Course Number: ANTH 1324-90L
Course Name: Human Evolution

Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Sarah M. Rowe
Office: ELABN 318
Office Hours: Mondays 1-2pm, Wednesday 11am-Noon in person, on Blackboard Collaborate, or by appointment

Do not hesitate to send me a course message if we need to talk so we can agree on a convenient time for a phone call, Collaborate session, or a meeting.

Office Telephone: 956-665-3567
E-mail: sarah.rowe@utrgv.edu

Response Time:
I will generally respond to messages within 48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support (information found under Course Technology). I will generally only respond to messages during business hours (9am-5pm) on weekdays. Please keep this in mind and plan in advance for inquiries related to assignments. I will update the online grades each time a grading session has been complete—typically 4 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Academic Coaches: Mary Norton and Sarah Walker

GENERAL INFORMATION

Purpose
This course is designed to teach you about human origins. The course begins with a background discussion on early theories of human origins and methods used in the scientific investigation of humankind’s past. This is followed by a section on genetics and the biology of heredity to help you understand how evolution happens. The rest of the course covers the biological and cultural evolution of humans from over 4 million years ago until people became fully modern.

THECB Core Learning Objectives
ANTH 1324 meets standards of The Texas Higher Education Coordinating Board for core courses within the Social and Behavioral Sciences Foundational Component Area by addressing four key core objectives concerned with (1) Critical Thinking Skills, (2) Communication Skills, (3) Empirical and Quantitative Skills, and (4) Social Responsibility. As students are exposed to central features of this Human Evolution class, including hominin morphology, human variation, prehumen and human fossils, and prehistoric cultural developments, they are also encouraged to critically evaluate this information using appropriate methodologies and theories. This fosters critical thinking by giving them the background and tools to appreciate and critically assess new data that are continuously becoming available. Students also perfect their oral and communication skills as they articulate their ideas as part of directed-in class discussions and through written assignments. Students are also taught the basic style guide/citation system of the American Anthropological Association. Empirical and quantitative skills are a critical part of the intellectual competency necessary to present and assess the empirical data and results that form the body of evidence used to develop hypotheses and theories about the biological and cultural evolution of
humankind. In keeping with this, students are expected to master the basic empirical and quantitative skills necessary to interpret and present data and results in varied formats and to apply appropriate theoretical frameworks. For example, students will learn to identify, describe, and manipulate the Hardy-Weinberg equation, which is the central theorem in population genetics. Finally, students develop a sense of social responsibility as they come to recognize the complexity of both human origins and modern human variation and as they acquire a broader perspective on the individual’s biological and cultural relationship to the larger society and world in which people live. This sense of social responsibility will deepen as students learn to identify and understand contemporary standards of human subjects research and informed consent.

**Anthropology Program Learning Objectives**

ANTH 1324 also meets Anthropology Program goals as it teaches you to use the tools of anthropology to think and write critically about topics dealing with humankind, enables you to develop a solid base of anthropological knowledge in the area of biological anthropology, gives you a holistic understanding of individuals and cultures that reflects the multidimensionality of human experience, shows you how to apply appropriate research methodologies to understand cultural phenomena, and demonstrates how to apply anthropological concepts and knowledge.

**Course Description**

ANTH 1324 introduces students to human biological and cultural evolution through an examination of hominin morphology, pre-human fossils, human variation, and prehistoric cultural developments. As you become familiar with these key topics, you will be able to critically assess the early biological and cultural development of humankind more holistically and examine how we came to be human in the context of this field’s historical development and multicultural component using appropriate scientific methodologies and theoretical bases. You will also develop a sense of your biological and cultural place within an ever-changing world.

**Prerequisite**

None. May not be enrolled in one of the following Programs:
- dnu-MED in Educational Admin
- MPA in Public Administration
- Bus. Admin -Accelerated online

**TEXTBOOK & COURSE MATERIALS**

**Required Text**

- Access to the InQuizitive system offered by W.W. Norton. If you purchase a new book or an ebook you will receive an access code for InQuizitive with your purchase. If you purchase a used book or rent your book you may need to purchase a separate access code for InQuizitive through W.W. Norton.

**Recommended Texts & Other Readings**

- Additional assigned readings will be posted to the Blackboard class website.
COURSE OBJECTIVES

- Articulate basic principles of evolution and human genetics, including a history of the ideas leading to our current scientific understandings of these principles and how they are applied in contemporary society
- Identify similarities and differences between humans and non-human primate species, including the biological basis for cooperation and competition
- Describe the major trends in hominin evolution, including the fossil and molecular evidence for the origins of anatomically modern humans
- Evaluate influences of genetic, ecological, and sociocultural factors on biological variation, diversity, and adaptation in non-human primates and in contemporary human populations

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version).
- Virus protection
- Microsoft Office or similar software, such as LibreOffice

I encourage the use of open source software, when possible, and for students to be creative in their application of digital resources to their learning.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday –Friday: 7:30AM-6:00PM</td>
<td>Monday –Friday: 7:30AM-6:00PM</td>
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COURSE ORGANIZATION & ONLINE TOOLS

Course Structure
This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Weekly Modules
The course is organized into weeks of instruction, as outlined in the Course Schedule below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, assignments, and other materials you may need for the week.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Academic Coach
This course features an Academic Coach in addition to an Instructor. The role of the Academic Coach is to facilitate your learning process while encouraging you to complete the course. In conjunction with myself, the Academic Coach will help grade assignments, facilitate discussion threads, and monitor the completion of assignments. Feel free to contact her through Blackboard Course Messages with questions related to the course. Please note that I retain final authority to determine late work allowances and changes to assignment or course grades.

Discussion Forums
You will find the following discussion forums in the course Blackboard site:
- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Additional Discussions: Have you seen evolution, human origins, or anthropology in the news? I encourage you to post links to these articles and discuss them (please see the entry on “Extra Credit” below.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Course Message
If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums, and that of the Academic Coach, is that of a facilitator. We will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments
Unless indicated otherwise in Weekly materials, you will submit all Assignments to their respective assignments area. All course components are due by 5:00pm on Friday of the week that they are listed, unless otherwise indicated.
### TOPIC OUTLINE/SCHEDULE

**Important Note:** All course components are due by 5:00 pm on Friday of the week that they are listed, unless otherwise indicated. Activity and assignment details will be explained in detail within each week's corresponding weekly content area. If you have any questions, please contact your instructor.

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<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>1</td>
<td>Jan 14 – Jan 18</td>
<td>• Introduction to Course</td>
<td>Assigned Readings:</td>
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<td>• Welcome</td>
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<td>• About Your Professor</td>
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<td>• Syllabus</td>
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<td>Discussion:</td>
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<td>• Self-Introduction Post</td>
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<td>Assignment:</td>
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<td>• Syllabus Quiz</td>
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<td>• How to Use InQuizitive</td>
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<td>2</td>
<td>Jan 21 – Jan 25</td>
<td>• Introduction to Anthropology</td>
<td>Assigned Readings:</td>
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<td>• Scientific Method</td>
<td>• Textbook Chapter 1</td>
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<td>Discussion:</td>
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<td>• Your Biocultural Environment</td>
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<td>Assignments:</td>
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<td>• InQuizitive Ch. 1</td>
<td>10</td>
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<td></td>
<td>• Assignment 1: Evaluating Studies of Bigfoot</td>
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<td>3</td>
<td>Jan 28 – Feb 1</td>
<td>• History of Evolutionary Thought</td>
<td>Assigned Readings:</td>
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<td>• Mendelian Genetics</td>
<td>• Textbook Chapter 2</td>
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<td>Discussion:</td>
<td>10</td>
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<td>• Evolution Debates</td>
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<td>Assignments:</td>
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<td>• InQuizitive Ch. 2</td>
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<td>• Assignment 2: Principles of Inheritance</td>
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<td>4</td>
<td>Feb 4 – Feb 8</td>
<td>• Genetics: Cells &amp; Molecules</td>
<td>Assigned Readings</td>
<td>10</td>
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<td>• DNA Replication</td>
<td>• Textbook Chapter 3</td>
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<td>Assignment:</td>
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<td>• InQuizitive Ch. 3</td>
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<td>• Assignment 3: Translation and Transcription</td>
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<td>5</td>
<td>Feb 11 – Feb 15</td>
<td>• Mechanisms of Evolution</td>
<td>Assigned Readings</td>
<td>10</td>
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<td>• Natural Selection in Real Time</td>
<td>• Textbook Chapter 4</td>
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<td>Assignment:</td>
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<td>• InQuizitive Ch. 4</td>
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<td>• Assignment 4: Genotype Frequencies and Mechanisms of Evolution</td>
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<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Assignments</td>
<td>Points</td>
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| 6    | Feb 18 – Feb 22    | • Human Adaptation
• Living Human Variation                                  | Assigned Readings
• Textbook Chapter 5
Discussion:
• Biology, Race & Racism
Assignment:
• InQuizitive Ch. 5
• Assignment 5: Anthropometric Variation | 10 10 10 |
| 7    | Feb 25 – Mar 1     | • Phylogeny & Speciation
• Fossils & Dating Techniques                                      | Assigned Readings
• Textbook Chapter 8
Assignment:
• InQuizitive Ch. 8
• Assignment 6: Phylogeny & Cladistics pt. 1 | 10 10 10 |
| 8    | Mar 4 – Mar 8      | • Primate Classification
• Introduction to Primates                                           | Assigned Readings
• Textbook Chapters 6 & 9
Assignment:
• InQuizitive Ch. 6
• Assignment 7: Phylogeny & Cladistics pt. 2 | 10 10 10 |
|      | SPRING BREAK – NO CLASS |                                                                  |                                                                             |        |
| 9    | Mar 18 – Mar 22    | • Lemurs, Lorises, Galagos & Tarsiers
• Monkeys
• Apes                                                                | Assigned Readings
• Textbook Chapters 6 & 9
Discussion:
• Pick a Primate
Assignment:
• InQuizitive Ch. 9 | 10 10 10 |
| 10   | Mar 25 – Mar 29    | • Primate Behavior                                                   | Assigned Readings
• Textbook Chapter 7
Discussion:
• Should Frodo be put down?
Assignment:
• InQuizitive Ch. 7
• Assignment 8: Primate Behavior | 10 10 10 |
| 11   | Apr 1 – Apr 5      | • Becoming a Biped
• Early Hominins, Ardipithecines & Australopithecines                | Assigned Readings
• Textbook Chapter 10
Assignment:
• InQuizitive Ch. 10
• Assignment 9: Origins of Bipedalism | 10 10 10 |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>12</td>
<td>Apr 8 – Apr 12</td>
<td>• Genus Homo: <em>H. habilis</em> &amp; <em>H. erectus</em></td>
<td>Assigned Readings: • Textbook Chapter 11&lt;br&gt;Assignment: • InQuizitive Ch. 11 • Assignment 10: Dawn of Humanity</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Apr 15 – Apr 19</td>
<td>• Neanderthals&lt;br&gt;• Archaic Humans&lt;br&gt;• Anatomically Modern Humans&lt;br&gt;• Human Migrations</td>
<td>Assigned Readings: • Textbook Chapter 12&lt;br&gt;Assignment: • InQuizitive Ch. 12 • Assignment 11: Decoding Neanderthals</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>Apr 22 – Apr 26</td>
<td>• Agricultural Revolutions &amp; Human Adaptations</td>
<td>Assigned Readings: • Textbook Chapter 13&lt;br&gt;Discussion: • Are humans still evolving?&lt;br&gt;Assignment: • InQuizitive Ch. 13</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Apr 29 – May 3</td>
<td>• Fossil Finds Paper – Due May 3, 5pm</td>
<td>Assignment: • Fossil Finds Paper</td>
<td>50</td>
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**GRADING POLICY**

**Graded Course Activities**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>InQuizitive self-quiz (10 pts. each)</td>
<td>130 points</td>
</tr>
<tr>
<td>Discussion Board posts (10 pts. each)</td>
<td>60 points</td>
</tr>
<tr>
<td>Assignments (10 pts. each)</td>
<td>110 points</td>
</tr>
<tr>
<td>Fossil Finds Assignment</td>
<td>50 points</td>
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<tr>
<td>Total Points Possible</td>
<td>350</td>
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</table>

A = 315-350<br>B = 280-314<br>C = 245-279<br>D = 210-244<br>F = Below 210

**Assignments**<br>There are eleven assignments that are due throughout the semester. These assignments encourage you to stretch and apply the themes addressed in the course material. Each week’s assignments are located within the weekly module folders. Assignments are due by 5:00 pm on Fridays unless otherwise indicated.
InQuizitive Self-Quiz
The InQuizitive system links a set of questions to each chapter of the textbook and allows you a chance to test your knowledge of the material you are reading. These activities can be completed on a computer or smartphone. Please follow the link and instructions on Blackboard in order to register with the system and so that I will be able to see as you complete your work (so you can get credit!). You will receive full credit for each chapter that you achieve the target score by 5:00 pm Friday night. You can access the InQuizitive system here.

Discussion Boards
There are six Discussion Board posts that are due throughout the semester. Completion of this requirement includes an originating post as well as responses to several of your classmates’ posts. You will be graded on the content of your post and your engagement with other posts. You should plan to post your initial response by 11:59 pm on Wednesday of the week posts are due, and follow up with responses to your classmates’ posts by 5:00 pm on Friday.

Fossil Finds
Working in groups with 4 of your classmates (5 students total) you will write a paper describing a newly-discovered fossil hominin that you invent. Students will be assigned to groups in the fourth week of class. You will have messaging, blog, wiki, etc. capabilities to communicate within your group and to compose the paper. Additional assignment details, including required content, are available on Blackboard.

Late Work Policy
Be sure to pay close attention to deadlines. They exist to ensure the smooth operation of class activities. I have a blanket late work policy, which is as follows:

| Turn in on or before the deadline | 100% credit possible |
| Turn in within 72 hours of the deadline | 80% credit possible |
| Turn in within 72 hours and one week of the deadline | 50% credit possible |
| Turn in after one week of the deadline | 30% credit possible |

(Additional accommodations will be made for University-approved reasons. Please contact me.)

If you find you are having trouble completing work or meeting deadlines, please contact me! The sooner you make me aware of an issue the more opportunity we will have to find solutions. I want you all to succeed in this course.

Viewing Grades in Blackboard
Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 4 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.
COURSE POLICIES

Participation
Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date.

Communication Skills
All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

This class may cover controversial topics. All efforts will be made to present information in a respectful manner and to encourage productive dialogue and discussion during class. I expect that we treat each other with respect at all times. No opinions or speech that discriminates against or is derogatory towards others on the basis of race, ethnicity, age, gender, religion, sexual orientation, political affiliation, or disability will be tolerated.

Netiquette
Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students find that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

UTRGV UNIVERSITY POLICIES
STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about April 10 – May 1.
COURSEWORK COPYRIGHT STATEMENT
The materials used in this course are copyrighted. This includes, but is not limited to, syllabi, exams, in-class activities, review sheets, homework, solutions, class notes, lectures, and supplemental materials. You do not have the right to copy or distribute these items, unless I specifically grant you permission.

SCHOLASTIC INTEGRITY
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)