



seconds per station to examine each skeletal element or fragment and answer the corresponding question.

Final Exam\*\*\*: As with the quizzes, the final practicum will be timed. Students will be required to identify and side smaller bone fragments rather than entire elements. The final will be comprised of 60 questions.

\*\*\* Spelling will be checked on all quizzes as well as the final. Gross or repeated errors will be marked down. Incorrect siding of an element will result in a 50% reduction in the grade for that answer. Quizzes begin promptly at the beginning of class. Late students will not be allowed to complete the quiz.

Skeletal Bio Interest Paper: The 5-page paper will discuss a topic of the student's choosing related to human skeletal biology. Ideally, the topic will deal in some aspect of living bone's response to a stress, damage, disease, or environmental factor such as diet. The primary goal is to see that bone is a dynamic organism in the body, which explains some of the variation we see in the skeletal elements. Papers are to be submitted any time prior to the final examination. Electronic submission is welcomed, and early submission is encouraged to avoid the "end of quarter" crunch. See "Criteria for Grading Examination Essays" for submission guidelines and grading criteria

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**PLEASE NOTE:** All essays should be formatted as a double-spaced, 1 in. margins, 12-point font (Arial, Calibri, or Times New Roman) document. All essays require correctly formatted in-text citations as well as a References Cited page (not included in the final page count) to receive full credit. For formatting guidelines see the AJPA style guides.  
<https://laverne.libguides.com/citations/ajpa>

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### **Evaluation Criteria:**

Quizzes: 60%

Final Exam: 30%

Paper: 10%

The grading scale for the course is as follows:

97-100: A+

94-96: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

67-69: D+

64-66: D

60-63: D-

0 – 59: F

**PASS/NOT PASS GRADES:** All A, B, or C work earns "P," but C- or D work earns "NP."

A passing grade is the equivalent of a “C” grade or better. Effective Fall 2015, grades of C-, D+, and D- are available on the Grade Roster. Similar to a D grade, these new grades award credit to the degree, however, these grades do not satisfy general education, major requirements or prerequisites.

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**Course Policy:**

Communication: I check my email during business hours Monday through Friday and will usually respond within 24 hours. It may take longer to receive a response on weekends and holidays. Please format your emails with a basic greeting, body, and salutations. Proper grammar is expected.

Late Policy: If you are late to class, you will not be allowed to take the exam.

Academic Misconduct: Students are responsible for making themselves aware of and understanding the policies and procedures of UCSC’s policy on Academic Misconduct [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct). These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to your College Provost and receive a failing grade in the course.

Students with Disabilities: If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. You can reach the DRC at 459-2089 V, 459-4806 TTY.

**Course Schedule:**

<b>Week 1</b>	<b>Topics Covered</b>	<b>Lecture/Reading Assignments</b>
6/25-6/27	Introduction, Skull	Reading: pages 3-70
<b>Week 2</b>	<b>Topics Covered</b>	<b>Lecture/Reading Assignments</b>
7/2	Hyoid, thyroid, clavicles, sternum, vertebra, ribs	Reading: pages 72-128 <b>Quiz #1 (7/2)</b>  (No Class July 4 <sup>th</sup> )
<b>Week 3</b>	<b>Topics Covered</b>	<b>Lecture/Reading Assignments</b>
7/9-7/11	Scapula, humerus, ulna, radius, bones of the hand	Reading: pages 129-188 <b>Quiz #2 (7/9)</b>
<b>Week 4</b>	<b>Topics Covered</b>	<b>Lecture/Reading Assignments</b>
7/16-7/18	Patella, femur, tibia, fibula, Bones of the foot, teeth (primary and secondary)	Reading: pages 189-282 <b>Quiz #3 (7/16)</b>
<b>Week 5</b>	<b>Topics Covered</b>	<b>Lecture/Reading Assignments</b>
7/23-7/25	Subadult skeletal material, Pathological conditions, fractures and healing	<b>Final Exam (7/25)</b> <b>Paper due (7/25)</b>

**Note:** This syllabus is subject to change. If changes occur, students will be notified through the Canvas course website. Please note that the lecture schedule is also subject to change, depending on the amount of material covered each week.

### **Criteria for Grading Examination Essays**

Students will submit their forensic case reports on Canvas. Please upload this assignment as “.doc” or “.docx” files to the Canvas Dropbox by the specified due dates. Each assignment will be evaluated and returned via Canvas Dropbox with my comments (as track changes in Word). If you use another word processing program, please “Save As” a Word document. Please label each the assignments with your last name and the assignment name. (Example: Verdugo\_CaseReport.docx).

A: Requires a thesis statement supported by data and arguments throughout the essay. The essay should be well organized, clearly written, comprehensive, and have few spelling or grammatical errors. It should include examples from class assigned readings and the lectures.

B: Requires general comprehensive handling of the material. It is still well organized but may lack some relevant points. It should still include examples from class lecture and course readings. There may be some spelling or grammatical errors.

C: Requires a basic comprehension of the material. May lack thorough discussion and have organizational problems. It may lack a clear thesis statement and have numerous spelling or grammatical errors. It may also lack examples from class and reading material or use examples incorrectly.

D: Displays little comprehension of the material. Includes major problems regarding thesis statement development, organization, spelling and grammatical errors. Lacks any examples from class or reading material.

F: Includes serious problems in treatment of the topic discussed, in terms of factual accuracy, comprehensiveness, organization, clarity of expression, typos, misspellings, grammatical errors, and/or supporting examples. If no paper is submitted, the student will receive a failing grade for the assignment.