

Course Prospectus

For ANTH 230L Biological Anthropology Laboratory

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Overview

Today physical and social scientists use the scientific method to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employ mathematical analysis in their work. Scientific theory constitutes the attempt to explain observable phenomena within a specifiable domain of investigation (chemistry, physics, psychology, anthropology). In a more limited sense, a scientific theory is a set of statements permitting prediction and explanation of phenomena.

Science through application of the research paradigm known as the scientific method involves prediction not description. In this course, students enhance their understanding of the scientific method and the principles and concepts involved in the field of biological anthropology through laboratory exercises. Through their lab work, students learn to apply the scientific method and employ the scientific data, methodology, models, and skills employed in the discipline.

Course description

This course provides laboratory work that reinforces the material presented in ANTH 230. Emphasis is on laboratory exercises which may include genetic analysis, fossil identification, skeletal comparisons, forensics, computer simulations, and field observations. Upon completion, students should be able to demonstrate a basic understanding of methods, techniques, and procedures used in biological anthropology.

Prerequisites and corequisites

Concurrent registration in ANTH 230 Biological Anthropology or consent of instructor.

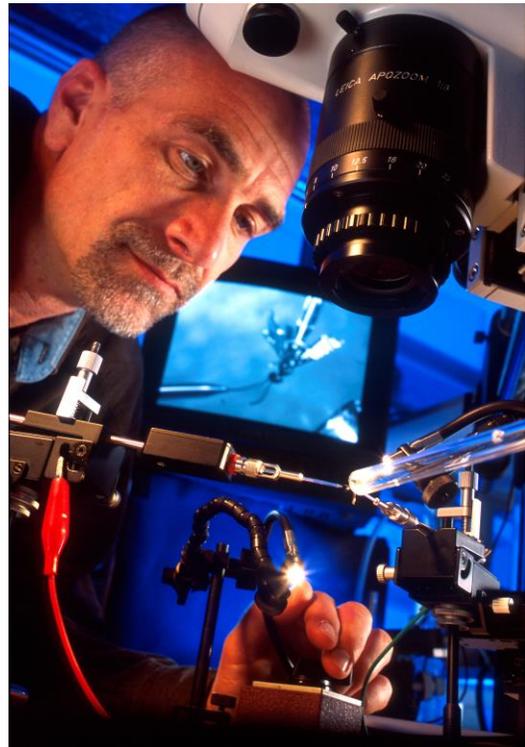
Course credit

One (1) semester credit hours.

Instructional Objectives

On successful completion of this course, a student should be able to:

1. Apply the scientific method to the analysis of lab activity results or materials;
2. Demonstrate the principles of natural selection, inheritance and basic genetics;



Science deals with observable phenomena with data obtained by an objective means capable of replication. Scientists do not attempt to expound upon "final truths" through their use of the scientific method. Scientific knowledge always remains tentative and incomplete. Scientific research involves validating theoretical models and modifying theories. Further articulation of a theory results from the testing of research hypotheses against data and developing new explanations for observed results. The adjustment of a model occurs with a shift of theory resulting in a new theory replacing an old one. Photo courtesy U.S. Department of Agriculture.

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3. Identify bones and bone elements of the skeleton in humans and other species;
4. Compare and evaluate non-human primate and human skeletal and dental features;
5. Classify primates according to diagnostic features of taxonomic groups;
6. Observe and evaluate primate behavior using anthropological practices;
7. Demonstrate and apply anthropometric techniques;
8. Identify key anatomical features of the hominids and other taxonomic groups;
9. Analyze and compare skeletal materials to determine or infer species, age, sex, stature and behavior of the living organism; and
10. Define key terms.

Your Instructor

The instructor for this course is Dr. Michael P. Germano. To contact him on course details and issues please use the email program in the e-learning system (Populi) or mgermano@livinguniv.com. His telephone number is 704-708-2291.

Dr. Germano held responsibilities in Ambassador University's involvement in archaeological excavations at the south Temple Mount directed by Benjamin Mazar, the Umm el-Jimal Project directed by Bert de Vries, the Mozan Expedition directed by Giorgio Buccellati and Marilyn Kelly-Buccellati, and the Hazor Excavations in memory of Yigael Yadin directed by Amnon Ben-Tor. His research focus has been on early church history and archaeology.



Based on his research in Jerusalem he presented a paper "The Ancient Church of the Apostles: Revisiting Jerusalem's Cenacle and David's Tomb" to the Near Eastern Archaeological Society (NEAS) and has a book in preparation detailing the history of the first era of the Church (31-135 CE) entitled *The First Christians: History, Myths and Traditions of the Apostolic Church*.

Ordained in 1983, Dr. Germano is an elder in the Living Church of God and serves as President of Living University.

Course Protocols

Technology access

This course requires web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor by email (on the course "Info" page, click on the instructor's name and then select "Send Email").

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an

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on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10: "Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go."

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before "Last day to withdraw from a course" as set forth in the University Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a "WF" and counted in a student's GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student's class attendance or punctuality endangers the student's success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.

Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Dean of Faculty. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the "Last day to withdraw from a course without a grade penalty" as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a "W" is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of "W" if passing (not computed in GPA) or "WF" if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of "WF."
- Students who completely withdraw from the University at any time during the semester may be given a grade of "W" on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of "W" or "WF" for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of "W" for the course.

Terms and phrases

Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your vocabulary as you proceed through the five lessons and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

Study tips

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing

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their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The four exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed lesson by lesson.
- As students view lectures, they should complete their notes.
- Complete the answers for the lesson writing assignment.
- Each week students should review notes, geographical terms and locations, and the words they defined.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. To submit a question just click on the instructor's name on the course "Info" page and send your question by email through the Populi system.

Textbooks

Students may order their books through the textbook list located in the main menu of the University website (www.livinguniv.com). Living University is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to amazon.com.

Most textbooks can be acquired through the links provided on the textbook list and can be accessed by clicking on the book title. Be aware that the books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Required textbook

Walker-Pacheco, Suzanne E. *Exploring Physical Anthropology: A Lab Manual & Workbook*. 2nd ed. Englewood, CO: Morton Publishing Company, 2010.

Optional books

None.

Course requirements and grades

Due dates and extensions

Submit assignments on or before the due date. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment

To officially begin this course you must complete an Icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course discussion forum. A

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student can earn **30 points** by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- The Icebreaker assignment must be completed, including comments of other student's bio, not later than the eighth day of the semester.
- Post your biography as a reply to the "Icebreaker" topic on the lesson "Welcome and Overview" discussion forum.
- Please post your bio not later than the fifth day of the semester, so that your classmates have opportunity to welcome you to the course.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other.

Reading assignments

Reading assignments are integrated into the lesson pages at the course website. For a consolidated list, see the Course Overview section below.

Writing assignments

Any writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. To submit your work, select the appropriate assignment from the Assignments tab to go to the Assignment Submission webpage. Use the file attachment feature below the textbox to upload your WORD document so your instructor can have it handy for download, review, and grading. Please do not use the textbox to post your assignment; the textbox is used for student/instructor communication only, pertaining to the assignment.

Laboratory Exercises: There are ten (10) laboratory exercises in this course. Students are to read the instructions, conduct the exercises, and submit their documentation by the due date. Each exercise is worth **50 points**, for a total of **500 points**.

"What I Learned" Essay: Write a short essay expounding on five (5) things that you appreciated learning or found of particular interest in this laboratory course. Be sure to explain why you arrived at these conclusions and cite scriptural references as appropriate. This assignment is worth **40 points**.

Quizzes and examinations

There are no quizzes or examinations in this course.

Course evaluation

Student input is welcome for improving this course. Making suggestions by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. By completing the assessment, you can earn **30 points** toward your final

grade. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

- Icebreaker Assignment (30 points)
- Laboratory Exercises (10 each worth 50 points, totaling 500 points)
- "What I Learned" Essay (40 points)
- Course Evaluation (30 points)
- TOTAL 600 points**

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 480 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have. We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades. Mastery of the material is what one's goal should be.

Grades, assigned by points, are as follows:

- A 540-600 points
- B 480-539 points
- C 420-479 points
- D 360-419 points
- F Below 360 points

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course Overview

Lab Exercise	Topic	Readings
1	Scientific Method; Human Genetics and Natural Selection	Walker-Pacheco pp. 1-5; 17-24; 35-38; 41-42; 47-52
2	Mitosis and Meiosis Principles of Inheritance	Walker-Pacheco pp. 65-72; 83-88; 93-94; 97-99
3	Population Genetics; Hardy-Weinberg Equilibrium	Walker-Pacheco pp. 113-117
4	Human Osteology	Walker-Pacheco pp. 135-144
5	Primate Comparative Anatomy and Development	Walker-Pacheco pp. 217-221; 225-226; 279-285
6	Primate Taxonomy and Behavior	Walker-Pacheco pp. 235-236; 239-241; 245-247
7	Early Hominins and Bipedality	Walker-Pacheco pp. 303-305; 309-312; 315-316
8	Early <i>Homo</i>	Walker-Pacheco pp. 331-334
9	Later <i>Homo</i> and Neanderthals	Walker-Pacheco pp. 339-341
10	Bioarcheology, Forensics and Human Variation	Walker-Pacheco pp. 151-155; 161-164; 169-172