

## Abilene Approval Chart for Curriculum Changes

A = Approve      I = Information Item      R = Respond in Writing

Course Number ANTH 101 or Degree Plan(s) \_\_\_\_\_

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add ANTH 101 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

|     | Change to a Course                                   | Dept./School <sup>1</sup> | College | Dean | TEC | UGEC | AUAC/Grad | Provost | President |
|-----|------------------------------------------------------|---------------------------|---------|------|-----|------|-----------|---------|-----------|
| 1.  | Title (description unchanged)                        | A                         | A       | A    | I   | –    | I         | I       | I         |
| 2.  | Description (not affecting content)                  | A                         | A       | A    | I   | –    | I         | I       | I         |
| 3.  | Course term(s)                                       | A                         | I       | A    | I   | –    | I         | I       | I         |
| 4.  | Content (change of course outcomes)                  | A                         | A       | A    | I   | –    | I         | A       | I         |
| 5.  | Number of hours (lecture, lab, contact)              | A                         | A       | A    | A   | –    | A         | A       | I         |
| 6.  | Course number within the hundred                     | A                         | A       | I    | I   | –    | I         | I       | I         |
| 7.  | Course number beyond the hundred                     | A                         | A       | A    | A   | –    | A         | A       | I         |
| 8.  | Prerequisites                                        | A                         | A       | A    | I   | –    | I         | I       | I         |
| 9.  | Course fee(s)                                        | A                         | –       | A    | –   | –    | –         | A       | I         |
| 10. | From U to G <i>or</i> G to U                         | A                         | A       | A    | A   | –    | A         | A       | I         |
| 11. | Cross-list course                                    | A                         | A       | A    | A   | –    | A         | A       | I         |
| 12. | Department of record                                 | A                         | A       | A    | A   | –    | A         | A       | I         |
| 13. | Close a course                                       | A                         | A       | A    | A   | –    | A         | A       | I         |
| 14. | New course (includes combining or splitting courses) | A                         | A       | A    | A   | –    | A         | A       | I         |

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|     | <b>Change to the University Requirements<br/>(All Campuses)</b>                                            | <b>Dept./School<sup>1</sup></b> | <b>College</b> | <b>Dean</b> | <b>TEC</b> | <b>UGEC</b> | <b>AUAC/Grad</b> | <b>Provost</b> | <b>Faculty</b> | <b>President</b> | <b>Trustees</b> |
|-----|------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|-------------|------------|-------------|------------------|----------------|----------------|------------------|-----------------|
| 1.  | University Requirements — Change course outcomes of an included course <sup>2</sup>                        | A                               | A              | A           | –          | A           | –                | A              | –              | A                | –               |
| 2.  | University Requirements — Add or drop a required course from the University Requirements <sup>2</sup>      | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>2</sup> | A                               | –              | –           | –          | A           | –                | A              | –              | A                | –               |
| 4.  | University Requirements — Change hours within a menu in the University Requirements <sup>2</sup>           | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
|     | <b>Change to Catalog Information<br/>(for Campus)</b>                                                      |                                 |                |             |            |             |                  |                |                |                  |                 |
| 1.  | General Requirements for Bachelor's Degrees and Associate's Degrees                                        | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
| 2.  | Policies governing academic probation and suspension                                                       | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
| 3.  | Requirements for graduating with honors                                                                    | –                               | –              | –           | –          | –           | A                | A              | A              | A                | –               |
|     | <b>Change to a Degree Plan<br/>Proposed by Faculty or College</b>                                          |                                 |                |             |            |             |                  |                |                |                  |                 |
| 5.  | Educational Program — Revise <sup>3</sup>                                                                  | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 6.  | Educational Program — Adopt/change admission requirements                                                  | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 7.  | Educational Program — Add <sup>3</sup>                                                                     | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 8.  | Educational Program — Discontinue                                                                          | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 9.  | GPA — Revise program-required GPAs                                                                         | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 10. | Minor — Revise                                                                                             | A                               | A              | A           | I          | –           | I                | I              | –              | I                | –               |
| 11. | Minor — Add                                                                                                | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 12. | Minor — Discontinue                                                                                        | A                               | A              | A           | A          | –           | A                | A              | –              | A                | –               |
| 13. | Degree — Add                                                                                               | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
| 14. | Degree — Discontinue                                                                                       | A                               | A              | A           | A          | –           | A                | A              | A              | A                | I               |
|     | <b>Change to a Degree Plan<br/>Proposed By Provost</b>                                                     |                                 |                |             |            |             |                  |                |                |                  |                 |
| 15. | Educational Program — Discontinue                                                                          | R                               | –              | R           | A          | –           | A                | A              | A              | A                | I               |
| 16. | Minor — Discontinue                                                                                        | R                               | –              | R           | A          | –           | A                | A              | –              | A                | –               |
| 17. | Degree — Discontinue                                                                                       | R                               | –              | R           | A          | –           | A                | A              | A              | A                | I               |

<sup>1</sup> When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

<sup>2</sup> Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

|                                                                                                                |                                            |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Department/School Chair(s)</b>                                                                              |                                            |
| <br>_____<br><i>Signature</i> | 9-15-2022<br>_____<br><i>Approval date</i> |
| _____<br><i>Signature</i>                                                                                      | _____<br><i>Approval date</i>              |

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>College Academic Council(s)</b> |                               |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Dean(s)</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Teacher Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                             |                               |
|---------------------------------------------|-------------------------------|
| <b>University General Education Council</b> |                               |
| _____<br><i>Chair's signature</i>           | _____<br><i>Approval date</i> |

|                                               |                               |
|-----------------------------------------------|-------------------------------|
| <b>Abilene Undergraduate Academic Council</b> |                               |
| _____<br><i>Chair's signature</i>             | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Graduate Council</b>           |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Provost</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>Faculty</b>                          |                               |
| _____<br><i>Chair of Faculty Senate</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>President</b>          |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

# Application for Social and Behavioral Science Menu

## Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

## Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

## Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject code, course number, and title of course:</b>                                                                            | ANTH 101, Introduction to Anthropology                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Terms offered:</b>                                                                                                               | Spring, Odd years                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Catalog description:</b>                                                                                                         | An overview of archeology; physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate world view is suggested, in contrast to provincialism. May be used to satisfy University Requirements. |
| <b>Course prerequisites:</b>                                                                                                        | None                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Cross-listed courses:</b><br><small>*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.</small> | None                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                                                           |                   |
|-------------------------------------------------------------------------------------------|-------------------|
| <b>Other general education menus on which the course appears or you are applying for:</b> | Cultural Literacy |
|-------------------------------------------------------------------------------------------|-------------------|

## Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course introduces students to anthropology, a social and behavioral science discipline. Introduction to anthropology requires students to examine human behavior at the individual, group, institutional, and nation-state levels. Students are introduced to and develop skills in social scientific data analysis and complex social systems like culture, the family, economy, and gender.

## Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

The course content: chapters in a standard Introduction to Anthropology text, in-class media, and assignments, introduce anthropology as a social scientific discipline with a broad range of applications both within and outside of professional work as an anthropologists. Course texts and media content offer complex and nuanced perspectives on human behavior, often addressing particular social issues and examining them with social science research methods and theoretical perspectives.

Assessments, like quizzes, help students demonstrate their content knowledge on a variety of topics within the social sciences, such as race, class, gender, culture, religion, the family, and the economy. Each topic requires students to examine human behavior at the micro-, meso-, and macro-levels.

Special assignments, like required Participant Observations and the intergenerational town hall, require students to apply social science theory and research skills gained in this class to real-world events.

## Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

## Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

| Area to Be Assessed | Assessment Artifact                                    |
|---------------------|--------------------------------------------------------|
| SBS subject matter  | Quizzes                                                |
| Outcome A2          | Quizzes                                                |
| Outcome C1          | Intergenerational Town Hall Participation & Reflection |
| Outcome C2          | Participant Observation                                |

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

## Social and Behavioral Science Subject Matter

| Students will be able to:                                                                                                          | Shortcomings                                                            | Meets Expectations                                           | Points of Excellence                                         |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| <b>Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems</b> | Fewer than 84% of students will earn a "C" or above average on quizzes. | 84% of students will earn a "C" or above average on quizzes. | 90% of students will earn a "C" or above average on quizzes. |

## Student Learning Outcome A2 (select at least one)

| Students will be able to:                                    | Shortcomings                                                            | Meets Expectations                                           | Points of Excellence                                         |
|--------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| <b>Understand intent of source</b>                           | Fewer than 84% of students will earn a "C" or above average on quizzes. | 84% of students will earn a "C" or above average on quizzes. | 90% of students will earn a "C" or above average on quizzes. |
| <b>Interpret source within rhetorical context</b>            |                                                                         |                                                              |                                                              |
| <b>Evaluate relevance of source within multiple contexts</b> |                                                                         |                                                              |                                                              |

## Student Learning Outcome C1 (select at least one)

| Students will be able to:                                         | Shortcomings                                                                                                                                         | Meets Expectations                                                                                                                        | Points of Excellence                                                                                                                      |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compare and contrast multiple viewpoints on a topic</b>        |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                           |
| <b>Develop and express an evidence-based viewpoint on a topic</b> | Fewer than 84% of students will earn a "C" or above average on an assessment of sources for their Intergenerational Town Hall Reflection assignment. | 84% of students will earn a "C" or above average on an assessment of sources for their Intergenerational Town Hall Reflection assignment. | 90% of students will earn a "C" or above average on an assessment of sources for their Intergenerational Town Hall Reflection assignment. |
| <b>Synthesize information from multiple sources</b>               |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                           |

## Student Learning Outcome C2

| Students will be able to: | Shortcomings | Meets Expectations | Points of Excellence |
|---------------------------|--------------|--------------------|----------------------|
|---------------------------|--------------|--------------------|----------------------|

|                                                                                 |                                                                                                                           |                                                                                                                |                                                                                                                |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Read and interpret data in a form that is appropriate for the discipline</b> | Fewer than 84% of students will earn a "C" or above average on an assessment of their Participant Observation assignment. | 84% of students will earn a "C" or above average on an assessment of their Participant Observation assignment. | 90% of students will earn a "C" or above average on an assessment of their Participant Observation assignment. |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

## Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

## Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

## Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

# Example Rubric

## Social and Behavioral Science Subject Matter

| Students will be able to:                                                                                                          | Shortcomings                                                             | Meets Expectations                                                    | Points of Excellence                                                  |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems</b> | Students correctly answer fewer than 75% of SBS test questions in Exam 1 | Students correctly answer 75% or more of SBS test questions in Exam 1 | Students correctly answer 90% or more of SBS test questions in Exam 1 |

## Student Learning Outcome A2 (select at least one)

| Students will be able to:                                    | Shortcomings                                                             | Meets Expectations                                                           | Points of Excellence                                                                    |
|--------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Understand intent of source</b>                           | Students have errors in their paraphrasing of source material in Essay 2 | Students accurately paraphrase source material in their own words in Essay 2 | N/A                                                                                     |
| <b>Interpret source within rhetorical context</b>            | Students ignore or misrepresent context of a source in Essay 2           | Students identify relevant aspects of context for a source in Essay 2        | Students correctly use the context of a source to explain their own position in Essay 2 |
| <b>Evaluate relevance of source within multiple contexts</b> |                                                                          | Not assessed.                                                                |                                                                                         |

## Student Learning Outcome C1 (select at least one)

| Students will be able to:                                         | Shortcomings                                                 | Meets Expectations                                                                                  | Points of Excellence                                                                                  |
|-------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Compare and contrast multiple viewpoints on a topic</b>        |                                                              | Not assessed.                                                                                       |                                                                                                       |
| <b>Develop and express an evidence-based viewpoint on a topic</b> | Students cite evidence from one or fewer sources in Essay 2. | Students cite evidence from two or more sources that effectively supports their position in Essay 2 | Students cite evidence from four or more sources that effectively supports their position in Essay 2. |
| <b>Synthesize information from multiple sources</b>               |                                                              | Not assessed.                                                                                       |                                                                                                       |

## Student Outcome C2

| Students will be able to:                                                       | Shortcomings                                                                  | Meets Expectations                                                                          | Points of Excellence                                                                       |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Read and interpret data in a form that is appropriate for the discipline</b> | Students answer fewer than 50% of test questions on data correctly in Exam 1. | Students answer the majority of test questions related to reading data correctly in Exam 1. | Students answer 80% or more of test questions related to reading data correctly in Exam 1. |

**Abilene Christian University**  
**ANTH 101.01**  
**“Introduction to Anthropology”**  
**Spring 2020**  
**TR 12:00 to 1:20 pm**

*“Ordinarily we are unaware of the special lens through which we look at life...Anthropology holds up a great mirror to humanity [which reflects back] its infinite variety.”*

- Clyde Kluckhohn

**Instructor: Dr. Suzie Macaluso, PhD**

Office Hours: Monday & Wednesday 1:00 to 2:30, Tuesday & Thursday 9:00 to 11:00

Office: Sherrod 129 (in the Pruett Gerontology Center)

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

**Mission of ACU**

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

**Mission of the College of Arts and Sciences**

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

**Catalog Description of ANTH 101 – Introduction to Anthropology**

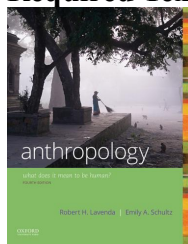
An overview of archeology, physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate worldview is suggested, in contrast to provincialism.

**Course Objectives & Learning Outcomes:**

During this course experience, you will:

| <b>Objective</b>                                                                                                                                                                                                         | <b>Measurement</b>           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Trace and discuss the emergence and impact of global social interdependency and the “worldviews” that are represented.                                                                                                   | Response Projects<br>Quizzes |
| Be familiar with and correctly identify the four types of anthropological evidence (archaeological, physical, cultural, and linguistic) and the roles they play in understanding human social settings and interactions. | Response projects<br>Quizzes |
| Understand and describe the role of race and ethnicity, family, religion, education, communication, politics, gender, and economic factors in community life.                                                            | Response projects<br>Quizzes |
| Engage in basic research analyses using methods and ethics of applied anthropology.                                                                                                                                      | Participant observation      |
| Apply concepts of anthropological thinking to personal life goals and preparation for service and leadership throughout the world.                                                                                       | Town hall reflection         |

## Required Texts



All texts are available from the ACU bookstore.

Lavenda, Robert H. and Emily A. Schultz. *Anthropology: What Does it Mean to be Human?* 4<sup>th</sup> edition.

## Prerequisites

None.

## Course Format

The course will be conducted in a lecture/discussion format.

## Evaluation

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments except quizzes will be graded as satisfactory or unsatisfactory. I will provide clear assignment specifications with examples of satisfactory work. Only assignments completed by the deadline will count toward your final grade. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points based systems.

## Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to satisfactorily complete any of the requirements for a particular assignment will result in a grade of “unsatisfactory” on that assignment. Each student will be given 3 tokens at the start of the semester. Each token may be used to reattempt one assignment that did not receive a satisfactory grade (multiple tokens may be used to reattempt an assignment more than one time), to excuse one absence, or to submit an assignment after the due date.

A grade of A indicates complete mastery of the seven learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have no more than 3 unexcused absences during the semester.
2. Earn an average of 80% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 4 response projects

A grade of B indicates above average mastery of the four learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have no more than 4 unexcused absences during the semester.
2. Earn an average of 78% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 3 response projects

A grade of C indicates average mastery of the four learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have no more than 5 unexcused absences during the semester.
2. Earn an average of 70% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 2 response projects

A grade of D indicates below average mastery of the four learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have no more than 6 unexcused absences during the semester.
2. Earn an average of 68% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete 1 response project

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

| SOCI 415 Grade Form           |  |     |     |     |     |
|-------------------------------|--|-----|-----|-----|-----|
| Assignments Required for a... |  | A   | B   | C   | D   |
| Number of Absences            |  | 3   | 4   | 5   | 6   |
| Quiz Average                  |  | 82% | 80% | 70% | 68% |
| Town Hall Response            |  | Yes | Yes | Yes | Yes |
| Participant Observation       |  | Yes | Yes | Yes | No  |
| Number of Response Projects   |  | 4   | 3   | 2   | 1   |

## Overview of Assignments

### *I. Lecture Attendance/Participation/Daily Reading*

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. PowerPoint slides will be posted on Canvas prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

\*Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

## *II. Quizzes*

There will be a short online quiz for each of the chapters covered. Each quiz corresponds to the textbook material. The quizzes will consist of multiple choice and true/false questions. Quizzes will be administered online via Canvas.

## *III. Participant Observation*

You will choose a location and spend 3 hours observing the activities that take place in the setting. You will write a three-page paper describing the experience and your observations. You will find specific instructions for the paper on Canvas.

## *IV. Town Hall Participation & Reflection*

You will participate in an intergenerational town hall meeting at the Abilene Convention Center. During the town hall you will serve as table leaders, leading a discussion about issues facing older adults in our area. Following the town hall you will reflect on your experience in a written paper to be submitted on canvas. Complete instructions and details can be found on campus.

## *V. Response Projects*

The response projects provide a unique way for you to respond to the material covered in the textbook and show that you comprehend the topic. You will have a choice of the following response types:

1. A written book response
2. A photo essay and reflection
3. A podcast
4. A persuasive speech (recorded)
5. An analysis of song lyrics
6. Poetry and reflection
7. Art and reflection
8. Public service announcement
9. Solution to an Anthropological problem
10. Autoethnography

The specific requirements for each of the 10 options are posted on Canvas.

## **General Classroom Policies and Guidelines**

### *Grade Book*

I will post complete/incomplete grades on Canvas as well as the quiz grades (shown as a percent). You should use the grade book on Canvas as an indicator of how many assignments you have completed at a satisfactory level. You may also use the grades in Canvas to get an average for your quizzes. **The grade listed on Canvas as your overall grade does not correspond to your final grade in the class.** Grades will be determined based on which grade bundle you choose to complete.

### *Late Work*

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as unsatisfactory.

### *Absences for In-Class assignments*

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

### *Grade Challenges*

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

### *Communication*

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses Canvas website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

### **Academic Integrity**

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/academics/provost/policies/index.html>.

### **Accommodations**

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

### **Classroom Environment**

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
  - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
  - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.

## Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on Canvas.

| <b>Dates<br/>:</b> | <b>Day</b> | <b>Topic to be Covered</b>                                                                             | <b>Reading</b> | <b>Assignment Due</b>      |
|--------------------|------------|--------------------------------------------------------------------------------------------------------|----------------|----------------------------|
| Jan 14<br>16       | T<br>TH    | What is Anthropology?<br>Why is Evolution Important to Anthropologists?                                | Ch 1<br>Ch 2   | -<br>Q1                    |
| 21<br>23           | T<br>TH    | Why is Evolution Important to Anthropologists?<br>Study of Primates                                    | Ch 2<br>Ch 3   | Q2<br>Q3                   |
| 28<br>30           | T<br>TH    | What Can the Fossil Record<br>Tell Us about Human Origins?                                             | Ch 4<br>Ch 4   | Q4<br>-                    |
| Feb 4<br>6         | T<br>TH    | What Can Evolutionary Theory<br>Tell Us About Human Variation?                                         | Ch 5<br>Ch 5   | Q5<br>Response 1 Due       |
| 11<br>13           | T<br>TH    | How Do We<br>Know about the Human Past?                                                                | Ch 6<br>Ch 6   | Q6<br>-                    |
| 18<br>20           | T<br>TH    | The Development of Old Age<br>Town Hall                                                                | TBA<br>-       | -<br>-                     |
| 25<br>27           | T<br>TH    | Why Did Humans Settle Down, Build Cities,<br>and Establish States?                                     | Ch 7<br>Ch 7   | Q7<br>Town Hall            |
| Mar 3<br>5         | T<br>TH    | Why is the Concept<br>of Culture Important?                                                            | Ch 8<br>Ch 8   | Q8<br>Response 2 Due       |
| 10<br>12           | T<br>TH    | <b>Spring Break</b><br><b>Spring Break</b>                                                             |                |                            |
| 17<br>19           | T<br>TH    | Why is Understanding<br>Human Language Important?                                                      | Ch 9<br>Ch 9   | Q9<br>-                    |
| 24<br>26           | T<br>TH    | <b>Participant Observation – No Class Meeting</b><br><b>Participant Observation – No Class Meeting</b> |                |                            |
| 31<br>Apr 2        | T<br>TH    | How Do We<br>Make Meaning?                                                                             | Ch 10<br>Ch 10 | Q10<br>Observation Due     |
| 7<br>9             | T<br>TH    | Why Do Anthropologists Study Economic Relations?<br>How Do Anthropologists Study Political Relations?  | Ch 11<br>Ch 12 | Q11<br>Q12, Response 3 Due |
| 14<br>16           | T<br>TH    | What Can Anthropology Teach Us About<br>Sex, Gender, and Sexuality?                                    | Ch 13<br>Ch 13 | Q 13<br>-                  |
| 21<br>23           | T<br>TH    | Where Do Our Relatives Come From and<br>Why Do They Matter?                                            | Ch 14<br>Ch 14 | Q14<br>-                   |
| 28<br>30           | T<br>TH    | What Can Anthropology Tell Us<br>About Social Inequality?                                              | Ch 15<br>Ch 15 | Q15<br>-                   |
| May 4              | M          | Dead Day                                                                                               |                | Response 4 Due             |
| May 7              | TH         | 11:45 am                                                                                               |                | All Tokens Due             |