Course Syllabus Summer 2010 Biology 103: Human Anatomy

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Lecture: MTWTH 11:30am-1:40 Holt 352 / 245 Lab: MTWTH 8:00am-9:20 (Section 704) , 9:30-10:50 (Section 701), 1:50-3:10 (Section 702)

Note: This syllabus is available via Webct Vista.

Course Description:

- This class consists of 8hrs lecture and 5hrs lab per week (4 units).
- Topics will include a detailed study of cells, tissues, organs, and organ systems of the human body.
- This class is designed to provide the student with a thorough understanding and appreciation for human structures, basic functions, and relationships between structure and function.

Learning Objectives: Knowledge & Understandings:

- After taking this course, students will be able to:
- Recognize the structure, composition, functions of human organ systems: (Muscular, Nervous, Cardiovascular, Respiratory, Digestive, Endocrine, Urogenital, Integumentary, Lymphatic, and Skeletal).
- Define basic technical terms and language associated with anatomy.
- Recognize how the organ systems function and interrelate (at the cellular/molecular level).
- Explain how human structure is unique and adaptive.
- Describe embryonic development of various human structures

Learning Objectives: Skills

- Use the process of dissection to investigate anatomical structure.
- Use the microscope to investigate anatomical or histological structure.
- Learn how to study, interpret and care for anatomical specimens.
- Learn to interpret anatomical and histological sections and preparations.
- Learn procedures that are standard practice in an anatomy laboratory.
- Be aware of laboratory safety concern and how to apply safe practices in the laboratory.
- Be able to obtain desired information about human structures, functions or pathology using common references

Prerequisites:

None

Required Texts:

- 1) Human Anatomy by Marieb and Mallatt 5th edition
- 3) Human Anatomy Study Guide (will be available via Vista for student download)

GENERAL METHODS OF INSTRUCTION

The course will be taught using a combination of lecture and laboratory work each week. The laboratory portion of the course is designed to reinforce and apply the material covered in the lecture and the text. Instructor will also use in class review, problem solving, or peer coaching to support lecture material.

METHODS OF EVALUATION

A. Distribution of the Final Grade

Students will be evaluated based upon their performance on all assigned class work, exams, term paper, and projects. Final grades will be assigned using the following criteria:

93-100%=A

90-92%=A-

87-89%=B+

83-86% = B

80-82%=B-

77-79%=C+

73-76%=C

70-72%=C-

60--69%--D

<60%--F

Grading Criteria

Lecture Exams 4 @ 100=400 Lab Exam 4 @ 50 =200 Paper 1 @ 50 =50

Total 650pts. (400 lecture pts.; 250 lab pts.)

Class Participation and Attendance

Your final grade will include a subjective evaluation of your participation and attendance during the course. Students with good attendance will always perform better on exams. You are required to withdraw yourself from class if you should deem necessary. <u>Instructor will not drop you—this is your responsibility</u>.

Exams

You will have 8 exams over the course material consisting of multiple choice, true/false, matching, fill-in, and essay questions. Lab exams are timed, and will have practical sections within each exam.

Make-up Exams

Make-up exams will not be offered without "serious and compelling reasons" as defined in the CSU, Chico catalog.

Writing Requirement

- 1. The writing requirement for this course will be satisfied by a written report on a disease/disorder, the specifics will be available on a handout given during the term
- A). Written Paper: (50pts)-due date and details to be supplied at a later date
 - -2-3 written pages, 12 font, double spaced
 - -Works Cited: 3 sources (at least one from peer-reviewed journals)

Extra Credit

Exams under the grading criteria will all have an extra credit component to them (~5%/exam), there may be periodic extra credit quizzes in lab totaling no more than 20pts for the term.

OTHER

Classroom Conduct

Be respectful of your fellow students! Tardiness will not be accepted. This class will be conducted in accordance with acceptable behavior as described in the CSU, Chico catalog **PLEASE TURN CELL PHONES OFF!**

Academic Accommodations

Students have the right to request modifications to college requirements through the Disabled Student Programs and Services office.

Campus Support Services

Financial Aid, Center for Academic success, Counseling, Career Planning, Student Employment Office, Early Alert and EOPS can assist your academic performance. Please contact the office of Student Services for assistance.

Tentative Lecture/Lab Schedule

Date Lecture Topic			Reading - Marieb	Lab Topic		
(June)						
Wk 1	1	Anatomy introduction and Cells	Ch.1 Ch. 2	Intro & Appendicular Skeleton		
	2	Tissues	Ch. 4	Appendicular Skeleton		
	3	Skeletal system	Ch. 6, 7, 8	Appendicular / Vertebrae		

Wk 2	7	Joints (not on exam #1)	Ch. 9	Skull & Knee
	8	LECTURE EXAM 1 / Muscular System	Ch. 10	LAB EXAM 1
	9	Muscular / Integumentary System	Ch. 10, Ch. 5	Muscles (lower extremity)
	10	Integumentary System	Ch. 5	Muscles (head & torso)
Wk 3	14	Cardiovascular (blood)	Ch. 17	Muscles (upper extremity)
	15	Cardiovascular (heart) *not on exam 2	Ch. 18	Muscles
	16	LECTURE EXAM 2 / Heart con't	Ch. 18	LAB EXAM 2
	17	Cardiovascular (vessels)	Ch. 19	Heart
Wk 4	21	Cardiovascular con't / Digestive System	Ch. 19, Ch. 22	Blood Vessels
	22	Digestive System / Respiratory System	Ch. 22, 21	Blood Vessels
	23	Respiratory System/ Urinary System	Ch. 21, Ch. 23	Digestive
	24	Urinary System / Reproductive *not on exam 3	Ch. 23, Ch. 24	Digestive
Wk 5	28	LECTURE EXAM 3 / Reproductive con't	Ch. 24	LAB EXAM 3
	29	Nervous system	Ch. 12	Respiratory / Urinary
	30	Nervous system, CNS	Ch.13	Reproductive (male & female)
(July)	1	/Nervous system, PNS * PAPER DUE*	Ch. 14	Nervous system (brain)
Wk 6	5	HOLIDAY		HOLIDAY
WKO	-		Ob 45	_
	6	Nervous system / ANS	Ch. 15	Nervous system (spinal cord)
	7	Special Senses	Ch. 16	Special Senses
	8	LECTURE EXAM 4		LAB EXAM 4

Exam 1: 1, 2, 4, 6 & Selected material from 7 & 8

Exam 2: 9, 10, 5, 17 Exam 3: 18, 19, 21, 22, 23

Exam 4: 24, 12-16 Selected material from 13 & 14

TIPS FOR SUCCESS IN YOUR COLLEGE COURSES

Many students believe that if they are interested in college and motivated to learn, they will be successful - this is not enough! "No one would expect to be able to succeed as a neurosurgeon or a pro football quarterback without training, but countless thousands of students assume they can succeed in college even if they are not skilled in reading, writing, listening, and other basic study activities." (Carman, Adams, 1984)

Research shows that most students have not developed a systematic approach to study skills. In college, your instructors will take for granted that you have these skills, that you can read, write, listen, take notes and work on exams and assignments effectively. Unsuccessful students bumble through these activities. Successful students have a system. Plan to be a successful student - start college with survival skills!

No two people learn in exactly the same manner. We all have unique ways of processing information. It is vital that you understand your own learning style and find your keys to

success. You'll need a set of tools that you can utilize to learn, adapt, and create strategies tailored to your personal strengths and unique information processing skills. You must understand your own style and accommodate it to be an effective learner and to compete at the postsecondary level. Although some techniques apply to a specific area, it is important to develop strategic problem solving skills that transfer across the curriculum.

What follows is a list of suggested study skills and strategies that may be helpful to you as you make the transition from high school to college. These suggestions are paraphrased from interviews of Mentors, Scholars, and Ambassadors in DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington. As participants in DO-IT, they are either preparing for college, participating in college, or sharing their past college experiences with youth who have disabilities. Consider these suggestions as you build your own personal study skills inventory.

- Selecting an appropriate set of classes is an important first step. Talk to your academic advisor, disabled student services personnel, faculty members, and other students about classes that you are considering. Ask questions about the class format; class requirements such as amount of reading, papers assigned, type of tests given; and the instructor's teaching style.
- When you are deciding which classes to take remember to take a less demanding class along with more demanding classes each quarter or semester. This will help you balance your workload.
- Complete classes required for graduation early in your program, especially if they are subjects you are not fond of. Don't get stuck in your final year of school needing classes that create scheduling conflicts or are full.
- Try to get a copy of the class syllabus so you can see exactly what the requirements will be for a specific class.
- Purchase your textbooks a couple of weeks before the class starts if possible.
- Organize a study notebook for each class. If your notebook is sloppy and disorganized, visualize your grades in the same vein.
- Attend ALL classes! Don't sign up for a class during a time that you know other activities, such as work, will overlap or encroach upon your study time. Learning how to manage your time lowers the stress you will feel as your course work increases.
- Buy a calendar and record what you need to do each day. Write in exam dates, when papers are due, reading assignments, and scheduled study times. How much time you will need for each assignment will depend upon the length and difficulty of the assignment. Look at the assignment the day that it is assigned and start breaking it down into manageable chunks. For example, break a research paper assignment down into smaller parts, e.g., library research, read materials, develop outline, create rough draft. Schedule each task on the calendar as a daily assignment that must be completed. Allow extra time in the schedule. That way if you hit a snag you have time to deal with it. Don't procrastinate. Work within your scheduled timeframe, and stay ahead of homework assignments.
- Schedule a specific time each day for studying. Plan this time during your "alert" times of the day, not the times when you are ready to go to sleep or are hungry. Study your most difficult or least favorite subject first.

- Take study breaks. Avoid marathon study sessions and cramming.
- Grab stolen moments of time to study or review material. You can read or study flash cards in the waiting room at the doctor's office or while you are on the bus.
- Try to study when you are relaxed and not when you are upset or unable to concentrate on the work you have to do.
- The environment in which you study is important. Choose a location where you feel comfortable, that is quiet, and that is free from distractions. It is often helpful to study in the same conditions in which you will be tested. This means that if you can't eat, drink or listen to music during the exam, try to study under similar constraints.
- Study groups are great for clarifying some concepts but they should be used to complement personal study time not replace it. Study groups can digress into discussions about the instructor or other students; try to stay on track. Be sure to read all the necessary material before a study group meeting so that you can contribute to the discussions and maximize your benefit from the meeting.
- Become familiar with the book and begin reading the first chapters before the class starts. This way, when the instructor assigns chapters 1-3 to be read by the end of the first week you will be ahead of schedule. If you have received a copy of the syllabus early this will help in determining which chapter to begin with as not all texts are read straight through.
- Keep up with the assigned readings, being sure to read the information that will be reviewed in class prior to that class session. By doing this you will be familiar with the vocabulary and the concepts about which the lecturer is speaking, and you can bring up any questions from the reading that the professor may not have addressed during the lecture. Reading ahead will also help you take better notes on the material.
- When you start reading a text, first scan or survey the chapter you are about to read. Look at the pictures, graphs, and headings. Write down vocabulary words that are foreign to you. Look the words up in the glossary or a dictionary before you start reading the chapter. Read the chapter summary and any study questions the author has provided. Ask yourself what you already know about the material to be covered in the chapter.
- When you read a chapter, mark important information as you read. Use a highlighter, underline, or place a check mark in the margins next to the information. If you mark the entire page you are marking too much information; mark just enough to jog your memory.
- Read in short time blocks. You will remember more of what you read than if you undertake marathon reading sessions.
- After you have completed reading and marking the chapter go back and write concise notes about the material you have marked. Stick with the basic facts and information that was new to you.
- When taking notes in class use short phrases rather than whole sentences.

 Develop your own set of abbreviations or shorthand. Leave some room in the margins for additional information the lecturer may add later. If you become confused or miss some information mark it with a "?" and ask to have the information clarified then or after class or look up the topic in the text later.
- If you have trouble taking notes, find someone in the class who takes good notes and ask if they would be willing to give you a copy of them. Continue to take your own notes because listening to the lecture and writing notes at the same time helps you

remember the information better. Then check them against the other set of notes after class. Look at the information your classmate is recording and use this example to improve your note-taking skills. You may also want to consider tape recording lectures, and then listening to the tapes while reviewing both sets of notes. Be sure to obtain the lecturer's permission before taping a lecture.

- If you need assistance, ask the instructor for help right away, not after you are failing a class.
- Contact the office of disability support services on your campus.

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