

# ANTH 315 North American Archaeology-DEAdd-2019-09-26

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the bracketed text in the proposal name to match one of the following naming formats. You should remove the brackets as you do so.

- For a distance-education addition to an existing course: **SWST 350 Global Sidewalk Design-DE-Add-2019-09-02**
- If distance education is being requested for a dual-listed set of courses, please use both course numbers: **SWST 360 plus SWST 560 Sidewalk Design for Enhanced Mobility-De-Add-2019-09-02**

**Note:** before submitting this proposal, please check to make sure the course has not been approved in the past: [CLICK HERE TO SEE APPROVED DE COURSE LIST](#)

**Second Step:** Click “**SAVE**” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved [HERE](#) (On Documents Page) - **before** completing the form

**NOTE** - if already approved - a new proposal **DOES NOT NEED TO BE COMPLETED**

<b>Course Prefix /Number*</b>	ANTH 315
<b>Course Title*</b>	North American Archaeology
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> zoom

<p><b>Brief Course Outline*</b></p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course is an introduction to the archaeological study of North America's past, including the United States and Canada. This course begins with the history of the archaeology discipline in North America and the peopling of America. It then outlines the pre-Columbian culture history of the different geographic and cultural regions of North America and emphasizing the pre-Columbian history of Pennsylvania more specifically at the end of the semester.</p>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Faculty are considered experts on this topic and are proficient in online distance education through platforms such as D2L and Zoom, having utilized and been instructed in these technologies.</p>
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p>Through tasks such as assigned textbook chapters, online lectures and PowerPoint presentations, online discussion boards, writing responses, and assessments, students will achieve the following outcomes through Distance Education technologies:</p> <ul style="list-style-type: none"> <li>• Describe the general historical outline for North America's pre-Columbian past, including Pennsylvania <ul style="list-style-type: none"> <li>• Achieved through reading assigned chapters or articles, participating in course lectures and discussion via Zoom, reviewing lecture presentations, online discussions, and online writing responses</li> </ul> </li> <li>• Characterize the many and diverse peoples and cultures that have existed here both before and after Columbus <ul style="list-style-type: none"> <li>• Achieved through reading assigned chapters or articles, participating in course lectures and discussion via Zoom, reviewing lecture presentations, online discussions and online writing responses</li> </ul> </li> <li>• Assess the dynamic field of North American archaeology, including how archaeologists gather information and interpret the past <ul style="list-style-type: none"> <li>• Achieved through reading assigned chapters or articles, participating in course lectures and discussion via Zoom, reviewing lecture presentations, online discussions and online writing responses</li> </ul> </li> <li>• Explain why and how contemporary archaeologists must consider other stakeholders in North America's past. <ul style="list-style-type: none"> <li>• Achieved through reading assigned chapters or articles, participating in course lectures and discussion via Zoom, reviewing lecture presentations, online discussions and online writing responses</li> </ul> </li> </ul>
<p><b>How will the instructor-student and student-student interaction take place?*(if applicable)</b></p>	<p>Instructors and students will interact through email, online or in-person office hours, and/or online discussion forums. During the class period students and instructors will interact through Zoom.</p>
<p><b>How will student achievement be evaluated?</b></p>	<p>Student achievement will be evaluated through critical thinking exercises in the form of regularly assigned writing assignments, discussion board participation, and assessments (such as multiple choice, short answer, and/or essay questions).</p>
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>Students will acknowledge and agree to abide by the University's Academic Honesty Policy. Additionally, any essays or writing assignments will be assessed by a plagiarism checker, such as Turnitin. Finally, writing assignments will be written to promote critical thinking, which will require reflective and thoughtful responses by the student to demonstrate understanding of course materials.</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>