

# **SAMPLE SYLLABUS – DO NOT USE FOR BOOK SELECTION, ETC.**

## **ANTH 1400. BIOLOGICAL ANTHROPOLOGY, FALL 2024**

### *Table of Contents*

Professor .....	2
Schedule:.....	2
Instructor Contact Information .....	2
Teaching Assistants .....	2
Course Overview and Learning Objectives .....	3
Prerequisites and Requirements Satisfied .....	4
Required Materials.....	4
Lived Name and Pronoun .....	4
Technical and Academic Support for Students.....	4
Technical Support:.....	4
Libraries, Access, Research, and Citation Help.....	5
Writing Support .....	5
Other Academic Support .....	5
How the Course is Set Up.....	5
Assessment (Graded Work) .....	5
InQuizitive .....	5
Required Activities .....	5
Tests .....	5
Assignments.....	6
Exams.....	6
Extra Credit Activities: .....	6
Grade Distribution .....	6
Tips for Improving Your Grades .....	6
Expectations on Attention and Engagement in this Course.....	7
Expectations for Compassionate Communication in This Course .....	7
Course Policies Regarding Attendance and Missed or Late Work.....	9
University Attendance Policy (relevant excerpts) .....	9
What should I do if I am experiencing difficulties that may impact my coursework? .....	9
Late Work Policies.....	9
Responsibilities, Accommodations, and Other Course-Related Policies and Values .....	10
Student Rights and Responsibilities .....	10
University Policy on Religious Holidays.....	10
University Policy on Athletic-Academic Conflicts .....	10
Student Learning Accommodations.....	10
Academic Integrity .....	10
Copyright Policy .....	10
Intellectual Property Statement/Prohibition on Sharing Academic Materials.....	10
Consent to Be Recorded .....	10
Course Evaluation.....	11
Grading .....	11
Policies for Disputing Grades in the Course.....	11
Final Grade Appeals .....	11
Final Exam Policy.....	11
FERPA Rights Disclosure .....	11
Promoting Health & Safety.....	11
Unacceptable Requests in this Course.....	11

## PROFESSOR

Deborah E. Blom, Ph.D.  
Associate Professor  
University of Vermont  
Department of Anthropology

## SCHEDULE:

Tuesday, Thursday 10:05 - 11:20 am, Fleming 101, 3 credits  
**Course Schedule:** See the Course Schedule for what will be covered in each class and due dates.

## INSTRUCTOR CONTACT INFORMATION

While each of you will be assigned to a teaching assistant, please seek me out whenever you have concerns or want to discuss your interests further. Here are the options for contacting me. So, I can best focus my energies on you, I just ask that you please look through the course resources (e.g., your syllabus, Introduction folder, other course materials, and links to the reference librarian) beforehand.

Addressing me: Please feel free to call me “Deborah.” I didn’t get my Ph.D. so people would call me “Dr.” but “Dr. Blom” works if you are uncomfortable with first names). While I won’t bite, calling a female professor “Miss/Mrs./Ms.” might get you chomped on at UVM. (Note that norms vary by place. In ironic, reverse snobbery, profs went by Mr./Ms. at U Chicago when I got my Ph.D. [I have no idea how they deal with non-binary folks these days], and in some universities and UVM departments, calling profs by their first name is seen as disrespectful). My pronouns are she/her.

Office Hours: I will be available in-person or virtually on Wednesday from 12:00-1:00, Thursday from 2:30-3:30, *and by appointment*. If possible, I prefer that you make an appointment even if we meet during office hours so I can ensure you won’t arrive and find me busy with other students. Any time you come to see me, even with an appointment, please knock on my door, interrupt, and introduce yourself. If I am not in my office, I will be elsewhere on the (small!) 5<sup>th</sup> floor of Williams Hall (e.g., the lab or main office).

Teams: Let me know if you want to meet on Teams by emailing or texting me.

Email: [Deborah.Blom@uvm.edu](mailto:Deborah.Blom@uvm.edu) This works best for communications that don’t require a conversation. If you don’t hear from me within 48 hours, please feel free to send a follow-up in case your message is lost.

Texts: (802) 999-4063. Texts are great with a few caveats: 1) Be sure to let me know who you are, 2) if you need a substantial answer or have a semi-complex issue, know I am not very nimble at texting; a call/email might be better, 3) I often forget about texts; if you need me to follow-up, an email reminder is helpful, 4) I shut off my ringer/notifications when I am busy/sleeping so feel free to text at odd hours; I will answer asap.

Phone: (802) 999-4063. I often prefer talking by phone. Please email or text a request for me to call you asap or make an appointment for a later call. Please leave your name in voicemails and your number in emails.

## TEACHING ASSISTANTS

Louisa Blakely, they/she, [louisa.blakely@uvm.edu](mailto:louisa.blakely@uvm.edu), (917) 362-7788 [Student last names A-De]  
Leah Brill, she/her, [Leah.Brill@uvm.edu](mailto:Leah.Brill@uvm.edu) [Student last names Di-J]  
Adele Martin, she/her, [Adele.Martin@uvm.edu](mailto:Adele.Martin@uvm.edu), (484) 866-7236 [Student last names K-Na]  
Matthew Pickarski, he/him, [mpickars@uvm.edu](mailto:mpickars@uvm.edu), (267) 475-7419 [Student last names Ne-Sm]  
Becca Sperry, she/her, [Rebecca.Sperry@uvm.edu](mailto:Rebecca.Sperry@uvm.edu), (980) 307-1083 [Student last names Sn-Z]

## COURSE OVERVIEW AND LEARNING OBJECTIVES

Introduction to the study of the evolution and physical variation of humanity from a biocultural perspective.

How do we explain human diversity in this world? How did we get all the different sizes, colors, and textures that we see today, and are we really all that different under our skins? Why can the Aymara people with whom I work move around energetically at 12,000 feet above sea level in the Bolivian highlands while it takes me days there to even walk comfortably up a small hill? How does an environment in which children are raised permanently affect their biology? How does living in a racist society impact long-term health?

Biological Anthropology, one of the core courses in Anthropology, will introduce you to the subfield and provide you with the basics of evolutionary theory, genetics and inheritance, nonhuman primates, and the fossil hominid record so that you can better understand the ways that human individuals and populations are stressed by and adapt to physical and cultural environments, such as during migration or higher pathogen loads. We will interrogate the idea of “race” biologically and culturally and study many aspects of our physical bodies that are products of our environments rather than our genes.

Throughout the semester, we will develop the necessary skills to fully consider humans as biocultural beings, neither solely products of our biology nor our culture, but a dynamic combination of the two. We will also explore how science is represented in the popular press and how science can be a product of the culture under which scientists practice. We focus on critically evaluating material presented in scholarly and popular venues. More than anything, we will heavily engage with the question: What does it mean to be human, in diverse sociocultural environments across time and space?

Learning Objectives: By the end of this course, successful students will be able:

1. To understand how scientific knowledge is produced and disseminated with a focus on the scientific method, ethics, and biases in collecting and interpreting data, as well as the consequences of such biases.
2. To evaluate human variation (at both individual and population levels) as a product of genetics, biological plasticity, and culture (i.e., a biocultural approach)
3. To question concepts such as “normal” and “natural” and challenge essentializing, reductionistic, and scientifically invalid explanations for human variation, evolution, biology, and behavior.
4. To critically analyze popular perspectives on human evolution and variation.
5. To access reliable, relevant, and useful information and to document those sources appropriately.

As a **D2 Diversity (The Diversity of Human Experience)**, course, this class is focused on expanding students’ cultural awareness. A D2 course is intended to:

- Promote awareness of and appreciation for the diversity of human experience in any of its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster understanding of global and national issues including the histories, health, contexts, and flows of people, cultures, ideas, and capital or other resources within/across political and geographical boundaries.

As an **N1 Natural Sciences** course, students will:

- become familiar with scientific thought, observation, experimentation, and formal hypothesis testing,
- develop the skills necessary to make informed judgments about scientific information and arguments related to the natural world,
- gain the ability to assess the impacts of our expanding scientific knowledge and technology on the diversity of life on Earth, and the quality of life for our own species, and

- experience the methods of scientific inquiry used to develop new knowledge about the natural world.

## PREREQUISITES AND REQUIREMENTS SATISFIED

This three-credit class meets the D2 Diversity distribution requirements and one additional distribution requirement: as a Social Science course for students who started before Fall 2023 and an N1 Natural Sciences for students starting Fall 2023 and beyond. The class has no prerequisites. While it is assumed that enrolled individuals possess college-level reading and study skills, this class is appropriate for students with no previous biology or anthropology coursework.

## REQUIRED MATERIALS

Required Basic Technology: Please follow [this list](#) to ensure you are ready for the semester. For this class specifically, you will need, at no cost to you, [Microsoft Teams](#), [Microsoft Office](#), and [Brightspace \[BrSp\]](#).

Larsen Textbook and InQuizitive [IQ]: The following textbook and its companion 3D models and InQuizitive [IQ] can be purchased from Norton and the UVM Bookstore. More details on IQ appear below and on BrSp.

Larsen, Clark Spencer. 2022. *Essentials of Biological Anthropology*, 5th ed. New York: W. W. Norton.

You should get one of these (see <https://wwnorton.com/books/9780393876857>):

- a new paperback copy (comes with e-book and IQ; ISBN 978-0-393-87685-7)
- a new loose-leaf copy (comes with e-book and IQ; 978-0-393-87686-4)
- the e-book (comes with IQ; ISBN 978-0-393-87684-0)
- a reserved/used/rented book and, if without a fresh IQ code, get IQ from [Norton](#) (“Purchase Options”)

Additional Readings: Other readings and course materials will be handed out in class and/or posted on BrSp. You should [set up a free UVM account to access unlimited articles in the New York Times](#).

The textbook and select popular sources (e.g., *The New York Times*, *Discover Magazine*) used in this class are used because they are easily accessible and present a broad view. Some are designed to teach content at face value (e.g., the Larsen text). Others bring in additional perspectives and/or content, present the material in different ways (written, audio, and video), and provide opportunities to think critically and explore the representation of anthropology in popular media. Sometimes, you will simply absorb information, but I will also ask you to step back and analyze sources. It should be noted that popular sources are rarely suitable for research papers in college classes (unless you are using them to demonstrate what is in the popular press). Instead, you should access the scholarly literature that these sources cite, as well as others available through your library access (see [UVM Libraries](#) and the class Information Literacy Assignment for more information). Please ask if you have any questions about this.

## LIVED NAME AND PRONOUN

All students at the University of Vermont can [indicate their lived name and pronoun to the University community](#) regardless of whether or not they have legally changed their names. Click the link above if you would like to review or change your lived name and whether your legal name is hidden from searches.

## TECHNICAL AND ACADEMIC SUPPORT FOR STUDENTS

Technical Support: [BrightSpace \[BrSp\] student help](#) is widely available at the Help and Resources tab on BrSp. You can contact [UVM Tech Team](#) for additional help with **email**, **BrSp**, **Teams**, or your computer in general. Contact [Norton Service Desk Support for Students](#) for help with IQ or the e-book.

Libraries, Access, Research, and Citation Help: You are expected to access scholarly literature on a research topic through [UVM Libraries](#). If you need additional help selecting topics, finding information, citing sources, and more, the UVM librarians are eager to help. Contact them by phone, email, chat, or text, or schedule an individual consultation with a librarian from [Howe Library](#) and/or [Dana Medical Library](#).

If you are off-campus and want to access the UVM library databases (e.g., *Academic Search Premier*) and other resources (e.g., electronic journals, *JSTOR*, *Anthrosource*), go to the [UVM Libraries website](#) and click “Connect Off-Campus” (no more wondering if you should pay for articles!). Also, get off-campus access to articles through this [special link to Google Scholar](#).

Writing Support: Consult the [Undergraduate Writing Center](#) for support and feedback at any point in your writing process. You can make an appointment online with tutors from various majors/minors. You can (and should!) request that the center email me your session results.

Other Academic Support: [The Tutoring Center](#) provides tutors and general study skill instruction free of cost.

## HOW THE COURSE IS SET UP

The course is comprised of three parts, each of which has formative assignments concluding with an exam. The major theme in this course is to understand human biological variation and how culture strongly influences that variation as well as the way we conceptualize it. Part I covers the basics of anthropology, genetics, inheritance, and evolution in a biocultural framework. Part II explores how genetics intertwine with an individual’s development and adaptation to produce the amazing, yet subtle, variation present in modern humans. We learn about non-human primates and what they can tell us about what it means to be human. Part III concludes the semester with a section on earlier hominin species and their evolution to modern humans.

The material for each week can be found in the **Course Materials** link in BrSp (and will be rolled out as the course progresses, with sections appearing at least a week before they are due). A list of specific assignments (some for extra credit) is summarized below, and deadlines can be found in the **Course Schedule**.

## ASSESSMENT (GRADED WORK)

Grades will be assigned based on the following work. Please see [Grade Distribution](#), the Course Schedule, and information on BrSp for more information. Please note that *all work must be completed independently*.

**InQuizitive**: Each chapter includes a section in InQuizitive. According to its developer, InQuizitive is “a formative, adaptive quizzing tool that... ensure[s] students come prepared to lectures, quizzes, and exams” (and they claim it improved student scores by nearly a letter grade). Anth 1400 students have found it to be an engaging and interactive way to test their understanding of the material in the Larsen text. The nerds among us found betting points based on how well you know the content to be especially fun. Since their purpose will be to measure your preparation and effort, grades are focused mainly on completion. In theory, everyone can get 100% as long as they complete their work by the deadline. See tips in BrSp.

**Required Activities** aid in setting up the course and becoming proficient with frequency calculation.

**Tests**: Three multiple-choice tests on BrSp are for practicing and improving your mastery of the material on genetics, primates, and early hominins. They will consist of approximately 40 multiple-choice questions. Studies show that multiple-choice exams should allow for a maximum of a minute per question so, if you are prepared, the tests should take less than an hour to complete. You may use the course materials and notes for these tests. If you complete your first attempts by the due dates, you may take the tests twice more before the

upcoming exam. Each time a test is taken, a subset of questions is drawn randomly from a question bank. The highest grades from your attempts will be used as your final test grade.

**Assignments:** You will complete two assignments this semester. The Information Literacy Assignment will allow you to briefly research scholarly literature on a topic of your interest, learn citation conventions in academia, and hone your information literacy skills. The Ethics Assignment is a 600 to 1000-word paper you will write on one of two ethical case studies in human biology.

**Exams:** Three exams break up the course information. They will include multiple-choice, true or false, and optional essay questions. No notes or other materials can be used during exams unless noted beforehand. The exams are not cumulative and will cover all class material, including lecture material not covered in the readings. Their purpose is to assess your mastery of the class content.

**Extra Credit Activities:** Designed to enhance your knowledge of the material, such as questions to discuss with classmates online or exercises to apply the material in solving a problem or thinking critically and reflecting on a topic. You may use any published resources (e.g., your text, the BrSp site) to complete the activities, but you should cite your sources and be careful not to plagiarize (including paraphrase plagiarism - you need to show me that you understand the material, not that you can just copy from a book and change the wording!). Due dates are the same as for the other materials on the week for which they are assigned.

## GRADE DISTRIBUTION

Assigned Work	Points
Required Activities [3 x 15 points]	45
InQuizitive Chapters [10 x 20 points]	200
Tests [3 x 85 points]	255
Assignments [2 x 100 points]	200
Exams [3 x 100 points]	300
<b>Total</b>	<b>1000</b>
Extra Credit Activities [7 x 10 points]	70 (bonus)

Points convert to final letter grades as follows, with rounding up only for points ending in 0.50-0.99:

Grade	Points	Grade	Points	Grade	Points	Grade	Points
A+	990 to 1000	B+	870 to 899	C+	770 to 799	D+	670 to 699
A	930 to 989	B	830 to 869	C	730 to 769	D	630 to 669
A-	900 to 929	B-	800 to 829	C-	700 to 729	D-	600 to 629

## TIPS FOR IMPROVING YOUR GRADES

Sometimes, students ask how to improve their grades. Here is a general list of things that people have found helpful in the past.

- First and foremost, be honest with yourself – are you spending enough time on the class? While it might take less time, many sources suggest 2-3 hours of outside preparation for each class hour.
- Are you attending class? This one is usually a grade killer.
- Are you reading (and re-reading) and following the instructions thoroughly? The rubrics? The suggestions for preparing for exams?
- Are you giving yourself adequate time to complete and turn your work in on time?
- Are you taking a balanced approach to studying? Are you taking the time to memorize the necessary facts, as well as reading to understand the concepts in general? Depending on the material, your focus may be more strongly on one or the other (e.g., memorize complementary base pairs but understand how genetic drift works). Ask if you are unsure.



- Can you explain the material coherently to someone else, drawing figures when necessary? Try forming study groups if you know anyone in the class.
- Are you taking notes in class? Are using the lecture outlines to assist in your note-taking? If so, are they a hindrance in your rare case?
- Are you taking notes while reading the texts? Some of you may not need to do this.
- Are you thinking beforehand about what the possible exam questions could be? Try to think like your professors.
- Are you prepared for and attending exam reviews? The teaching assistant(s) will hold exam reviews a day or so before each exam, and I will sometimes hold in-class review periods. These reviews will not be lectures about "what you need to know" but will consist of us answering your questions and verifying your answers to questions. This means that you must be an active participant and prepare in advance for the reviews. This is the best way to learn (and only fair to the TAs!).
- Consider using a tutor or learning about study skills at UVM's Center for Academic Success
- Have you taken advantage of asking questions before the exam/work is due (not after the fact)?
- If you do poorly on an exam (especially if you want to meet to discuss it), I suggest doing the following. First, figure out why you missed *each* question. Then step back and try to look for patterns (e.g., did you frequently misread or simply not know the answers? Did you see that you could interpret questions more than one way and failed to ask for clarification?). Then devise a plan for how you might strategize differently when studying and taking future exams (run your ideas by me or a TA if you want)
- Feel free to ask me for further suggestions for your specific case.

## EXPECTATIONS ON ATTENTION AND ENGAGEMENT IN THIS COURSE

These days we have gotten used to only half-reading all the information we are bombarded with daily. We are distracted by text messages, etc., while reading or listening. Some are even claiming we have an [attention span shorter than a goldfish](#). All claims aside, I have found that in the last few years, students have been asking the same questions within minutes of one another; recently, students have also had trouble following the same instructions that I have used without a problem for many years.

When we are only paying half attention, it takes repetition for everyone to absorb information, and many stop listening because of it. Similarly, substance use can impair the ability to learn and retain information, as can the distraction of technology. Please take our time together as an opportunity to do everything you can to focus and to participate in the moment. Ultimately, you play the most significant role in determining what you get from a course and whether your experiences are meaningful (vs. simply earning a credential).

## EXPECTATIONS FOR COMPASSIONATE COMMUNICATION IN THIS COURSE

While I wrote this section with Jeanne Shea when we taught Gender, Sex, Culture, Race, and the Body, I now feel it is relevant for all courses. College is a learning space with students and instructors from different backgrounds, sexes, genders, racial categories, ethnicities, age cohorts, cultures, subcultures, regions, and socioeconomic classes. This diversity means differences in perspectives, understanding, exposure, experiences, identities, and ways of talking. In this educational environment, we must come together with a spirit of curiosity, ready to learn from course materials and each other. All members of this class are expected to follow UVM's [Common Ground](#), [Classroom Code of Conduct \(scroll down a bit\)](#), and [Code of Student Conduct](#) and to do their best to treat each other with respect and compassion, stop and think before speaking, reach out for help when needed, and to apologize when we make mistakes.

Respect: In order to treat each other with respect in this class, I ask for a few basic considerations. First, we should introduce ourselves before speaking (each time since it is such a large class). In addition, we should not use terms that we know to be sexist or racist (or in other ways hurtful) in referring to others. However, it is appropriate to discuss the sexism or racism connoted by a term that others or we ourselves have used in the

past. For example, whereas you would not call another student in this class the “N-word,” you could say, “In the U.S., the ‘N-word’ has been used to imply that Black people are lesser than White people.” Respect also involves listening when someone tells us that something we said carries sexist or racist connotations for them. Respect also means refraining from disruption and trying to change our speech patterns within this class after learning that our words have had a negative impact on class members.

Compassion: We will treat each other with the compassion needed in this *learning environment*, including *self-compassion*, so we can best be open to learning. Issues of sex, gender, race, ethnicity, etc. are complex and vary over place, time, and circumstance. We all make mistakes. Many times, people are unaware of the sexist or racist connotations of things they say, or they misspeak out of a habit they picked up in another social context. In trying to persuade others to modify their speech, it is helpful to talk with them in a way that does not assume that they harbor ill intent, while at the same time working to teach them about the negative impact of their words. In doing this work of educating others, it is essential to use “I” statements, be specific about what and why, and open a space for growth. For example, you could say: “When you said, ‘they gypped me,’ you probably didn’t mean it this way, but I learned in my European history class that ‘gypped’ has racist connotations and refers to the word ‘gypsies,’ a derogatory term used against Roma people that calls up stereotypes that Romani are cheaters and thieves. Have you heard about that before?” This allows the other person to be a *learner* capable of change rather than jumping into self-defense mode. Compassion also means understanding that class members are juggling many different things and that learning takes time. For example, someone may accidentally call you by the wrong name or pronoun more than once (please see below regarding behavior beyond a reasonable adjustment period). Please continue to correct them in a non-accusatory way. For example, “Oops! You called me ‘Mrs. Jones’ and ‘she/her/hers.’ Remember, I asked to be called ‘Professor Jones’ and ‘ze/zir/zirs.’” Along these lines, see [this post](#) describing “calling people out” vs. “calling people in” and [this story](#) about Prof. Loretta Ross teaching this technique at Smith College. In a learning environment, it is usually appropriate to “call in” rather than “call out” each other.

Teachers as Co-Learners: Sometimes teaching staff or course materials may inadvertently use language, ideas, or examples that some students find questionable. Please don’t hesitate to tell us if you come upon something like that. Sometimes it may be a matter of providing you with more context to understand how, in a scholarly context, the content means something different from what you had thought. Other times, customs may have changed, and what is acceptable in one age cohort or social circle may not be in another. Please email the professor or TAs to call us in. Every time we teach a class, we learn something new.

Stop and Think and/or Reach Out for Help: Remember, we can step away and think or consult others before we respond. If you intend to call someone in, think about how to do it compassionately. If you are called in, take some time to cultivate compassion for yourself and others before responding. If you don’t feel comfortable educating your peers or if there is a repetitive pattern unsuitable for calling in, please don’t hesitate to contact the professor for help. Professors should understand that it might feel unsafe to call in a classmate, or you might not know how to do it compassionately. Additionally, it can become a burden on people with underrepresented identities to be expected to educate others. Reach out to your professors!

Many Personal Truths: Another thing to remember is something we emphasize in anthropological training: our individual personal truths may differ from the truths of others. For example, one person may believe in monogamy and marriage as offering the comfort of commitment, while for another person, monogamy and marriage may feel like sexist or heterosexist cages. Using “I” statements in expressing personal truths helps prevent the implication that another’s personal truths are wrong. Remember, in many situations, there is more than one correct answer. It varies by person and context. This does not negate the fact that data can be collected empirically. It is simply a comment on interpretation. This will be one theme in this course.



## COURSE POLICIES REGARDING ATTENDANCE AND MISSED OR LATE WORK

Many students are confused about expectations in the post-pandemic era (and from No Child Left Behind before that). In college in general, and in my class specifically, students are expected to keep track of deadlines and turn in their work before it is due. Plan to have your weekly work done before Friday night so that you have until Sunday night as a grace period if you need it. Mistakes happen, so if you miss an assignment or do poorly, you can earn additional points with the Extra Credit Activities. No extra credit or retesting beyond that offered to the whole class will be available. If you do not meet the course objectives, you will fail the class and not receive credit. This is the only fair and ethical policy. Thankfully, I know that every one of you can be successful in this class, and there is a lot of support if you can use it.

If you arrive late for class (it happens to the best of us), I just ask that you come in quietly.

University Attendance Policy (relevant excerpts): Students are expected to attend all regularly scheduled classes. The instructor has the final authority to excuse absences. ... It is the student's responsibility to inform the instructor regarding the reason for absence from class and to discuss this with the instructor in advance whenever possible [Read on. We need not discuss your personal information!]. The instructor has the right to require documentation. If an out-of-class exam is scheduled that conflicts with a regularly scheduled class, the regularly scheduled class has priority. ... If a student will not be able to attend class for qualifying health reasons, Student Health Services will notify the appropriate student services office or staff member, informing them of the dates the student is unable to attend. The notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

Since you are an adult, you are old enough to decide on your priorities. Previous students report that excelling in this class is only possible if one attends class regularly, so it will likely impact your grade if you do not attend. Attendance is not directly part of your grade and will only be taken so I have a record in case someone is in crisis. Lecture slides and outlines (not notes) are always available in BrSp. If you need to miss class due to feeling ill, it is okay to email your TA *once or twice* to ask for the lecture notes that the TAs will take during class (meet with your TA and/or contact me for a follow-up if you have questions about the notes). Please see the next item if you have a documented situation *that causes more frequent absences*. Also, see below for athletes and religious holidays.

What should I do if I am experiencing difficulties that may impact my coursework? Students experiencing chronic health issues, difficulties, or emergencies should be proactive in contacting Student Services and other support services (see below) for help in accessing helpful UVM resources (you have already paid for them after all!). You should contact your college's Student Services office, and they can direct you to the correct resource. The College of Arts and Sciences (CAS) office (802-656-3344) can direct you to the right place if you are from another college. In the case of an unavoidable absence for an exam or an extension of a due date, students will need to provide documentation through the appropriate college office (there is no need for us to go through the experience of you sharing your personal information with me).

Late Work Policies: The following are the penalties for turning work in late. Make-up **Exams** will be given only in the case of documented emergencies run through appropriate university channels (e.g., the Dean of Students' office). If a student is aware of a conflict and informs me in advance, I often agree to give early exams. If you do not complete your first attempt at a **Test** by the due date, your grade will be penalized 10% for every 24 hours late (i.e., work turned in 1-24 hours late will be reduced by 10%, while work turned in 25-48 hours late will have 20% deducted). **InQuizitive** work will not be accepted late. However, you should still complete a missed IQ since it will help you do better on the exam. Information Literacy or Ethics **Assignments** will be highly penalized for late submission, regardless of circumstances; they can be completed weeks before the due dates, so please plan for unexpected emergencies. The grades of

Assignments submitted 10 minutes to 24 hours late will be reduced by 50%; after 24 hours, no credit will be granted. **Extra Credit Activities** will not be credited after the weekly due date. For the **Required Activities**, I will bug you incessantly until you complete them, so save both of us the trouble and complete them early!

## RESPONSIBILITIES, ACCOMMODATIONS, AND OTHER COURSE-RELATED POLICIES AND VALUES

Student Rights and Responsibilities: Students should review their [rights and responsibilities](#), including policies on academic integrity, attendance, disenrollment, and the Classroom Code of Conduct.

University Policy on Religious Holidays: Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please [submit the dates of your documented religious holiday to me in writing as early as possible \(and no later than one week before the holiday\)](#). You will be permitted to complete work at a mutually agreed-upon time.

University Policy on Athletic-Academic Conflicts: Students participating in intercollegiate athletics should plan their schedules with care, recognizing primary importance of their university academic responsibilities. Varsity team members are responsible for communicating potential conflicts between their athletic and class schedules to their instructors in writing by the end of the second full week of classes. If unavoidable conflicts exist, students and instructors should discuss them and seek resolutions that permit students to address course requirements and participate in athletic competitions. The instructor has final authority on this matter.”

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact [Student Accessibility Services \(SAS\)](#), the office of Disability Services on campus for students. SAS works with students and faculty to explore reasonable and appropriate accommodations, which are communicated to faculty in writing. All students are strongly encouraged to discuss with their faculty the accommodations they plan to use in each course.

Academic Integrity: Students must adhere to [UVM’s Code of Academic Integrity](#) in this class. Offenses against academic integrity are any acts that would unfairly promote or enhance one’s academic standing within the entire community of learners, such as through plagiarism, fabrication, collusion, and cheating. Any suspected policy violations will not be tolerated, and all allegations or suspicions will be forwarded to the [Center for Student Conduct](#). “If you wish to use ChatGPT (or other similar [artificial intelligence (AI)] tools that generate text) for any part of a graded assignment (from idea generation to text creation to text editing), you must first ask for permission and explain how you plan to use the tool. In addition, you must properly cite ChatGPT. Failure to cite ChatGPT violates the plagiarism standard of the UVM Code of Academic Integrity. Violations could result in failure of the assignment or failure of the course and a notation on your transcript” (UVM Center for Student Conduct).

Copyright Policy: Students must read and abide by the [UVM Copyright Policy](#). Materials to which students have access in this course may be protected by copyright. Copying, downloading, or transmitting course materials may violate the copyright laws of the United States.

Intellectual Property Statement/Prohibition on Sharing Academic Materials: Students are prohibited from publicly sharing or selling academic materials that they did not author (e.g., class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook, or other copyrighted class materials); and students are prohibited from sharing assessments (e.g., homework or take-home exams). Violations are handled under the [University’s intellectual property policy](#) and [Code of Academic Integrity](#).

Consent to Be Recorded: In extremely rare cases, the class may be audio-visually recorded for students who cannot attend for several days due to severe illness or emergency. Recordings will not be widely available. Nevertheless, students who participate orally are agreeing to have their voices recorded unless you specifically communicate that you would like me to stop recording each time before you speak.

Course Evaluation: Students are expected to complete an evaluation of the course at its conclusion. These evaluations will be anonymous and confidential, and information gained will be used to improve the course.

Grading: UVM's Registrar provides [information on grading and GPA calculation](#). To understand how this course converts points into grades, see the table in [Grade Distribution](#) above.

Policies for Disputing Grades in the Course: The grading system is fairly objective and straightforward in this class. However, mistakes can be made, and/or keys can be incorrect. All grades must be disputed within a week of the date that graded work is made available. For multiple-choice, etc. questions, you are asked to choose the "best" answer. If you believe that your answer was better than that on the key, you may present, in writing, your argument about how you interpreted the question and cite where in the course materials (e.g., pages in text or slide number) you find your answer. Likewise, you may ask me to reread an essay or assignment by presenting your argument and citations in writing. I will decide whether to change your score.

Final Grade Appeals: If you would like to contest the final course grade submitted to the registrar, please follow the procedures outlined in the [University's grade appeals policy](#).

Final Exam Policy: The [University's final exam policy](#) outlines expectations during final exams and explains the timing and process of the examination period.

FERPA Rights Disclosure: The purpose of the [FERPA Rights Disclosure policy](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Promoting Health & Safety: The following resources are available to aid in the priority of supporting a healthy and safe community.

- [Center for Health and Wellbeing](#)
- [Counseling & Psychiatry Services \(CAPS\)](#): (802) 656-3340
- [C.A.R.E.](#) If you are concerned about a UVM community member or are concerned about a specific event, you are encouraged to contact the Dean of Students Office (802-656-3380) or, if you prefer, submit an anonymous Concerning And/or Risky Event (C.A.R.E.) form to the CARETeam.

Unacceptable Requests in this Course: I am generally happy to help students who are struggling, within a few ground rules. The following requests will not be accepted in this course:

- It is not acceptable to discourage speech (as long as it is not disruptive in nature. Students come from various educational backgrounds, so what you consider "common knowledge" is unique to your experience.
- Asking for extra credit beyond what is offered to the class as a whole. In addition to it being utterly unfair, it takes time away from the graded coursework, so it is counterproductive.
- Asking if there is something you "can do to get more points in the class" other than improving your performance in class. Grades in this class are earned based on academic performance.
- Asking if we can't "just give you a break because you have studied too hard for the grade we 'gave you.'" Unfortunately, we must assign the grade you earned based on mastering the course learning objectives and not effort, which we have no way of measuring in any case.
- Asking for a higher grade than you earned because "I know the stuff even though you can't tell from what I handed in." Unfortunately, grades are not assigned on the perception of knowledge but on the knowledge displayed.
- Asking for a higher grade than you earned because "this one class is going to mess up my GPA and my future career aspirations." Rest assured that your GPA is built from 120 credits, so even an F in one class minimally affects your final cumulative GPA. Even medical schools consider transcripts as a whole and know that students always have a few lower grades for whatever reason.