

ANTH-3000-001: PRIMATE BEHAVIOR

*Syllabus & Statement of Course Policy,
Maymester 2018*

General Information

Instructor:

Griëtte van der Heide

Meeting Location & Time:

ECON 13

Mon-Fri 12:30 – 03:30 PM

Office Hours:

Hale Sciences 140

Mon-Thu 03:30 – 04:30 PM

Contact Info:

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303-492-2547 (Anthropology Department)



Course Description:

Nonhuman primates (NHP) are our (*Homo sapiens*) closest living relatives, and no other group of mammals can remind us of ourselves the way nonhuman primates do. This sense of recognition is not surprising since we share with the nonhuman primates a unique set of adaptive features. This course is comprehensive in that it will span morphological, ecological, behavioral, and evolutionary traits of the Order Primates. Throughout the course we will identify three connected aspects: (1) features that are uniquely human, (2) features that represent continuities within the Order Primates, and (3) features that are unique to some but not all nonhuman primates. This course is designed to be an introductory course for the beginning primatologist, the continuing anthropology major, the animal biologist, and other individuals that are currently “burdened” by a rather unexplored or underexplored interest in primate behavior.

Prerequisites:

ANTH 2010/2020 or EBIO 1210/1220 sequence, and have junior standing, or my permission to join the course, an interest in primates, and a good dosage of summer energy.

Course Overview:

We will start this course by examining the taxonomy, phylogeny, geography, and general evolutionary history of primates. During this part of the course you will learn to recognize different groups (or clades) of primates and the main traits that distinguish them. You will also be introduced to defining traits unique to particular primate clades. This will be our scaffold for understanding primate adaptations and diversity. Some groups (e.g., the apes) will be introduced in-depth later during the semester. As we are getting familiar with the different primate clades, we will also build a more theoretical understanding of the ecology of primates. How are primates adapted to inhabit tropical forests, savannahs, and temperate habitats? Which foods do they eat, and which adaptations help them obtain nutrients and avoid toxins? This part will include a discussion on interspecies aspects of primate life such as why and how different primate species live and sometimes travel together in the same forest. How do primates interact with other animals and plants? The next part of the course will focus on selecting mates, “growing up,” and social aspects of group living. We will intersperse these themes and end the course with primate communication, cognition, and culture.



Course Goals:

1. To reinforce how we define primates
2. To explore extant primate diversity
3. To understand how anatomy and ecology shape behavior
4. To understand how evolution influences primate behavior and ecology
5. To learn how primates interact with plant and animal species
6. To explore nonhuman primate communication, cognition, and culture
7. To assess the “boundaries” between human and nonhuman primates

Required Reading Materials:

Book (available at the bookstore): “The Evolution of Primate Societies” (2nd edition), Mitani *et al.* 2012. One copy of this book has been placed on reserve at the Norlin Library. Check-out time is two consecutive hours.

Relevant scholarly articles and online visual material will be posted to Canvas throughout the course. I *encourage* you to suggest topics for class discussion.

Some online sources:

- **Primate info net:** <http://pin.primates.wisc.edu/>
- **Arkive:** <http://arkive.org/>

Grading:

Your *final course grade* will be an accumulation of points (equal to percentages %) earned in the following categories

Category	Specifics	Points
Mandatory Online Quizzes	12 x 2 points (15 total, points accumulate)*	24
Optional Online Quizzes	2 x 1 point (2 EC**, available at all times)	
Chapter Summary (group work)	1 x 5 points (0.5 EC points possible)	5
Attendance	10 x 0.5 points (days 1, 10, 12, 14 don't count)	5
Participation/In-Class Assignments	10 x 1.5 points (days 1, 10, 12, 14 don't count)	15
Human Behavior Assignment		8
Conceptual diagram (group work)	1 x 5 points (0.5 EC points possible)	
In-class participation (group work)	1 x 3 points	
Primate Behavior Project		18
Data collection (zoo/videos)	1 x 6 points (1 EC point possible)	
Comparative ME Primate Behavior Reaction Paper (individual work)	1 x 6 points	
Short Presentation (group work)	1 x 5 points (1 EC point possible)	
Optional EC Assignment	1 x 1 point (1 EC, available at all times)	
Open Book & Notes Exam	~40% MC, T/F, etc., ~60% essays/completion	25
<i>Total</i>		<i>100</i>

*Note on quizzes and drops; each student will create a Mindomo for one quiz instead of taking the quiz (schedule TBD – check Canvas). Two low quiz grades will be added to your total score, the lowest will be dropped. Note that this means that there are up to three quizzes you do not necessarily have to take. The last quiz (chapters 30/31) is mandatory and cannot count for a drop or added score.

** Note on Extra Credit assignments; I do not believe in the potential positive effects of “last-minute” EC opportunities. I believe it creates the wrong mindset from the beginning of a course. The EC you see, is the EC you can get. No begging, no changes. The EC opportunities sum up to 6 points. However, the maximum number of EC you can get is 4, or 4%, or one very fat “+” on top of your final +/- letter grade.

Grading Scheme:

Letter ranges: A 95-100, A- 90-94, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-59

Attendance Policy

In essence, attendance is mandatory. In practice, each day you miss class will reduce your maximum attainable final grade by 2%, in addition to possible points missed for group work. The bright side of this story is that numerous studies have shown that class attendance is the most important factor determining a student's performance. Thus, in order to perform well in this course, the *simple* behavior of showing up to class will be critical. Classes should **only** be missed for reasons beyond your control such as illness, family emergencies, or participation in University-sanctioned activities or programs. All these potentially excusable absences will require you to show me valid documentation (e.g., a doctor's note, a note from a coach, a note from a guardian/parent), if your intention is for these absences not to affect your grade negatively.

If you do happen to miss class, *you* are responsible for the material covered. **Consider asking a** classmate if they are willing to share their notes with you. During office hours, and by appointment if it fits my schedule, I am always willing to shortly discuss (missed) course material. Although most material will be made available online, it will still be your responsibility to obtain these materials, check Canvas, and inquire about missed announcements.

Make-up Exams and Assessments

There are **no** make-up exams, quizzes, projects, or other forms of assessments, **except** in the case of illness, injury, or family emergency (as noted above). If your situation is the exception, you are **required** to notify me by sending an email **prior** to the scheduled assessment due date & time. In case I do not answer within a reasonable period (2 hours during daytime; after 9 am if you send an email after 9 pm), and it is absolutely **critical** that you receive my confirmation of your notification (e.g., in case of an exam), you may call the anthropology department to “document your efforts.” Please understand that due to the reduced absolute time period of this Maymester course, any late assignments will greatly harm your performance in this course. As a general rule, **I normally reduce late assignments by 1.5 letter grades (15%) for each day (or part thereof) it is submitted late.** This rule applies to all group members in case of group work.



Physical or Learning Disabilities

If you have a disability that inhibits learning or test taking under usual circumstances, please let me know. I will do all that I can to improve your learning environment. In addition, and if you haven't already done so, please contact Disability Services, who will provide you with a letter to give me. Disability Services determines accommodations based on documented disabilities. Contact 303-492-8671, Willard 322, and <http://www.colorado.edu/disabilityservices/>.

Religious Observance

Campus policy regarding observances requires that faculty members and other instructors make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, other assessments, or required attendance. If you have religious obligations that may cause conflicts with this class, please speak to me during one of the first two days of this Maymester and we will together determine the best course of action. For additional information go to http://www.colorado.edu/policies/fac_relig.html.

Discrimination & Sexual Harassment

I am committed to fostering the University of Colorado's goals of encouraging a caring and supportive atmosphere on campus, and of promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. CU is an Affirmative Action/Equal Opportunity Institution. The implications of this, as well as my personal dedication to fostering diversity, is that there will be no discrimination in this class on the basis of any of the categories covered in the University's anti-discrimination policy. Please let me know as soon as possible if you feel that you have been treated unjustly; I will evaluate the situation and take appropriate action. In addition, any student, staff or faculty member who believes she/he/they have been the subject of discrimination or harassment based upon ethnicity, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/institutionalequity/>

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor 6 Code Council (honor@colorado.edu / 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor code can be found at <http://honorcode.colorado.edu/> and <http://www.colorado.edu/honor-code>.

Cheating, plagiarism, or fabrication are acts of academic dishonesty and will absolutely not be tolerated. Quite simply, anyone caught cheating or engaged in any form of academic dishonesty will fail the course. Note that **plagiarism** is a form of academic dishonesty and intellectual theft that violates long-held and widely-recognized principles of academic integrity including, but not limited to (see <http://www.onlinecolleges.net/for-students/avoid-plagiarism/>) **intentional plagiarism, inadvertent plagiarism, paraphrased plagiarism, plagiarism mosaic, and/or insufficient acknowledgment.** When in doubt, ask me for directions, and face-to-face discussion and explanation.

Classroom Conduct

As outlined in University of Colorado policies, both students and faculty have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty and other instructors have the responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in



which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of ethnicity, culture, religion, politics, sexual orientation, gender, sexual orientation, socio-economic status, and nationalities. These are a few guiding principles to make this classroom, and its associated group components, fun, respectful, environments:

- Limited technology in the classroom: no cell phone use, no texting, no *unpermitted* internet-surfing on any electronic device with internet capabilities, no Twitter, no Facebook, no Amazon, no Instagram... you get the gist.
- No laptop use – and especially no surfing on the web – during lecture. If you can demonstrate a legitimate, learning-based rationale for using a laptop at all times, you should let me know. At all times – be respectful in the use of your laptop. Laptops cannot just be distracting to you, but also to the other students, and instructor. You are allowed to use a tablet with drawing/writing capabilities for note-taking.
- Laptops outside of lecture. During certain class activities I will *permit* you to use your laptop, depending on the activity. In fact, I highly recommend that you take your laptop or tablet with you each day.
- Arrive on time, and please do not leave early. These behaviors are disruptive both to your classmates and your instructor, as is prepping your backpack and putting away notes prior to the end of class.
- Please treat everyone, including people you might meet while working on the zoo assignment, and students you might meet online or outside the classroom for group work, with respect and courtesy.
- Please keep in mind that instructors can receive dozens of emails in a day from students, and others within the university organization. When you send an email, please do so in a considerate and polite way. This means that you should include a salutation and a signature. Include your full name, and come up with an informative email subject.

Group work

Part of this course will consist of group work. I am aware that some students do not feel at ease, for numerous reasons, when doing group work. Please keep two things in mind: (1) group work/discussion *during* class time is not supposed to be punitive (but keep in mind that sloppy work will not be fully rewarded); different minds will help your (social primate) mind and brain think through the problem or topic at hand, (2) **only 15%** of your grade will *directly* depend on group work. As a mature undergraduate student of adult age, I strongly believe you are capable of collaborating with one or more of your classmates, just as you will have to do once your academic career continues into a graduate career or changes to a professional, non-academic career. For all assigned group work (the entire “Human Behavior Assignment,” zoo project presentation, and the chapter summary) all group members will have the opportunity to anonymously provide personal feedback on (un)fair and (un)equal collaboration and production. If I become aware of a problem, I will try to find a solution with all affected group members. I also reserve the right to hand out different grades to group members. Even so, if you encounter a problem, do not hesitate to contact me, and I will try to remedy the situation while keeping the “informant” as anonymous as professionally possible.

Abbreviated Assignment Descriptions

Quizzes –

Quizzes are not meant to be punitive. They are meant to help you keep up with the material, as well as with the expectations of this Maymester course. Most quizzes will be open for 1-2 days, although some will be open until after the weekend (quizzes are **never** due during the weekend). All quizzes are due at 12 pm – this should give you enough time to make it to class on time. You will get two attempts; the *highest* grade will count towards your points earned. Once started, you will get 20-40 minutes (depending on the number of questions) to finish the quiz. This means that you should take the quiz after reading the material. For more information on quizzes and the quiz format, see the end of this document. You may substitute some quizzes with conceptual diagrams or summaries. Do note that **even online assignments** are subject to the policies on academic dishonesty and other policies that guide the honor code. If I sense – even from afar – that your quiz submissions, whether they are first or second attempts, are not 100% the product of your own intellect, I will take action. Keep things straight: study together as much as you want (I truly encourage this), but spend those 20-40 minutes taking the quiz by yourself. When you are not satisfied with your first attempt, consult your notes, your readings, online material, or your instructor, but refrain from discussing specific topics or questions with your classmates.

Attendance & Participation –

Your grade will be based on actively participating during in-class assignments and discussion. Since this is a 3000-level course, during some days you might discuss a short scientific article or a book chapter with your classmates. This will help you to become familiar with “typical” primatology literature, and will improve your ability to read and digest this kind of scientific information. Other in-class assignments range from short video discussions to chapter reviews.

Chapter Summary –

With a partner, your job will be to conceptually map/summarize the concepts, terms, definitions, and appropriate connections, presented in a chapter. This will serve two goals: (1) you will



practice summarizing information using the effective method of concept mapping, (2) you will help yourself and your fellow-students by creating a document that can serve as a study guide for the essay exam. Your finalized and/or draft article summaries will be shared with your classmates. You will be required to create your summaries using the free, online software “Mindomo”

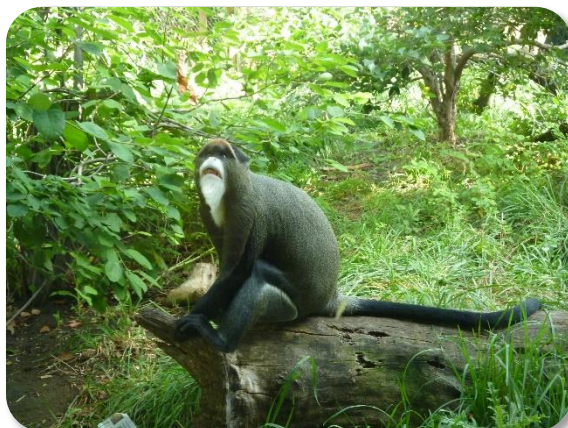
<https://www.mindomo.com/> or “Inspiration” <http://www.inspiration.com/>

Human Behavior Assignment –

With several partners, your job will be to conceptually map/summarize the concepts, terms, definitions, and appropriate connections, presented in one of the chapters discussing human behavior. During class, you will compare these topics, and draw parallels between human and non-human primate behavior. This will serve three additional goals: (1) you will – again – practice summarizing information using the effective method of concept mapping, (2) you will use this to effectively explain and discuss information with your fellow students that are laymen on the topic, (3) you will help yourself and your fellow-students by creating a document that can serve as a study guide for the exam. As above, your finalized and/or draft summaries will be shared with your classmates. You will be required to create your summaries using the free, online software “Mindomo” or “Inspiration.”

The “Primate Behavior Project” –

This project forms a main aspect of this course. Akin to modern scientist behavior, we will collaborate in developing and presenting a mixed observational/review project on the behaviors of primates in captivity and endangered primates that are close relatives. You will be required to use software (e.g., Google Docs) that allows for online collaboration. The project will include a presentation created by you and 1-2 group mates. However, you will write your *own* short reaction paper, in which you compare two primate species you observed at the zoo or in videos, or you compare one species with a closely related species that is endangered (and not at the zoo or in the videos). This kind of critical, comparative discussion is arguably the most critical part of a scientific paper. In addition, as mentioned before, with your group mates, you



will create a *simple*, but efficient presentation in Prezi, Google Slides, or PowerPoint, or you may use another program to create presentations. This will be your way to communicate your research, as it relates to conservation, behavior, and other interesting aspects of your research, with your classmates. Your classmates and instructor can ask you questions and provide you with constructive feedback. **Moreover, the information you present is fair game for the final exam – for you, your group mates, and your other classmates.**

EC Assignments –

For details on the EC assignments, see online documentation once available on Canvas. The assignments will give you the opportunity to engage more with the primate literature and with the world's most famous primatologist through film.

Open Book & Open Notes Exam –

The exam will represent the primary educational tool to assess what you learned throughout the course. However, since the bulk of information will be presented to you during the first two weeks of the course, the quizzes and other assignments should help you keep up with the material. Many questions on the exam will consist of “short answer” and “essay” questions. I made this an open book/open notes exam, since it will be extremely difficult to memorize everything that you are learning during this course. In addition, I believe it will be a waste of our time to format the course in such a way that you will be able to memorize all that you need to know for an exam. Instead, it will be your responsibility to take good notes during class, engage with the book (e.g., underline, write notes in it to explain definitions, add post-its, etc.), learn as you are reading for the quiz, take in-class assignments seriously, take group discussions seriously, take notes during presentations, etc. It will also be your responsibility to come to the exam with useful notes. I will expect higher quality essay question answers than under closed book circumstances. You cannot use your laptop during the exam, so all your notes should be printed or hand-written. This will be further discussed in class.

Course Schedule:

Day 1 – Monday, May 14

In-class: Introductions, Syllabus, Course Logistics

Lecture topics:* Intro Primate Taxonomy, Tarsiers, Primate Trends

In-class: Movie – “Tarsier, the Littlest Alien”

Read after class:* Foreword to Part 1 & Chapter 2

Take a look: @ Prezi Primate Taxonomy

Take: **Quiz I**** – over the Foreword, Chapter 2, the Prezi

Day 2 – Tuesday, May 15

Lecture topics: Lorisiformes, Lemuriformes, Madagascar, Lemur Community Ecology

In-class worksheet: Movie – “Land of primates, episode 2”

Read after class: parts of Chapter 3 & parts of Chapter 7

Take: **Quiz II** – over parts of Chapter 3

Take: **Quiz III** – over parts of Chapter 7

Day 3 – Wednesday, May 16

Lecture topics: Platyrrhini, Neotropics, Primate Diets

In-class worksheet: Movie clips – “Wildest L-America”

Read after class: Parts of Chapter 4 & Chapter 8 entirely

Take: **Quiz IV** – over parts of Chapter 4

Take: **Quiz V** – over Chapter 8

Day 4 – Thursday, May 17

Lecture topics: Asian and African Colobines, Colobine Diet (cont'd), Predation

In-class worksheet: Movie – “Mythical Monkeys of Shrangli-La”

Read after class: parts of Chapter 5 and 29

Take: **Quiz VI** – over parts of Chapter 5

Take: **Quiz VII** – over parts of Chapter 29

Day 5 – Friday, May 18

Lecture topics: Cercopithecines – Baboons, Guenons, Macaques, Associations & Communication

In-class: “Diet” Review Game

In-class worksheet: Movie – “Funkiest Monkeys”

Read after class: Chapters 6 and 9

Take: **Quiz VIII** – over Chapter 6

Take: **Quiz IX** – over Chapter 9

Day 6 – Monday, May 21

Lecture topics: Gibbons, Monogamy, Territoriality, Socioecology

In-class worksheet: Movie – “Family Matters, Part I”

Read after class: Chapter 27, the rest of Chapter 29

Take: **Quiz X** – over Chapter 27 & the rest of Chapter 29

Take a look: @ VoiceThreads – Behavioral Observations

Day 7 – Tuesday, May 22

Lecture topics: Explanations about behavioral observations, Denver Zoo

Worksheet: Zoo/video behavioral observations

To do after class: Enter your data in Google Sheets

Read after class: Assigned fact-sheet or chapter

Find: 4 articles about your primates

Day 8 – Wednesday, May 23

Lecture topics: Community Ecology Cont'd, Spatial/Ecological Cognition, the Great Apes

In-class worksheet: Movie – “Family Matters, Part I”

Read after class: parts of Chapter 11

Take: **Quiz XI** – over Parts of Chapters 11

Read/skim: the 4 articles you found

Day 9 – Thursday, May 24

Lecture topics: Life History, Development, Mate Choice

In-class worksheet: Movie – “Family Matters, Part II”

Discuss in class: Start creating your group presentation

Read after class: Parts of Chapters 14 & 17

Take: **Quiz XII** – over Parts of Chapters 14

Take: **Quiz XIII** – over Parts of Chapters 17

Day 10 – Friday, May 25

Lecture topics: Parental Investment & Care, Infanticide

In-class worksheet: Movie – “Family Matters, Part III”

Discuss: Other aspects of your presentation

Write: your reaction paper due @ noon on Monday

Read after class: Parts of Chapters 21 and 23

Take: **Quiz XIV** – over parts of Chapter 21

Take: **Quiz XV** – over parts of Chapter 23

Finalize during the weekend: Your presentations

Memorial Day – Monday, May 28

No classes

Day 11 – Tuesday, May 29

Lecture topics: Cooperation, Sociality, Social Regard

In-class: Short Group Presentations

In-class worksheet: Movie – “Master Minds”

Read after class: Assigned Human/Primate Behavior

Chapter (13, 20, 26, or 32)

Do after class: Create a Mindomo with your group, **due @ 11 am on Wednesday**

Day 12 – Wednesday, May 30

Lecture topics: Minds, Traditions, Culture

In-class worksheet: Human Behavior

In-class worksheet: Movie – “Ape Genius”

Read after class: Chapters 30/31

Take: **Quiz XVI** over chapters 30/31 (mandatory)

Day 13 – Thursday, May 31

Lecture topics: Primate Culture Cont’d, Primate Conservation, Ethnoprimateology

In-class worksheet: Movie – “The Last Orangutan Eden”

In-class: Q&A Review

After class: Study aka go over notes and organize them

Day 14 – Friday, June 1

Final Exam: Open Book & Open Notes

Optional: Work on EC assignments (all due on Sunday @ 11:59 pm)

Optional EC Quiz 1: Primate Conservation (Estrada et al. 2017)

Optional EC Quiz 2: Ethnoprimateology

Optional EC Video: “Jane” Documentary

Schedule Notes

- * Topics and Readings are subject to change – check Canvas regularly, and pay attention to notifications during lecture. All readings, lectures, presentations, online materials, and movies are material for the exam. Note that topics listed here are general topics; during lecture I will also discuss subtopics and special topics not listed here.
- ** All online quizzes close at 12 pm
- *** Note: Sometimes several quizzes are due the same day (e.g., after the weekend). These quizzes and readings are shorter, and should be roughly the same amount of work as one large quiz.
- Movies* This is the “best case” scenario schedule. Movies are normally accompanied by a worksheet, or followed by a discussion. Lectures always take priority over movies. When short on time, movies may be dropped from the schedule, only partially shown, or start during the break. I use movies to increase familiarity with the various taxonomic groups and topics.

Quiz format

- Questions are **randomized**, answers for questions are randomized as well
- You will be asked to answer 15-20 questions within 20-40 minutes; some questions might not be presented to you, but they might be presented to others (questions come from a slightly larger database)
 - You will need to have a good idea of the contents of the chapter, before taking the quiz
 - The quiz is open book. For some questions you need to have your book open
 - Sometimes tips are provided; be on the look-out for these
 - You will be “locked out” of your browser and other applications while you are taking the quiz
- All questions are automatically graded by the Canvas system. For this reason, question formats are restricted: I did include fill-in-the-blanks, but I did not include short answer questions
- **Always** assume that the answer can be either fully right or fully wrong. Sometimes you can receive partial credit (e.g., some “multi-select” questions). Partial credit can be in the form of: “right answers minus wrong answers,” or “correct answers/equally weighted.”
- **Two attempts**, however:
 - If you score a 90% or higher on attempt 1, you cannot retake the quiz
 - Reason: Your energy and brain power is better spent elsewhere, you already know plenty
 - After attempt 1: For a limited amount of time (duration of the quiz), you will be able to see which questions you got right and wrong, as well as your responses, but you will not be able to see the correct answers. No feedback is provided
 - Restrictions: If you score **below 46%**, you do not get to see this. Fishing for answers is not the way to take a quiz
 - Restrictions: If you score **above 89%**, you do not get to see this. This will prevent students from sharing answers (which is not allowed, and will be considered plagiarism)
 - After attempt 2: You cannot see the questions or your answers. You will be provided with a score for the attempt
 - After the due date: All questions with their correct answers and feedback will be available for review to you
 - Considering the short duration of this course, I cannot provide you with special access (“extra days”) to take the quiz. Many quizzes will be available for multiple days – please stay on top of your work. (note: I can provide you with extra time for each quiz, if you have a letter from DS)
 - Reason 1: Getting behind is not the way to successfully complete a course
 - Reason 2: Two scores will be dropped (see below) – missing a quiz does not have to be a disaster
 - Reason 3: In terms of course management, granting students special access to a quiz is time consuming, and prevents other students from viewing feedback in a timely manner
- The attempt with the **highest** score will count
- The two quizzes with the lowest scores will be dropped
 - This means you could, in theory, miss two quizzes