University Honors Program: HON
Dinosaurs: In Science and Media
Syllabus - Fall 2020

When & Where
Course Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor. This course will address the topic of dinosaurs from the perspectives of science and media. The scientific perspective will include how dinosaur remains are found, studied, and interpreted while the media perspective will focus on how dinosaurs are depicted in media as well as how dinosaur science was integrated into the Jurassic Park franchise movies. Students will write an article and a short script. (Offered as needed.) 3 credits.

Instructor: Jack Horner, Professor, MacArthur Fellow, Presidential Fellow, Honors Program
jhorner@chapman.edu
Office Hours: By appointment. I do not have an office on campus, but can meet students at Starbucks or other venues

Honors Program Coordinator, Ashley Cosgrove (714) 744-7646 cosgrove@chapman.edu

GE Natural Science Inquiry Learning Outcome:
Students engage in scientific investigation to explore the knowledge produced by scientific processes.
Course Learning Objectives:
* Apply the scientific method to analyze dinosaur discoveries as presented in scientific and popular media.
* Learn the difference between scientific theory and popular opinion.
* Evaluate the science interpreted by various scientific arguments based on physical evidence.
* Learn how to write a scientific paper

GE Artistic Inquiry learning Outcomes
Students engage in artistic activities to explore artistic productions in various media including books, television and movies.
Course Learning Objectives:
* Evaluate the differences and similarities of a book, a script, and a television or film production.
* Explore why science fictional storytelling utilizes scientific advisors
* Learn how to write a short article or script for media publication

GE Values and Ethical Inquiry Learning Outcome:
Students articulate how values and ethics inform human understanding, structures, and behavior.
Course Learning Objectives:
* Explore and assess the values and ethicals of the our current thoughts of recreating dinosaurs and other extinct organisms.
* Analyze why some people think dinosaurs and people lived at the same time.

Honors Program Learning Outcomes:
Upon completing a course in the University Honors Program students will have:
1. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
2. Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
3. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world; Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

Textbooks:

Required:


Recommended:


Grading:

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<th>Points:</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam –</td>
<td>200</td>
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<td>Article or Script-</td>
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<td>6 Quizzes</td>
<td>100 (20 each)</td>
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<td>Group Presentation-Analysis of an assigned scholarly video</td>
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<td>Lead class discussion by posing questions/draw conclusions</td>
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<td>Active and appropriate participation (class attendance; focused and meaningful involvement in class activities)</td>
<td>50</td>
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<td>TOTAL POINTS</td>
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GRADING SCALE

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<tr>
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<td>B</td>
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<tr>
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<td>Below 327</td>
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• All students are encouraged to attend every class meeting. Poor attendance will affect your grade. Absences exceeding 20% normally result in the student receiving a grade of “F” or “NP” unless he/she withdraws officially (2 “tardies” constitute an absence). Active and appropriate participation (class attendance; focused and meaningful involvement in class activities. Each student is required to take an active part in class discussions.

• All cell phones must be off and put out of reach during class time. Side chatting or cell phone use in class is unacceptable, and offenders will be asked to leave and marked absent.

• There will be no make-up exams or quizzes! Documentation is required for all class conflicts such as athletic team travel, deaths in the family, hospitalization, etc.

• Assignments must be submitted in on time through Blackboard (click on “Assignments” and follow the instructions, make sure you click on “submit” as your last step). Students will be penalized 20% for handing an assignment in late on the day it is due and another 40% for each day the assignment is late thereafter.

Before handing in assignments make sure they are proofed, edited, and typed neatly (double spaced in font 12)!

• In addition to the readings and lectures listed in the course outline, students may be responsible for other assignments given in class. Also, some assignments, such as attending a film or guest speaker, may require a time commitment other than the scheduled class period. One such assignment will be a mandatory day-long Sunday field trip to the Los Angeles County Museum of Natural History (TBA).

Please note that this course requires close attention, active participation, and heavy reading and writing assignments at times; also, all reading assignments may not be discussed in class. Please be aware that the course outline is just a guide. We may vary the contents and the time projections, depending on unexpected events, speakers, etc. and the needs of the class.

Chapman University’s Academic Integrity Policy:
Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at https://www.chapman.edu/academics/academic-integrity/_files/academic-integrity-policy.pdf

Chapman University’s Students with Disabilities Policy
“In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized.
Please contact Disability Services at (714) 516–4520 or visit [www.chapman.edu/students/student-health-services/disability-services](www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.”

**Chapman University’s Equity and Diversity Policy**
Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in [Chapman’s Harassment and Discrimination Policy](https://www.chapman.edu/students/). Any violations of this policy should be discussed with the professor, the [Dean of Students](https://www.chapman.edu/students/) and/or otherwise reported in accordance with this policy.

**Student Support at Chapman University.** Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University’s Student Psychological Counseling Services here: [https://www.chapman.edu/students/health-and-safety/psychological-counseling/](https://www.chapman.edu/students/health-and-safety/psychological-counseling/)

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student’s well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: [https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx](https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx). While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.
**Topics to be covered with proposed visuals (Syllabus) based on a two 75 minute class per week schedule.**

**Part 1 Dinosaurs in Science**

1. What are dinosaurs? This will be a Power point lecture with visuals to illustrate what a dinosaur is and what it isn’t, and how they are related to other animals. With a 15 minute discussion

2. How do we find dinosaur remains? This will be a PowerPoint lecture with visuals to illustrate how we use geology to find fossil remains, and how they are excavated. With a 15 minute discussion.

3. The Origin of dinosaurs. This will be a PowerPoint lecture with visuals to illustrate how dinosaurs evolved, including what differentiates them from their ancestral forms. With a 15 minute discussion.

**QUIZ I. Origins**

4. Dinosaur Physiology. This will be a PowerPoint lecture with visuals to illustrate how scientists determine dinosaur physiology, and how they're physiology allowed them to occupy a variety of environments. With a 15 minute discussion.

5. Dinosaur behavior I This will be a PowerPoint lecture with visuals to illustrate how scientists determine dinosaur social behaviors based on geology and skeletal features. With a 15 minute discussion.

6. Dinosaur behavior II This will be a PowerPoint lecture with visuals to illustrate how paleontologists determine behaviors such as locomotion and diet. With a 15 minute discussion.

7. Dinosaur growth. This will be a PowerPoint lecture with visuals to illustrate how dinosaurs grew, and how they're skeletal bodies changed shapes. With a 15 minute discussion.

**QUIZ II. Growth and Behavior**

8. Dinosaur phylogenetics. This will be a 30 minute PowerPoint lecture with visuals and specimens that students can examine to understand skeletal characteristics.

9. Primitive Dinosaurs. This will be a PowerPoint lecture with visuals to illustrate the first dinosaurs, their characteristics, and where they are found. With a 15 minute discussion.

10. Theropod dinosaurs. This will be a PowerPoint lecture with visuals to illustrate the various theropod dinosaurs, and their unique characteristics. With a 15 minute discussion.
11. Sauropod dinosaurs. This will be a PowerPoint lecture with visuals to illustrate the various sauropod dinosaurs, and their unique characteristics. With a 15 minute discussion.

12. Ornithopod dinosaurs. This will be a PowerPoint lecture with visuals to illustrate the various ornithopod dinosaurs, and their unique characteristics. With a 15 minute discussion.

QUIZ III. Dinosaur groups

13. Primitive Avian Dinosaurs. This will be a PowerPoint lecture with visuals to illustrate the various primitive kinds of avian dinosaurs (birds), and their unique characteristics. With a 15 minute discussion.

FIELD TRIP TO LACM

14. Favorite dinosaurs. This will be a discussion with visuals of the various favorite dinosaurs of the students in class.

15. Dinosaur extinction. Video presentation: Death of the Dinosaurs: https://www.youtube.com/watch?v=u8WT5JePYso

MIDTERM EXAM - A paper written as a magazine article for the public

Part II. Dinosaurs in the Media

16. The Lost World, The original Movie. Student led, class discussion of the original movie. https://www.youtube.com/watch?v=QJaXxY3citM

17. Jurassic Park, the Book. Student led, class discussion of the books premise, science, and story.


19. Jurassic Park, the Movie. Student led, class discussion of the movie.


QUIZ IV. Dinosaur movies, historical perspective

21. The Lost World, the Book and the script, student led class discussion.
22. The Lost World. The making of:  https://www.youtube.com/watch?v=ld5LU_SLDsg

23. Jurassic Park III, Short lecture with student led discussion of the movie, the script, and the Making of:  https://www.youtube.com/watch?v=wZmCjaerVeM

24. Jurassic World:  Short lecture with discussion of the movie, the script and the making of:
   https://www.youtube.com/watch?v=FXgiiY3dF1U
   https://www.youtube.com/watch?v=gFRkvanD2ao
   https://www.youtube.com/watch?v=3-dKU6HQ0oI

QUIZ 5. Dinosaur movies from the modern perspective

25. Terra Nova, TV series  Short lecture with discussion of story line, dinosaurs, and cost

26. Dinosaurs in the media. Student led discussion on why dinosaurs are so popular and why the Jurassic franchise has dominated even though the dinosaurs are scientifically inaccurate.

27. Short lecture followed by a Student led discussion concerning whether we should resurrect dinosaurs and other extinct animals.

28. Integrating science and media with expert advice: student led discussion

29. Creating a dinosaur product

30. Writing a dinosaur concept, script, proposal, or book. Science / Science fiction

31. OVER VIEW

FINAL PROJECT DUE