

Course Discipline Code & No: ANT202 Title: Introduction to Physical anthropology Effective Term F 2009
 Division Code: HSS Department Code: Social Science Org #: 11700
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.
 Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were:
 *Must submit inactivation form for previous course. lecture: _____ lab _____ clinical _____ other _____)
 Course title (was _____) Pre-requisite, co-requisite, or enrollment restrictions
 Course description Change in Grading Method
 Course objectives (minor changes) Outcomes/Assessment
 Credit hours (credits were: _____) Objectives/Evaluation
 Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 These course changes will provide students with a framework for evaluating new findings on human evolution, variation and adaptation.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted
 Print: David Mackres Faculty/Preparer Signature [Signature] Date: 11/4/09
 Dept. Chair Recommendation Yes No
 Print: Randy La Hote Department Chair Signature [Signature] Date: 11/4/09

Division Review by Dean
 Request for conditional approval NOV 05 2009
 Recommendation Yes No [Signature] Date _____
 Dean's/Administrator's Signature

Curriculum Committee Review
 Recommendation Tabled Yes No [Signature] Date 12/3/09
 Curriculum Committee Chair's Signature

Vice President for Instruction Approval
[Signature] Date 12/10/09
 Vice President's Signature
 Approval Yes No Conditional

Do not write in shaded area.
 Log File 11/6/09 Ecopy Banner _____ C&A Database _____ C&A Log File _____ Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

MASTER SYLLABUS

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: ANT 202	Course title: Introduction to Physical Anthropology
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Credit hours: 3 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%"> <tr> <td></td> <td style="text-align:center"><u>Student</u></td> <td style="text-align:center"><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align:center">—</td> <td style="text-align:center">—</td> </tr> <tr> <td>Clinical:</td> <td style="text-align:center">—</td> <td style="text-align:center">—</td> </tr> <tr> <td>Practicum:</td> <td style="text-align:center">—</td> <td style="text-align:center">—</td> </tr> <tr> <td>Other:</td> <td style="text-align:center">—</td> <td style="text-align:center">—</td> </tr> <tr> <td>Totals:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	45	45	Lab:	—	—	Clinical:	—	—	Practicum:	—	—	Other:	—	—	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	45	45																						
Lab:	—	—																						
Clinical:	—	—																						
Practicum:	—	—																						
Other:	—	—																						
Totals:	45	45																						

Prerequisites. Select one:

College-level Reading & Writing
 Reduced Reading/Writing Scores
 No Basic Skills Prerequisite

(Add information at Level I prerequisite)
 (College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together)</small>	Corequisites <small>Must be enrolled in this class also during the same semester)</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required
 and or Admission to program required
 and or Other (please specify): _____
 Program: _____

Please send syllabus for transfer evaluation to:
 Conditionally approved courses are not sent for evaluation.
 Insert course number and title you wish the course to transfer as.

<input checked="" type="checkbox"/> E.M.U. as <u>ANT 140</u>	<input type="checkbox"/> _____ as _____
<input checked="" type="checkbox"/> U of M as <u>ANTHROBIO 161</u>	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> _____ as _____	<input type="checkbox"/> _____ as _____

<p>Course ANT 202</p>	<p>Course title Introduction to Physical Anthropology</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course will examine the human species from a biological and bio-cultural perspective. Major areas of coverage include the process of evolution, human genetics, human variation, adaptive and developmental responses to stress, biological systematics, primate studies, human fossil remains and Paleolithic archaeological findings.</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <p>1. The student will be able to employ evolutionary theory and the tools of physical anthropology to critically evaluate models of human evolution and adaptation in current and past environments.</p> <p>2. The student will be able to apply physical anthropology concepts and methods to assess the problems and promises of the paleo-anthropological record for explaining the emergence of humankind.</p>	<p>Assessment Methods for determining course effectiveness</p> <p>1. Department evaluated post-test examination.</p> <p>2. Department evaluated post-test examination.</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <p>1a. The student will be able to <i>identify</i> and <i>distinguish</i> between theory and belief, and critically <i>evaluate</i> their own position on human evolution.</p> <p>1b. The student will be able to <i>name</i> cellular and chromosomal structures/processes relevant to sexual reproduction and <i>define</i> the four mechanisms of evolution: mutation, natural selection, genetic drift, gene flow.</p> <p>1c. The student will be able to <i>recognize</i> the natural forces that have driven human variation, <i>discriminate</i> between racial/clinal differences, and <i>describe</i> how adaptation to environmental stresses affects phenotypes.</p> <p>1d. The student will be able to <i>contrast</i> micro and macro evolutionary processes, <i>explore</i> how evolutionary ecology drives speciation, and <i>differentiate</i> between cladistic and phenetic systematics.</p> <p>1e. The student will be able to <i>sequence</i> the major clades of Cenozoic primates, and <i>assess</i> the usefulness of primate behavior studies for explaining human behavior.</p> <p>2a. The student will be able to <i>identify</i> the components of the archaeological data base, <i>list</i> the major goals of archaeological research, and <i>summarize</i> important field work methods.</p> <p>2b. The student will be able to <i>list</i> five Pliocene hominids, <i>point out</i> their distinctive features, <i>evaluate</i> models of bipedality, and <i>describe</i> Basal Paleolithic technology.</p> <p>2c. The student will be able to <i>discuss</i> the factors driving Pleistocene climate change, the Diaspora of early <i>Homo</i>, and <i>describe</i> the technology of the Lower Paleolithic.</p> <p>2d. The student will be able to <i>assess</i> the relationship of Archaic</p>	<p>Evaluation Methods for determining level of student performance of objectives</p> <p>1 a-e. Objectively and subjectively graded quizzes, exams, and essays.</p> <p>2 a-e. Objectively and subjectively graded quizzes, exams and essays.</p>

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	<p><i>Homo sapiens</i> to anatomically modern humans and <i>describe</i> the cultural adaptations of the Middle Paleolithic.</p> <p>2e. The student will be able to <i>describe</i> Upper Paleolithic adaptations, <i>breakdown</i> the differences between continuity and replacement models of modern human evolution – (Out of Africa-OOA/Multiregionalism-MR/<i>Mostly</i> Out of Africa-MOOA) – and <i>assess</i> the role of symbolic capacity for each of those models.</p>	
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types	One textbook	Estimated costs
Texts	One Reader and/or online articles	\$ 120.00
Supplemental reading	Supplemental text guide (Optional)	
Supplies		
Uniforms		
Equipment		
Tools		
Software		

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input checked="" type="checkbox"/> TV/VCR <input checked="" type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
<input checked="" type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	
<input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
1. The student will be able to employ evolutionary theory and the tools of physical anthropology to critically evaluate models of human evolution and adaptation in current and past environments.	1. Department evaluated post-test examination.	Every three years (Winter Semester 2010)	1 section	30
2. The student will be able to apply physical anthropology concepts and methods to assess the problems and promises of the paleo-anthropological record for explaining the emergence of humankind.	2. Department evaluated post-test examination.	Every three years (Winter Semester 2110)	1 section	30

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Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

The multiple choice questions will be scored using an answer key. The essay question will be scored using a departmentally developed rubric.

2. Indicate the standard of success to be used for this assessment.

Since these are basic knowledge/comprehension questions, an overall average score of 75% or higher on the post test and will be required to indicate a successful performance of the course.

3. Indicate who will score and analyze the data (data must be blind-scored).

The objective section of the post test will be scored by anthropology faculty members other than the instructor who administered the course. Brief essay will be scored using a rubric.

4. Explain the process for using assessment data to improve the course.

Post-test score reports comparing performance, as well as the utility of that measurement tool for assessing course success, will be discussed between anthropology faculty members, and then forwarded to the departmental head and assessment committee for consultation.