

Anthropology 101: Human Biological Evolution (3 units)  
Section 8065, West Los Angeles College, Spring 2015  
Online through ETUDES ([www.myetudes.org](http://www.myetudes.org))

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To contact me during our course, please use the Private Message (PM) feature in ETUDES, rather than my West email. From the left hand menu, click on "Discussion and Private Messages," then click on Private Messages" at the top.

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**Course Description:** This course surveys the major topics of biological anthropology. The primary goal of this course is to present how modern humans evolved. To accomplish this objective, it is necessary to (1) know how the evolutionary process works in general; (2) assess the evolutionary forces shaping the behavior and morphology of our closest living relatives, the monkeys and apes; (3) understand what the fossil record is and how it was created; and (4) consider fossil evidence that documents the evolutionary history of our own lineage, the hominids. These processes provide the key to understanding why humans are the way we are today.

**Student Learning Outcomes:** This course will help students achieve the following institutional Student Learning Outcomes:

**Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. Students will apply critical thinking to investigate and interpret the influences of heredity and environment upon human beings.  
**Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them. Students will participate in activities designed to elicit discussion and understanding of the biological variation among *Homo sapiens*.

**Course-level SLO:**

**SLO 1:** Explain how hereditary traits are transferred between generations and conclude how this relates to evolution by natural selection.

**SLO 2:** Recall and define anthropological terms and concepts that deal with the fossil record.

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**Reading:** R. Jurmain, L. Kilgore, & W. Trevathan (2011) *Essentials of Physical Anthropology*, 9<sup>th</sup> edition. Wadsworth, Belmont. (ISBN 978-1-111-83718-1)

This is the required text and edition for this course. References made in this course to chapters and page numbers are referring to those in this text.

**Modules:** Modules, accessed from the left hand menu of the class site, are the "classroom" or lecture component of this course. Module material is designed to add to course readings. While reading the modules, have your textbook on hand.

**Discussions:** There are three categories of discussions available for student participation. All discussions can be accessed from the left hand menu in our class site. Click on "Discussion and Private Message" to see two 'Main' discussion categories "Required Class Discussions" & "Questions" and one 'Other' category, "Student Lounge."

A. "Required Discussion Essays" is the forum where you will post two essays per topic.

Discussion	Topic	Points	Essay 1 Due	Essay 2 Due
D1	Introduction*	10	April 15	April 17
D2	Natural Selection	20	April 22	April 24
D3	Speciation	20	May 9	May 11
D4	Race	20	June 2	June 4

\* If you do not post an introduction (D1) by the due date, you will be dropped from the class as a "no

**show". Missing other Required Class Discussions may result in being dropped for lack of participation.**

#### **Discussion Essay Requirements:**

- 1) Post a thoughtful reply to the questions posed. Be sure your essay covers all points from the prompt.**
- 2) Present your responses in an academic manner. These discussions are formal writing assignments for this class; make a well reasoned argument, use proper grammar, punctuation, and capital letters where appropriate.**
- 3) In Essay 2, you are asked to use a classmate's ideas from their essay. Treat their essay as a source. Do not address your essay to an individual. You will use a classmate's name to refer to his or her ideas/essay in your Essay 2 but do not write like you are speaking directly to him or her. You will use your classmate's name in your paper only in reference to their work. Think of these Discussion Essay assignments as small research papers, not letters to friends.**
- 4) Fully develop your arguments. Be thorough and explain completely. Connect your argument to the evidence presented in this course (citing the course text and modules is required).**
- 5) All statements need to be backed up with data and ideas presented in modules and readings--include the page number or module section in brackets. This is your evidence. The idea is to demonstrate your understanding of the course material. If you include sources from outside of the class (not required), they must be academic sources and you must provide the full citation.**
- 6) Each essay should be at least 2 paragraphs--this is a minimum and considered average work. Paragraphs have at least 6 sentences and there should be on average 10 words per sentence.**
- 7) Each Discussion Essay assignment requires two essays (Essay 1 and Essay 2) posted separately. If you only have one posting for a Discussion Essay assignment, the most you can earn is half the points.**
- 8) The essays must be posted on time in the appropriate forum. Essay 1 must be turned in at least 2 days (48 hours) before the date the forum locks (posted on topic). It is important to have the first essay in early in order to give other students time to read it and include it in their Essay 2. Two points will automatically be deducted if Essay 1 is not submitted at least 2 days (48 hours) prior to the topic lock date.**
- 9) No submissions will be accepted after the date the topic locks (date posted on topic). There is no acceptable excuse for late essays including illness (yours or a family members), computer problems, internet connection issues, forgetting the assignment was due, or work schedule conflict. Work ahead and complete the assignment before the due date to avoid potential loss of points.**

**B. "Questions" are for when you have a question or comment on material from the readings and/or the modules. The questions will be organized by chapter. Use this forum to ask all class questions (with the exception of individual grade or other private matters, in which case use Private Message). This will allow others to benefit from the question as well as contribute responses.**

**C. "Student Lounge" provides you with a forum to "talk" amongst yourselves about course material. These are informal discussions between students about class topics.**

The instructor will remove inappropriate topics from this and other forums. 'Inappropriate' is defined by the instructor.

**Tests: Tests may cover material presented in the readings and modules. All tests are objective and each question is worth a possible 1 point. There is no time limit as to how long you have to take a test but it must be finished no later than the posted due date.**

**Be advised that you need to set aside time to take a test after you have finished the readings, modules and**

discussions for each section. You can stop taking a test and continue it at a later time but be aware that if you submit/Finish a test, even accidentally, there is no going back to make changes or to redo a test.

**I recommend completing the tests well in advance of the due date in order to avoid losing points due to unforeseen issues like computer malfunction, internet problems, or illness. Because you have several weeks per test, no excuses will be accepted for not submitting a test by the due date--NO EXCEPTIONS. The tests and ultimate due dates are listed in the Assignments, Tests and Surveys tool.**

Following is the list of tests with the chapters and modules covered:

Test	Covers
T1	Ch. 1 & 2 and Modules 1 & 2
T2	Ch. 3 & 4 and Modules 3 & 4
T3	Ch. 5 & Module 5
T4	Ch. 6 & 7 and Modules 6 & 7
T5	Ch. 8 & 9 and Modules 8 & 9
T6	Ch. 10 & 11 and Module 10 & 11
T7	Ch. 12 and Module 12

**Quizzes:** For each of the assigned chapters there is a reading quiz. Once you have finished a chapter, take the quiz to test your understanding of the chapter material. Quizzes are not timed. While quizzes should be turned in the week listed on the course schedule, the absolute last date to turn a quiz in is the date listed. Quizzes and due dates are listed in the Assignments, Tests and Surveys tool.

Quiz	Covers
Q1	Ch. 1
Q2	Ch. 2
Q3	Ch. 3
Q4	Ch. 4
Q5	Ch. 5
Q6	Ch. 6
Q7	Ch. 7
Q8	Ch. 8
Q9	Ch. 9
Q10	Ch. 10
Q11	Ch. 11
Q12	Ch. 12

**Course Grade:** Your course grade will be based on points earned from tests, quizzes, and Discussion Essays:

Tests	215	A 371 +
Quizzes	127	B 330-370
<u>Discussion Essays</u>	<u>70</u>	C 288-329
Total Possible Points	412	D 247-287
		F 246 and below

**Please note:**

-No individual extra credit will be offered.

-**"Incompletes" will be given only in extreme circumstances. Consultation with the instructor required.**

-**It is ultimately the student's responsibility to drop a course that you do not plan on completing.**

\*Last day to drop the class without a "W" is April 20.

\*Last day to drop the class with a "W" is May 22.

## Course Outline

The Course Outline is a list of what needs to be accomplished for each week of the course.

This is a fast paced course; please keep up with readings, quizzes, modules, discussions, and tests. While the absolute due dates are found on each assignment, it is recommended to have the assignments completed by the week listed below.

Work ahead whenever possible--there is a lot to accomplish in 8 weeks.

### **Week 1**

**Module:** Read the first module, [Getting Started](#); modules can be accessed from the "Modules" tool listed the class left hand menu.

**Discussion:** [D1](#)

Find the discussion questions and post your responses in the Discussion and Private Message tool found in the left hand menu, under the category "Required Class Discussions" within the appropriate topic.

**Reading:** [Chapter 1 \(from the course text\) and Module 1](#)

**Quiz:** [Q1](#)

You will access Q1 and all quizzes (Q#) from the left hand menu of our class site.

In the "Assignments, Tests, and Surveys" tool, select 'Q1' from the list.

### **Week 2**

**Reading:** [Chapter 2 and Module 2](#)

**Quiz:** [Q2](#)

**Discussion:** [D2](#)

**Test:** [T1](#)

Tests (T#) are found in the Assignments, Tests and Survey tool.

### **Week 3**

**Reading:** [Chapter 3 and Module 3](#)

**Quiz:** [Q3](#)

**Reading:** [Chapter 4 and Module 4](#)

**Quiz:** [Q4](#)

**Test:** [T2](#)

### **Week 4**

**Reading:** [Chapters 5 and Module 5](#)

**Quiz:** [Q5](#)

**Discussion:** [D3](#)

**Test:** [T3](#)

### **Week 5**

**Reading:** [Chapter 6 and Module 6](#)

**Quiz:** [Q6](#)

**Reading:** [Chapter 7 and Module 7](#)

**Quiz:** [Q7](#)

**Test:** [T4](#)

### **Week 6**

**Reading:** [Chapter 8 and Module 8](#)

**Quiz:** [Q8](#)

**Reading:** [Chapter 9 and Module 9](#)

**Quiz:** [Q9](#)

**Test:** [T5](#)

### **Week 7**

**Reading:** [Chapter 10 and Module 10](#)

**Quiz:** [Q10](#)

**Reading:** [Chapter 11 and Module 11](#)

**Quiz:** [Q11](#)

**Test:** [T6](#)

## **Week 8**

**Reading: Chapter 12 and Module 12**

**Quiz: Q12**

**Discussion: D4**

**Test: T7**

**As Instructor of the course I reserve the right to modify the syllabus, assignments, and the course schedule. I will notify you in writing via the Announcements tool if there are any changes.**

### **Accommodations**

If you are a student with a disability and require accommodations, please contact the Disabled Students Programs & Services (DSP&S) Office. The DSP&S Office provides special assistance in areas including: registration assistance specialized tutoring, academic and career guidance counseling, instructor liaison, special instruction and testing assistance. For more information go to the DSPS:

**On the web:** <http://www.wlac.edu/dsps/>.

**On campus:** Student Services Building (SSB 320)

**Telephone:** (310) 287-4450

**Department email:** [dsps@wla.edu](mailto:dsps@wla.edu)

### **Class Communication Policies**

**All students will please follow these policies of our classroom community for all private messages, emails, and discussion groups:**

1. No profanity or foul language of any kind at any time.
2. Please address everyone politely by their name.
3. Under no circumstances may you use the classroom forum to ask for a classmate's personal contact information or in any way ask for a personal meeting or date.
4. Do not include in your signature or other material in your messages any kind of sales solicitations, information about a business, or a political or religious message of any kind. Do not include a blind or other kind of hyperlink to such information.
5. Please use common sense and common courtesy. Please check with me first if you have any questions about what is appropriate.
6. The instructor maintains the right to delete any public posting deemed inappropriate.

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## **Emails and Private Messages to the Instructor**

Please, do not email or private message me as you would text a message to your friend. Please follow these basic rules:

1. Sign off with your full name - first and last
2. If emailing, state in which class you are enrolled
3. Do not tell me to reply ASAP or make other demands
4. Do a spell check on your communications
5. Use upper- and lower-case letters as appropriate in any formal academic written communications (this includes "I")
6. Wait for a reply. I will reply to your messages as quickly as possible, and with every effort to do so within 48 hours during weekdays (except holidays).

## **Academic Dishonesty Policy**

Academic integrity is a fundamental value of higher education and WLAC; therefore, acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated in this course. It is your responsibility to understand what plagiarism is and you can read about it here: <http://www.plagiarism.org>.

Acts of academic dishonesty may result in zero points for the assignment, being reported to Student Services, and/or receiving an F for the class.

The following is from LACCD student code of conduct as it relates to student dishonesty (Board Rule 9803.28):

"Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor of college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at [www.wlac.edu](http://www.wlac.edu)."