



**FLORIDA
ATLANTIC
UNIVERSITY**

COURSE CHANGE REQUEST Undergraduate Programs

Department Anthropology
College Arts and Letters

UUPC Approval 2/26/24
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number ANT 2000

Current Course Title
Introduction to Anthropology

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change description to:

In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social and cultural issues from multiple disciplinary perspectives.

Change prefix

From: _____ **To:** _____

Change prerequisites/minimum grades to:

Change course number

From: _____ **To:** _____

Change corequisites to:

Change credits*

From: _____ **To:** _____

Change registration controls to:

Change grading

From: _____ **To:** _____

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Change WAC/Gordon Rule status**

Add Remove

Terminate course? Effective Term/Year for Termination:

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Effective Term/Year for Changes: 2024 SUMMER

Faculty Contact/Email/Phone Valentina Martinez/vmartine/70991

Approved by

Department Chair *Michael Egan*
College Curriculum Chair *Erik Hogue*
College Dean *Korey Sorge*
UUPC Chair *Dan Meeroff*
Undergraduate Studies Dean _____
UFS President _____
Provost _____

Date

2/1/24

5 FEB 2024

2/8/24

2/26/24

2/26/24

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

MEMORANDUM

TO: Undergraduate Programs Committee

FROM: Michael Harris, Anthropology

DATE: Feb. 1, 2024

SUBJECT: ANT 2000 course description/learning objectives modifications

In the set of documents provided (Course change form, syllabus), the Department of Anthropology is complying with the requirements for SUS core curriculum changes with regard to ANT 2000 Introduction to Anthropology. These changes include the standard SUS course description and course learning objectives.

ANT 2000 | INTRODUCTION TO ANTHROPOLOGY

ANT 2000 | INTRODUCTION TO ANTHROPOLOGY & Writing Across the Curriculum Lab
Welcome to Intellectual Foundations Program-General Education Curriculum
ANT 2000 is a fully online asynchronous course.

Spring 2024 | 3 Course Credits |

The purpose of the general education curriculum in this endeavor is to develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. Acquiring substantive knowledge and/or skills in a breadth of foundation areas, the ability to think critically; and the ability to communicate effectively.

| FAU Senior Instructor | Ecuador Field School Director |

| Archaeology, South America, complex societies, territorial expansion, traditional technologies, collaborative archaeology, coastal Ecuador |

Instructor: Prof. Valentina L. Martinez, M.A. in Anthropology, ABD.

Office Location: SO Bldg., Room #182 (SO 182).

Office Hours: Mondays, from 11:00 am to 5:00 pm; Fridays, from 1:00 pm to 4:00 pm. I use Teams and Zoom.

Contact Phone Number: (561) 702-9186.

Email: vmartine@fau.edu

Graduate Teaching Assistant (GTA) Contact Information:

- 1) *Ricardo Sabogal Suji*, rsabogalsuji2012@fau.edu, ANT 2000-002 and ANT 2000-003.
- 2) *Daniel Rivas*, danielrivas2022@fau.edu, ANT 2000-004 and ANT 2000-005

The role of the GTA is to aid students online in the understanding and comprehension of the materials covered in this course. For this, they hold office hours throughout the week. Their responsibilities include helping students to improve their writing skills and analyze text as well. They are in charge of grading all assignments and provide written evaluations of student's papers online. They post the written essay assignment evaluations on their Canvas Comment Section.

The GTA will publish their BIO and office availability (in person and online) in their Canvas sections.

IMPORTANT NOTE: STUDENTS ARE REQUIRED TO READ THE ENTIRE SYLLABUS AND COMPLETE THE STUDENT INTRODUCTION AND SYLLABUS QUIZ (AND/OR SYLLABUS CONTRACT).

FOUNDATIONS OF SOCIETY AND HUMAN BEHAVIOR

This course in this area examines the forces that shape human behavior and societies. The disciplines represented in this foundation area study individuals, groups, societies, cultures, markets, and nations. Their scope is broad: the formation of attitudes; how institutions develop, function, and change; the forces that transform society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and the scope and complexity of systems of race, ethnicity, gender, sexuality, and social class.

Students who satisfy the Society and Human Behavior requirement will demonstrate the ability to:

- Describe patterns of human behavior.
- Describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
- Apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

WRITING ACROSS THE CURRICULUM (WAC)

This course meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes teaching and writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

Failure for Gordon Rule purposes = 73 and below. You must achieve a grade of "C" (not C-minus) or better to receive credit.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term essay. You must submit your work if selected to participate in this assessment.

You are required to write between **6000** to **7000** words. You will accomplish this by completing a total of 10 writing assignments. Assignments are tied to specific topics in Anthropology; and, the formats include film reaction + post-one response, expository essays, and, thesis-driven essays. Each assignment has a different word count but together they add to the required WAC **6000** words and plus.

Only the first (module 1) and last (module 10) written assignments are thesis-driven essays. The main purpose of a thesis-driven essay is to make an argument or prove a point. This “point” is explicitly articulated in your thesis statement, and the rest of your paper is structured around building evidence to support that thesis statement.

Writing assignments account for 60% of your grade, distributed in the following way: Film Reaction + Post-One Response (20%); Expository Essays (20%), Thesis-Driven Essays (20%). The other 40% of your grade includes Key Terms and Concepts assignments (20%) and Self-Knowledge Quizzes (20%).

You will find guidelines for writing the Film Reaction + Post a Response, Expository Essays, and Thesis Driven Essays on CANVAS. Make sure that you review the guidelines provided. They will help you orient and effectively write your film reactions, expository essays, and thesis-driven essays. Overall, all work turned in must demonstrate a sincere effort on the student’s part to construct a clear thesis and develop an argument logically in a well-organized essay, with support of major points by specific examples and quotations from the text. Ideally, a student’s work should present fresh, creative approaches based on his/her own ideas. All work should be free of mechanical errors and be thoroughly proofread. You will be evaluated in terms of focus (what are you writing about?), development (evidence and supporting material), organization (introduction, body, conclusion), style (clarity and precision), and conventions (grammar, punctuation, formatting). More detailed written descriptions of each writing assignment and their evaluation criteria, including a rubric, can be found in the Canvas Modules.

The general format for all written assignments is the following:

- 1-inch margin on all four (4) sides of the paper
- 12-size text, Times New Roman font
- double-spaced
- In the upper left-hand corner should be your name, the instructor's name, course information, date, and assignment
- In the upper-right corner should be a header with your last name and page number

Schedule to Support Writing is on an online basis and includes 9 (nine) hours of office hours per week to orient and help students in their writing assignments and analysis of texts. Three (3) Graduate Teaching Instructors have been assigned to this activity. Their day/time availability can be found above.

The class satisfies one of the Gordon Rule requirements.

Intellectual Foundations Program - General Education Curriculum

This course is part of FAU's Writing Across the Curriculum (WAC) Program. The WAC requires that students produce writing in various forms. The objectives of WAC are to:

1. Produce both finished writing and preparatory writing; (WAC#1)
2. Use writing to engage actively with course material; (WAC#2)
3. Employ critical thinking based on well-reasoned assumptions; (WAC#3)
4. Demonstrate the distinction between learning-to-write activities from writing-to-learn activities; (WAC#4)
5. Recognize and practice writing as a recursive process that demands a substantial reworking of drafts (global revision) to revise content, organization, clarity, argument structures, etc., as distinct from editing and correction of surface error (local revision); (WAC#5)
6. Demonstrate enhanced learning through global and local revision that is based on "learning-centered" grading criteria; (WAC#6)
7. Demonstrate the ability to respond to readings, including student texts, during class-wide or small-group discussions and/or in informal writings; (WAC#7)
8. Demonstrate disciplinary forms and styles of writing that include proper citation format; (WAC#8)
9. Demonstrate the abilities to identify, understand, and edit for the global organization, style, and patterns of error recurrent in their own writing up to 4000 words. (WAC#9)

Please access the FAU [Intellectual Foundations Program - General Education Curriculum](#) to view resources and information.

COURSE DESCRIPTION

Official Course Description

In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social and cultural issues from multiple disciplinary perspectives.

More course information

This course introduces the discipline of anthropology and the work of anthropologists. It does so by focusing on a series of questions that anthropologists have developed compelling answers to like: Why do people believe different things? Why are some societies characterized by inequality? Who are the hominins and why did they evolve? Why did humans settle down? Why is race considered a cultural concept? This "question-based" approach encourages students to

make inquiries about their own society and culture as they think critically and actively engage with, and learn from, examples throughout the world and throughout history. Students will leave the course with a broad understanding of how anthropologists answer such questions and with a greater awareness of the cultural and social diversity that exists in the world.

Overall, Anthropology encompasses the study of the prehistoric, historical, and current development of humans as both social and biological creatures. This broad topical and temporal framework for studying humankind typically leads to the division of anthropology into four distinct fields: physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology.

For analytical purposes, we will discuss these four fields separately, but the links among them are debated repeatedly throughout the course. The course follows an integrative approach reflecting the broad character of our discipline where members of our species are studied in their totality. As anthropologists, we believe that in order to understand humanity in all its complexity we need to learn the systemic interplay between humans, culture, and the environment.

Throughout the course, emphasis will be placed on the holistic, comparative, and scientific perspectives of the discipline which provides unity for students' understanding of the anthropological approach to the study of culture. The study of culture offers insights not only into how groups live, but also enriches the understanding of our own society. Thus, this broad, holistic way of looking at the world is important today, as cultures, nations, and individuals from diverse backgrounds increasingly interact in the global village.

COURSE PREREQUISITES

There are no specific prerequisites for the course, but some of the material to be covered is advanced or modestly challenging. However, you will have the support you need to be successful in this course.

COURSE OBJECTIVES

Official Course Learning Outcomes

- 1. Students will explain scientific approaches to the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity.**
- 2. Students will explain the origins of anthropology as a foundation discipline in the social sciences that examines the nature and definition of culture.**
- 3. Students will apply anthropological concepts, principles, and methods to the scientific study of past and present human behavior.**

4. Students will explain how anthropology incorporates multidisciplinary knowledge and perspectives.
5. Students will describe anthropological contributions to contemporary issues.

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

1. Distinguish the field of anthropology and its sub-fields. (CO:1)
2. Identify evolutionary theory. (CO:2)
3. Examine the primates. (CO:3)
4. Explain human evolution. (CO:4)
5. Describe the domestications of plants and animals, the origins of settled life, and the development of the first cities and states. (CO:5)
6. Compare cultural anthropology, cultural relativism, and ethnocentrism. (CO:6)
7. Recognize how cultures adapt to their environments. (CO:7)
8. Define how cultures are organized in terms of subsistence, economy, political systems, religion, marriage, family, and art. (CO:8)
9. Relate how anthropology can be relevant today and to their lives. (CO:9)

Beyond these general course goals through graded assignments, online discussions, and exams this course will help you build:

- Knowledge of human cultures
- Critical thinking skills
- Effective written communication skills
- Intercultural knowledge and competence
- Individual social responsibility

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. The course begins with the **Start Here module**, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

REQUIRED TEXTS & MATERIALS

In this course, you will need the following text and/or materials:

Title: Avanti - *Anthropology: What Does It Mean to Be Human?*

Authors: Robert H. Lavenda, St. Cloud State University & Emily A. Schultz, St. Cloud State University

Edition: Fourth Edition

Publisher: New York Oxford - Oxford University Press

Release Date: 2018

Pages: 600

ISBN-13: ISBN-13: 978-0190840686

ISBN-10: ISBN-10: 0190840684

Genre: Social Science

Video-Film Access | Documentary Educational Resources

Please use your FAU email credentials to access the resources posted on Canvas.

The process for students to access the module films is the following:

1. Students should click on the film's Alexander Street hyperlink in the assignment's instructions
2. Students will then be rerouted to a new window tab; the students should then select the log-in icon at the upper right-hand corner of the screen
3. Students will then be presented with the Alexander Street school selection tab, the students should type in FLORIDA ATLANTIC UNIVERSITY
4. Another tab will open and students will be able to log in using their university credentials.
5. The full film will now be available for viewing inside/outside campus grounds.

TECHNOLOGY AND COMPUTER REQUIREMENTS

Technology Requirements for This Course

In this course, you will need specific technology and computer requirements to complete the assignments successfully. Please note that these requirements also include course-specific technical skills you must have to succeed in the course. If you have any concerns or need assistance, please contact the [FAU Help Desk](#)

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

Required Technical Skills

1. Submit postings and responses to a Discussion Board.
2. Submitting/ Attaching documents to Canvas.
3. Copy and Paste functions.
4. Microsoft Office tools: Word, PowerPoint, Excel.
5. Access WebEx on Canvas from a MAC, PC, or any mobile of your choice.
6. As applicable -> Searching the FAU library, and external websites, as needed on this course.

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to

resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

Graded Student Orientation

The Student Orientation consists of a Student Introduction and syllabus Quiz.

Key Terms and Concepts Assignments

A total of ten (10) Assignments. Ten (10) assignments related to chapters Key Terms and Concepts. They are designed to help you get familiar with specialized vocabulary in anthropology. ***It is expected that you introduce this vocabulary in your written assignments.***

Quizzes | Self Knowledge

There are five (5) quizzes. The objective of the assignment is for you to access your own knowledge of your studies.

WAC LAB Discussion | Film Reaction + Post one Response

There is a total of four (4) Film Reactions + Post one Response. Please answer to the best of your knowledge, as you have learned. Use your textbook as a reference.

WAC LAB Expository Essays

A total of four (4) Expository Essays Assignments. Please follow specific guidelines posted on Canvas to be successful in your writing.

WAC LAB Thesis Driven Essays

A total of two (2) thesis-driven assignments. Please follow specific guidelines posted on Canvas to be successful in your writing.

COURSE COMPONENTS AND GRADING SCALE

Course Assignments	Weight (100 %)
Course Orientation: 1. Syllabus Quiz & 2. Student Introduction at up to 10 points each	1%
Assignments Ten (10) Key Terms and Concepts Total of 10 at up to 100 points each.	20%
Quizzes Five (5) Self-Knowledge. Total of 5 up to 100 points each.	19%
WAC LAB Discussion Four (4) Film Reactions + Post One Response Total of 7 at up to 100 points each.	20%
WAC LAB Expository Essay Four (4) Expository Essays Total of 4 at up to 100 points each.	20%
WAC LAB Thesis Driven Essay / Two (2) Thesis Driven Essays	20%

Total of 2 at up to 100 points each.	
	Total
	100%

GRADE SCALE

COURSE GRADING SCALE

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Student's grades will be rounded off to the higher grade when the grade is .50% or above (e.g., 89.50% or higher = A-; 89.49% or lower = B+). The final grade recorded in Canvas is considered the official grade. Any queries regarding your final course grade must first be addressed to your instructor.

The grades in this course are weighted, which means that some assignments for this course count more for your final grade than others (see above). Because of this, the "Weighted Total" grade column inside Canvas is the most accurate calculation of your current course grade, since this column interprets the value of each individual assignment according to its true percentage, or "weight," that it carries in the final grade. To put this another way: Do not try and determine your current course grade simply by dividing points earned by the total number of points possible. For questions about the scoring system, please ask your instructor during office hours.

Course Schedule - You will find this online course's schedule within Canvas. Once logged into this course, please click the link SYLLABUS for full details of the module, activity, and assessment availability and due dates.

Extra credit - Extra credit is based on your participation in activities in this course, and it is at the discretion of your instructor.

ASSIGNMENTS POLICY

Only in case of an emergency, a late assignment will be approved by the instructor. If you have an emergency, contact the instructor immediately and make an appointment with him/her to discuss the details of your case. ***It is up to the discretion of the instructor if an assignment can be turned in late.*** The make-up work should be done as soon as possible.

Assignment Feedback Policy - Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to you by your instructor.

Online Attendance Policy - Since the course is delivered online, you are expected to access the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in all aspects of the course. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

Incomplete Grade Policy - The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with the consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to

give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Official university attendance policy: Attendance Policy Statement Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student's final course grade as a direct result of such absence

Course-specific policy: Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing a major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

SPECIAL COURSE REQUIREMENTS

- **NETIQUETTE**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are an adult student and professional—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

- **CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within the classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability

to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email: You are responsible for reading all your course emails and responding in a timely manner.

Course-Related Questions: Post course-related questions to the FAQ discussion forum. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Email/Video Conferencing

You are responsible for reading all your course emails and responding in a timely manner.

Course-Related Questions

Post-course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to emails (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Post-course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts. Except on weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with the University's mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES AND ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

Disability policy statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Student Accessibility Services

Our comprehensive academic support services include advocacy, academic accommodations, Assistive Technology equipment/software training, Assistive Technology Computer Lab, Learning Strategies training, and an active student organization.

Academic Integrity Policy

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor’s own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

COURSE TOPICAL OUTLINE

Deadlines for all listed Assignments can be consulted in Canvas under each Module.

DATES	MODULE/TOPIC	ASSIGNMENTS	WORD COUNT (WC)
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Jan 8 – Jan 10	Introduction to the Course	Syllabus Contract Student BIO	N/A
Jan 8 – Jan 17 (10 days to complete assignments)	Module 1: What is Anthropology (Chapter 1)?	Key Terms and Concepts Thesis Driven Essay	500 WC, 2 pages doubled space (Thesis Driven Essay)
Jan 18 – Jan 27 (10 days to complete assignments)	Module 2: Why is Evolution Important to Anthropologists (Chapter 2)?	Key Terms and Concepts Expository Essay Self-Knowledge Quiz	500 WC, 2 pages doubled space (Expository Essay)
Jan 28 – Feb 6 (10 days to complete assignments)	Module 3: What can the study of primates tell us about human beings (Chapter 3)?	Key Terms and Concepts Film Reaction + Post-One Response	500 WC, 2 pages doubled space (Film Reaction)
Feb 7 – Feb 17 (11 days to complete assignments)	Module 4: What can the fossil record tell us about human origins (Chapter 4)?	Key Terms and Concepts Film Reaction + Post-One Response Self-Knowledge Quiz	700 WC, 3 pages doubled space (Film Reaction)
Feb 18 – Feb 28 (11 days to complete assignments)	Module 5: What can evolutionary theory tell us about human variation (Chapter 5)?	Key Terms and Concepts Expository Essay	700 WC, 3 pages doubled space (Expository Essay)
Feb 29 – March 10 (11 days to complete assignments)	Module 6: How do we know about the human past (Chapter 6)?	Key Terms and Concepts Expository Essay Self-Knowledge Quiz	700 WC, 3 pages doubled space (Expository Essay)
March 11 – March 22 (12 days to complete assignments)	Module 7: Why did humans settle down, build cities, and establish states (Chapter 7)?	Key Terms and Concepts Film Reaction + Post-One Response	900 WC, 4 pages doubled space (Film Reaction)

March 23 – April 3 (12 days to complete assignments)	Module 8: Why is the concept of culture important (Chapter 8)?	Key Terms and Concepts Film Reaction + Post-One Response Self-Knowledge Quiz	900 WC, 4 pages doubled space (Film Reaction)
April 4 – April 15 (12 days to complete assignments)	Module 9: What can anthropology teach us about sex, gender, and sexuality (Chapter 13)?	Key Terms and Concepts Expository Essay	900 WC, 4 pages doubled space (Expository Essay)
April 16 – April 30 (15 days to complete assignments)	Module 10: What can anthropology tell us about social inequality (Chapter 15)?	Key Terms and Concepts Thesis Driven Essay (Rewrite and Expand) Self-Knowledge Quiz	1200 WC, 5 pages doubled space (Thesis-Driven Rewrite)
TOTAL WORD COUNT			6000 - 7000