



TENTATIVE—SUBJECT TO CHANGE

BIOLOGY (BIOL) 2114L: Anatomy and Physiology II

COURSE SYLLABUS

Lecture Thursday

Fall Semester 2022

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

Class Location: Vidalia Campus/Health Sciences Annex (HSA) Building C: Room 903

Class Meets: Thursday 9:00am-10:30am (**Hybrid**-60% face-to-face; 40% online course work)

Course Reference Number (CRN): 20254

Preferred Method of Contact: Email, but text me if you need to reach me quickly. I will respond soon.

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Sherry C. Sturgis

Email Address: ssurgis@southeasterntech.edu

Professional Bio: I received my B.S. and M.S. in Biology from Georgia Southern University, with an emphasis in Ecology. I am an Ecologist, Conservationist, and Environmental/Nature Educator. I have taught many courses in Science, especially Biology in the field of higher education. I love all aspects of Biology, especially Anatomy & Physiology, Microbiology, and especially Forensic Science

Office Location: Vidalia Campus/Health Sciences Annex (HSA) – Building C: Room 901

Office Hours: M-W 8:30am-11:30am & TH 8:00am-9:00am

Office Phone: (912) 538-3188

Cell: (912)-531-4543, Please text me first, and do not use this number unless you really need to reach me. I do not mind you contacting me by cell phone, just don't abuse the privilege.

Fax Number: NA

Tutoring Hours: By appointment only, I will be glad to set up a tutoring session during my office hours.

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus (60%) while completing the remaining portion online (40%) at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

REQUIRED TEXT

1. Principles of Anatomy and Physiology, Tortora and Derrickson, 15th edition (9781119492030)
2. Southeastern Technical College 2114 Lab Manual, Ajohda, 1st edition

REQUIRED SUPPLIES AND SOFTWARE

3 hole binder, clear front report cover (make sure it is sturdy and can hold 100 pages or more), colored pencils, ink pens, highlighter, and any other supplies deemed necessary by instructor.
Ink pens, highlighters, and any other supplies deemed necessary by the instructor.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION Continues the study of the human body. Topics include the endocrine system, cardiovascular system, blood and lymphatic system, immune system, respiratory system, digestive system, urinary system, and reproductive system. Students will have work to complete (Learning Objectives) on these topics weekly, outside of class.

MAJOR COURSE COMPETENCIES

1. The Endocrine System
2. The Cardiovascular System
3. The Blood and Lymphatic System
4. The Immune System
5. The Respiratory System
6. The Digestive System
7. The Urinary System
8. The Reproductive System

PREREQUISITE(S)

BIOL 2113: Anatomy and Physiology

BIOL 2113L: Anatomy and Physiology Lab I

Co-requisites: Required

BIOL 2114 - Anatomy and Physiology Lab

COURSE OUTLINE

THE ENDOCRINE SYSTEM

1. Discuss the functions of the endocrine system in maintaining homeostasis.
2. Contrast the endocrine and nervous systems.
3. Explain the general mechanisms by which hormones work.
4. Discuss the control of endocrine organs.
5. Describe the role of the hypothalamus in endocrine control.
6. Describe the location, hormones, and functions of the following endocrine glands: pituitary, thyroid, parathyroid, adrenal, pancreas, ovaries, testes, pineal, and thymus.

7. Describe endocrine disorders of hyposecretion and hypersecretion.

THE CARDIOVASCULAR SYSTEM

1. Describe the anatomy of the heart and heart wall.
2. Describe the flow of blood through the heart including the pulmonary and systemic circuits.
3. Explain the structural and functional features of the conduction system of the heart and electrocardiogram (EKG) tracings.
4. Describe the principal events of the cardiac cycle.
5. Contrast the sounds of the heart and their clinical significance.
6. Calculate cardiac output and discuss factors that affect it.
7. List the risk factors involved in heart disease.
8. Contrast the structure and function of the various types of blood vessels.
9. Explain how the venous blood is returned to the heart.
10. Explain blood pressure and pulse.
11. Discuss the factors that affect blood pressure.
12. Contrast the clinical significance of systolic, diastolic, and pulse pressure.
13. Discuss the mechanism of capillary exchange.
14. Describe blood flow through systemic and pulmonary circuits. Identify the principal arteries and veins of the systemic, pulmonary, and hepatic portal circulations.
15. Describe unique aspects of fetal circulation.
16. Explain the effects of exercise on the cardiovascular system.
17. Describe significant cardiovascular diseases including coronary artery disease and congestive heart failure.

THE BLOOD AND LYMPHATIC SYSTEM

1. Discuss the function and physical characteristics of blood, lymph, and interstitial fluid, and the lymphatic system.
2. List the components of plasma and their functions.
3. List the characteristics and functions of formed elements.
4. List the lymphoid cells including lymphocytes (T and B cells), plasma cells, macrophages and reticular cells.
5. Discuss lymphoid organs including lymph nodes, bone marrow, spleen, thymus, tonsils and nodule aggregates.
6. Identify the stages involved in hemostasis.
7. Explain the A, B, and O (ABO) and Rhesus (Rh) factor blood grouping systems.
8. Discuss causes of anemia.
9. Describe selected blood disorders and tests.

THE IMMUNE SYSTEM

1. Discuss the basic properties of immunity
2. Discuss innate and adaptive immunity
3. Explain the process of cellular immunity and the role to T-cells.
4. Explain the process of humoral immunity and the role of B-cells and antibodies
5. Discuss the difference between primary and secondary responses
6. Describe types of active and passive immunity
7. Describe selected immune disorders

THE RESPIRATORY SYSTEM

1. Identify the organs of the respiratory system and describe their functions
2. Contrast internal and external respiration and explain the role of the alveolar-capillary membrane.
3. Describe the events involved in pulmonary ventilation and discuss the significance of pleura
4. Explain the mechanism of oxygen and carbon dioxide transport in the blood
5. Describe the various factors that control the rate of respiration

6. Define selected disorders of the respiratory system

THE DIGESTIVE SYSTEM

1. Identify the organs of the gastrointestinal tract and the accessory organs and their functions in the digestive system
2. Identify the general histological layers of the digestive organs and explain how the layers of modified to accommodate the function of each organ
3. Describe the mechanical movements of the GI tract
4. Identify the major digestive secretions and their functions
5. List the enzymes involved in the breakdown of fats, carbohydrates, and proteins
6. Describe the process of absorption of fats, carbohydrates, and proteins
7. Define the processes involved in the formation of feces and defecation
8. Describe common disorders of the digestive system
9. Discuss carbohydrate, fat, and protein metabolism.
10. Discuss metabolic rate and the role of the liver in metabolism
11. Describe the absorptive and post-absorptive states

THE URINARY SYSTEM

1. Identify the external and internal gross anatomical features of the kidneys
2. Discuss the formation of urine explaining the microscopic anatomy of the nephron and its basic functions of filtration, reabsorption, and secretion
3. Discuss the role of the kidney in maintaining blood pressure and the function of the juxtaglomerular apparatus
4. Explain the role of key hormones on the kidney and their role in water and electrolyte balance
5. Discuss the role of the kidney in homeostasis of pH
6. Discuss the components of urine
7. Discuss the structure and physiology of the ureters, urinary bladder, and urethra
8. Describe disorders of the urinary system

THE REPRODUCTIVE SYSTEM

1. Explain the structure and functions of the male reproductive organs and the pathway of sperm
2. Discuss the processes of spermatogenesis and spermatogenesis in the male
3. Describe the normal composition of semen and the role of the accessory sex glands in the production of semen
4. Discuss the role of hormones in the male reproductive system
5. Explain the structure and functions of the female reproductive organs and the egg/zygote
6. Discuss the process of oogenesis
7. Discuss the principal events of the menstrual and ovarian cycles and explain all hormones involved
8. Discuss the physiology of sexual intercourse
9. Discuss examples of male and female reproductive diseases

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

In order to be successful in this class, students should study a minimum of 2 hours per credit hour each week (minimum of 8 hours). Before arriving for class, students should read assigned chapters taking special note of bold-faced vocabulary terms and any study questions within the chapter. All assignments and pre-lab work

must be completed before the regularly scheduled class meeting on Thursdays. Failure to comply with these suggestions will make it impossible to understand and follow the lecture material and will result in a student being unsuccessful in this course.

Students are responsible for the policies and procedures in the STC Catalog and Handbook. Additionally, during exams, students are to place all notebooks, bags, and other belongings on the floor or on the counters located in the back and sides of the classroom. During examinations students are to be seated with one empty chair between each student. No talking is permitted once the exams are handed out. Students are not allowed to leave the room during an exam (with their cell phone). Students need to go to the bathroom prior to the exam. The instructor will make an exception for emergencies. **Students found with their cell phone, or any other personal communication device (including smart watches) will be considered cheating and given a zero for the exam. This includes taking out a phone or similar device after the student has completed the exam but while others in the classroom are still testing.**

Students are expected to always exhibit professional behavior. Each student is to show respect and concern for fellow students and for the instructor. Insubordination will not be tolerated, and disciplinary measures will be enacted.

As students taking this course are striving to become healthcare professionals, they will be expected to follow certain healthcare program rules. This includes but is not limited to: proper dress (when in lab setting or other activities in class), no perfumes or strong fragrances, cleanliness (hands, clothes, hair), and effective communication skills.

Per STC policy no cell phones are allowed in hallways or in classrooms. If your phone must be with you it must be turned off and in a bag. In cases of emergency when a student needs his or her phone, he or she is expected to 1) notify the instructor before class begins and 2) leave the phone on silent (NO VIBRATE) while they are in the class (this excludes examination guidelines for phones). No personal calls are to be taken during class, regardless of the situation. This should be handled before or after class.

No eating or drinking is permitted in the lab or lecture classroom. Water is allowed if it is in a spill-proof container and must be kept under the desk or on the sides of the classroom.

COVID-19 MASK REQUIREMENT

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College. Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC).

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus. If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and Stephannie Waters, Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

EVALUATION PROCEDURES

In order to sit for the final exam in this course a student must maintain a Lecture Exam and Lab Exam average of 70.0 or above prior to the date of the scheduled final exam. Exam averages of 69.9 will not be rounded up.

If a student has below a 70.0 average, the student will be given a letter grade based on the exam average. There will be no drop grade for lecture or lab exams. **All lecture exams will take place in seat.**

MAKEUP GUIDELINES (TESTS, QUIZZES, HOEMWORK, PROJECTS, ETC.)

There will be a day at the end of the semester for lecture & lab make-up exams, this is the only day you can make-up an exam. There is no exception to this rule!

Lecture examinations: Students will be allowed to make up one lecture examination (excluding the final exam), due to a documented, excused absence approved by the instructor. Any subsequently missed lecture exam will result in an automatic zero.

Lecture assignments: Late assignments will be accepted but not for full credit. Assignments submitted after the due date will incur a 10% deduction per day late.

Group Projects: Projects are due the date your group agrees upon, unless there is an emergency. If a group member fails to show up, they will receive a zero as a grade.

ASSIGNMENTS

Students are required to read each chapter and study daily. This is a challenging class with a lot of material. You can fall behind very easily in this course. You must also complete learning objectives for each chapter. This will help you absorb the information. Learning objectives can be found on the M-Drive and in Blackboard. All completed learning objectives should be submitted by the deadline on Blackboard in the appropriate drop box. Your instructor may give you assignments related to the material throughout the course, you may complete and hand to your instructor or email them. Some in class assignments may be due at the end of the class period. Study and do not get behind in this course. There are also 5 discussion board posts you must respond to throughout the semester. Keep a frequent check in Blackboard. Please see rubric for the learning objectives and discussion board at the end of the syllabus.

GROUP PROJECT PRESENTATION

Students will work in small groups and give an educational presentation on a topic or disease/disorder that affects certain body systems related to the chapters covered in this course. Your instructor will provide the class with a list of possible topics. The topic must be approved by the instructor. Presentations should be 15-20 minutes long. The presentation should be a minimum of 15 slides. Students are required to have some type of visual aid. Informative videos or other media may be used if it will enhance the presentation. These video clips or other media are not to exceed 7 minutes of the presentation. Please see the rubric at the end of the syllabus.

Group members should have equal participation in the completion of this project. A team rating scale will be provided for students to "grade" each other on the work they have done concerning their project. Additionally, students are encouraged to report team member failure to comply with scheduled meetings, discussions, emails, group texts, etc. Failure to correspond and communicate with group members will result in very different project grades.

The deadline for the presentations (see course schedule), all presentations are to be submitted to the instructor, saved on the classroom computer's desktop from a jump drive, or downloaded from the web prior to the day of the presentations. Thus, no procrastination will be accepted. Students will select a topic related to our studies and write a paper about their findings. The instructor must approve your selected topic. Please select something that you are very interested in or you want to learn more

about. Your instructor will discuss this more in class. The rubric can be found below, and on the M-drive.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

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American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist	Lanie Jonas, Director of Human Resources

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonasmailto:bwilcox@southeasterntech.edu ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Lecture Exams	50%
Learning Objectives & Assignments	10%
Group Topic Presentation	10%
Comprehensive Final	30%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

DISCLAIMER STATEMENT

Instructor reserves the right to change the syllabus and/or lesson plan as necessary. The official copy of the syllabus is located on the STC M-Drive and will be discussed on the first day of class. The syllabus displayed in advance of the semester in any location is for planning purposes only.

BIOL 2114: Anatomy and Physiology II

Spring Semester 2022 Lesson Plan

Subject to change at instructor's discretion

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
Week of 08/15	In Class Activities: Introduction to the Course Chapter 18	Introductions, Syllabus Review, Group Project Group Assignments, File creations, Learning Objectives The Endocrine System Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 18 Syllabus Quiz File creation and group member information sheet NOTE: Hybrid Activities: Complete the Learning Objectives and submit in Blackboard in drop box, you also must respond to the 5 discussion board posts throughout the semester. Hybrid Activities: Learning Objectives Chapter 18 due 08/29	C: 1 G: a-c
08/22	In Class Activities: Chapter 18	The Endocrine System continues Review, discussion, and in-class assignments	Hybrid Activities: Learning Objectives Chapter 18 due 08/29	C: 1 G: a-c
08/29	In Class Activities: Chapter 19	The Cardiovascular System: The Blood Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 19 Hybrid Activities: Learning Objectives Chapter 19 due 09/12	C: 2 G: a-c
09/05 Labor Day Holiday, No class on this day	In Class Activities: Chapters 20 & 21	The Cardiovascular System: The Heart Review, discussion, and in-class assignments The Cardiovascular System: Blood Vessels and Hemodynamics Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Exam 1 (Ch 18-19) Lecture Ch 20-21 Hybrid Activities: Learning Objectives Chapter 20 & 21 due 09/19	C: 3-4 G: a, c

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
Week of 09/12	In Class Activities: Chapter 22	The Lymphatic System and Immunity Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 22 Hybrid Activities: Learning Objectives Chapter 22 due 09/26	C: 3-4 G: a, c
09/19	In Class Activities: Chapter 23	The Respiratory System Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Exam 2 (Ch 20-21) Lecture Ch 23 Hybrid Activities: Learning Objectives Chapter 23 due 10/03	C: 5 G: a-c
09/26	In Class Activities: Chapter 24	The Digestive System Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 24 Hybrid Activities: Learning Objectives Chapter 24 due 10/10	C: 6 G: a, c
10/03	In Class Activities: Chapter 25	Metabolism and Nutrition Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Exam 3 (Ch 22-23) Lecture Ch 25 Hybrid Activities: Learning Objectives Chapter 25 due 10/17	C: 6 G: a-c
10/10	In Class Activities: Chapter 26	The Urinary System Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 26 Hybrid Activities: Learning Objectives Chapter 26 due 10/24	C: 7 G: a-c
10/17	In Class Activities: Chapter 27	Fluid, Electrolyte, and Acid-Base Homeostasis Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Ch 27 Hybrid Activities: Learning Objectives chapter 27 due 10/31	C: 1,3,7 G: a, c

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
10/24 Last day to withdraw without academic penalty	In Class Activities: Chapter 28	The Reproductive Systems Review, discussion, and in-class assignments	In seat: <ul style="list-style-type: none"> Lecture Exam 4 (Ch 24-25) Lecture Ch 28 Hybrid Activities: Learning Objectives Chapter 28 due 11/07	C: 8 G: a, c
10/31	In Class Activities: Case Study Presentations	Presentations Day 1	Case Study Presentations	C: 1-8 G: a-c
11/07	In Class Activities: Chapters 18-28 Case Study Presentations	Presentations Day 2 Final exam review Notebook checkoffs	Case Study Presentations	C: 1-8 G: a-c
11/14	In Class Activities: Chapters 18-28 Case Study Presentation	Final exam review Notebook checkoffs Case Study Presentation Complete All	In seat: Lecture Exam 5 (Ch 26-28) All missing lab work should be added and submitted today. No exceptions	C: 1-8 G: a-c
11/21 Thanksgiving Holiday 11/21-24	n/a	n/a	n/a	n/a
11/28 Last week of class	In Class Activities: Chapters 18-28 Case Study Presentation	Final exam review Lab work checkoffs Make-up Exams	All missing lab work should be added and submitted today. No exceptions Only those students with make-up exams attend	C: 1-8 G: a-c
12/06 Last Day of class STC 12/07 & 08 Finals Finals Week	In Class Activities: Chapters 18-28	Comprehensive Lecture Final Exam	n/a	C: 1-8 G: a-c

COMPETENCY AREAS (C)

1. The Endocrine System
2. The Cardiovascular System
3. The Blood and Lymphatic System
4. The Immune System
5. The Respiratory System
6. The Digestive System
7. The Urinary System
8. The Reproductive System

GENERAL CORE EDUCATIONAL COMPETENCIES (G)

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Group Topic Presentation Instructions:

The instructor will provide an array of topics from which your group will select. These topics will apply to content in which we are studying throughout the semester in Anatomy II. The topic must apply to an area in which we are studying. Some past topics have included the following:

Past Topic Examples:

Lymphoma
Pancreatic Cancer
Diabetes
How blood is important in Forensic Science
Toxins and the liver
Infertility
Kidney disorders
Tuberculosis
How alcohol affects the body
Human decomposition and bacteria

Instructions:

Once your group has a topic, you will research the topic and concentrate on organizing your information for a presentation. This presentation should consist of 15 slides for a presentation. Your group should work out the work load and flow amongst yourselves. You should concentrate on organization and following the rubric below. The instructor will review this in class as well. Your group will present your topic and findings to the class. A good organized guideline is as follows. This is only an example.

If your topic is Ovarian Cancer, a good organization would be;

- a. Title page
- b. What is ovarian cancer?
- c. What groups are affected? What ages? Why are these groups mostly at risk?
- d. How does ovarian cancer affect the body? Symptoms
- e. How is this cancer treated? Is it treatable?
- f. What is the outcome for someone with this type of cancer?
- g. What are treatment options and why?
- h. Who is doing the latest research on ovarian cancer? What college or organization? What researcher or doctor? What are they doing? Incorporate a case study, if you can.
- i. Conclusion

Biology 2114
Group Project Rubrics

Students will work in small groups (2-3 people/group) and give an educational presentation on a Topic & Case Study in Anatomy II. Each member will participate in the research process, presentation and discussion.

EVALUATIONS

Selected Topic or Disorder in Anatomy II: _____

Group Members: _____

Possible Points/Section	Criteria for each section	Instructor Comments	Points Earned
Introduction/Background (25 points possible)	The presenter(s) introduced the topic or disorder by providing an adequate introduction of the topic. This includes any background information.		
The topic or disorder was addressed in detail (25 points possible)	The presenter(s) provided in-depth information on the topic or disorder and explain it in detail, including examples.		
Ongoing Research & Case Study (25 points possible)	The presenter addressed the following; How this topic is important, and how it applies in the discipline of the field of Anatomy. The presenter also addressed the latest research on the topic selected. The presenter added a case study, if applicable.		
Overall Presentation Quality & Group Participation (25 points)	All group members appeared to have contributed equally. The group's preparation, delivery, and use of visual aids all were both interesting and informative. The presentation was organized and professional. The presenter addressed the audience, and did not "just read from the presentation slides."		

Possible Points/Section	Criteria for each section	Instructor Comments	Points Earned
			Total Points:

Discussion Board (DB) Grading Rubric

# of DB POSTS	# of DB REPLIES	Grade	Deadlines, Point Deductions, Original Posts, Response Requirements etc.
1	1	100	<p>Students who post their initial discussion board response to the discussion board topic and reply to at least one other student's post will be given a 100 on the assignment IF:</p> <ul style="list-style-type: none"> Initial post and response turned in by the due date on Lesson Plan. Students must have thorough and thoughtful replies to another student's post. Response must contain 4-5 sentences. No credit will be given for any response or reply that is simply an answer of "yes/no" or "I agree/disagree." All responses must contain 4-5 sentences pertaining to the DB topic. No credit will be given for 4 sentences or comments such as: <i>Thank you for your post. You did a great job describing the process. I learned a lot from your descriptions. Great job, keep up the good work.</i> <u>These 4 sentences do not pertain to DB topic. They are merely comments.</u> Replying to your own post is NOT considered a reply. No credit given for copying/pasting your original post & submitting as a response. Do not copy answers from Instructor's PowerPoint, websites, etc. This is plagiarism. No credit will be given for taking someone else's work and passing off as your own.
1	0	70	<p>Any student that does not respond to at least one other student's post will not receive a grade above 70. The grade of 70 will be the highest grade that the student will be able to receive on the discussion response and complies with instructions below:</p> <ul style="list-style-type: none"> Initial post and response turned in by the due date on Lesson Plan. No credit given for copying/pasting your original post & submitting as a response. Students must have thorough/thoughtful replies to another student's post discussing the DB topic. Response must contain 4-5 sentences with criteria listed above. No credit will be given for general comments on another student's post such as: <i>Yes/No. I agree/disagree. Thank you for your post. You did a great job describing the process. I learned a lot from your descriptions. Great job, keep up the good work. You were right about your statements. I enjoy learning about the different kinds of muscles and what they do is really interesting! This section has been one of my favorites so far! You gave a great descriptive answer to the discussion question, great job.</i> These sentences do not pertain to the discussion board topic. They are comments on another student's work and do not include sentences regarding the discussion board topic.

# of DB POSTS	# of DB REPLIES	Grade	Deadlines, Point Deductions, Original Posts, Response Requirements etc.
0	1	50	<p>Students who do not post their own answer, but only respond to one other student's post will not receive a grade above 50. The grade of 50 will be the highest grade that the student will be able to receive on the DB response and complies with instructions below:</p> <ul style="list-style-type: none"> • Initial post and response turned in by the due date on Lesson Plan. • Students must have thorough/thoughtful replies to another student's post as stated above. Response must contain 4-5 sentences with criteria as stipulated above. • No credit will be given for any response or reply that is simply an answer of "yes/no" or "I agree/disagree" or include comments as listed above.
0	0	0	<ul style="list-style-type: none"> • Students will receive a 0 on the discussion question if the student does not post an answer or response to one other students' post by the due date on Lesson Plan.

Learning Objectives (LO) Grading Rubric

Category and Points Earned	Criteria and Examples
Meets Expectations FULL CREDIT (100%)	<p>The student provides:</p> <ol style="list-style-type: none"> 1. <u>Complete</u> and <u>thorough</u> discussion with <u>sufficient details</u> that support mastery of the material. 2. Answer that focuses on the <u>related</u> question. 3. Answer that deals <u>fully</u> with the <u>entire</u> question (some questions come in two parts, such as <u>list</u> and <u>describe...</u>). 4. Factually correct material. 5. Clear and readable answer with very few/no problems with spelling, punctuation or grammar. <p>Note: Do not copy answers from Instructor's PowerPoint, websites, etc. This is plagiarism. No credit will be given for taking someone else's work and passing off as your own.</p> <p>EXAMPLE: "Contrast internal and external respiration and explain the role of the alveolar-capillary membrane."</p> <p>STUDENT'S ANSWER:</p> <p><i>"External respiration is a pulmonary gas exchange. It is the diffusion of O₂ from air in the alveoli of the lungs to the blood pulmonary capillaries and diffusion of CO₂ in the opposite direction. It converts deoxygenated blood coming from the right side of the heart into oxygenated blood that returns to the left side. It occurs only in the lungs.</i></p> <p><i>Internal respiration is systemic gas exchange. It is the exchange of O₂ and CO₂ between systemic capillaries and tissue cells. It converts oxygenated blood into deoxygenated blood. It occurs in tissues throughout the body.</i></p> <p><i>Alveolar capillary membrane plays a role in the rate of external and internal respiration. It allows the gas exchange between blood and alveolar air depending on factors like partial pressure difference of the gases, surface area available for gas exchange, diffusion distance, and molecular weight and solubility."</i></p> <p>→ GRADING: The student dealt fully with the entire question by providing a clear and thorough contrast of internal and external respiration and completely explained the role of the alveolar-capillary membrane. The student used original work that is factually correct material. The student's answer was organized in such a way to make it clear and readable. The student's answer has few/no spelling, punctuation & grammar problems. This student receives full credit for this LO essay.</p>
Below Expectations HALF CREDIT (50%)	<p>The student provides:</p> <ol style="list-style-type: none"> 1. <u>Incomplete</u> discussion with <u>insufficient or missing details</u> that support mastery of the material. 2. Answer that focuses on an <u>unrelated</u> question or issue. 3. Answer that only <u>partially</u> deals with the question. 4. Some factually incorrect material. 5. Unclear answer with several problems with spelling, punctuation or grammar. <p>EXAMPLE: "Contrast internal and external respiration and explain the role of the alveolar-capillary membrane."</p> <p>STUDENT'S ANSWER:</p> <p><i>"Internal (tissue) respiration is the exchange of gases. It supplies cellular respiration and makes ATP. External (pulmonary) respiration is the exchange of gases between alveoli and blood. The alveolar capillary membrane (ACM) is composed of alveolar epithelial cells that share a basement membrane, and at times fuse with microvascular endothelial cells. The alveolar epithelium is composed of alveolar epithelial type 1 (T1) and type 2 (T2) cells."</i></p> <p>→ GRADING: The student mostly defined the terms and did not contrast them. The student described/defined alveolar-capillary membrane (ACM), but the discussion does not fully deal with what the LO essay asked, which was to explain the "role" of the ACM. Also, the ACM information was copied & pasted from an online source. This student receives half credit for this LO essay.</p>
Did Not Meet Expectations NO CREDIT (0%)	<p>The student provides:</p> <ol style="list-style-type: none"> 1. <u>No answer.</u> 2. <u>Incomplete</u> discussion with <u>no relevant details</u>. 3. Answer that <u>does not</u> focus on the <u>related</u> question. 4. Answer that <u>does not</u> deal with the question. 5. <u>Incorrect</u> material. 6. Unclear answer with frequent/many problems with spelling, punctuation or grammar. 7. Copied answer from Instructor's PowerPoint, websites, etc. (This is plagiarism). <p>EXAMPLE: "Contrast internal and external respiration and explain the role of the alveolar-capillary membrane."</p> <p>STUDENT'S ANSWER:</p> <p><i>"external resperrtions moves gas from blood.internal resperrations is when gas exchanges place of the blood and tissues"</i></p> <p>→ GRADING: The LO essay asks for a contrast of internal and external respiration AND to explain the role of the alveolar-capillary membrane. The student did not thoroughly contrast internal and external respiration. The student merely attempted to define the terms. The student did not correctly deal with the LO question. The student used factually incorrect material and did not explain the role of the alveolar-capillary membrane at all. The student's answer has frequent spelling, punctuation and grammar problems. This student receives no credit (0 points) for this LO essay.</p>

