

BIOLOGICAL ANTHROPOLOGY
ANTH/BIO 3510, Section 001, CT²
Fall 2018

INSTRUCTOR: DR. LISA RAPAPORT
TIME: 2:00 – 3:15PM Tues/Thurs
ROOM: 131 Brackett Hall

Office: 145 Long Hall
Office Hours: T/Th 3:20-4:20
and by appointment
Office Telephone: 864-656-0838
e-mail: lrapapo@clemson.edu

TA: Savanna Taylor
email: sbt@g.clemson.edu



Required Textbook:

Boyd, R. & J. Silk. 2017. How Humans Evolved, 8th ed. NY, NY: W.W. Norton & Co.

- available as paperback or loose-leaf (Clemson bookstore or Internet)
- or e-book (<http://books.wwnorton.com/books/webad.aspx?id=4294995031>)

Required Supplemental Readings:

PDF's of additional articles posted on CANVAS with accompanying questions for discussion
All required articles are to be read by class time on the day indicated on the syllabus.

Course Description and Objectives:

1. Course Overview

This course will explore the origins of humanity – from the first primate-like mammals to extinct hominins to modern humans. We will review basic evolutionary theory and genetics, investigate the fossil record, survey the living nonhuman primates, and apply this knowledge to gain an understanding of contemporary human diversity.

We will engage in writing and lab exercises that are designed help you to analyze, interpret, and explain scientific data and hypotheses and to build confidence in your ability to do so.

Biological Anthropology is Critical Thinking Seminar and as such is designed to help you to develop critical thinking skills as part of the Clemson Think² (CT²) program. A primary goal of a critical thinking seminar is for you to gain a deeper understanding of how knowledge is constructed and to hone your ability to carefully evaluate the assumptions and logic underlying that knowledge, rather than just to memorize facts and definitions. As part of the CT² program, we will measure critical thinking skills through the California Critical Thinking Skills Test (CCTST) given at the start and end of the course. Although the CCTST will not influence your grade, it will be used in the overall assessment of Clemson CT² program and to help me to tailor this

course to optimize your learning experience. Please complete the test carefully and thoughtfully. You can find more information on the CT² program at <http://www.clemson.edu/assessment/thinks2/>.

2. Learning Outcomes

- Apply evolutionary theory to evaluate variation and changes in nonhuman primate and human populations, at the genetic, population and species levels
- Develop and hone the ability to ask good questions, identify underlying assumptions, recognize reliable and pertinent data, and to reason out answers
- Interpret quantitative relationships in graphs, tables and word problems
- Integrate ideas from multiple sources and effectively communicate your understanding of these concepts
- Evaluate scientific hypotheses, such as those regarding the interplay between evolutionary history and ecology, and strategize ways in which to test such hypotheses
- Describe key transitions in the nonhuman primate and hominin fossil record
- Differentiate the major fossil hominin species from morphological characteristics
- Analyze and interpret historical and contemporary data regarding human adaptations

3. Class Structure

- We'll have a combination of lectures, films, class discussions and in-class activities.
- Lectures: Lectures usually will be accompanied by PowerPoint slides and some radio and video clips. I won't just repeat the material in the textbook but will present additional ideas, perspectives, theories, historical contexts, and empirical findings gathered from other texts, journal articles, conference presentations, my own research, my discussions with colleagues and current events.
- In-class activities and in-class discussions on assigned readings: Typically, each week we will engage in at least one in-class activity or a discussion from the article readings. These activities are designed to help you integrate and assess the information you are learning through the readings and lecture.

4. Student Cautions

- a. This is a fast-paced, information-intensive course. Be prepared to attend class, take good notes, engage in discussion and actively participate in lab activities. Read all required material and study consistently. Keeping up with the class in this way will help to ensure your success. If you are having difficulty with effective note taking, please see me.
- b. This is a junior-level class at a nationally ranked university. Expect the course to be intellectually challenging.
- c. Students who wish to drop the course must follow appropriate university procedures to do so. Please do not simply stop attending; this does not drop you from the course.
- d. This is a course in evolutionary biology; therefore, you may find the material to be personally challenging if you have a strong literal belief in the creation stories of the Old Testament, the Koran, the Hindu Upanishads, the Native American cultures, or other traditions. The fossil evidence for human evolution, our behavioral similarities to other

primates, human adaptation to local environments, and other theories and facts can be hard to reconcile with Creationism or the 'Intelligent Design' movement. If you have Creationist beliefs, you'll have to make your own decision about whether this course is right for you. You are very welcome to attend, but you'll need to master, critically evaluate and discuss the course material as it's presented.

- e. Feel free to consult the textbook or other scientific sources at any time for verification on any of the material presented in class. One source of information about the scientific basis for evolution can be found at <http://www.ncseweb.org>. Consult me for other background material, including some excellent video links, on evolution, genetics, etc.
- f. I am happy to discuss in a mutually respectful way any of your concerns about these issues, and I will seek workable solutions that try to reconcile your right to religious and political freedom of belief with my right to academic freedom in teaching, and the university's need to maintain intellectual standards in teaching and grading.

5. Grades and Assignments

My obligation to you is to evaluate your work as objectively as possible. Therefore, your grade depends not on the time and effort you devote to the class but on the outcomes of that time and effort, according to the following components:

Assignment	Points (as percentages of total)
Discussion Questions (best 8 of 10)	24% (each worth 3%)
In-class lab activities (best 8 of 10)	32% (each worth 4%)
Online Quizzes (best 8 of 10)	20% (each worth 2.5%)
Midterm	10%
Final Exam	14%
Total	100%

- a. Following university procedures, your grades are available to you at any time upon request. Feel free to ask.
- b. You are free to disagree with any grade earned in this class. However, before I will discuss any grade with you, you must explain in detail and in writing the *specific* nature of your disagreement.
- c. Discussion Questions: These will be posted on Canvas and will be based on the articles that have been assigned for the week. Questions may also require you to integrate material you've learned in lecture and the text with the readings. Your responses to the questions will be graded on a simple scale of 0-4. The goal is not only to encourage you to read and think about the assigned material but to build your critical thinking skills and to help you to come to class prepared to communicate complex ideas to your peers.
- d. In-class activities: these are designed to help you integrate the information from lecture and text with lab and worksheet activities; the activities will not be pre-scheduled, so it's a good idea to show up for most classes. **No makeups for most in-class activities and no make-ups**

at all for unexcused absences—if you are absent for class you will receive 0 points. On the other hand, missing one is not a big deal because I will only count the best 8 out of the 9 of these activities.

These activities ideally should be conducted in teams of two, although you may work alone if that is your preference; you may have a maximum of 2 partners. Know that it's up to you to make sure that you understand the material in these activities.

The activities will be explained on information sheets. If you and your partner(s) are unclear on the instructions or unsure of your answers, please do not hesitate to ask me or your classmates. I'm here to help but you will get more out of these activities if you try to work through them on your own first!

- e. Quizzes: You will be expected to complete 10 online, multiple-choice quizzes on the material in the textbook outside of class. I will use your 8 highest scores to calculate the quiz portion of your grade. The quizzes are offered through the textbook publisher; your scores automatically will be sent to the CANVAS Gradebook as soon as you click "submit." The quizzes will follow the weekly schedule (see below). Each quiz must be completed before the first class of the week for which it is assigned. For instance, you may complete the quiz on chapter 4 until class time on February 6th at 9:30AM. Any quiz that has not been completed on time will not be accepted. No exceptions.
Instructions: Go to COURSE MATERIALS in CANVAS and select the appropriate chapter. Scroll down to the bottom and click the link: CHAPTER QUIZ. Quizzes are open book and notes but are timed and are to be done individually. Do not share your quiz answers with other students. The goal of the quizzes is to encourage you to come to class having read the textbook and understood the material in the chapters.
- f. Exams: The midterm will be a timed, online test, posted on CANVAS. The final exam will be in-class. Questions for the exams will be taken from class materials: lectures, required readings, films, class discussion and labs. Exam format may include multiple choice, identifications, explanations of graphs, and short essay. The final will be comprehensive in terms of concepts, but with a heavy concentration on material from the last half of the course.
- g. Your grade depends on attending class and actively participating in class activities. Arrive to class having read and thought about the readings. Take part in discussions. If you miss a lecture, get notes from a classmate. Please do not ask me for notes.
- h. Exemptions to the no-make-up policy on in-class activities are very limited. They will be granted only with verifiable proof of a valid excuse, such as conflict with a university-sponsored event. If there is a conflict with another university activity, you must notify me at least a week *before* your absence. If you are sick or have a family emergency on the day of the class, you must provide written 3rd-party documentation (such as a physician's note). You must contact me and schedule a make-up within 5 days of the missed assignment. Please note: some in-class activities cannot be made up, even with an excused absence.
- i. Grading Rubric for Discussion Questions

4	3	2	1	0
All questions are answered completely; direct quotes comprise less than 20% of the narrative; information is largely interpreted correctly and opinions are backed by evidence. Complexities are taken into account. Student's position is stated clearly.	All questions are answered but have >20% direct quotes or are incomplete; opinions not backed by adequate evidence or do not take full complexities into account. -OR- More than 25% of answers are cursory or a small proportion are not answered.	25-50% of questions have responses but the responses are answered incompletely but less than half of the narrative comprised of direct quotes and information is interpreted correctly. -OR- Information is misinterpreted or selected to fit the desired conclusion	25-50% of questions have responses and half or more of those are answered in a cursory fashion or are comprised largely of direct quotes or information is misinterpreted. Student's position is not clear or runs counter to evidence.	Assignment has not been submitted.

j. I do not plan to offer extra credit.

6. Classroom Etiquette

- a. Please be seated *before* class begins and stay for the entire class period.
- b. When class is in session, do *not* use your electronic devices for anything other than taking notes; do not read anything not assigned for the course during class or sleep, disrupt the class verbally or physically, or engage in text messaging. Any time that you violate this rule, you will be subject to expulsion from the class that day.
- c. Please turn off cell phone ringers and put phones away during class.
- d. Please wait 15 minutes should I be late for class.
- e. Help create a positive class atmosphere by being polite and respectful and by being attentive and responsive to the instructor.
- f. If class should be cancelled for any reason, all readings/assignments/exams for both missed day(s) and the current day will be due on the day that classes resume.

7. Successful Strategies for Doing Well in this Course

Because I care about your success, I've developed some tips for doing well in this course.

- Get a three-ring binder and keep everything related to the course in it, including this syllabus, PowerPoint printouts, chapter outlines, take-home essay instructions, your graded lab exercises and essays, and your own notes on the readings, lectures, and in-class discussions.
- Read the assignments on time, when you're awake and attentive. Read them by the beginning of the week when they'll be discussed. Take notes on the readings rather than passively highlighting. Think about and digest them. Be ready to ask some reasonable questions about the readings in class.

- Take good notes. Educational experts agree that university-level note-taking requires you to be alert, focused and intellectually engaged with what is being presented in class. *Do not multi-task.* Raise your hand to ask a question if something is unclear. Let me know if I need to slow down. Talk to me after class or during office hours if you would like clarification on something I've said.
- Attend class consistently. I will not monitor or grade attendance. However, more than half of your grade will consist of in-class activities, some of which are unscheduled and none of which will be rescheduled to make-up for absences.

If you treat this course as a soft option, the odds are very good that you will not do well. I am not at all afraid to give a C, D, or F to someone who deserves one. Nor can I be talked out of giving the appropriate grade by a last-minute appearance in my office. If you find that you are coming to class and doing the work, but are not understanding the material or getting the scores that you wish, please see me or the TA to discuss how you can do better. We will be glad to help.

LECTURE DATES AND TOPICS

Week and Date	Topics	Readings
Wk 1: Aug 23	Introduction and overview	
Wk 2: Aug 28 & 30	The History of Evolutionary Theory Evolution by Natural Selection	Text: Ch 1 (no quiz) Article: Hawks 2014 On-line videos
Wk 3: Sept 04 & 06	Review of Genetics Recent Advances in Genomics	Text: Ch 2 Article: Park 2016 Blog: Fox 2015
Wk 4: Sept 11 & 13	Population Genetics Evidence for directional selection, genetic drift & constraints on selections	Text: Ch 3 Article: Gross 2017
Wk 5: Sept 18 & 20	Species Concepts	Text: Ch 4 Article: Curry 2013 Online video on lactase gene
Wk 6: Sept 25 & 27	Speciation & Phylogenies Primate Characteristics	Text: Ch 5
Wk 7: Oct 02 & 04	Primate Characteristics and Fossil Nonhuman Primates	Text: Ch 9 (no quiz)

Wk 8: Oct 09 & 11	Living Primate Diversity & Taxonomy	Article: Gursky-Doyen 2010
Wk 9: Oct 16 & 18	Primate Mating Systems Sexual Selection	Text: Ch 6 Article: Wilbur & Campbell 2013
Online Midterm due Oct 22		
Wk 10: Oct 23 & 25	Life Histories & Evolution of Intelligence	Text: Ch 8 Article: Forss et al 2017
Wk 11: Oct 30 & Nov 01	Early Hominins & bipedalism Co-evolution of unique traits	Text: Ch 10 Article: Jablonski 2010
Wk 12: Nov 06 & 08	***Tues: Fall Break*** Early evolution of our genus, <i>Homo</i>	Online video: Lieberman 2016
Wk 13: Nov 13 & 15	Later evolution of our genus, <i>Homo</i>	Text: Ch 11 Online video: Wrangham 2014 Article: Hare 2017
Wk 14: Nov 20	Later evolution of our genus, <i>Homo</i> ***Thurs: Thanksgiving Break***	Article: Wong 2009 Book Chapter: Shipman 2015
Wk 15: Nov 27 & 29	Origin & spread of <i>H. sapiens</i> Later dispersal & adaptations of modern humans	Text: Ch 12
Wk 16: Dec 04 & 06	Human genetic variation	Text: Ch 14 Article: Check Hayden 2013 Article: Miller 2012

Thursday, December 13th **Final Exam: 8:00-10:30AM in 131 Brackett**

DETAILED COURSE SCHEDULE:

Evolutionary Theory: We will review basic genetics, explore modern evolutionary theory from various perspectives, and will analyze the mechanisms of trait inheritance and selection in modern humans.

Week 1: Course Introduction

- What is critical thinking? Why is it important – for this course and for everyday life?
- What is biological anthropology and how does the discipline help us to understand ourselves?

Assignments/Activities:

- Take the California Critical Thinking Skills Test online

Week 2: The History of Evolutionary Theory

- What were some of the predominant ideas regarding biological diversity and change prior to Darwin's theory?
- What is Darwin's theory of natural selection and how does his theory of evolution differ from previous ideas?
- What evidence did Darwin find to support his theory of natural selection?
- How do scientists study evolutionary adaptations in pre-human fossils and in modern populations?

Assignments/Activities:

- Read chapter 1: no quiz this week
- Complete in-class activity 1: what makes us human, in which students will examine ideas about human uniqueness by 10 different investigators.
- Read Hawkes 2014. Still evolving (after all these years)
- Questions are posted on this reading. Jot down answers to refer to during discussion but this week's questions won't be graded.

Week 3: Testing Evolutionary Theory & Review of Basic Genetics

- What is the basic structure and function of DNA?
- What is a gene? What is the relationship between genotype and phenotype?
- How does genetics inform us as to the mechanisms of evolutionary change?

Assignments/Activities:

- Read chapter 2 and complete online quiz
- Read Park 2016: A new technique that lets scientists edit DNA is transforming science—and raising difficult questions. *Time Magazine* June 23, 2016.
- Read Fox 2015: Genetic link between creativity and schizophrenia may exist. *Bioscience Technology*
- Complete posted questions on the readings
- Complete in-class activity 2 & 3: genetics & pedigree charts, which includes unraveling the genotypes of parents and children based on hypothetical scenarios.

These materials and reading assignments are provided to allow you to explore how new scientific advances may interface in complex ways with societal values. The readings will encourage you to consider the promise, potential dangers and ethical issues surrounding the CRISPR Cas9 technology.

Week 4: Population Genetics

- What are the forces of selection and how does each one function within and between populations?
- How do population geneticists determine whether natural selection is acting on a given human trait?
- What evidence is there that disease has shaped/is shaping human evolution?

Assignments/Activities:

- Read chapter 3 and complete online quiz

- Read Gross 2017. How diet changed our evolution. *Current Biology*
- Complete posted questions on the readings
- Complete in-class activity 4: population biology, which includes working through Hardy-Weinberg problems

The exercise will demonstrate how a simple mathematical formula helps to clarify the roles of natural selection and drift in human trait variation in a population. Readings and lectures will examine evidence that natural selection has been acting on human evolution in the recent past.

Week 5: Species Concepts

- What is a species? How do the various species concepts differ?
- How do species form?
- How does molecular genetics help to inform us about the process of speciation?

Assignments/Activities:

- Read chapter 4 and complete online quiz
- Read Curry 2013: The milk revolution. *Nature*
- Complete posted questions on the readings
- Watch: <http://www.hhmi.org/biointeractive/making-fittest-got-lactase-co-evolution-genes-and-culture>

This section will encourage you to evaluate the pros and cons of partitioning the continuous, dynamic process of speciation into manageable and scientifically analyzable (but artificial) categories.

Week 6: Speciation and Phylogenies

- How do scientists trace evolutionary trends?
- What are phylogenies constructed and how do they create hypotheses regarding evolutionary histories

Assignments/Activities:

- Read chapter 5 and complete online quiz
- Watch: <http://www.hhmi.org/biointeractive/creating-phylogenetic-trees-dna-sequences>
- Complete in-class activity 5: constructing a phylogeny

Nonhuman Primate Evolution: Students will examine nonhuman primate adaptations and diversity. Students will explore the trajectory of primate evolution.

Week 7: The Evolution of Primate Characteristics

- What characteristics do primates share?
- What environmental changes propelled primate evolution?
- How do we uncover the sequence of evolutionary change in the primate lineage?
- What evidence is there to support hypotheses of evolutionary change in primates?

Assignments/Activities:

- Read chapter 9
- no quiz this week
- Complete in-class activity 6: molecular evolution in primates

Week 8: Diversity of the Living Primates

- What does it mean to be “transitional” in the evolutionary sense of the word?
- Who are the modern Strepsirhines and Haplorhines?
- By what characteristics do scientists distinguish monkeys from apes?

Assignments/Activities:

- Read Gursky-Doyen 2010. *Married to the mob. Natural History*
- Complete posted questions on the readings
- Conduct in-class activity 7: Strepsirhine and Haplorhine characteristics

The in-class activity allows you to compare skull casts of several different primates – lemurs, lorises, monkeys and apes – to conduct a first-hand examination of the differences between clades. The reading asks you to consider our assumptions regarding social complexity of the more “primitive” primates and how a species’ ecology influences its social system.

Week 9: Primate Mating Systems & Sexual Selection

- What kinds of societies do primates have?
- Why do primate females always care for their young, while male contributions are more varied?
- Can generalities from nonhuman primate social and mating strategies be applied to humans?

Assignments/Activities:

- Read chapter 6 and complete online quiz
- Read: Wilbur & Campbell 2013: Swept of their feet?
- Complete posted questions on the readings
- Conduct in-class activity 8: primate limb morphology and its link to behavior

The readings consider how our cultural background may influence the questions we ask and the evidence we see. The in-class activity is designed to compare primate physical traits and to explore how behavior and physiology are inter-related.

- Take the Midterm online by midnight, October 22nd

Week 10: Primate Life Histories and the Evolution of Intelligence

- Why do primates live such long lives and have such large brains?
- What were the selection pressures that favored the evolution of intelligence in primates?
- What do nonhuman primates actually *know* and how can we determine what they really do and don’t know?

Assignments/Activities:

- Read chapter 8 and complete online quiz

Assignments/Activities:

- Read Forss et al. 2016: Cognitive differences between orang-utan species: a test of the cultural intelligence hypothesis. *Scientific Reports*.
- Complete posted questions on the readings

Human Evolution: Students will analyze different theories regarding the origins of key hominin traits, including bipedalism, slow life history, intelligence, and language.

Week 11: Early Hominins and the Co-evolution of unique hominin traits

- What were the major hominin species from 6-3 million years ago?
- What were the environmental changes that occurred during early hominin evolution?
- What do these fossils tell us about the behavior of these hominins?
- How can we determine whether a fossil primate was bipedal?
- How might these environmental changes have led to the coevolution of bipedalism, large brain size, tool use and language?

Assignments/Activities:

- Read chapter 10 and complete **online quiz**
- Read Jablonski 2010: The naked truth. *Scientific American*
- Complete **posted questions** on the readings

This article and the evidence provided in lecture are designed to allow you to evaluate the strengths and weaknesses of hypotheses based on fossil evidence.

Week 12: Early evolution of our genus, Homo

- Tuesday: Fall Break
- What characteristics distinguish *Homo* from earlier hominins?
- Watch: Lieberman 2016: Adaptive shifts accompanying the origin of *Homo*. CARTA symposium: Origins of Genus Homo
<https://carta.anthropogeny.org/events/sessions/adaptive-shifts-accompanying-origin-homo>
- Complete **posted questions** on the video

Week 13: Later evolution of our genus, Homo

- Who was *Homo erectus* and how did its behavior and physiology compare with the previous and later hominins?
- What were the characteristics of *Homo erectus* that allowed this species to spread throughout the Old World and to persist for more than a million years?
- Is aggression phylogenetically determined? How flexible are nonhuman primates in their expression of violence and aggression? How does human violence compare to that of the other primates?

Assignments/Activities:

- Read chapter 11 and complete **online quiz**

Read/watch:

- Wrangham 2014: The parallel evolution of humanity and savagery (symposium talk)
<http://carta.anthropogeny.org/events/sessions/evolution-predatory-and-impulsive-violence-0>
- Hare 2017: Survival of the friendliest. *Annual Review of Psychology*
- Complete **posted questions** on the readings and video
- Conduct **in-class activity 9: hominin fossils**

The article and video ask you to consider how assumptions about aggression and cooperation may influence the way we think about our nonhuman primate relatives and about how our evolutionary legacy as primates may affect our behavioral tendencies.

The in-class activity will allow you to directly examine the evidence of hominin evolution, and create and interpret graphs by combining data retrieved from studies of hominin fossils.

Week 14: Later evolution of our genus, Homo

- Who were the Neanderthals and what do we know about their lives?
- What is the evidence for cognitive and cultural differences and similarities between Neanderthals and anatomically modern humans?
- What are the hypotheses regarding Neanderthal extinction and how does the evidence stack up to support or negate them?
- Read Shipman 2015: chapters 14 & 15 in *The Invaders*
- Read Wong 2018. Last human standing. *Scientific American*
- Complete posted questions on the readings
- Thursday: Thanksgiving Break

Week 15: Origins and early migrations of anatomically modern humans

Assignments/Activities:

- Read chapter 12 and complete online quiz
- Conduct in-class activity 10: modern human variation

In-class activities will focus on calculating and interpreting measures of modern human variation. Students will create and interpret graphs from data retrieved from other studies and collected in class.

Week 16: Migrations and modern human genetic variation and concepts of race

- How did early modern human migrations influence the behavior and physiology of our ancestors?
- To what degree do our genes influence our physiology and behavior?
- How has human migration influenced our biology, within and between populations?
- Is race a biologically meaningful category? Why or why not?

Assignments/Activities:

- Read Chapter 14 and complete online quiz
- Read Miller 2012: A thing or two about twins. *National Geographic*
- Read Check Hayden 2013: Ethics – taboo genetics. *Nature*
- Questions are posted on this reading. Jot down answers to refer to during discussion but this week's questions won't be graded.
- Complete activities regarding modern human variation

We will use the readings from last week and this week to examine the interplay between genetics, experience and culture in shaping personality and health.

University Academic Integrity Policy

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

Academic dishonesty is defined as:

- Giving, receiving, or using unauthorized aid on any academic work;
- Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts;
- Copying, editing, or deleting computer files that belong to another person or attempting to do so, or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner.

Clemson's **Office of Academic Integrity** provides extensive resources regarding academic integrity and can help you to comply with standards for avoiding plagiarism, giving credit where credit is due, etc.: <http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

I use **TurnItIn** to check your written assignments for originality. Clemson's TurnItIn feature can help you analyze the level of similarity of your document with other sources:

http://www.clemson.edu/ccit/learning_tech/computer_training/ott/turnitin/index.html

Using work that you already have completed or are currently working on for another course or purpose is self-plagiarism. Assignments handed in to this course are to be exclusive to this class.

Students with Disabilities

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged.

Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors early in the semester so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Title IX Policy

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).