don’t fall behind on your reading assignments.** Keep up with the assigned chapters as the semester progresses. Waiting until a couple of days before the exam (or the night before!) is not a good strategy. You’re unlikely to retain the information when you try absorbing it all at once. *Some students find it helpful to highlight, or take notes on, the key points in the chapter as they read.*

3) **Study the material in the lecture notes, lab handouts AND textbook chapters.** Use all these materials to gain a deeper understanding of course topics so you can be as prepared as possible for the exams. If you miss a class, ask me for missed handouts and I recommend you get lecture notes from another student (outside of class time, please).

4) **Form a study group with your classmates.** Many students benefit greatly from studying with their peers. If you’re interested in forming a study group, you can make an announcement in the Cyber Café (in “Discussion Board”) or let me know and I’ll announce it to the class.

5) **Find the study strategies that work best for your learning style.** Many people are visual learners, but some learn best by listening or doing (or a combination of these). *Complete the following Learning Styles Quiz to determine how you learn best* (the quiz will provide you with tips and advice based on your responses; this link is also available on the instructor’s website): http://www.metamath.com/lsweb/dvclearn.htm.

6) **Improve your study skills at the community college, before you transfer to a university!** If you’re continually struggling in your lower division classes, you will likely have a more difficult time once you transfer. Most university classes require students to do more reading and writing assignments and expect the student to have stronger critical thinking, organizational and time management skills. You may want to consider attending Student Enhancement Program workshops hosted by the Counseling division, enrolling in an academic strategies or human development course, or attending a test anxiety workshop. Contact Prof. Waters for a handout with more information.

**SOMETHING TO THINK ABOUT:**

- **Advice from your professor:** From DAY ONE, decide the grade you’re going to strive for in this class. Whether it’s an A or you simply want to pass the class, start working on that goal NOW. Don’t wait until the last few weeks of the semester to start making an effort or ask me what you can do to improve your grade. I can’t help you at the end of the semester, or once it’s over, and your grade is not negotiable. You need to plan and work towards your goal from the beginning (i.e. determine what you need to do to improve grades, take advantage of resources on campus or those provided in class, etc.). Your grade is YOUR responsibility and at the end of the semester you’ll receive the grade you’ve earned (not the grade you need). Start earning it and working towards that goal NOW!

- **Advice from a former student (who earned an A in the class):** "As someone who has been in school for many years, my recommendation is to stay ahead of schedule. Force yourself to get your assignments done as soon as you can before you fall into the IGIDL (I’ll Get It Done Later) Syndrome."