Welcome to Online Physical Anthropology with Michael Pilakowski

This course is an ongoing work in progress. If you have further suggestions please feel free to forward them to me, either about this introduction to the course or about the navigation and structure of the course itself. This is NOT your course syllabus, although it does include some insight into what is expected of you and how to do it. The goal of this document is to get you enrolled in the class and past a few technical hurdles. The syllabus is the summary form of actual content goals and expectations.

How is this class different than others?

To begin, let’s consider if online education in my class is right for you since it is considerably different than what you experience in a face-to-face class. As I see it, there are four main things that challenge people in taking my class beyond what challenges await in a face-to-face class.

First, there is no lecture component to the class; your sources of information are the textbook, discussion board exchanges with your classmates and me, and many web-based readings chosen to enhance or expand upon the basics introduced in the book. Thus, you need to be able to keep up with a tremendous amount of reading AND be the sort of person who can “get the point” from reading the material. This kind of instruction is NOT for everyone. If, for instance, you are an auditory learner (learns best by hearing things rather than reading, seeing, or doing), then you definitely do not want to take this class.

Second, we utilize a variety of multimedia and other technological tools throughout the course that you need to have some familiarity with, at least enough to install them on your personal computer. Many of these are browser plug-ins – extra programs that you need to have installed in addition to your web browser, but others include the Adobe Acrobat reader utility since many handouts are presented in Portable Document Format (PDF) and cannot be read with your word processor. It should also go without saying that your computer must be reliable and consistently accessible. Experience has shown me that students trying to use multiple computers to access this class experience frustration, loss of time, and thus suffer in the course as a result.
Third, the class is not just a collection of web pages – you cannot browse through them like you would a regular website. The class is taught using the WebCT course management toolset, and thus there are some things about the way WebCT works that you need to pay attention to.

Fourth, there are no set meetings for this class and relatively few due dates. You can log in at 3 PM or 3 AM – I don’t care. This sounds wonderful, but has caused problems in the past for students unable to practice time management skills. You must be willing to make a commitment to log in regularly to the class (at least 30 minutes every other day is a good rule, but minimally an hour every 2-3 days) to keep up with announcements and the required class discussions. Please note that this hour of time does NOT include time spent reading the textbook or extra materials – it is the time spent directly interacting with the class through emails, discussions, and so forth. A course such as this typically requires about 150 hours of time spent to maximize your results (including readings).

So how do I know if I am ready for this?

To help you get a sense if you are ready for the online experience, I heavily suggest that you take advantage of the college’s online tutorial in online learning, the WebCT hardware and software requirements that you will need to have, and other interesting areas. Point your browser to: http://onlineaccess.shastacollege.edu/student/getting_started.htm
And your screen should look something like the screenshot below in Figure 1. You will see a number of bulleted hyperlinks that will take you through various aspects of the tutorial. I suggest you begin with the link “Take our online readiness questionnaire” and follow all of the arrows at the bottom of each page to walk through the tutorial/orientation pages.
While you are doing the tutorials, **be sure to run the browser tune-up utilities you will find.** These little programs check to make sure that your browser is up to date and has all of the required plug-ins loaded. There are also links on the page to download and install anything you are missing. If you missed this page somehow or want to go back, this link will take you there: [http://onlineaccess.shastacollege.edu/student/orientation5.htm](http://onlineaccess.shastacollege.edu/student/orientation5.htm)

While we are on the topic of browser usage, please note that **WebCT does not support AOL.** If you use AOL as your browser I can almost guarantee you will have problems using the course and may not be able to access all of the content or have problems submitting and grading assignments and quizzes. **In short, don’t use AOL’s browser for this class!!!**

**I’m ready and my browser is tuned up. How do I add the class?**

Now you need to actually add the class to your WebCT account if you have not already done so. To create a WebCT account and add the course to your account, please refer to the webpage at: [http://onlineaccess.shastacollege.edu/logininfo.htm](http://onlineaccess.shastacollege.edu/logininfo.htm). Please remember that just adding yourself to the class in WebCT does NOT enroll you – you must also enroll as normally as a student with the college through Admissions and Records. Also, please be sure to enroll in the right section of the course – summer, spring, or fall semester. **If you try to enroll in the wrong**
semester, you may get an error message that says you need a school or instructor-provided password.

Okay, I'm enrolled. How do I log in each time?

After your initial account creation, when you want to log back into the class, you need to go to the log-in page where you will be asked to enter your WebCT user name and password. The address you want to bookmark in your browser for this is:

http://onlineaccess.shastacollege.edu/

Once here, you should see a page similar to the one in Figure 2 below. Read the directions adjacent to each link to choose the correct one for you at this point in the process. The one you will use most often is the first – WebCT Log-in. Click on it and you will be prompted to enter your WebCT user name and password.

After you’ve entered your user name and password, you will come to a screen called the “myWebCT” screen, shown in Figure 3. This is where all your courses will be listed, once you have added them through admissions and records.
To actually log into the class, you must click on its title (ANTH 1). At this time, also notice in the screenshot above that there are some little icons after the word “News”, right by the pink arrow I’ve inserted. Those icons are very important and you should look for one or more of them each time you log in to the class (not all of them are always there). From left to right, there is a little clock and a folder (a quiz is due or overdue); an envelope (you have mail inside WebCT); a pushpin (there are new discussion/bulletin board postings for you to view); a calendar (something new has been posted by the instructor to the course calendar); and a big letter A (grades have been updated and are ready to view). You might also see other icons at one point or another, too. If you ever forget what an icon means, moving your mouse over the top of it will cause a little reminder to appear in the lower left corner of your screen (in Internet Explorer – I don’t know about Netscape). Clicking on any one of those icons will take you straight to that area of the course if you so desire.

Okay, I’ve logged into the course. Now what do I do?

Once you have successfully logged in, your welcome screen should look something like Figure 4 below. This is called the course homepage. You will conduct almost all of your WebCT course business from this page. If you scroll down to the bottom of the screen (Figure 5), you will see all of the links you will need to navigate in the course.
Each icon on the screen will be used by you at one or more points in the course, so I encourage you to surf through them and familiarize yourself with the features of the WebCT environment. I have appended at the back of this introductory guide a cheat sheet called *Summary of Icons on Course*.
Homepage that includes a brief description of each icon and its purpose. Congratulations on getting this far. Now let’s get ready to learn.

What’s next? How do I actually do things in the class?

Overview of Course Structure: Units and Content Modules

We will complete three units in the course, with 1/3 of the semester devoted to each one. Each unit covers 4-5 chapters worth of material from the textbook. In each unit, you are responsible for reading the associated chapters from the textbook and completing a number of additional tasks, organized chapter by chapter into what WebCT calls "Content Modules", one for each unit. The tasks include:

- reading additional web-based content tied to each chapter in the unit
- viewing PowerPoint presentations related to the textbook reading
- submitting short homework activities through WebCT
- posting to an online class discussion board in WebCT for each chapter
- completing online chapter quizzes and a unit exam in WebCT

All of the required tasks for a given unit and covered in its associated Content Module must be completed within the time allotted to that unit in order for you to receive credit. **Once a new unit has begun, I will no longer give credit for quizzes, exams, discussion postings, or exercises submitted from the previous unit.** It is your responsibility to work through the materials associated with a given unit in a timely manner and ensure that everything is submitted by the due date for the unit. Do NOT wait until the last 24 hours before the unit deadline to do all the work and then complain to me because your computer malfunctioned and you couldn't get it all in! **To find out what the exact due dates are for the work associated with a given unit, please see the Course Calendar tool on the homepage.** I also generally send an email to the class just before the end of each unit and just after the start of a new one.

How do Content Modules Work? What am I expected to do with them?

When you open a content module, you will see bold-faced black titles for each chapter with little green triangles to the left of them (see Figure 6). This page is called the Index Page. Clicking on a triangle will permit you to view a list of links to the material associated with each chapter. Clicking again on the same triangle will "collapse" the list of links again (this is useful if you have
too many chapters worth of material visible on the screen at once). Figure 6 shows expanded links for chapters 3 and 12, while 1, 2, and 4 are collapsed.

The general format and order for each chapter's material in each content module is the same:

- Chapter Introduction
- Chapter PowerPoint
- Chapter Web Readings
- Chapter Activity
- Chapter Discussion
- Chapter Quiz

Clicking on one of the material links (shown in purple in Figure 6) will open another page where you can FINALLY view content related to that chapter. Each of the chapter material links is explained below.

**Introduction**

There is no lecture component as such in this course, so it is extremely important for you, the student, to diligently keep up with all assigned readings, both from the text and from the Internet/World Wide Web - they make up the "lectures" for the course. Students in the past have generally reported that the authors of the text have written in an engaging, easily readable, and clear
style, so it shouldn't be as painful as it might seem at first - but you do need to read carefully and
often. I've created a short chapter introduction of my own to help key you in to some major points
each chapter brings up and give my own insights into some areas. Some of these introductions are
longer than others.

**PowerPoints**

I've posted PowerPoint presentations related to each textbook chapter's content for
additional reinforcement of key points raised in the text. For the most part, these are keyed right
into the text and can almost be used as you read through the chapter (if you sit in front of your
computer while you read the textbook!).

**Web Readings**

I choose each chapter's Web Readings to either give you additional information about
material covered in that week's text readings or to provide you with some additional
practice/exposure, new applications, or some hands-on interactive tutorials. Some chapters have
many more Web Readings than others. Do not feel as if you need to read them all. I recommend
that you read the ones that either interest you the most or that deal with concepts in the chapter you
feel a bit "shaky" with. Occasionally, I will make one or more of the Web Readings required - this
will become clear when you see instructions elsewhere that begin with something like "discuss with
the class what you found in your reading of XXXX".

Why are not all of the Web Readings required? So many of the web pages that you are
encouraged to visit are quite lengthy and so I want you to focus on what parts are important to you
in comprehending the essential points of the course. Additionally, I realize that not everyone will
read at the same pace, and so I want you to have the flexibility to focus on what YOU need most in
order to maximize your learning in the class.

So why are there so many Web Readings then if so many are in effect "optional"? The
answer to that is related to my philosophy of a college education - by the time one reaches college,
the responsibility of getting the most out of the class experience is not on the instructor. I will not
saw your head open and pour knowledge in. You must have the drive to seek it out to a level of
your own interest. Only then will you truly "get it" in your long-term memory. I am your guide
and facilitator, not your taskmaster.

**Activity**
Almost every chapter is associated with some sort of additional written Activity for you to complete and submit to me through the WebCT Assignments tool, although some chapters do not have a graded activity associated with them. Like the Web Readings, the Activities are designed to enrich your experience in the course and help solidify important concepts in your brain through an opportunity to reflect on readings, engage in some short research, or apply material from the chapter. You do not need to submit every Activity in the course, but two must be submitted during each unit (six Activities total, at 25 points each equals 150 points in the class) must be completed and submitted on time in order to receive full credit. Submitting extra activities can earn you extra credit (up to 75 points).

The content modules only provide an overview of the activity. You cannot submit the completed activity through the content module, nor is there a link in the content module that takes you to the Assignments tool (sorry, this is a limitation of WebCT). You must navigate to the Assignments tool, which is located on your course welcome page. There, you will find links to each Activity and a feature that allows you to upload and submit your completed activity as a word processor document. Do not send the Activities to me through my regular email, only use the CT Assignments tool! Also, be sure your completed Activity is in a format I can read (Word, RTF aka Rich Text Format, Works, or PDF files seem to be no problem; WordPerfect sometimes doesn't function).

These Activities are not "graded" other than credit/no credit for an honest attempt to complete the exercise. If you complete them (right or wrong) and demonstrate your honest attempt to do well, you get the 25 points per Activity! Otherwise, you may receive half or no credit, depending on the level of incompleteness. Every week, I will review work submitted to me since the last check and update the grades. I will also mail back either a corrected version of your assignment, or a "key" for you to self check your answers. You can access these keys by returning to the Assignments tool.

Remember, you do not need to do all of the chapter Activities, but you must do a total of six - two from each unit. I recommend that you submit your Activities relatively early in each unit and review your answer key prior to taking the unit exams as a study help and comprehension check. Also remember to upload and submit them through the Assignments tool, not regular email.

Discussion

Each chapter has in association with it a required discussion topic. When you view the Chapter Discussion link in your content module, you will only be taken to an overview of the chapter's
topic. To actually post, you will need to navigate to the course discussion area. This is accessible in several ways:

- A discussion link appears at the top of each content module page
- A discussion link appears on the course welcome page
- A clickable pushpin icon appears under "Course News" in your myWebCT screen (this icon only appears if there are new, unread discussion messages)

The topic for each chapter's discussion is repeated as the first posted message on each discussion board in case you forget it. If you don't see it, you may need to click on the "View All" tab to reveal all of the messages in the chapter's discussion board - you may have set your discussion preferences to only show the most recent unread messages posted there.

I expect that each student will make a minimum of one original post "on topic" (i.e. addressing that chapter's discussion issue) for each chapter, as well as post at least two meaningful responses to other students' posts in the chapter. **Over the course, I expect to see a minimum of 40 total posts from each student, for three points each.** I require that they be evenly spaced over the semester. Thus, there will be 40 points possible for posting in unit 1, 40 in unit 2, and 40 in unit 3 for a total of 120 points. If you think of this in another way, that's about 3 points per post you make in the class! Once a new unit has opened, no further posts to a previous unit's discussion boards will receive credit.

**Quizzes**

In general, you should complete each chapter's readings, assignments, and discussions before taking that chapter's quiz, a short 10 question, 10 point (multiple choice and true-false) review of the chapter's material (accessible through WebCT's Quiz feature).

Consider the quizzes to be open book and open note. You will have a limited amount of time in which to complete quizzes (10 minutes), so please plan accordingly and do not try to "find" the answers to each question in the book during the quiz. Be sure to save each answer as you go or the questions will not be graded and your score will be reduced. When you have finished a quiz and are ready to submit, your grades will be immediately available. However, **you need to click on the "View Results" button to view your grades.** If you forget, your quiz is not automatically graded and you will not be able to see your score. So, please be sure to click on "view results" after each quiz you take! Each quiz is worth 10 points, and we will do 13 of them, for 130 points in the class.
Chapter quizzes and any available unit exams may be accessed from several places within WebCT, including the content modules, the class welcome/homepage via the Quizzes and Exams tool, and from your myWebCT screen before you've actually logged into the class (the "Quizzes Available" icon looks like a little clock next to a folder).

If you experience problems with your computer connection during a quiz or exam, please let me know as soon as possible so that I can look into it. I tend to be more "forgiving" about this sort of thing during the first unit. By the time we are in units 2 and 3, I expect that your technical problems should be ironed out. **When taking quizzes and exams, remember to choose "save" each time you enter an answer.** If you do not, you will receive a zero for that question! By saving your answers, by the way, if you do get disconnected during an exam, you can pick up right where you left off when you return.

**Quizzes submitted substantially after their 10-minute allotment expires may be reduced by one point per full minute spent beyond the time limit.** Remember, you do have a time limit, so your best bet is to know what you are doing BEFORE you sit down to take the exams. Also remember to click on “view scores” when you are done and have submitted the quiz, otherwise, your score will not be entered.

Here is a study hint for your quizzes: on the back cover of your textbook, you will find the web address for the publisher’s webpage. Go there and find the page specific to this edition of the text – it’s chock full of sample quizzes, extra activities, interactive crossword, flashcards, audio pronunciations of vocabulary words, and other “Easter eggs” to help you study. Additionally, you might want to focus on the heads and subheads in each chapter as sources of what the authors consider important talking points. Understanding the expected outcomes of each chapter will help you as you read through it.

**I’m a bit lost. How do I Navigate in the Content Modules?**

Figure 6 showed you what the first page of a content module looks like. This was called the Index Page. When you click on one of the chapter links other than “PowerPoints” or “Quiz”, a page will appear that looks something like Figure 7, which shows the “Chapter 2 Web Readings” link.
At the top of the page, you will notice a menu bar called the Action Menu. I’ve placed a red arrow next to it. At the left of this menu are buttons that help you navigate within the current content module, taking you from one page to another or back to the start at the Index Page, or refreshing your view of the page from the server. Moving your cursor over a button will cause a description of its purpose to appear. There are also blue links on the Action Menu for Discussion, Quizzes, and Mail. Clicking on one of these will take you to that page of the class if you need to access one of those features. They work just like the icons on the class Homepage and permit you quick access to other areas of the course. Clicking on Take Notes will open a window that you can use to jot down notes to yourself about the content you are reading. These notes can be printed or saved for later access if you return to the content module.

Above the Action Menu is another bar, called the Breadcrumbs (I’ve placed a green arrow there). The Breadcrumbs are actually found throughout WebCT, and permit you to retrace your steps from one page to another, in the order that you have visited them in WebCT during that session. These are NOT quite like the “Back Button” on your web browser and cannot take you outside of the WebCT environment. When you are in WebCT, you should use these buttons rather than your browser button to navigate. Using the Back Button on your browser can unintentionally take you out of WebCT and make you need to log in again.
Got it. Is there anything else I'm responsible for in class?

Yes. Three Unit Exams, a Comprehensive Final Exam, and a Term Paper

In addition to your chapter-by chapter work in the text and in the associated materials in the content modules, there are two other things you need to be aware of that are worth points toward class completion that weren't mentioned above: exams and a term paper.

Each unit will conclude with an exam consisting of 50 multiple choice and true/false questions drawn from all of that unit's chapters. You will have 60 minutes to complete each of the unit exams. The final exam will consist of 100 questions and cover material addressed throughout the course, including unit 3. You will have 120 minutes to complete this exam. Each exam is worth 100 points. All of other "rules" for quizzes mentioned above still apply to the exams (i.e. time limits and point reductions, etc.). Unit exams may be accessed from the course welcome page's Quizzes and Exams tool, from your myWebCT page via the "Quiz Available" icon, or from within each unit's content module.

You are also responsible for completion of a formal, documented, 4-6 page term paper analyzing a topic of your choice that would also be of interest to the discipline of physical anthropology. In short, the paper should analyze a topic rather than describe it. For instance, a paper discussing the differences in behaviors between gorillas and chimpanzees would be reduced in points while a paper that went further and included an argument as to which of the two animals makes a better model for early human behaviors based on the presented evidence would earn full points. More information about this paper is included in the Assignments area of the course under the assignment titled "Term Paper". The term paper is submitted through the Assignments tool, but does NOT count as one of your chapter Activities. It also has its own due date outside that of the Unit due dates. Please see your course calendar for the specific due date.

Could you go over the grade breakdown again?
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Exam (50 Qs)</td>
<td>100</td>
</tr>
<tr>
<td>Unit 2 Exam (50 Qs)</td>
<td>100</td>
</tr>
<tr>
<td>Unit 3 Exam (50 Qs)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam (100 Qs)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (13)</td>
<td>130</td>
</tr>
<tr>
<td>Activities (6, 2 per unit)</td>
<td>150</td>
</tr>
<tr>
<td>Term Paper (4-6 pp)</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Posts (40)</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td><strong>Extra Activities (up to 3)</strong></td>
<td><strong>25-75</strong></td>
</tr>
</tbody>
</table>

**Is there anything else I should know?**

1. I have found that the web is a constantly changing animal - a website that might be "up" one week, might have moved the next or be completely gone! Please be sure to let me know if you find a dead link in the course so I can fix it as soon as possible or provide an alternate assignment to the class. If this is the case, and you are web savvy enough that you know some of the tricks to find the new location of a moved link, please post a note to the class under the Main discussion board noting the new location. Also be sure to bring a broken link to my attention so that I can work on fixing it.

2. Because so much of this course's success relies on your reading and the subsequent interaction you have with me and other students via email and discussion postings you will get as much out of this course in terms of learning as you decide to put into it.

3. There is a standard course syllabus available for you in PDF format within the class, outlining my general policies. I suggest you keep a copy of this document saved on your computer for the remainder of the class as well, so that you can have it for reference if need arises.
Summary of Course Icons on Class Homepage

Syllabus
Contains course description, class expectations, and policies. This is a must-read.

Michael’s Homepage
A link to your instructor’s presence on the Web for his other classes.

Resume Course
Clicking on this will take you right back to your last point in a content module, much like a bookmark.

Class Mail
The WebCT email client, from which you can email me or any of your classmates. Note that this email feature only allows you to email people in this class, and that the recipient(s) will only be able to get their email when logged into WebCT. Expect to see communications from your instructor to the entire class here.

Discussion
An important link, this icon takes you to a list of class discussion boards that you should be regularly reading and responding to. Topics of discussion are listed in each chapter’s entry in the content modules. Remember to post once and reply at least twice in each discussion topic.

Course Calendar
Upcoming due dates at a glance. You can also enter reminders to yourself as well. If you see an entry on a date, be sure to click on it to see if there is more than just what the quick calendar view shows.

Quizzes and Exams
A quick list of all currently available quizzes and exams. Once a unit is over, you may not return to quizzes from that unit.

Assignments
This area contains instructions and a “drop-box” for each of the Activities that you may turn in for class credit. You will submit activities by uploading a word processor document with your response to this area. Three or four activities per unit are listed, although only two per unit need be turned in (total of 6). This is also where you can pick up instructions for your term paper and submit it for grading.

My Grades
Clicking on this icon reveals your current point total in the class. This area is updated about once per week and midterm grades will be made available within a week after each unit closes.

Unit Content (1, 2, or 3)
This icon will open the content module for the present unit. In the content module you will find expanded readings, chapter introductions, PowerPoint presentations, and other enrichment material. This, combined with the textbook, is the heart of the learning in the course, so you will be in this area often. As other modules become available, other icons will appear.

Glossary
This is a useful link to a simple online glossary of many terms you might find in your readings.
ANTH1 – PHYSICAL ANTHROPOLOGY (3) Online Delivery

I. Prerequisite: ENGL 190 eligibility

II. Class Hours: 154 hours

III. Instructor: Michael J. Pilakowski

IV. Contact Information
I have no office and therefore no campus phone at Shasta College. Students may contact me by E-mail (mpilakowski@shastacollege.edu) or through a message at my Gridley High School office 530-846-4791 ext 267, although I ask that you call before 8 or after 3:15 so as not to disturb my high school students’ teaching day as the phone rings IN the classroom. Email is best.

V. Course Catalog Description

Topics include the theories of human origins and the evolution of life in general; classification of primates; introduction to living primates and primate behavior; genetics; population genetics; the fossil record; the evolution of hominid behavior; the evolution of language; environment and technology; hunting and the evolution of society; and the evolution and condition of modern humans.

VI. Text:

VII. Course Outline
1. Introduction to Anthropology, Evolution, and Genetics
2. Primatology and Human Variation
3. Hominid Biological and Cultural Evolution

VIII. Attendance Policy
“Attendance policies at Shasta College are based on the belief that students can profit from college only if they attend regularly and are adequately prepared for their classes. Students are expected to attend all classes. A student who fails to attend the first class meeting of a course, without notifying the instructor may be dropped from the class. In addition, an instructor may drop a student during the first 30% of the term for excessive absences. Nevertheless, IT IS ALWAYS THE STUDENT'S RESPONSIBILITY TO OFFICIALLY DROP OR WITHDRAW from the class. Students who fail to file the necessary forms, even though they stop attending class, will be assigned a course grade.” – directly quoted (emphasis added) from the Shasta College Catalog’s section on Academic Standards. I will drop students who fail to complete at least 50 percent of the material required during the first unit of the course, which is generally 1/3 of the way through the course. I will issue course grades to those students who fail to drop or withdraw from the course themselves after the first third of the course.
IX. Assignments and Expectations

1. Extensive readings will be assigned from the textbook, instructor-designed online curriculum, and various readings from the World Wide Web. These readings will comprise the basis for the objective midterm exams and comprehensive final.

2. In addition to three objective midterms and a comprehensive final exam, students shall complete short chapter quizzes for each chapter assigned from the textbook.

3. All students are expected to complete ten pages of written work during the semester. This requirement will be met through the completion of one formal research paper (4-6 full pages, plus title and reference pages) due in the last regular week of class, and 6 one-page Activity papers over the course of the class. Further information on these papers will be given out in class. The formal term paper will be graded to a high standard of scholarship, use of analytical and scientific thought, grammar and mechanics, and citation format. I will gladly look over rough drafts previous to the final submission date, but drafts are not mandatory.

4. Students shall post 10-15 original discussion posts to the class discussion forums addressing instructor-assigned topics. Students shall further respond a minimum of 30 times to other students’ or the instructor’s posts in the discussion forums. These posts must all be substantive (expressing complete thoughts in a logical manner showing evidence of personal analysis) and address the issues or topics outlined by the instructor in order to receive credit.

5. Students are expected to log into the course regularly (at least every 2-3 days) and check their class email and maintain a presence in the class discussion groups.

6. There are NO late papers or assignments accepted in the course except in case of documented legal, family, or medical emergency. You have plenty of advance warning as to when things are due, so if you or your computer are sickly, please plan accordingly (“My printer barfed toner all over the page” or “my ISP went down last night so I couldn’t get any of the last fours weeks of work turned in” do NOT constitute reasonable excuses – print early, save often, and don’t wait until the last minute!!).

7. Students are required to have regular, reliable access to a computer from which they can log on and complete course assignments and to have some familiarity with basics of email, web browsing, and software installation. Class time will not be spent on teaching computer skills.

X. Grades

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1-3 Exams</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Final</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes (13)</td>
<td>130 points</td>
</tr>
<tr>
<td>Activities (6)</td>
<td>150 points</td>
</tr>
<tr>
<td>Term Paper (4-6 pp)</td>
<td>200 points</td>
</tr>
<tr>
<td>Discussion Posts (40+)</td>
<td>120 points</td>
</tr>
<tr>
<td>Total Points:</td>
<td>1000 points</td>
</tr>
<tr>
<td>Extra Activities (up to 3)</td>
<td>25-75 points</td>
</tr>
</tbody>
</table>

XI. Miscellaneous Notes

1. This class will be taught in accordance with all Shasta College policies regarding academic honesty and integrity, acceptable student conduct, attendance, and other standards. If you have any questions, please see me or the appropriate pages in your college catalog. In short, if you cheat, you will fail so if you have any question as to what constitutes cheating and plagiarism or other inappropriate action, find out before it’s too late.

2. I truly want my students to succeed. Some of this course material can seem very difficult because of anthropology’s eclectic nature and the survey nature of the course, though. If you need help or have questions, please ask.