I. Course Catalog Description
Recommended Preparation: Reading Level IV; English Level IV; Math Level III
Transfer Status: CSU; UC; CAN ANTH 2

This course is a survey of biological anthropology. Students will acquire a comprehensive understanding of the foundations of human evolution and variation, as these over-arching concepts are applied to an understanding of humanity by physical anthropologists. The scientific method will be employed as the primary means of description, analysis, and theory building for areas relevant to physical anthropology. The course will include such subject areas as the theory of evolution, the biological basis of life (DNA replication), principles of inheritance, primate studies, problems associated with the concept of race, population genetics, and hominid (human) evolution as viewed from the perspective of paleoanthropology.

II. Contact Information
Students may contact me by E-mail (pilakowskimi@butte.edu); by message in my mailbox (leave note with Faculty Support Desk). Information will also be available through the course website, reachable through the instructor’s homepage at http://www.csuchico.edu/~mpilakowski/.

III. General Goals
Students will be familiarized with the basic theoretical perspectives concerning evolution (especially human evolution) and variation. Students will be introduced to the forms and methods of analysis used by biological anthropologists. Students will be assisted in acquiring skills that will increase not only their performance in this class but also their overall academic career. Finally, students will enhance their ability to think critically and apply scientific principles to a greater understanding of the world around them. Time will also be dedicated to instruction on writing formal papers within the social sciences.

IV. Objectives
Upon successful completion of this course, students will be able to discuss and/or demonstrate:

i. Working understanding of the foundations of human evolution (including recognition of the basic mechanisms leading to evolutionary change) and human variation (through identifying genotypic and phenotypic variation)

ii. Working understanding of DNA replication and basic processes of molecular, Mendelian, and population genetic principles.

iii. Detailed understanding of extant and extinct primates including the comparative morphological and behavioral variation that exists within the taxa and the importance of primate study.

iv. Ability to discern among the various genera and species of hominids through the recognition of morphological features associated with each group.

v. Ability to apply or discuss methods used by paleoanthropologists in recovering, analyzing, and categorizing hominin groups.

V. Required Texts and Materials

Students will also need to purchase 3 #882, and 9 #815 Scantron forms for use in class.

VI. Attendance Policy
Attendance will be taken twice each day via a sign-in sheet. Each attendance sheet signed will add one point of extra credit toward the student’s final course grade. Students are expected to attend all classes and remain for the entire period. Signing the roll sheet is the student’s responsibility; it will not be made available to tardy students after it has made its way around the room once. Students signing the sheet and then leaving class early will have their signatures voided from that day’s roll sheet. Dropping and adding the class is the student’s responsibility. Students who fail to file the necessary forms, even though they stop attending class, will be assigned a course grade. The only students I drop are the “no shows” who cease attending during the first week. Please note that receiving an “F” due to non-attendance may adversely affect veteran and other financial aid benefits. Finally, please note that attendance means more than filling a seat. Come awake and avoid distractions; do not bring pagers, cell phones, children, or lap dogs to class. Disruptive students will be asked to leave, as will habitually tardy students as they disrupt class once it has begun.
VII. Instructional Methods, Expectations, and Teaching Philosophy

Class Time
I expect students to have read assigned material prior to attending class and be able to generate questions and discussion from the material as well as from film notes. Class time is primarily spent in discussion/lecture to explain and elaborate upon the concepts discussed in the readings. If you have not done the reading prior to attending class, you will likely be “lost”. We will also utilize films in class that further explicate the concepts and topics discussed in class and present the material in a different manner. I may call on students to summarize readings or films, answer questions based upon them, or engage in short group activities based upon them. Students are encouraged to ask questions of me at any time in class and to think about the course material as a systemic entity rather than a collection of disassociated facts – I believe education is about synthesis and understanding, not rote memorization and regurgitation.

Academic Standards
Because this is a UC/CSU transferable course, I hold students to a high moral and academic standard – you are preparing for an eventual university experience. I expect students will comport themselves as responsible adults and follow all college rules regarding behavior, academic honesty, plagiarism, and cheating. Failure to meet these standards will result in temporary or permanent expulsion from the class (for behavioral problems), and the receiving of a grade of “F” (zero points earned) on any assignment or test in which I see evidence of cheating or plagiarism – even if the plagiarism is unintentional. These offenses can also lead to sanctions by the Dean of Students and even expulsion from the college as a whole. Cheating isn’t worth it – I will prosecute cheaters to the fullest extent allowable under the college’s discipline policies. I also expect university-level attention to the writing component of the class as well (see below under Assignments).

My Philosophy
I consider myself here for you, the students. As a former community college student myself, I wish someone had held me to the standard against which I am now measuring you. Although I hold you to a high standard, I am anxious to work with you to help you meet it. College is about more than learning disassociated facts from various unrelated classes. By the end of your college experience you should see how interrelated all disciplines are. As such, we will be incorporating aspects of logic, physical science, English, biology, philosophy, and even mathematics in our examination of humanity’s biological and cultural evolution and variation. Let me know if there is anything I can do to help you get the most out of your college experience (in this, or any other class), or if you require special accommodations for a documented disability or other hardship. There are many programs available on campus to aid you in your college journey if you but seek help.

Disability Accommodations
If you have a documented learning or physical disability that will require special accommodations in class, let the instructor know as soon as possible. Disabled Student Services can be contacted at 895-2455.

VIII. Assignments and Workload

Readings
Readings will be assigned primarily from the texts but may also include in-class handouts, library reserve readings, and/or Internet-based readings. Students are expected to have read material prior to attending class each day. These readings, in conjunction with lecture material and film notes, will comprise the basis for the two midterms and final. In general, students should spend a significant amount of time working outside of class (most instructors place this at 2-3 hours per hour in class).

Exams and Quizzes
There will be two cumulative take-home midterms and one comprehensive in-class final exam (open note) given in this course. Exam format is a mixture of true/false and multiple-choice/matching. We will go over each midterm after taking it to discuss the reasoning behind each response. Students are also encouraged to see me privately to discuss their exam scores. Quizzes will be given daily, as a means of encouraging regular attendance and reading and to gauge student understanding of the material. Quizzes may not be made up, but the inclusion of a ninth quiz as extra credit means that students can miss a quiz with no grade reduction while students who attend all classes have the potential of 25 points extra credit.

Makeup Exams
Given that the first two exams are take-home, there are no makeup exams in this class. You must be in class the day a take-home is due in order to receive full credit for it. If you miss the turn in date, your exam score will reduced one full grade. The final may not be made up.
Writing Requirement
All students are expected to complete a minimum of 2500 words of written work during the class. This requirement will be met through the completion of one (6-8 typed pages) documented analytical research paper. All papers will be graded to a high standard of scholarship and mechanics. I will gladly examine early drafts previous to the final submission dates. Paper topics, format, and grading standards will be discussed in class, but in short your topic is to discuss something of interest to you within the realm of PHYSICAL anthropology. This discussion should present and argue a clear thesis and include at least 3-5 solid, scholarly sources, both cited in text and on a separate references cited page in either anthropological or APA style. I do not accept papers sent as email if you expect to see remarks back; a hard copy must be turned in, and all papers must be typed in the format discussed in class. Following our in-class discussion about plagiarism and proper paper writing, there should be no excuse for plagiarism in its many forms. **Any paper that I find to be plagiarized to any extent, whether done intentionally or not, will receive a zero.**

Exercises
At least three short classwork/homework assignments will be made during the course of the class to emphasize important concepts in each unit. Students will have some class time on these assignments. The assignments are graded on a pass/fail basis.

Late Policy
Papers are considered due at the beginning of class on their scheduled day. Late exercises will receive half credit, late exams will lose one full letter grade - no exceptions except for extreme, documented circumstances such as auto wreck, death, or dismemberment. Quizzes may not be made up. 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 hard drive crashed this morning” do NOT constitute reasonable excuses – print early and save often!!!).

IX. Grading Policy
Grades will be earned in accordance with the idea that an “A” constitutes exemplary understanding of the course material, a “B” shows above average understanding, a “C” shows average understanding, and a “D” shows a passing familiarity and grasp of the material. Students earning an “F” have failed to demonstrate a rudimentary understanding of the course material and will likely be forced to retake the course in the future in order to remove the “F” from their record. I do not expect perfection from students, merely an attention to detail that shows they care about their grade and their learning. There are 1000 points possible in the class, earned through successful completion of exams, homework, and the written paper.

| Paper: Topic of your choice, related to course material | 200 points |
| Exam 1: Anthropology, Evolution, and Genetics | 150 points |
| Exam 2: Genetics and Primates | 150 points |
| Exam 3: Human Evolution (comprehensive) | 200 points |
| Quizzes: (8 at 25 points each) | 200 points |
| Exercises | 100 points |

Readings for Physical Anthropology (ANTH 2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of the Day</th>
<th>Chapters</th>
<th>Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>Anthropology &amp; Paper Writing</td>
<td>1</td>
<td>Begin Research Paper</td>
</tr>
<tr>
<td>1/6</td>
<td>Evolution and Variation</td>
<td>2, 12</td>
<td></td>
</tr>
<tr>
<td>1/7</td>
<td>Genetics</td>
<td>3</td>
<td>Exercise 1 Tonight</td>
</tr>
<tr>
<td>1/8</td>
<td>Genetics</td>
<td>4</td>
<td>Distribute First midterm</td>
</tr>
<tr>
<td>1/12</td>
<td>Taxonomy &amp; Human Uniqueness</td>
<td>13, 5</td>
<td></td>
</tr>
<tr>
<td>1/13</td>
<td>Introduction to Primates</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1/14</td>
<td>Primate Behaviors</td>
<td>7</td>
<td>Exercise 2 Tonight</td>
</tr>
<tr>
<td>1/15</td>
<td>From Primate to Person</td>
<td>8</td>
<td>Distribute Second midterm</td>
</tr>
<tr>
<td></td>
<td>Rough Drafts Due (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/20</td>
<td>Early Hominids</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>Late Hominids</td>
<td>10-11</td>
<td>Exercise 3 Tonight</td>
</tr>
<tr>
<td>1/22</td>
<td>Comprehensive Final Exam</td>
<td></td>
<td>Research Paper Due</td>
</tr>
</tbody>
</table>
Guidelines for Grading Formal Papers in Pilakowski’s Classes

I. Title Page – First Impression and Accuracy
   - Is there one present? (-5)
   - Is the paper stapled and are the pages in the correct order? Use a single staple, NOT a plastic report cover. (-1 each)
   - Is the title relevant to the topic — does it give some hint about what the paper will discuss, or is it just a topic? (-1 to -3)
   - Is the relevant information present on the page: title, author, class, college, due date, instructor’s name? (-1 each)

II. First Page – Introduction, Thesis Statement and Appearance
   - Is there an arguable thesis statement appearing as a single sentence in the introductory paragraph? (-1 to –3)
   - Has the author highlighted or underlined his/her thesis statement? (-1)
   - Does the paragraph tell what points will be covered in the paper and why the topic is relevant to the assignment and/or the class? Does the paragraph end with a good transition into the body? (-1 to –3)
   - Is each page after the first paginated in the upper right hand corner adjacent to the author’s last name? (-1)
   - Are the page numbers correct (page one is NOT the title page)? (-1)

III. Body – Paragraph and Sentence Structure
   - Are there good transitions to and from each paragraph, or are there clear subheadings? (-1)
   - Are the paragraphs of acceptable length — none too long or too short? (-1 each)
   - Is there only a single recognizable topic in each paragraph? (-1)
   - Is each sentence complete, with no run-ons, fragments, or miscellaneous grammatical problems? (-1 each)
   - Is punctuation appropriately used, both in general structure and especially in quoting and citations? (-1 each)
   - Are all modifiers, pronouns, prepositions, and other words used and/or spelled properly? (-1 each)
   - Were contractions, abbreviations, colloquial terms, slang, and other poor language uses avoided? (-1 each)

IV. Conclusion – Impressions and Effectiveness
   - Does the author summarize the main point(s) of the paper without being redundant? (-1 to –3)
   - Has the thesis statement been returned to in some fashion and restated? (-1)
   - Does the paper end conclusively or does it trail off or end too abruptly (is there obvious stretching or cutting)? (-1 to –3)
   - Has the author avoided trite phrases like “to sum up” and “in conclusion”? (-1)

V. References and References Cited Page – Formatting and Appropriate Use of Sources
   - Did the author use citations in text to note what sources were used and where in the text they were used? (-1 each)
   - Has the author appropriately cited each idea that was not his or her own, as well as lines of directly quoted or paraphrased text?  
     **Note: any author found to have used information that is not cited will receive a zero.** (-1 each to –100)
   - Are the references from legitimate sources (no more than one Internet source)? (-1 each)
   - Does the paper include a separate page entitled “References Cited” stapled to the back? (-10)
   - Are all references in proper format? Anthropological or APA styles only. Do not use MLA. (-1 each)
   - Are references alphabetized by author’s last name? Are all references present and accounted for? (-1 to –3)

VI. Layout – Attention to Detail and Formatting
   - Are the margins even throughout, on top, bottom, and sides (use 1-1.25 inch margins only)? (-1)
   - Did the author use only left-justified margins? (-1)
   - Is the paper typed in an easy-to-read 12-point standard typeface? (Don’t use extra large or small types) (-1)
   - Is the paper double-spaced throughout except for tables, block quotations, and so forth? (-1 each)
   - Are paragraphs indented appropriately? (-1 each)
   - Are block quotations properly formatted? (-1 each)
   - Did the author avoid orphaned lines (a single line of a paragraph at either top or bottom of a page)? (-1 each)

VII. Content and Style – My Overall Impressions
   - Does the author show analysis of the subject and critical thinking rather than just reporting facts? (-1 to –5)
   - Does the author show an understanding of the specific material and how it relates to the assignment? Are there terms left undefined or improperly used? Were there inappropriate or insensitive uses of language? (-1 to –5)
   - Is the paper of a length appropriate to the topic and assignment? Does it pass the infamous “fold test”? (-10 per page)
   - Does the author appear to be “cheating” on length through “creative” use of type sizes, margins, and so forth? (variable)
   - Did the author write in a formal, scientific style and avoid the use of first person reporting and/or opinion? (-1 to –5)
   - Does it look like this paper was ever proofread before being submitted (i.e. does the author show some effort)? (-1 to –5)
   - Is this paper “too” similar to those handed in by other students or does it show evidence of other plagiarism? (-100)

   Any plagiarism will result in a score of zero, no matter how slight the infraction.
   Any paper less than the required minimum length will receive a proportionately reduced grade
Butte College Attendance Policy:

Regular attendance in all Butte College courses is crucial to doing well. During the first two weeks of regular term courses, attendance will be taken and a student may be dropped for lack of attendance to accommodate others seeking to add.

Between the third and the eighth week of instruction, dropping the class is the student's responsibility. After the eighth week, a student will receive a letter grade for the class unless he or she can demonstrate a serious and compelling reason for withdrawing from class.

See your course syllabus for an individual instructor's specific policies and for the drop date in short-term or irregular courses. Roll will be taken for all positive attendance courses.

Attending the first class session

Because of the many students trying to add classes after school starts, instructors may drop "no shows" to the first class session in order to make room for others. If you can't make the first class, call the department secretary or the Off-Campus Center or bring a note to be placed in the instructor's mailbox before school starts.

Explain your situation and request that the instructor not drop you from the class. Doing this will not guarantee that you won't be dropped, but your chances will be considerably improved.

Dropping or Withdrawing from Courses

Students dropping courses during the first four weeks of instruction of a semester or the first 25% of an irregular term course will result in the courses not appearing on their transcripts.

Students may withdraw from courses during the fifth through eighth weeks (or first 50% of an irregular term course) and "W" grades will appear for the courses on their transcripts.

After the eighth week through the twelfth week, students will need to identify "serious and compelling" reasons (see definition below) for withdrawing from classes. They will need to obtain the signature of the course instructor.

After the instructor's signature has been obtained, the completed withdrawal card will need to be submitted to the Admissions and Records Office for processing. Then the late withdrawal will be granted. The date the student submits the card to the Admissions & Records Office will be the official date of withdrawal.

1. Withdrawal from all classes.

Students needing to withdraw from all their classes after the withdrawal deadline, may choose to have an exit interview with a college counselor. Permission may be granted for students to withdraw late from all their classes with the counselor's signature.

Prior to granting late withdrawals for students enrolled in specialized vocational programs (e.g., Construction Inspection, Nursing, Police Academy, etc.) counselors will contact the respective departments regarding the students' status.

The following situations may reasonably be defined as "serious and compelling" for justifying late withdrawal:

a. An extended absence due to a verifiable accident, illness, or personal problem; for example, a one or two week absence with a doctor's written excuse.

b. An extended absence due to a death in the family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.

c. A necessary change in employment status which interferes with the student's ability to attend class. This change in status must be verified in writing by the student's employer.

d. Other unusual or very special cases, to be considered on their own merit.

The following situations would NOT fall under the intent of "serious and compelling":

a. Grade anticipated in class not sufficiently high or student is doing failing work.

b. Failure to attend class, complete assignments or take a test.

c. Dissatisfaction with course material, instructional method or instructor.

d. Class is harder than expected.

e. Pressure of other classes, participation in social activities or simple lack of motivation.

f. Change of major.
2. Withdrawal from classes during the final four weeks: During the final four weeks of instruction a "W" can be assigned only in cases such as an accident or serious illness when the need for withdrawal is due to circumstances beyond the student's control and an assignment of an incomplete (I) is not practical. The student will need to obtain the instructor's signature(s) and submit the drop card with a completed Academic Council Petition to the Counseling Office. If the student is unable to complete the paperwork for her/himself, it can be done for them by the Student Services Office with documentation of the respective accident or serious illness.

3. Short-term classes drop/withdrawal timelines:
"DR" Grade - through 25% of the course. "W" Grade - through 50% of the course. "Serious and Compelling" - after 50% through 75% of the course. Academic Council (end of term) - after 75% of the course.

C. Butte College Plagiarism/Cheating Policy: 3.21 Student Rights and Conduct

The board recognizes that as citizens of the Butte-Glenn Community College District, students are free, individually and collectively, to express their interests. However, these privileges carry with them an obligation to respect the rights and privileges of others, as well as any obligation to abide by the rules and regulations set down by the College, its various agencies, and agents.

The Superintendent/President is authorized to suspend any student for good cause for an indefinite period of time as prescribed by code. The Board of Trustees will be annually apprised of any student suspensions.

In order to protect student rights and insure appropriate student conduct, the Superintendent is directed to develop appropriate procedures to implement this policy.

Administrative Procedure: 3.21 Students Rights and Conduct

Disciplinary action involving students is primarily the responsibility of the Dean of Student Services. Disciplining students is a means of protecting the rights and privileges of each member of the campus community, as well as protecting College property.

The procedures described herein are designed to protect students from the imposition of unfair disciplinary action. It is the right of every student to request due process. In order to file an appeal against disciplinary action, the individual must be currently enrolled or must have been enrolled at the time of the alleged violation.

D. Grounds for Disciplinary Action:
As legally required, students are advised that the following behavior will constitute good and sufficient cause for disciplinary action to be initiated.
1. Dishonesty: such as cheating, plagiarism, or knowingly furnishing false information to the College. (Butte College Student Handbook)
Guide to APA Style Basics

For more information consult the Publication Manual of the American Psychological Association, 5th edition (Call Number: ref BF 76.7 P83 2001) or visit http://www.csuchico.edu/lref/newciting.html

Formatting the Reference List

1. Reference list starts on a new page. Type the word “References” centered at the top of the page.
2. Double-space all reference list entries.
3. Use hanging indent form. The first line of each reference is set flush left and subsequent lines are indented one half inch.
4. Arrange alphabetically, not by format of publication: book, journal, etc.
5. The author should be the first element, even for web pages. If no author is present, use editor name. If no editor is present, start with book title or article title.
6. List author’s last name, followed by a comma then initials for first and middle name. Do not spell out author’s first or middle name.
7. Use "&" instead of "and" when listing multiple authors of a single work.
8. The date is always the second element and is contained in parentheses.
9. Book and periodical titles should be in italics. Volume numbers of periodicals should be in italics.
10. Article titles are plain text. No quotes or italics.
11. Capitalize only the first word of the title and the subtitle for books, book chapters, and article titles.
12. Capitalize the first letter of each word in a periodical title except articles (a, an, the).
13. Each element (author, date, title, etc.) of a citation is separated by a period and one space.

See Chapter 4 of the Publication Manual for more details on formatting.

Reference Examples

Book, one author:


Chapter from book:

Marcus, J. (1989). The asylums of Antaeus: Women, war, and madness—is there a feminist fetishism?


Journal article (print, microform, PDF), one author:


Journal article (online from a library subscription database), two authors:

Journal article (online from an Internet-only journal), one author:

Fredrickson, B.L. (2000, March 7) Cultivating positive emotions to optimize health and well-being. 
Prevention & Treatment 3, Article 0001a. Retrieved April 4, 2004, from

Newspaper article, one author:


Newspaper article, no known author:


Article from CQ Researcher (electronic version):


Web page with no known author and no known date:


Reference Citations in Text

When writing your paper, whenever you express words, facts, or ideas that are not your own, you need to refer the reader to the original source of that information. Those sources are then listed in the References. The author’s last name and the year are always listed. If there is no known author, list the title in quotation marks and the date. A page or paragraph number is required for verbatim quotations.

See section 3.94 – 3.102 of the Publication Manual for more details on citing sources in the text.

Examples of Citations in Text

Author’s name in text (no page number):

Walker (2000) compared reaction times…

Author’s name in reference (no page number):

In a recent study of reaction times (Walker, 2000)…

Author’s name in text (page number):

According to Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199).

Author’s name in reference (page number):

She stated, “Students often had difficulty using APA style,” (Jones, 1998, p. 199), but she did not offer an explanation as to why.

No known author: Use an abbreviated version of the title of the page in quotation marks to substitute for the name of the author. Example:

A similar study was done of students learning to format research papers ("Using APA," 2001).

No known author or date: Use the first few words from the title and the abbreviation n.d. ("no date"). Example:

In another study of students and research decisions, it was discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).
How do I cite a full-text article from one of the Meriam Library databases?

Is the full-text article you found a PDF document? (A PDF document is one that is an image of a page. It looks exactly like the original article, page numbers and all.)

<table>
<thead>
<tr>
<th>If Yes, STOP. You do not need this handout.</th>
<th>If NO, CONTINUE. You need this handout.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite PDF articles exactly as you would articles you photocopied, or that you printed from microfilm, or that you received via Interlibrary Loan. You have the article in its original state with its original page numbers so no special citation formatting is necessary.</td>
<td>Your article has been altered from its original state. It will not have its original page numbers and may be missing graphs, charts, or photographs that were present in the original article. You need to make your reader aware of this. Proceed with the instructions on this handout in order to cite your article(s) correctly.</td>
</tr>
</tbody>
</table>

Instructions

Step One: Begin by citing your online article exactly like you would if you found it in print. Format your citation according to the instructions given in your particular style manual for a newspaper, a magazine, or a journal article. You can pick up one of the Meriam Library’s style handouts or find the latest editions of the style manuals at the Reference Desk.

Step Two: Now add additional information about the database you used to the end of your normal citation. This will lead your reader to the same online article you accessed. Instructions on how to do this are included below for the three most popular styles: APA, Chicago/Turabian and MLA.

APA Style
Add a statement that gives the date you retrieved the article and the proper name of the database (Academic Search Elite, ABI/INFORM Global, etc.). Note: APA does not indicate that you need to list the company name that provides the database (ex. EBSCO, LEXIS/NEXIS, ProQuest). [Taken from pp. 278-279 (4.16) of the APA style manual, 5th ed.]

Chicago/Turabian Style
Add the URL for the database’s homepage. Place a period at the end of the URL. [Taken from pp. 696-703 (17.180-17.198) of the Chicago Style Manual, 15th edition.]

MLA Style
Add the name of the database (underlined or italics); the name of the service that provides the database; the name of the library; the city of the library; the date you accessed the article; and the URL of the database home page (in angle brackets). [Taken from p. 196 (4.9.7) of the MLA style manual, 5th ed.]

Database URLs for Some of the Library’s More Popular Databases


Silver Platter Databases including: Applied Science & Technology Index; Biological Abstracts; Biological & Agricultural Index Plus; Philosopher’s Index; Social Work Abstracts; Sport Discus. http://webspirs.silverplatter.com
Citing Full-Text Articles from Subscription Databases
APA, Chicago/Turabian and MLA Formats
Meriam Library - California State University, Chico

Example of a Magazine Article

APA Style


Chicago/Turabian Style

MLA Style

Example of a Journal Article

APA Style


Chicago/Turabian Style

MLA Style

Most instructors at the college level require that you include scholarly journals when you write a research paper, but how can you tell what is scholarly and what isn’t? This handout should help.

Are “scholarly” and “peer reviewed” the same thing?

Yes, most of the time. Scholarly journals are sometimes referred to as “Refereed” or “Peer Reviewed.” These are scholarly journals that have a rigorous approval and editing process in which experts in the field evaluate journal articles before acceptance for publication. Many scholarly journals are refereed or peer reviewed, but not all. If you already know your journal is either refereed or peer reviewed, then it is a scholarly journal.

How can I determine if my periodical is scholarly?

1. **Consult the Chart:** The chart on the back of this sheet lists the general criteria for determining what type of periodical article you have. Keep in mind that some journals do not meet all the criteria, so use common sense in conjunction with the information on the chart.

2. **Check these Reference Books:**

   - **Ulrich’s Periodicals Directory**
     
     Call Number: Z6941 U5 (Reference)
     
     This 4-volume set is kept on the Ready Reference shelves located behind the Reference Desk. Entries list basic information about periodicals including publisher, price, content, etc. Also included is a “Document Type” category. Look for document types that are “academic/scholarly publications.” A modified arrow appears to the left of each title that is designated “Peer Reviewed.” Look at the bottom of any page in Ulrich’s to see the “key” that contains this arrow.

   - **Magazines for Libraries**
     
     Call Number: PN4832 K37 (Reference)
     
     This volume is located in the Reference Collection and lists basic information similar to Ulrich’s (above). Entries that are peer reviewed contain the designation “Refereed”.

3. **Ask a Reference Librarian:** If you still have questions please come to the Reference Desk on the second floor of the library and talk to a reference librarian. Bring your periodical or article with you, and we will help you determine whether or not it is scholarly.

**Tips for Electronic Full-Text Articles**

You may be getting many of the articles you are using to write your college papers from some of the Meriam Library’s full-text article databases (such as EBSCO Host’s Academic Search or the ABI Inform database). In many cases these articles are simply electronic versions of articles that were originally published in print format. The trick is being able to identify what types of articles these are without looking at the printed journal. So, if you can’t get your hands on the entire paper issue, how can you tell if an article is scholarly or not? It’s really just common sense. You can still use steps 1, 2, and 3 above, but simply keep the following in mind:

1. **Who is the author?** Is there an author even listed? If not, chances are it’s not a scholarly article. Most electronic full-text articles will include brief biographical information about the author. If the author is some sort of researcher or professor, chances are the article is scholarly. But wait, there’s more!

2. **How long is the article?** If it’s pretty long, chances are it is scholarly. But this isn’t the only criteria you’ll need to consider. Read on.

3. **Does the article have a bibliography, reference list, or footnotes?** Bingo! This is the most important criteria for determining whether or not your article is scholarly. If the article has a bibliography or footnotes, if the article is fairly lengthy, and if your author is some sort of researcher or professional, congratulations, chances are your article is scholarly!
# Distinguishing Scholarly Journals from Other Periodicals

**Meriam Library  📘  California State University, Chico**

- **SCHOLARLY JOURNALS***
- **TRADE PUBLICATIONS**
- **NEWS OR OPINION MAGAZINES**
- **POPULAR MAGAZINES**
- **SENSATIONAL PUBLICATIONS**

## Examples:
- American Economic Review
- Educational Theory
- Journal of Communication
- Advertising Age
- Industry Week
- Progressive Grocer
- New Republic
- Scientific American
- U.S. News and World Report
- Glamour
- Rolling Stone
- People Weekly
- Star
- Globe
- National Enquirer

## Appearance:
- **SCHOLARLY JOURNALS***: serious format, plain cover, plain paper; lengthy, in-depth articles; articles generally structured and may include sections: abstract, literature review, methodology, results, conclusion, bibliography.
- **TRADE PUBLICATIONS**: attractive format, heavily illustrated, glossy paper.
- **NEWS OR OPINION MAGAZINES**: attractive format, short articles with little depth.
- **POPULAR MAGAZINES**: eye catching, slick and glossy, attractive format.
- **SENSATIONAL PUBLICATIONS**: cheap newspaper format, outrageous headlines.

## Graphics:
- **SCHOLARLY JOURNALS***: charts and graphs integral to content; color photographs and illustrations; minimal color, generally black & white.
- **TRADE PUBLICATIONS**: minimal photographs and illustrations.
- **NEWS OR OPINION MAGAZINES**: numerous photos, illustrations, and drawings intended to enhance the magazine’s image.
- **POPULAR MAGAZINES**: melodramatic photographs.

## Advertising:
- **SCHOLARLY JOURNALS***: minimal, select advertising that is geared towards the discipline.
- **TRADE PUBLICATIONS**: carry advertising.
- **NEWS OR OPINION MAGAZINES**: extensive advertising aimed at the general public.
- **POPULAR MAGAZINES**: contain advertising as startling and melodramatic as the stories.

## Audience:
- **SCHOLARLY JOURNALS***: researchers and professionals.
- **TRADE PUBLICATIONS**: members of a specific business, industry or organization.
- **NEWS OR OPINION MAGAZINES**: educated, general audience.
- **POPULAR MAGAZINES**: non-professionals, broad-based audience.
- **SENSATIONAL PUBLICATIONS**: impressionable readership.

## Authors:
- **SCHOLARLY JOURNALS***: scholars or researchers in the field, discipline or specialty.
- **TRADE PUBLICATIONS**: practitioners or educators within the industry or profession.
- **NEWS OR OPINION MAGAZINES**: magazine staff writers or free-lance writers.
- **POPULAR MAGAZINES**: magazine staff writers or free-lance writers.
- **SENSATIONAL PUBLICATIONS**: staff or free-lance writers.

## Language:
- **SCHOLARLY JOURNALS***: technical terminology appropriate to the discipline; reader is assumed to have a similar scholarly background.
- **TRADE PUBLICATIONS**: jargon of the industry or profession.
- **NEWS OR OPINION MAGAZINES**: language appropriate for an educated readership; does not emphasize a specialty but does assume a certain level of expertise.
- **POPULAR MAGAZINES**: simple language in order to meet a minimum education level.
- **SENSATIONAL PUBLICATIONS**: language that is simple and easy-to-read; an inflammatory, sensational style is often used.

## Purpose:
- **SCHOLARLY JOURNALS***: to inform, report or make available original research or experimentation to the rest of the scholarly world.
- **TRADE PUBLICATIONS**: to provide news and information to people in a particular industry or profession.
- **NEWS OR OPINION MAGAZINES**: provide general information to an educated lay audience.
- **POPULAR MAGAZINES**: to entertain or persuade; a not so hidden agenda is to sell products or services.
- **SENSATIONAL PUBLICATIONS**: to arouse curiosity and interest by stretching and twisting the truth.

## Sources:
- **SCHOLARLY JOURNALS***: always cite sources with footnotes or bibliographies.
- **TRADE PUBLICATIONS**: occasionally cite sources.
- **NEWS OR OPINION MAGAZINES**: occasionally cite sources.
- **POPULAR MAGAZINES**: sources of original information rarely provided or obscure.
- **SENSATIONAL PUBLICATIONS**: rarely cite sources of information.

---

*Scholarly journals are sometimes referred to as Refereed or Peer Reviewed. A refereed or peer reviewed journal is a scholarly journal that has a rigorous approval and editing process in which experts in the field evaluate journal articles before acceptance for publication.*