Class Location & Time: Founder’s Hall 210; M/W 11:30 -12:45  
Instructor: Christine Jones, PhD  
Faculty blog: http://anthrowarrior.blogspot.com  
Office: FH 217K  
Office Hours: M&W 12:45-3:45 (use Scheduler on Canvas to sign up for appointment)  
Contact me: Bioarchjones@tamuct.edu  

Catalog Course Description:  
This course will acquaint the undergraduate student interested in archaeology and physical  
anthropology with the broad range of issues that can be examined with evidence gleaned  
from human skeletal remains. The course will focus on the role of human skeletal studies in  
reconstructing both the biological and cultural past of our species.  

Mode of instruction and course access:  
This course meets face-to-face, with supplemental materials made available on Canvas, the  
A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].  
Check Canvas daily for any course announcements or schedule changes.  

Student-instructor interaction  
During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may  
not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me  
than Canvas message. . If you plan to come to my office hours and want to reserve a time,  
use the Scheduler tool in the Canvas calendar to make an appointment (see  

911 Cellular:  
Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas  
the ability to communicate health and safety emergency information quickly via email, text  
message, and social media. All students are automatically enrolled in 911 Cellular through their  
myCT email account. Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-  
Central/alert-management] to change where you receive your alerts or to opt out. By staying  
enrolled in 911Cellular, university officials can quickly pass on safety-related information,  
regardless of your location.  

the Human Skeleton (Cambridge Studies in Biological and Evolutionary Anthropology) ISBN-  
13: 978-0521547482 ISBN-10: 0521547482 Edition: 2nd (this book is also available on course  
reserve at our library!)
Course Objectives:

- Learn basic human osteology
- Learn basic bioarchaeological methods such as determination of age and sex of skeletons and skeletal indicators of trauma and disease.
- Learn what bioarchaeological studies contribute to science: growth and stress, activity patterns, diet, and paleopathology. A review of the history of research and recent studies highlight each topic.

Course requirements:

1. **Reading assignments:** Readings from the textbook are listed in the course schedule below. It is best to read the chapter just before the class period for which it is listed. Supplemental readings will be posted on e-reserves. To access e-reserves go to the TAMUCT library home page. [http://tamuct.libguides.com/index](http://tamuct.libguides.com/index). Under the heading "Library Information," look for the blue hyperlink link to E-Reserves. Click on this hyperlink. Use the search box to locate our course either using your instructor's name (Jones) or the course name (Bioarchaeology) or number (type "ANTH 4330"). The readings will be listed in folders by date. The e-reserves password is “bones”.

2. **Exams:** There will be three exams, each worth 150 points. Exams cover readings, lectures and films and are not cumulative. A study guide is usually provided the week before each exam. Exams are a combination of written (short answer, essay) and fill in the blank style questions. Photo-based questions presented via powerpoint and/or question stations may also be used (Ex: A photo of a particular lesion is projected and the question asks to which disease the lesion belongs).

3. **Burial Project** (2 parts worth 150 points each for 300 total points): Students will select and research **ONE** specific burial site for which a bioarchaeological analysis has already been completed. This will require the student to consult a minimum of **THREE** scholarly sources directly related to the selected site. A guide for scholarly sources will be provided on canvas. For this class, peer-reviewed journal articles which may be useful for this project include those in **American Journal of Physical Anthropology, International Journal of Osteoarchaeology, International Journal of Paleopathology, and Journal of Archaeological Research.** The student will present the information they acquired through their research in the following two parts, submitted in hard copy in the classroom on **FEB 28 WED:**

   a. **PART ONE** (150 points): A summary of the burial site/bioarchaeological data following the example template provided, typed 12 pt font, 1 page, single spaced. An example sheet of the required summary is attached to this syllabus. Your summary should include ALL of the same categories as in the example sheet. Included with this summary is a 1 page typed bibliography listing all scholarly sources used for this project (at least 3). Use APA format
for your references. Make sure they are consistently formatted and include
the following information:

- Author(s) name (last, first)
- Year of publication
- Name of the publication
- Name of the article in the publication
- If a website, the url and the date retrieved

b. PART TWO (150 points): An original 3-d model (does not have to be to scale,
but can be if desired) of the burial site which illustrates the mortuary site and
burial context. This is also known as a diorama. Your model should be no
larger than 12”Long by 12”Wide by 6” Deep. A good reference size is a USPS
priority mail medium sized flat rate box (that measures 11” x 8 ½” by 5 ½”).
Your diorama should contain all relevant aspects of your selected burial site,
including but not limited to: burials themselves and grave goods, coffins or
sarcophagi, other artifacts, archaeological features such as roads, walls,
buildings, headstones, and/or landscape features such as trees or hills. Your
model will be based on the actual mortuary site you select, so you should use
it as a guide. Guidelines for materials used to make a diorama and examples
will be discussed in class. A rubric for the diorama is attached to the end of
this syllabus. If you have questions, please email the instructor well before
the due date for this diorama: FEB 28 WED.

4. Cemetery Project (250 points total): Students will visit and survey a historic cemetery
of their choice, on their own and not in groups, using the cemetery survey form and
guidelines provided by the instructor in class. This project must be completed by
students on their own. No group work will be accepted. The project will be
submitted in class on APR. 25 WED and will consist of the following parts:

a. Completed cemetery form following survey guidelines (the required form will
be handed out in class and posted on Canvas) (100 points)
b. Plan (aerial view) map of the cemetery, hand-drawn or created using a
computer program, not to scale. (50 points)
c. A typed analysis of the cemetery explaining your survey in 3 to 5 pages, 12 point
font, double- spaced. (100 points). Photos are encouraged as figures to
supplement your analysis, but they must be attached in an appendix to the
report. Photos do not count as part of the 3-page requirement. Guidelines on
how to write the cemetery analysis will be provided in class along with the
survey form. No bibliography is required unless you cite outside work in your
analysis. If you include a bibliography please use APA style.
d. Cover sheet is optional
Grade posting: All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

COURSE SCHEDULE (Lecture topics listed by week)
Readings: Larsen is the “Bioarchaeology” Textbook, E-reserves is the E-reserves link online through library (password: bones), E-Books are always available through the library website.

Week 1: Introduction to bioarchaeology & the human skeleton
Jan 17 W: Syllabus review and introduction, Skeleton study sheet
Readings from textbook: Larsen Ch. 1
Visit online: Eskeletons.org

Week 2: The human skeleton: Sex, Age & More
Jan 22 M: Basics of the skeleton, sex determination
Jan 24 W: Age determination
Readings on E-reserves between 1/17/18 - 1/31/18:

Week 3: Human remains in the archaeological record
Jan 29 M: Mortuary practices,
Jan 31 W: Mortuary practices continued, Review diorama project guidelines
Readings on E-reserves and available online as e-books all semester:

Week 4: Stress, Growth, & Malnutrition
Feb 5 M: EXAM #1
Feb 7 W: Stress in human remains
Readings from textbook: Larsen ch. 2
Week 5: Disease: Paleopathology
Feb 12 M: Nonspecific infection
Feb 14 W: Infectious diseases
Readings from textbook: Larsen ch. 3
Readings on e-reserves between 2/7/18-2/21/18:

Week 6: Paleopathology continued
Feb 19 M: Metabolic and Congenital disorders
Feb 21 W: Neoplasms and more
Readings from textbook: Finish Larsen ch. 3
Readings on E-reserves between 2/7/18 - 2/21/18:

Week 7: Body modification
Feb 26 M: Body modification
Feb 28 W: Dioramas Due Today
Readings from textbook: Finish Larsen ch. 3
Readings on E-reserves between 2/19/18 - 2/28/18:

Week 8: Violence & Skeletal Trauma
Mar 5 M: Trauma 1
Mar 7 W: Film TBD, Review cemetery project guidelines
Readings from textbook: Larsen ch. 4
Readings on E-reserves and available online as an e-book all semester:

****SPRING BREAK: WEEK OF MARCH 12****

Week 9: More Violence
Mar 19 M: Trauma 2
Mar 21 W: Finish Trauma section
Readings from textbook: Finish Larsen Ch. 4

Week 10: Activity Patterns
Mar 26 M: Arthritis
Mar 28 W: Musculoskeletal markers
Readings from textbook: Larsen Ch. 5
Week 11: Activity Patterns
Apr 2 M: Occupational
Apr 4 W: **EXAM #2**
Readings on E-reserves between 3/26/18 - 4/9/18

Week 12: Paleonutrition
Apr 9 M: Intro to Paleonutrition
Apr 11 W: **NO CLASS**
Readings from textbook: Larsen Ch.8

Week 13: Paleonutrition continued
Apr 16 M: Paleonutrition cont’d
Apr 18 W: FILM TBD
Readings from textbook: Larsen Ch. 7. 270-300

Week 14: Migration
Apr 23 M: Migration!
Apr 25 W: **CEMETERY PROJECT DUE**
Readings from textbook: Larsen Ch. 9

Week 15: Genetics
Apr 30 M: Genetics 1
May 2 W: Genetics 2
Readings on E-reserves and available online as an e-book all semester:
Readings on E-reserves between 4/23/18 - 5/9/18:

Week 16: Ethics
May 7 M: Ethics
May 9 W: **EXAM #3**
Readings from textbook: Larsen Ch. 11

**COURSE PROCEDURES AND POLICIES**

Handling human skeletal remains in this course: Throughout this entire course we will be learning using reproduction (plastic) skeletons as well as actual human skeletal remains. You may be required to handle these materials as part of the course. We will be discussing many of the practical aspects of human mortality. If you are not comfortable handling skeletal remains (either reproduction or actual) or if detailed discussions of death, violence, and the cultural and ritual practices surrounding death and disposal of human remains are difficult for you for any reason, please see the instructor as soon as possible to help determine if this course is right for you.
We will review a number of rules regarding the handling of skeletal remains to ensure they are not damaged during the class, but first and foremost of these involve food and drink. No food or drink (in any container type) is allowed on the same tables as our skeletons, for their safety! This includes candy and gum. You may stow your food and drink away safely in your bag or we can reserve a table/chair for food and drinks. Failure to observe these rules regarding food and drink can result in the instructor asking you to leave the classroom, which may affect your grade and participation in the course. There is no risk to you in terms of eating/drinking after handling these skeletons, but it’s strongly recommended that you wash your hands before eating or drinking because eww.

Diversity in the Classroom
Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Attendance & Recording Lectures Attendance is a requirement of this course to succeed. That said, I’m not taking attendance daily. This course is based heavily on lecture and I do not post my lecture notes online AT ALL either before or after each class. We also may briefly discuss readings during class, which is very helpful if you find them challenging. It’s up to you to figure out what you missed if you did not attend class. A note on recording lectures: I do not permit video recording of any part of my class. You may record audio with my permission. I discourage the practice of taking photos of my slides. If you need me to slow down please raise your hand and I will do my best. You ALWAYS have the option of coming to office hours or seeing me after class to clarify your notes or go over slides for note taking purposes.

Makeups
Students may request a makeup for a missed exam due to illness or injury for example. To successfully makeup an exam you MUST 1. Contact the instructor prior to the missed exam (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor’s note, police report) verifying the reason for your excuse. If you don’t follow through on all three of these requirements you may be denied the request. Students who miss an exam with no excused absence will receive a zero on the exam. Makeups for final exams are usually denied because it is not possible to schedule a makeup final before final grades are due. For this reason, makeup final exams are given rarely and with a 20 point deduction (evidence pertaining to a serious emergency will be considered for such a makeup).
Late Work
I accept late cemetery project reports only, but with point deductions as follows: 15 points for 1 day late, 30 points for 2 days late, 50 points for 3 days late. After 3 days the paper will not be accepted. NO OTHER LATE WORK IS ACCEPTED.

Modification of the Syllabus
This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

   Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY POLICIES

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other
academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Drop Policy
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmdavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.
The University Writing Center.
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).
Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].
EXAMPLE BIOARCHAEOLOGY PROFILE DATA SHEET

You should follow this template for Part 1 of your Burial Project (DUE FEB 28) using all categories listed for your completed summary. To see more profile examples, consult the e-book through our library and e-reserves titled “Bioarchaeology of the Individual”. These profiles are included at the start of each chapter.

<table>
<thead>
<tr>
<th>Individual Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site: Kirkjuhóll</td>
</tr>
<tr>
<td>Location: Hríðrú farm, Mosfell Valley (Mosfellsdalur), western Iceland</td>
</tr>
<tr>
<td>Cultural Affiliation: Icelandic Viking</td>
</tr>
<tr>
<td>Date: A.D. 855–1015 based on calibrated radiocarbon dates and tephrochronology</td>
</tr>
<tr>
<td>Feature: Trench CK-2001-3 (F2/2001)</td>
</tr>
<tr>
<td>Location of Grave: About 1 m east of the eastern end (chancel) of the church at Hríðrú</td>
</tr>
<tr>
<td>Burial and Grave Type: A single primary inhumation extended with the head to the west; the body was resting on, partially dug into, a stratum of organic material that appears to be decayed hay or animal dung</td>
</tr>
<tr>
<td>Associated Materials: Stones were found under the thoracic area and at the top of the cranium; a poorly preserved lozenge-shaped object was found near the knee</td>
</tr>
<tr>
<td>Preservation and Completeness: Cranium is well preserved; many of the long bones have been affected by the acidic conditions at the site and are partially decalcified</td>
</tr>
<tr>
<td>Age at Death and Basis of Estimate: 40–45 years, based on age-related changes of pelvic morphology, tooth wear, and fusion of cranial vault sutures</td>
</tr>
<tr>
<td>Sex and Basis of Determination: Male, based on cranial and pelvic morphology</td>
</tr>
<tr>
<td>Conditions Observed: Massive cranial trauma with a gaping wound in the right parietal and a slice of bone removed from the occipital</td>
</tr>
<tr>
<td>Specialized Analysis: Accelerator Mass Spectrometry radiocarbon dating, thermal ionization mass spectrometry</td>
</tr>
<tr>
<td>Excavated: 2001, Mosfell Archaeological Project, directed by Jesse Byock and Phillip L. Walker</td>
</tr>
<tr>
<td>Archaeological Report: Byock et al. 2002</td>
</tr>
<tr>
<td>Current Disposition: National Museum of Iceland (býðimínjasafn)</td>
</tr>
</tbody>
</table>
DIORAMA RUBRIC (150 points). The instructor will use this rubric to grade your dioramas. It is useful to consider the grading rubric while planning and constructing your diorama, due FEB 28.

<table>
<thead>
<tr>
<th>Score</th>
<th>Excellent (30-25 pts)</th>
<th>Good (24-20 pts)</th>
<th>Fair (19-10 pts)</th>
<th>Poor (9-0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content accuracy</strong></td>
<td>The diorama is an <strong>accurate model</strong> of mortuary context. It includes the burial(s), features, artifacts, and natural elements found in the actual landscape of their selected burial site.</td>
<td>The diorama is <strong>mostly accurate</strong>. A few elements that would not be found at the actual site are present, or some items are missing.</td>
<td>The diorama has <strong>some correct</strong> features, but also many things that would not be found at the actual site.</td>
<td>The diorama is <strong>not accurate</strong>. There are many errors in depicting the scene, including incorrect or missing features.</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>The diorama is <strong>complete</strong> and includes a background, landscape, features, and all elements necessary to portray the mortuary context (burial, artifacts, etc)</td>
<td>The diorama is <strong>mostly complete</strong> but needs a few more details.</td>
<td>The diorama is <strong>about halfway there</strong>, but has many details that need to be added.</td>
<td>The diorama is <strong>not finished</strong>.</td>
</tr>
<tr>
<td><strong>Style &amp; Organization</strong></td>
<td>Display is interesting and attractive. Items are very well organized so that the mortuary context is very easily understood.</td>
<td>Display is interesting and attractive. Items are well organized with an evident plan.</td>
<td>Display is somewhat interesting. Only some items are organized following a plan.</td>
<td>Display is uninteresting, not attractive. Items are incomplete and not organized. There is no plan evident to the display.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>There are <strong>5 or more</strong> items correctly labeled in the diorama. No labels are incorrect.</td>
<td>There are <strong>4 items</strong> correctly labeled. No labels are incorrect.</td>
<td>There are <strong>2-3 items</strong> correctly labeled. 1 or 2 labels are incorrect.</td>
<td>Only <strong>1 item</strong> is correctly labeled, more than 3 are incorrectly labeled OR have no labels at all.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>The diorama is very <strong>neat</strong> and it is <strong>easy to see</strong> all the features. Project is <strong>excellently</strong> presented and reflects amazing creativity.</td>
<td>The diorama is <strong>mostly neat</strong> and it is easy to see all the features. Good creative effort.</td>
<td>The diorama is a <strong>little sloppy</strong> and it is difficult to see all the features. Some creative effort.</td>
<td>The diorama is very <strong>sloppy</strong> and you cannot see all the features. Little to no creative effort was made.</td>
</tr>
</tbody>
</table>