



GREAT DISCOVERIES in ARCHAEOLOGY **Anthropology 104**

Bellevue Community College – Fall 2007

M / W 12:30 – 2:40 pm

Room D101

SYLLABUS



WELCOME TO GREAT DISCOVERIES IN ARCHAEOLOGY!!!

A long time ago, we humans roamed the Earth as foragers, hunting and gathering the necessary foods to nourish ourselves. The Earth changed as the glaciers receded and our populations grew. In some parts of the world, it became necessary to produce our own food and to develop complex cultural institutions to solve universal problems. As pyramids rose and fell, people came and went. Left behind is a remarkable record of what has been. This class offers a journey of discovery, but one that must take into account the forces of colonialism, racism, and sexism. Join us as we travel through time and uncover the past together. One of the greatest discoveries that you will make is that the past is multi-vocal and contested. Not all is set in stone!

WHO IS TEACHING THIS COURSE?

INSTRUCTOR: Dr. Nancy Gonlin

I am a professional archaeologist who holds a Ph.D. in anthropology from Penn State University. My fieldwork and publications have been primarily in the area of Mesoamerica. I enjoy teaching immensely and have taught for 20 years, 10 of which have been at BCC. Stop by my office to say hello - my office is right across from our classroom.

WHERE CAN I FIND THE INSTRUCTOR?

OFFICE: D100E, across from our classroom

OFFICE PHONE: 425-564-2347

E-MAIL: ngonlin@bcc.ctc.edu

MAILBOX: D110 in Social Science Division Office

OFFICE HOURS: M/W 9:30 - 10:30 am;

M/W 2:40 - 3:10 pm;

Tuesdays 11 am - 1 pm;

and by appointment.

WHAT IS THIS COURSE ABOUT AND WHAT ARE ITS GOALS?

Great Discoveries (ANTH 104) is a 5-credit course that focuses on the past by providing the student with a scientific interpretation of the most spectacular remains through the lens of anthropological archaeology. The course is organized around case histories of key archaeological finds. The politics of discovery in science, who is credited with such finds, and their interpretation will also be discussed. This course will emphasize a critical analysis of famous sites, their discovery, and theoretical interpretations. Archaeological methods (survey, excavation, chronology, etc.) will be incorporated so that students may understand how archaeologists piece together fragmentary remains in order to reconstruct the past within an evolutionary framework. Students will enhance their appreciation of ancient cultural diversity.

HOW WILL YOU ACCOMPLISH THE GOALS OF THIS COURSE?

You are exposed to the basic underlying principles, theories, and methods of Archaeology through a variety of instructional methods: lecture, textbook readings, visual materials, class discussions, classroom learning communities, and a presentation exercise. In terms of your formal education here at BCC, you will have accomplished several general and specific educational outcomes which are listed under "Learning Outcomes" at the end of this syllabus.

WHAT OTHER COURSES IN ANTHROPOLOGY ARE OFFERED AT BCC?

BCC offers in-depth courses in Anthropology: archaeology (Intro; Great Discoveries), physical anthropology (Intro; Intro to Forensics), cultural anthropology (Anthropology of American Life; Comparative Religion; forthcoming Sex, Gender, and Culture; and Food & Culture), and linguistics (Language, Culture, & Society). There is also a general survey class (Intro to Anth) which highlights all 4 subdisciplines. Check BCC's Course Catalogue for a full description of each course. There are no prerequisites for any of these courses and they fulfill degree requirements. Visit the Social Science Advisor, Deanne Eschbach, in Room D110, for free planning and advising.

WHAT TEXTBOOK ARE WE USING and WHY HAS THIS BOOK BEEN CHOSEN?

REQUIRED TEXTBOOK

Price, T. Douglas and Gary M. Feinman

2008 *Images of the Past*, 5th ed. McGraw-Hill, New York.

This text was written by two archaeologists who have taught extensively. While offering the basics of archaeological methods, a unique emphasis is on major discoveries in archaeology. This text offers a balanced coverage of the Old and New Worlds while providing numerous visuals (maps, photos, diagrams, etc.). Pedagogical advantages of this textbook for the student are the following: for each chapter there is an outline which organizes important concepts, summary discussion questions, online study resources, and key terms that are defined on the same page of their first usage. A glossary can be found at the end of the text. There is an Online Learning Center cited below.

REQUIRED ONLINE LEARNING CENTER for the TEXTBOOK

<http://www.mhhe.com/priceip5>

Research has shown that students who use study guides learn significantly more than those who do not. This online learning center is provided to all students. It contains additional tools for mastering course content and testing comprehension. Type in the web address given above to access chapter outlines, objectives, glossary lists, timeline exercises, web resources, quizzes and more. Use of this website will aid you in comprehending material from the textbook that is not covered in class.

HOW WILL I BE EVALUATED IN THIS COURSE?

Attendance is required and will be taken at every class. If you are absent for any class, it is your responsibility to obtain class material for that day. Attendance at *every* class is important and will be noted.

Participation will be expected of each of you. Discussion of textbook chapters will be an important part of class participation. You will be expected to have read all material for each class ahead of time in preparation for constructive participation. Students will be called on at random to discuss reading assignments. Participation figures importantly in borderline grades.

Cooperative Learning: On occasion, there will be classroom exercises that will require you to work in small groups. These small group discussions will be worked into class lectures, so you must be present to participate.

Tests: A major part of your course grade will be derived from four tests. Each test is worth 125 points and is comprised of 50 multiple choice questions (100 points) and one essay (25 points). You will need to bring a No. 2 pencil, an eraser, and a Scantron computer answer sheet to each test so that you may take it. Please show up prepared and on time. It is disruptive to enter the classroom once the testing period has begun. You will have 90 minutes to complete each test, from 1:00 to 2:30 p.m. Test questions are derived from assigned readings, class lectures, videos, overheads, slides, handouts, discussions, and any other instructional material presented in class. Cheating and plagiarism will not be tolerated (see below). Conduct during exams will comply with the College policy for academic honesty. If you are caught cheating, you will be prosecuted.

Final Assessment: Reflection Paper: There is no final exam in this class, but instead a final reflection paper that is due no later than 11:30 am on Wednesday, December 12, during the final exam period. The contents of this exercise will be tied in with the presentation assignment below. More details to follow.

PowerPoint Presentation on Archaeological Issue: You will have the opportunity to enthrall the class with your newfound knowledge of archaeology. Each of you will conduct an inquiry into an archaeological issue and discuss your findings to the 'scientific community,' composed of your fellow students and the instructor. There are numerous deadlines associated with this project. The details of this assignment are contained below. Training for research will be provided on Wednesday, October 3rd in the Library Media Center.

Classroom Learning Communities (CLC): In order to enhance your comprehension of course content, you will be a part of a learning community that meets during class. A CLC is an interactive learning group whose members depend on each other to further their education. This approach has been used previously in anthropology classes and has met with great success (i.e., higher rates of learning and higher grades). CLCs will be set up on October 1st, so it is imperative that you are in class on that day so you can become part of a CLC. These groups will meet a minimum of four times during the quarter right before exams.

HOW CAN YOU CONTACT THE INSTRUCTOR?

If you cannot make it to class for lecture, to take a test, or to participate in classroom activities, you should immediately contact Dr. Gonlin in one of two ways stated below. Without taking the first step, you will not be entitled to due consideration for completing missed work.

-- Call Dr. Gonlin's office (425-564-2347) and leave a message stating the nature of your absence. Provide a phone number where you can be reached or where a message can be left so that arrangements can be made to make up assignments if applicable. OR

-- Send Dr. Gonlin an e-mail message (ngonlin@bcc.ctc.edu) stating the nature of your absence. Make sure the return e-mail address is one to which you have regular access and is secure.

A NOTE ABOUT PLAGIARISM AND CHEATING

Cheating and plagiarism are concerns on every college campus. All work handed in must be your own. If you quote from sources, you must acknowledge those sources; otherwise you will fail this course. Please read over the Social Science Division Policy Statement which is attached to this syllabus. All course work, except cooperative learning, is to be performed by you without the aid of others. If you are unfamiliar with what constitutes plagiarism, please check out the following web-site: <http://www.bcc.ctc.edu/writinglab/Plagiarism.html>. The policy statement at the end of this syllabus clarifies what behaviors are considered to be cheating. Cheating is legitimate grounds for failing the course and dismissal from class.

WHAT IS THE TEST & ASSIGNMENT POLICY?

All tests are closed book. You may not use any sources when taking a test, including pocket dictionaries or electronic devices. Prior approval to miss a test or other class assignments is necessary. All absences must be accompanied with appropriate documentation (i.e., medical or legal papers). Vacation, work, attendance at social activities, sleeping in, picking up someone from the airport, etc. are not valid excuses for missing class work and you will not be able to make up class assignments for these reasons. Make-up tests are given at the discretion of the instructor. Failure to turn in the make-up test at the agreed upon time will result in 0 points. Just because you missed a test or class assignment does not automatically entitle you to make it up. It is in your best interest to appear for all tests and class meetings, the timings of which are clearly marked on the schedule. If you miss a test or assignment, be prepared to provide a legitimate written record of your absence.

WHAT MATERIAL IS COVERED ON EACH TEST?

TEST	DATE	TEXTBOOK CHAPTERS (Price & Feinman)	VISUAL MATERIALS (videos, overheads handouts, etc.)
#1	Monday, October 8	1, 4, 12	yes
#2	Monday, October 22	5, 6, 7	yes
#3	Wednesday, October 31	8, 9	yes
#4	Wednesday, November 14	10, 11	yes

HOW WELL AM I DOING IN CLASS?

About halfway through the quarter in this class, you will be informed of your class standing in terms of points accumulated so far. About half of one's grade will have been determined. This progress report will allow you to evaluate your performance and make adjustments, if necessary, for the remainder of the quarter. The last day to withdraw from classes is Friday, November 9th. If you feel it is necessary to drop the class, please consult with an advisor before doing so. Feel free to ask me at any point during the quarter about your performance.

HOW MANY POINTS MAKE UP MY GRADE?

TEST #1 125 points
TEST #2 125 points
TEST #3 125 points
TEST #4 125 points
Final Assessment 20 points
CLCs 50 points
Presentation 130 points
TOTAL 700points

WHAT IS THE GRADING SCALE?

A = 92 - 100% C = 72 - 77%
A- = 90 - 91% C- = 70 - 71%
B+ = 88 - 89% D+ = 68 - 69%
B = 82 - 87% D = 57 - 67%
B- = 80 - 81% F = < 57%
C+ = 78 - 79%

HOW DO I CALCULATE MY FINAL GRADE?

In total, there are 700 points that make up your final grade. Of these, 500 points come from tests, 150 points come from the presentation, and 50 points come from CLCs. Your final grade will be calculated by dividing the total number of points you have accumulated by 700 to get a percentage, and this percentage corresponds to a letter grade. For example, if you have 600 points out of 700 points, your percentage is 85%, or a letter grade of 'B'. The scale for calculating your final grade is given below.

WHAT IS THE SCALE FOR FINAL GRADE CALCULATION?

A = 92-100% (644-700 points)	B- = 80-81% (560-573 points)	D+ = 68-69% (476-489 points)
A- = 90-91% (630-643 points)	C+ = 78-79% (546-559 points)	D = 50%-67% (350-475 points)
B+ = 88-89% (616-629 points)	C = 72-77% (504-545 points)	F = <50% (<349 points)
B = 82-87% (574-615 points)	C- = 70-71% (490-503 points)	

WHEN AND WHERE CAN I GET MY FINAL GRADE?

"Official grades are available about 1 week after the quarter ends. There are several ways to learn your grades:

1. BCC website: www.bcc.ctc.edu
2. Kiosk in the Student Services Building or the Campus Information Center
3. Mail: leave a self-addressed stamped envelope at the Student Service Center, with your Student ID number
4. In person at the Student Service Center."

HOW CAN I SUCCEED IN THIS CLASS? (You are required to review this syllabus and the attached Social Science Division Policy Statement. Enrollment in the course constitutes an agreement to abide by the policies set forth in these items.)

1. **ATTEND** class. Students who come to class get a better comprehension of anthropology, a better education and better grades. Attendance at every class is important.
2. **NOTE-TAKING** is an important part of college learning. Taking effective notes from lecture will enhance your understanding of the subject. Notes will highlight what the instructor has emphasized. Take notes that you can understand and use, and that are in your own words. Review your notes right after class and before the next class.
3. **READ** all assigned chapters in the textbook. Material that is not covered in class, but is found in the reading assignments, is fair game for testing. You are responsible for your own reading and comprehension of material. Most important: read to learn!
4. **PARTICIPATE** during lectures of textbook material. Be prepared for every class by reading the assignments *ahead of time*. This preparation will help you to more fully comprehend material presented in class. Constructive participation is expected and it is to your advantage. Offer to answer questions or contribute insights of your own. If you need suggestions on how to more fully participate, I will be glad to advise.
5. **KEEP A PACE OF READING ASSIGNMENTS**. This is a college course and the reading load is fast-paced. Do not get behind as this will impair your ability to fully understand the material, to participate in class, and to do well on tests. A standard ratio of 1 to 2 is usual for college courses, meaning that for every hour in class, you can expect to prepare 2 hours outside of class. *Figure in extra study time for tests*. It is helpful to make up a schedule which includes all of your classes so that you know on a weekly basis how heavy your workload will be.
6. **STUDY FOR TESTS**. There is an on-line study guide for the textbook: <http://www.mhhe.com/priceip5>
Students who have used study guides in the past have done significantly better than those who have not. Additionally, you may use the chapter outline at the beginning of each chapter, the key concepts, and the discussion questions as guides for understanding material. Create an optimum learning environment at home or college where you will not be distracted. Prepare for tests by reading textbook chapters ahead of time and reviewing class notes. Test yourself on key concepts and terminology.
7. **IN-CLASS DISCUSSIONS**: Come prepared to discuss topics by reading the material ahead of time. Be willing to work with others and to listen to their viewpoints.
8. **APPROPRIATE BEHAVIOR**: Obtain a copy of the BCC Student Handbook to familiarize yourself with policies and behaviors that are appropriate to the college environment. Lewd, abusive, disruptive, or harassing behavior will not be tolerated. Turn off all electronic devices before entering the classroom. Arrive on time when class begins. If you must leave early, let the instructor know ahead of time so that you are not disruptive to the class. The handbook is available from the Student Union Building or Student Services Building.
9. **ABSENCE**: If you know you will be absent for in-class assignments or tests, let the instructor know well in advance. If you suddenly become ill or cannot make it to class for other reasons, call the instructor (425-564-2347) and leave a message with a phone number where you can be reached. Consideration for make-up assignments will be given only if you have informed the instructor *ahead of time* and if your request is accompanied by the proper written verifiable documentation.
10. **COMPREHENSION**: If you are not understanding course material, come and see me right away. I want you to do well in this course, but I cannot help you if I don't know you need help or want help. Student success is important, but you must be serious and an active participant in your own learning.
11. **ACCOMMODATION**: "If you need course adaptations or special accommodations because of a disability, or if you have medical information that needs to be shared with me in the event that the building needs to be evacuated, please contact me during the first week of the quarter. If you require accommodations due to a diagnosed disability, please contact the Disability Resource Center office in B132. Phone: 425-564-2498 (Voice) TTY: 425-564-4110." Please let me know if I may assist you in any way; I'll be glad to help you.
12. If you are struggling with this class or any other class, there is help available on campus and on-line. You may contact the tutoring service on campus. One internet source that offers study tips (and from which some of the above information is derived) is <http://www.ablongman.com/textbooktips>.
13. If you are struggling with personal issues and need crisis intervention, please call 206-461-3222 immediately.
14. For on-campus situations that require intervention, please call 425-564-2400 for BCC's Public Safety.

This classroom is a Safe Space.



WHAT IS THE CLASS SCHEDULE FOR GREAT DISCOVERIES IN ARCHAEOLOGY FALL 2007?

Sun.	MONDAY	Tues.	WEDNESDAY	Thurs.	Fri.	Sat.
Sept. 23	24 Welcome! Principles of Archaeology READ: Chapter 1	25	26 Principles of Archaeology cont. READ: Chapter 1 Past as Present & Future READ: Chapter 12	27	28	29
30	October 1 CLCs - 12:30 The Hunters READ: Chapter 4 DUE: Intro Paper	2	3 Library Training 12:30 - 1:20 pm The Hunters cont. READ: Chapter 4	4	5	6
7	8 CLCs 12:30 - 1 pm TEST #1	9	10 Postglacial Foragers READ: Chapter 5	11	12	13
14	15 Origins of Agriculture READ: Chapter 6	16	17 Native North Americans READ: Chapter 7	18	19 <i>No classes</i>	20
21	22 CLCs 12:30 - 1 pm TEST #2	23	24 Ancient Mesoamerica READ: Chapter 8 DUE: Preliminary Project	25	26	27
28	29 South America READ: Chapter 9	30 <i>No classes</i>	31 CLCs 12:30 - 1 pm TEST #3	Nov. 1	2	3
4	5 States and Empires in Asia and Africa READ: Chapter 10	6	7 Prehistoric Europe READ: Chapter 11 DUE: Final Project	8	9 Last day to w/draw from class	10
11	12 <i>No classes</i>	13	14 CLCs 12:30 - 1 pm TEST #4	15	16	17
18	19 Presentations	20	21 Presentations	22 <i>No classes</i>	23 <i>No classes</i>	24
25	26 Presentations	27	28 Presentations	29	30	Dec. 1
2	3 Presentations	4	5 Presentations	6	7	8
9	10 No Anth Class	11	12 Final Assessment DUE: 11:30 am in class	13	14	15

Class Website: Every class at BCC has a website. Go to MyBCC and click on your classes. Assignments will be posted here, as well as updates and announcements. The above class schedule is subject to modification as the quarter progresses. If class is cancelled by the college due to inclement weather or for any other reason, assignments will be due or tests will be given on the very next class meeting. These announcements will be posted on the class website. Please check this information periodically.

WHAT WILL YOU ACHIEVE BY TAKING THIS COURSE?

Learning Outcomes for Great Discoveries in Archaeology:

- Apply the scientific method and theory to research problems within the social sciences
- Identify issues of the nature and politics of discovery in science
- Develop an appreciation of the course of human prehistory
- Explain key research problems on which current understanding of human prehistory have been based
- Assess the nature of the archaeological record
- Evaluate methods used by archaeologists to solve research problems
- Employ theories and methods of other sciences (i.e., physics, chemistry, biology, geology) to archaeological data
- Scrutinize well-known archaeological case studies to explain how archaeological data are obtained, recorded, analyzed, and manipulated to solve research problems provoked by the studies
- Process theories of cultural evolution and major transformative processes experienced by the human species
- Increased awareness of cultural diversity through the study of remains of various ancient cultures
- Increased awareness of legal responsibilities facing world citizens and their collective past
- Critical evaluation of current findings within an archaeological framework

WHAT ARE THE GENERAL EDUCATION RATINGS FOR ANTH 104?

Great Discoveries in Archaeology (ANTH 104) has the following General Education Ratings:

	REASONING			COMMUNICATION				
	Critical Thinking, Creativity, Problem-Solving	Quantitative/ Logical	Research/ Information Literacy	Reading	Writing	Listening, Speaking	Visual	Computer Literacy
ANTH 104	2	1	0	1	1	1	1	0

	RESPONSIBILITY				CULTURAL TRADITIONS			SCIENCE & ENVIRONMENT		
	Self-Assessment/ Life Goals	Group Processes	Ethics	Lifelong Learning	Historical & Intellectual Perspectives	Aesthetic Awareness	Cultural Diversity	Nature of Science	Science & the Natural World	Technology & Society
ANTH 104	0	0	0	0	3	0	3	2	0	2

What do general education ratings mean?

0 = Course does not include instruction and assessment of this area.

1 = Course includes instruction and practice of the gen-ed area, and performance/knowledge of this area is assessed.

2 = Course includes instruction and practice in two or more of the outcomes of this gen-ed area, performance/knowledge is assessed, and 20% or more of the course focuses on it.

3 = Course includes instruction and practice in at least half of the outcomes of this gen-ed area, performance/knowledge is assessed, and 1/3 or more of the course focuses on it.

Please consult BCC's Course Catalog for more information on General Education Ratings.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION
Revised Fall 2007

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DSS office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DSS accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Support Services, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

POWERPOINT PRESENTATION INSTRUCTIONS - ARCHAEOLOGICAL ISSUES

1. INTRODUCTORY PAPER - DUE: MONDAY, OCTOBER 1 in class (10 POINTS)
(TOPIC CHOICE, TITLE, BRIEF DESCRIPTION OF RESEARCH, BRIEF REFLECTION ON RESEARCH)

Should remains of prehistoric Native Americans be buried rather than studied? Was there a goddess cult in prehistoric Europe? Does cave art depict shamanism? How widespread is the archaeological evidence for cannibalism? When did people arrive in the New World? Was Sumerian civilization male-dominated? Was Egyptian civilization African? Was the Mesoamerican Olmec civilization influenced by African sources? Were environmental factors responsible for the Classic Maya collapse? What was the impact of Christopher Columbus' New World discoveries on native peoples in the Americas? Do museums misrepresent ethnic communities around the world? Did humans cause the extinction of Pleistocene megafauna in the Americas? Are Neandertals direct ancestors of modern humans?

2. LIBRARY TRAINING - WED., OCTOBER 3, 12:30 - 1:20 pm, ROOM L240L or L240M (10 POINTS)

A note from Sayumi: Students need a login to be able to use the computers in the classroom. Many students already have a login, as the login they use in the computer classroom is the same login that they use for MyBCC. To get a login, students can visit: <https://www.bcc.ctc.edu/sam/>. Students will need to know their student ID number and PIN (which is their birth date) to create a login.

1. What kind of information about our topic is provided in this website and is it reliable?
2. Who composed this website, i.e. what are their credentials and their reliability?
3. How current is this website, i.e. when was it last updated? Are links working?
4. Is there bias? Is there advertising? If so, it is not a professional website and should not be used.
5. What is the targeted audience for this website? If it is too basic for college students, do not use it.

Write your outline & reference section. Provide photocopies of the sources you have chosen; the first 2 pages or so are sufficient for each source. You should have a minimum of 5 sources. Your outline and references will be due on Wednesday, October 24, in class, along with printouts of your sources. The outline should be at least one typed page and include enough information so that it is apparent that you have begun serious research on your topic. It should be well organized. Proper bibliographic citation is a must. Use the APA style. Hand in photocopies of sources so that they may be evaluated. This part of the assignment is worth up to 30 points. If you need assistance in writing an outline, please refer to the following website: <http://www.bcc.ctc.edu/writinglab/Outline.html> or visit the writing lab on campus (A262). Please staple together everything that you hand in, and keep a copy for yourself.

4. FINAL PROJECT: OUTLINE, REFERENCES, PHOTOCOPIES OF FINAL SOURCES. DUE: WEDNESDAY, NOVEMBER 7 in class (30 POINTS)

Once you have received feedback on your preliminary outline and choice of references, you will need to finalize your presentation materials. Prepare a final outline, the one from which you will do your presentation, a list of references, and photocopies of each source you are using (2 pages/source). If you would like to rehearse your presentation, ask your learning community members to listen to it. You should practice it in front of a few people at least two or three times. You will find that you probably have too much information for a 15-minute time slot. If you do not hand in a final project, you will not be allowed to do a presentation. No exceptions.

5. IN-CLASS SELECTION OF PRESENTATION DAY. WEDNESDAY, NOVEMBER 7 in class

On Wed., Nov. 7 in class, we will randomly draw numbers for the order of presentation. If you are not present in class that day, a selection will be made for you.

6. THE FINAL POWERPOINT PRESENTATION. NOVEMBER 19, 21, 26, 28; DEC. 3, 5 in class (50 POINTS)

On the day of your final presentation, bring to class a CD of your presentation for the instructor and enough handouts to give one to each student. Your presentation will be graded by one of your peers and the instructor. You will be required to provide a copy of your presentation outline for each student so that all may easily follow along. The peer evaluation sheet will be distributed to you ahead of time so that you know the criteria upon which you are being graded. You can receive up to 50 points for your presentation. Each presentation will be 15 minutes long, with 5 additional minutes for questions and answers. You will not be allowed to run over the 15 minute time limit, meaning that you will be graded on only what you have presented. If your presentation falls significantly short of the 15 minutes, you will lose points. Basic points to keep in mind are the following: accuracy, clarity, organization, content, relevancy and originality, time limitation, and illustrations.

NOTE: Each student must be present for all days during which presentations are given. Five points will be deducted from your total score in this class for each day that you are absent during the two presentation weeks.

7. FINAL ASSESSMENT: REFLECTION PAPER. On or before WED., DEC. 12, 11:30 am. (20 POINTS)

This portion of the assignment is key. Review the introductory paper you submitted at the beginning of the quarter. Submit a 1-2 page typed paper (1" margins, double-spaced, 10 or 12 point font) answering the following questions: What have you learned? How has your knowledge of archaeology and your topic grown? What have you gained from this exercise? How can you apply what you have learned to situations in life? You can submit this paper any time after your final presentation up until 11:30 am on Wednesday, December 12th. You will receive 5 bonus points if you submit the final assessment BEFORE December 12 (place in Dr. Gonlin's Mailbox in D110). Papers submitted after 11:30 am in class on Dec. 12 are considered late.

USE THIS CHECKLIST TO KEEP TRACK OF WHAT IS DUE & WHEN.

TASK	DUE DATE	CHECKLIST OF ITEMS TO SUBMIT ✓	POINTS
1. Intro Paper: Group, Topic Choice, Title, Description, Reflection	September 28, Friday in class	1 typed page (1"margins, double-spaced, 10 or 12 point font) _____	10
2. Create Login , using Student ID and PIN	BEFORE class on Wednesday, October 3	Login created _____	--
2. Library Training	October 3, Wednesday, 12:30 pm; report to either Room L240L or L240M	Record your name on the sign-in sheet to receive credit _____	10
3. Preliminary Project Outline, References Photocopies of Sources	October 24, Wednesday in class	1-2 page Outline _____ References w/ proper bibliographic citation _____ Photocopies of 2 pages from each source _____	30
4. Final Project Outline, Final References Photocopies of Final Sources	November 7, Wednesday in class	Outline: 1-2 pages _____ References w/ proper bibliographic citation _____ Photocopies of 2 pages from each source _____ (if not handed in, you cannot do a presentation)	30
5. In-Class Selection of Presentation Day	November 7, Wednesday in class	You must be in class to be assigned a presentation day.	--
6. Final PowerPoint Presentation (15 minutes), CD, & Handouts	November 19, 21 26, 28 December 3, 5 in class	CD of presentation _____ Handouts of outline for class _____	50
7. Final Assessment Reflection Paper	(submitted before Dec. 12 earns 5 point bonus) On December 12, 11:30 am in class	1-2 typed pages (1"margins, double-spaced, 10 or 12 point font) _____ Final Reflection Paper _____	20

POWERPOINT PRESENTATION - ARCHAEOLOGICAL ISSUE PEER EVALUATION

YOUR NAME _____

PRESENTER'S NAME _____ DATE _____

TOPIC _____ TIME _____

CRITERIA	POINTS	COMMENTS
Preparation (well researched, visual materials, handout given to class) maximum points = 5		
Selection of appropriate topic (Was an issue addressed?) maximum points = 5		
Content (archaeological; vocabulary appropriate and level of presentation sophisticated) maximum points = 10		
Delivery of presentation (well-rehearsed, well spoken) maximum points = 5		
Organization (logical, orderly manner) maximum points = 10		
Creativity (interesting) maximum points = 5		
Time management (good use of time - 15 minutes) maximum points = 5		
Response (able to answer questions) maximum points = 5		
TOTAL - add up above points maximum = 50		

ADDITIONAL COMMENTS:

This form will be distributed to one of your classmates when you do your presentation. Their feedback on the presentation is as important as the instructor's. Your grade for the presentation portion of this assignment will be the average of your peer evaluation form handed in, plus the instructor's.

NOTE: 5 points will be deducted from your individual grade for each presentation day you are absent.