

Historical Figure Bio

For this assignment, each student will research a key figure in the development of evolutionary theory. Students will present their bio in class and create a PowerPoint presentation of no more than 1 slide to accompany their presentation. PowerPoint slides will be uploaded to a discussion forum on ANGEL so that all students may access the information for the Create an Exam assignment.

Instructions:

1. Choose a key figure to research. You can do this by clicking on the Key Figure List in the assignment folder on ANGEL. Only one person per key figure.
2. Research your key figure. You must use at least two sources. Sources must be suitable for college-level work; this means that not all web sites are suitable—evaluate web sites! If you're not sure how to do that, check out this web site: <http://www.virtualsalt.com/evalu8it.htm>. Include a Works Cited at the end of your presentation. This can be a separate slide in your presentation.
 - a. When researching, keep asking yourself why the individual was important for the development of evolutionary theory.
3. Create your presentation. Remember, you can only have ONE slide with text in your presentation, so trying to put a huge amount of text on it won't be effective.
 - a. Include a little on date of birth and death; where from, and similar information
 - b. Key information is their contribution to evolutionary theory
 - c. Include a picture if possible (include URL where you obtained the photo—this can be put on your Works Cited page)
4. Be ready to present your key figure in class on September 29. These are short 3-5 minute presentations. Plan accordingly.
5. Upload your PowerPoint to ANGEL in the assignment folder.

Course Outcomes

The following highlighted course outcomes are met by this assignment.

- A. Illustrate their level of cultural literacy by:
 - i. Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
 - ii. Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
 - iii. Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
- B. Demonstrate their critical thinking and problem solving skills by:
 - i. Recognizing key principles of human biology and behavior (2.a)
 - ii. Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
 - iii. Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
 - iv. Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
 - v. Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
 - vi. Navigating the intricacies of team-based discussion, activities, and assignments (3)

- C. Illustrate their level of information literacy by:
- i. Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
 - ii. Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
 - iii. Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support (2.a)
- D. Show their communication skills by:
- i. Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means (2c, 4)
 - ii. Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word (1a, 2b)
 - iii. Working with peers to successfully participate in and/or complete team-based discussion, activities and assignments (3)