



**Bachelors or Associates Discipline Preferred:** No value

**Additional Bachelors or Associates Discipline:** No value

### Course Development Options

**Course Allowed Basic Skill of Status**  
**Number of Retakes**

Course is not a basic skills course.  
Letter Grade methods Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

**Rationalize For Credit By Exam/Challenge**  
 Allow Students To Audit Course

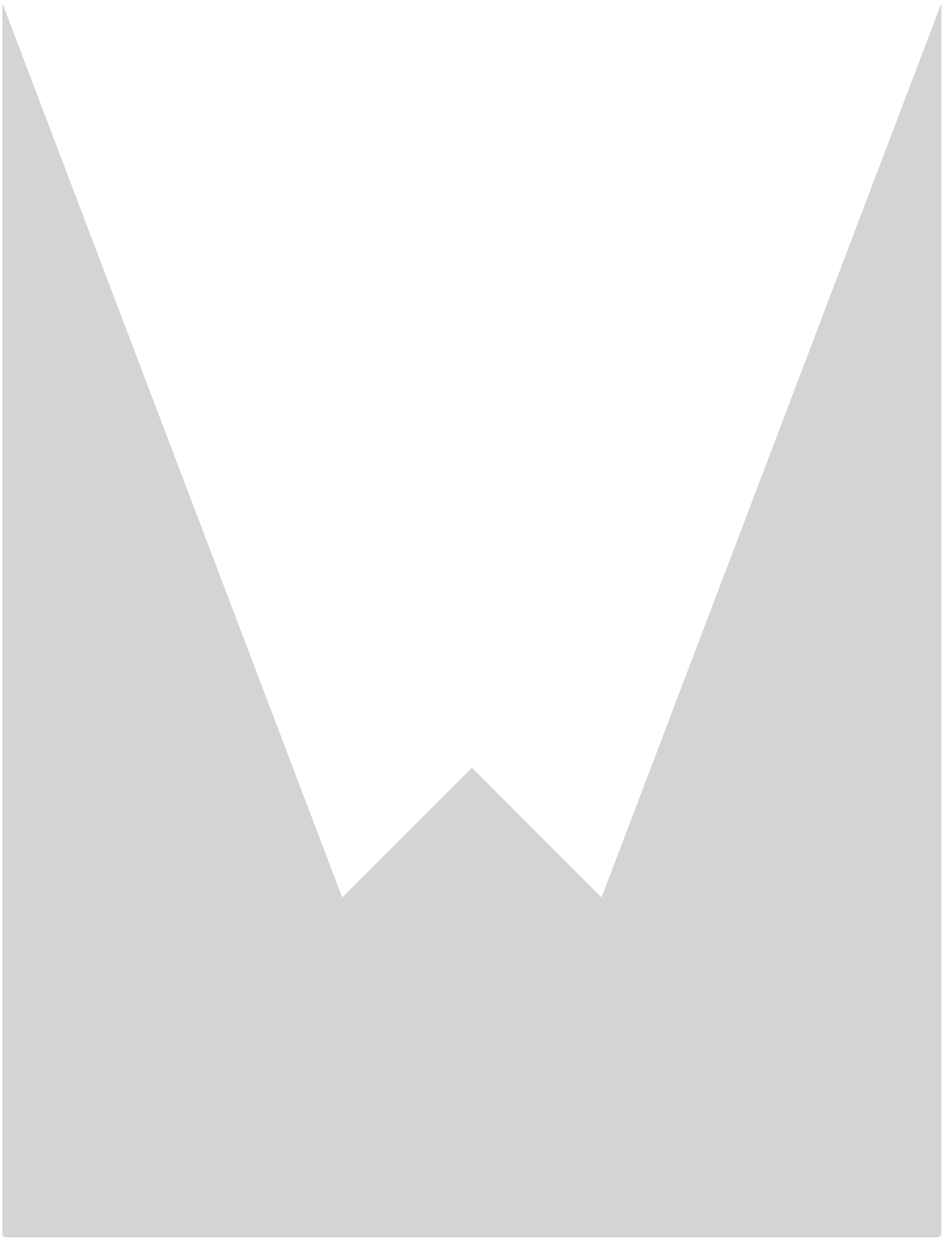
No value

### Transferability & Gen. Ed. Options

**Request for Transferability**  
**Status**

Transferability Applied to both UC and CSU

### Units and Hours



**Units and Hours - Weekly Specialty Hours**

**Requisites**

**Entrance Skills**

**Limitations on Enrollment**

**Specifications**



hours  
and  
observe  
at  
least  
two  
different  
primate  
species.  
Write  
a  
paper  
comparing  
the  
two  
primate  
species  
to  
each  
other  
and  
discussing  
insights  
gained  
into  
the  
evolution  
of  
modern  
humans.

Critical  
Thinking  
-  
Read  
various  
theories  
on  
Evolution  
and  
evaluate  
the  
data  
that  
is  
used  
to  
support

each  
theory.

### Methods of Evaluation Rationale

Other Methods  
of  
evaluation  
may  
include  
written  
assignments  
and  
tests.

### Equipment value

### Textbooks

Author	Title	Publisher	Date	ISBN
Jurmain, Robert, Lynn Kilgore, Wenda Trevathan and Russell L. Ciochon	Introduction to Physical Anthropology 13th	Cengage	2012	9781111297930
Angeloni, Elvio	Annual Editions: Physical Anthropology 12/13	McGraw-Hill	2011	9780078051029
Boyd, Robert and Joan Silk	How Humans Evolved 6th	W. W. Norton and Company	2011	9780393912272

## Learning Outcomes and Objectives

### Course Objectives

Identify the biological and cultural factors responsible for human variation.

**Course Outline**





## Distance Learning

### **I. Need/Justification What is the intent in offering the course by distance education? How will learning be enhanced by the delivery of this course by distance education?**

An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course. In the online-only format, all assignments and exams are completed online, and the instructor is in contact with students for a minimum of 3 hours per week, using technologies such as discussion forums, quizzes, email, and chat.

### **II. Regular and Effective Contact Please fill out the table to indicate the number of hours for each method of instruction.**

#### A. Regular and Effective Contact

Describe how you will achieve regular and effective contact with your students. Indicate type, number and purpose of instructor-student contacts per semester.

#### B. Student Activities

Describe type, number and purpose of student assignments.

Contact Type: Group Meetings/Seminar

Activity Hours: 2.00 - 10.00

Purpose: Students may participate in asynchronous online group discussions supervised by the instructor.

Contact Type: Orientation Session Purpose: Students n](4S96.)Tj tation Sessio.00 - 10.00

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Activity Hours: 1.00 - 4.00

Purpose: At the beginning of the semester, students read the course syllabus and all assignments on ANGEL (or an equivalent course management system) and may refer to FAQs as needed if and when questions arise.

Contact Type: Lecture

Activity Hours: 22.00 - 30.00

Purpose: Students read, watch and/or listen to content delivered through one or more of the following methods, all posted through the Angel or a similar course management system: recorded lectures/podcasts/webinars; webpages, PowerPoint presentations; published links and online resources; collaborative web-based file-sharing tools (e.g. Prezi, Google docs, Dropbox).

Contact Type: Discussion Forum

Activity Hours: 22.00 - 30.00

Purpose: Students respond to discussion forum questions about or directly related to course content such as a recorded or live lecture or a reading assignment. Students respond to each other's' posts. Instructors moderate and evaluate student discussion posts.

#### C. Sample Assignment

Describe a distance learning assignment.

In a short essay of no more than 500 words, list and describe the two primary hypotheses for the evolution of Homo sapiens, including a summary of the data supporting each hypothesis. Draw from course lectures and/or materials to develop your essay. You must also cite at least one external contemporary source. Document secondary sources using APA format.

#### D. Methods of Evaluation

Describe a distance learning method of evaluation.

Within a password-protected, secured course management system, students participate in online discussion forums; multiple choice quizzes and multiple choice and short essay midterm and final exams are administered via the online course management system; written research papers are placed in a secure, password-protected dropbox within the course management system.

**III. How will students meet each course objective in a distance learning environment? Please include an example of a method of instruction, student assignment and method of evaluation for each objective.**

**IV. Describe how students will access instructional materials and resources. If you require students to purchase specific software, please describe how it will be available to students.**

Online course management system.

**V. Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course - taking experience is the same for students with or without disabilities.**

**(<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>) Describe how this course (instruction, materials, (videos, documents, Powerpoints), and resources outside the LMS) is accessible to students with disabilities.**

All course materials are accessible and compliant with Electronic and Information Technology Section 508,

Rehabilitation Act of 1973 (amended 1998, 2000) and California SB 105 (September 2002). This includes content and instructional systems such as the course management system. The West Valley Distance Learning Course Accessibility Checklist is available at [http://www.westvalley.edu/desp/docs/DESP\\_508\\_simplified\\_checklist\\_basic.pdf](http://www.westvalley.edu/desp/docs/DESP_508_simplified_checklist_basic.pdf).

**VI. What resources or technical support are necessary for students and/or faculty to offer the course by distance education?**