BIOL 2423 Human Anatomy FALL 2017
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OVERVIEW and LEARNING OUTCOMES: Welcome to Human Anatomy! This is a science course about the study of the structure of cells, tissues, organs, and organ systems of the human body. It serves a variety of academic majors and I will do my best to accommodate special interest topics in each discipline. While the specifics of content will vary depending on the needs of the participants, we will be aiming at the following goals to help prepare you for a career in your field.

A successful student in human anatomy should be able to achieve the following course related learning outcomes:

- locate, identify, and functionally describe the structures of the human body at all levels of organization (i.e. recall content).
- determine/visualize the physical relationships of structures to one another at all levels of organization (i.e. comprehend the material).
- apply anatomical information to evaluate relevant clinical scenarios/problems (i.e. apply information you have learned).
- connect what she/he is learning to her/his own field (i.e. to make anatomy relevant to your own academic endeavors).

For Departmental, State, and Accreditation purposes this course will assess:
Biology Department Learning Goal #2 – Students ability to demonstrate comprehensive, specialized knowledge in the various sub-disciplines of the biological sciences. This will be accomplished by assessing the above outcomes.

Texas Higher Education Coordinating Board Exemplary Educational Objectives:
EEO - #1 – Students ability to understand and apply method and appropriate technology to the study of natural sciences. Students are introduced to the process of science in reference to anatomical methods of studying the human body. This includes locating, identifying, and functionally describing the structures of the human body at all levels of organization using the processes and tools of the discipline. Students will be assessed using lab quizzes and practicals.
EEO - #2 – Students ability to recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing. Students will determine/visualize the physical relationships of structures to one another at all levels of organization using various scientific and inquiry based methods in the lab. Students will communicate these in writing on lab quizzes and practicals.
EEO - #4 – Students ability to demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies. Students will apply anatomical information to evaluate relevant clinical scenarios/problems to demonstrate knowledge of the major issues facing modern science that touch upon ethics, values, and public policy. These will be assessed using embedded examination questions in lecture.
**CLASS PREPARATION:** I will provided all lecture notes, outlines, handouts, and exam checklists on Google Classroom. In lecture I will clarify many, but not all of the concepts you are required to know. Therefore much of your learning will occur outside of the formal class meetings. Educational research tells me that learning outside of class is more effective than learning that occurs in class. Therefore to achieve these goals and maximize your learning, it is vital you attend class and come prepared. This means reading the assigned chapters, completing coloring-book plates or other assignments, reading the on-line notes, and completing lab activities in the manual before lab. Anatomy is not conceptually difficult, but like any science course the amount of material and unfamiliar terminology can make it seem unwieldy. This means it is largely your responsibility to learn the material presented, read the text, and complete the assignments on your own. This requires you to possess a positive attitude toward learning and a serious commitment to studying outside of class every day, especially within 24 hours of class or lab. It also means participating in activities vital to the concept being taught that day to enhance the teaching of a particular subject. In other words don’t expect to learn anatomy just by sitting and listening in lecture. While this will enhance your learning, you must take an active role in your own learning by practicing anatomy every day. As a member of the class you are also:

- expected to attend and be prepared for all lecture and lab meetings.
- required to follow all directions/instructions both written and spoken.
- invited to ask questions (at the proper time of course), no matter how naive they seem to you. There are probably at least two other folks who have the same question. The only stupid question is one that isn’t asked.
- encouraged to ask for help and/or clarification. Don’t suffer in silence. I can’t help you learn if I don’t know you’re confused or if my instructions are unclear.
- encouraged (strongly) to use course site (see below) which has extensive anatomy resources and study tips you are unfamiliar with how to study for a memory intensive course like anatomy. It’s definitely worth your time to take a look.

**WHAT YOU NEED TO STUDY:** Simply stated, these are the things you need to work on EVERY DAY. Start by organizing all your materials and making a study plan. Then implement and stick to it. See me if you need help.

**COURSE MATERIALS:**

- Since lab can be quite messy at times we require that you also get some non-sterile surgical gloves and suggest that you wear old clothing on dissection days.
- Colored pens, pencils, or markers (optional) are helpful for your coloring book assignments and taking notes.
- Camera for studying (optional)
GRADE DETERMINATION: Your grade is will be based on the percentages you earn on assignments and exams in both lecture and lab. Final grades are assigned according to the following scale:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentages</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exams/Labs/Projects/Abstract</td>
<td>65%</td>
<td>90 and above = A</td>
</tr>
<tr>
<td>Classwork/Homework/Quizzes</td>
<td>35%</td>
<td>80-89 = B</td>
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<td></td>
<td></td>
<td>70-79 = C</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>60-69 = D</td>
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<td></td>
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<td>59 or less = F</td>
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Please Note: I do not curve exams or final grades nor are they negotiable. All students will be treated equally and fairly, and all grades will be calculated in the same way, regardless of extenuating circumstances or any reason not related to your actual performance in the course. However much I may sympathize with your personal circumstances, I never consider them to be a basis for grade assignments. The activity points serve as an extremely generous, built-in curve. I strongly encourage you to take advantage of the activity points when they become available because once assigned they cannot be made up. Therefore you should always attend class and strive to do your best, so that you may earn the grade you want. It is your responsibility to keep up with your grade.

ASSESSMENT MEASURES:
Laboratory Practical Exams: Your lab performance will be assessed with practical exams and lab activities. These will be discussed in more detail on the first day of lab.

Lecture Exams: In lecture your performance will be assessed by lecture exams. You are required to take all exams. Lecture exams will assess your knowledge, comprehension, and application of the material presented in lecture and on-line notes, readings, or other in-class assignments made since the previous exam. A portion of the exam will also cover assigned plates which you should be able to label and/or identify. The exams will also assess your application of the content in the form of problems that will be assigned in advance from your summary checklists and/or text. The format of all the exams will be multiple-choice, true/false, short answer, free response, essay.

Make-Up Exams:
1. Lecture make-up exams will NOT be provided. This means there are NO make-up exams. No exceptions.
2. Every student must take the final exam. You will not pass the course if you do not take the final exam.
**Academic Honesty/Plagiarism/Cheating:** No form of academic dishonesty will be tolerated. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and following the ASU policies on academic dishonesty contained in both print and web versions of the Student Handbook. Students in this class are expected to submit work in accordance with the guidelines of academic honesty provided by the handbook and/or their instructor. The penalty for ANY act of academic dishonesty is a grade of ZERO on the assignment and disciplinary action as warranted by the university guidelines that includes dismissal from ASU.

**Angelo State University – Honor Code:** ASU expects its students to maintain complete honesty and integrity in all of their academic pursuits. Students are responsible for understanding and following the Academic Honor Code as outlined on the university’s website and in the Student Handbook.

**Electronic devices** such as cell phones, pagers, iPods, etc. are not allowed to operate (i.e. ring/play/talk/text) during formal lecture. You will also NOT be allowed to carry them during quizzes or practical exams either. No exceptions.

**STUDY STRATEGIES OF A and B STUDENTS in HUMAN ANATOMY**
Based on the experiences of successful anatomy students of the past, we have prepared this handout to assist you in your studies. Listed below are the top study strategies of A and B students consistently reported to us in surveys.

1. **Reread your lecture notes and lab material EVERY DAY after class.** Research shows if you read your notes for 10-15 minutes a day, you will absolutely do better on your exam than if you didn’t. Why? Because you won’t have to cram in the end. You will already be familiar with your notes. In addition, you will have discovered early on what you do not understand and can get help well before the exam. This is by far the most common strategy used by A and B students. Repetition simply works!

2. **Recopy/Reorganize your notes - Some folks simply recopy their notes after lecture. Others will reorganize them and incorporate information from their text to supplement those taken in lecture. Still others take notes using the 3-column method. One large central column is used for notes. Two smaller peripheral columns are used for the actual reorganization. One column is used for generating questions, ideas, and comments, the other for the actual reorganization of the notes. People tell me it works. The idea is to spend as much time as possible with the material and to get help with concepts you do not understand early.**

3. **Study the coloring book plates and lecture notes at the same time.** This is an excellent way for you visual learners to maximize your study time. The coloring book structures most often asked on exams are the ones covered in the lecture notes. So while your study the “liver” in your lecture notes, have the coloring book plate open to the “liver” to visualize the textual material you’re reading. You’ll automatically be studying for both portions of your lecture exam. Also since many coloring book plates are duplicated between lab and lecture, you’ll also find you’ll be able to “double dip.” Those plates you are required to know for lab are also the same plates you have to know for lecture. If you learn it well the first time, it will only take a brief review later. This can help you maximize the number of points you are able to receive on both lecture and lab.
4. Form study groups and go over material together. If used properly, this is a great way to study. Schedule weekly meetings with your group to “go over the notes.” You can see if everyone else got the same thing out of lecture as you did. If things are not clear, you can make a list of questions and ask your instructor for clarification. Likewise in lab having a consistent study partner quiz you can help you know early on whether you are retaining the material.

5. Develop the habit of asking questions to yourself and to your study group. For example, "What would be a good test question from this material? What don’t I understand about this? What is/are the main idea(s)/process(es)/application(s) of this topic? Why and When do they happen? etc." You’ll find that you will begin to anticipate the actual test questions! Good students always ask questions. This shows they are enveloping themselves in the culture of the course and constantly reviewing the material in their minds so that it makes sense. Psychology tells us this is how most people learn...by asking questions.

6. Manage your time efficiently and prioritize/schedule your days to include school, work, family, fun, friends, health, and exercise. Calendars are wonderful things and no college student should be without one. We recommend writing down exam dates, etc., from all your courses so you’ll always know what’s coming. In addition it’s also helpful to write down your work schedule and or any other important dates. A and B students know how to prioritize and most tell us they do study 10-15 hours a week for anatomy alone. They break the material down into manageable chunks (i.e. a little everyday) and don’t ever procrastinate.

7. Attend lecture and lab. Some of the topics and specific examples we will use you will not be able to get unless you come to class or discussion. Attendance and participation are vital to your success in this course. Our statistics tell us that A and B students almost never miss class or lab. Those students who miss just one class or lab score on average 6-8% lower than the class average on exams or practicals.

8. Make a vocabulary sheet/or flashcards and keep them with you at all times. Yes this is just what you did in high school, but it works. Lots of students find that this helps them learn the vocabulary quickly and easily. You can pull them out anywhere and review. You’ll be surprised what you can learn waiting in line for 10 minutes. Remember you will learn as many new words this semester as you would in a beginning foreign language course (about 3500 or so).

9. Internalize New Words. To internalize (learn) a new word, to make it truly part of your vocabulary, you must use the word and use it often. Write it and speak it at every opportunity. Make opportunities to do so. Yes, I just said this, but it is worth saying again. Don’t just stare at the diagrams and illustrations in your references; draw on your own...and label them! Test your comprehension and retention by discussing the 8 material. Study in a group. Set up weekly meetings to “go over the notes.” But don’t permit anyone at any time to substitute words like “thingy,” “stuff,” “doodad,” or “dealie” for the proper words required. You’ll defeat the whole purpose of discussion if you do.

10. Read your text and lab manual before (or after) class. Reading can help solidify your understanding of the material and help you retain information. For example, if you’ve read material ahead of time and then hear it in lecture, you’ve just helped your brain make an association between the two sources of information. Conversely if you read your text after
lecture and remember me lecturing about it, you’ve just made another connection. Psychologists tell us that’s the first step toward learning...making associations.

11. Take advantage of lab time/extra lab time. The lab portion of this course is vital to you success. Lab is scheduled for 3 hrs/week that may not be enough for you. You need ALL of that time and more if its available...read that again. You need to always come prepared to work and stay the full 3 hours. A and B students often read ahead to get a jump on things and frequent open lab every chance they get. Anatomy lab requires a high level of comprehension and familiarity that only come with hands on experience and lots o’ practice. It still amazes us when people goof off in lab or consistently leave early and then come crying to us when they perform poorly on the practicals. To do well in this course you need to take advantage of lab time. A & B students do. We simply can't help you if you’re wasting time/leaving early/or not attending lab.
# HUMAN ANATOMY TENTATIVE LECTURE SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Body Organization &amp; Cavities</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Organ Systems and Tissues</td>
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<tr>
<td>Sept 5</td>
<td>Tissues/Integumentary System</td>
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<td>Sept 11</td>
<td>Skeletal System</td>
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<td>Sept 18</td>
<td>Muscular System</td>
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<tr>
<td>Sept 25</td>
<td>Muscular System</td>
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<td>Oct 2</td>
<td>Nervous System</td>
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<td>Oct 10</td>
<td>Special Senses</td>
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<td>Oct 16</td>
<td>Endocrine System</td>
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<td>Oct 23</td>
<td>Blood &amp; Cardiovascular System</td>
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<td>Oct 30</td>
<td>Lymphatic and Immune Systems</td>
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<td>Nov 6</td>
<td>Respiratory System</td>
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<td>Nov 13</td>
<td>Digestive System</td>
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<tr>
<td>Nov 20</td>
<td>Digestive System (THANKSGIVING BREAK)</td>
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<td>Nov 27</td>
<td>Urinary System</td>
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<td>Dec 4</td>
<td>Reproductive System</td>
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<td>Dec 11</td>
<td>Final Exams Week</td>
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**Biology 2423 Human Anatomy**
I, ________________________________________________________, (print your name) have read the information contained in the biology 2423 human anatomy lecture syllabus for the Fall 2015 Semester at Angelo State University and fully understand the expectations, requirements, and regulations for completing this course successfully. In addition, I pledge to maintain the highest standards of academic honesty, integrity, and discipline while I am enrolled in this course. I acknowledge that I understand and am responsible for the material contained in the syllabus.

SIGNATURE: _________________________________________________________
TODAY’S DATE: ____________________

Parent/Guardian Form

I ___________________________________________________________ the parent/guardian of ___________________________________________________________ have read the course syllabus and understand what is required of my student in this course. I have read the honor code and district requirements and understand that my student is expected to follow the expectations outlined in this document.

____________________________________________________________ Date _____________

(Parent/Guardian Signature)