



## TENTATIVE—SUBJECT TO CHANGE

### BIOLOGY 2113: Anatomy and Physiology I

#### COURSE SYLLABUS

Lecture Monday

Fall Semester 2020

#### COURSE INFORMATION

Credit Hours/Minutes: 3/2250

Class Location: HSA 902/903

Class Meets: Monday 3:00-4:30 in seat (**Hybrid** – 60% face-to-face; 40% online course work)

Course Reference Number (CRN): 20424

#### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Dr. Erica M. Harrison

Office Location: HSA 901 (Vidalia)

Office Hours: Vidalia – M-R 8:00-10:30am by appointment only via WileyPLUS Conference

Email Address: [Erica Harrison eharrison@southeasterntech.edu](mailto:Erica.Harrison@southeasterntech.edu)

Phone: 912-538-3188

Fax Number: 912-538-3156

Tutoring Hours: By appointment only

**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. WileyPLUS package that comes with the looseleaf Principles of Anatomy and Physiology, Tortora and Derrickson, 15th edition (9781119492030). A hard copy of the text is not required but online access to WileyPLUS course suite is required.
2. Three-ring binder with notebook paper or composition notebook

#### REQUIRED SUPPLIES AND SOFTWARE

Ink pens, highlighters, etc. Come to class prepared. This is a hybrid course with online assignments. Internet access is required.

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**

Introduces the anatomy and physiology of the human body. Emphasis is placed on the development of a systemic perspective of anatomical structures and physiological processes. Topics include body organization, cell structure and functions, tissue classifications, integumentary system, skeletal system, muscular system, and nervous and sensory systems.

## **MAJOR COURSE COMPETENCIES**

1. Body Organization and Chemical Basis of Life
2. Cell Structure and Function
3. Tissue Classifications
4. The Integumentary System
5. The Skeletal System
6. The Muscular System
7. The Nervous and Sensory Systems

## **PREREQUISITE(S)**

Regular Admission

Co-requisites: All Required

ENGLISH 1101 - Composition and Rhetoric

BIOLOGY 2113L - Anatomy and Physiology Lab I

## **COURSE OUTLINE**

### **BODY ORGANIZATION AND CHEMICAL BASIS OF LIFE**

1. Define the terms anatomy and physiology.
2. Describe the basic biological functions necessary for survival.
3. Define anatomical position.
4. Identify descriptive body terms, planes, abdominopelvic regions and quadrants, directional terms as they relate to anatomical position, body membranes and cavities.
5. Discuss complementarity between structure and function.
6. Describe the various organizational levels of the human body.
7. Define homeostasis and metabolism.
8. Define positive and negative feedback cycles and provide examples of each.
9. Describe basic atomic structure.
10. Define the terms molecule, element, compound, mixture, solution, solvent and solute and give examples of each.
11. Describe and give examples of covalent (non-polar and polar), ionic and hydrogen bonding.
12. Describe water as an inorganic compound and universal solvent.
13. List the major elements present in the body.
14. Discuss and give examples of the most important carbohydrates, proteins, lipids and nucleic acids found in the body and relate these substances to specific body structures or functions.

15. Describe intermediary metabolism.
16. Describe potential of hydrogen (pH) scale, acids and bases.

### **CELL STRUCTURE AND FUNCTIONS**

1. Describe the structure of a typical cell.
2. List the organelles and discuss the functions of each.
3. Describe the types of movement of materials across the cell membranes and relate these to functions of the cells of the body.
4. Discuss the molecular structure of deoxyribonucleic acid (DNA) in relation to hereditary characteristics.
5. Discuss mitosis and meiosis.

### **TISSUE CLASSIFICATIONS:**

1. Define the term tissue and histology.
2. Identify the four major types of tissue in the body and their basic functions.
3. Describe the structure, function, and location of epithelial tissues in the body.
4. Describe the structure, function, and location of connective tissues in the body and contrast these to epithelial tissues.
5. Compare and contrast the three forms of muscle tissue: skeletal, smooth and cardiac.
6. Describe the structure, function, and location of nervous tissue in the body.
7. Classify the membranes of the body and provide examples of each.
8. Describe the basic steps in tissue repair.

### **THE INTEGUMENTARY SYSTEM:**

1. Discuss functions of the skin as an organ system and role in homeostasis of body temp.
2. Describe layers, structural components, and functions of epidermis dermis and hypodermis.
3. Describe the basic structure and function of epidermal derivatives such as hair, nails, sweat, sebaceous and ceruminous glands.
4. Discuss the classification of burns by degree and surface areas involved.
5. Discuss the three principal types of skin cancer and differentiate among them.

### **THE SKELETAL SYSTEM:**

1. Discuss the components and functions of the skeletal system.
2. Discuss the basic anatomy of long and flat bones.
3. Describe the histological features of compact and spongy bone tissue.
4. Compare and Contrast intramembranous ossification and endochondral ossification.
5. Define interstitial and appositional bone growth.
6. Describe the process of bone remodeling and fracture repair.
7. Classify the principal types of bones on the basis of shape and location.
8. Describe the various markings on the surface of bones.
9. Identify the bones and principal markings of the bones of the axial skeleton.
10. Identify the bones and principal markings of the bones of the appendicular skeleton.
11. Define an articulation and identify the factors that determine the types and degree of movement at a joint.
12. Classify joints based on their structure and function using proper terminology.
13. Describe the major movements allowed by synovial joints.
14. Describe selected articulations of the body with respect to the bones that enter into their formation, structural classification, and anatomical components.
15. Discuss selected bone diseases and common fractures.

## THE MUSCULAR SYSTEM:

1. List the characteristics and functions of muscle tissue.
2. Discuss the organization of muscle tissue and its components.
3. Discuss the anatomy of the muscle (cell) fiber and the microscopic anatomy of the muscle cell including the sarcomere as the basic unit of muscle contraction.
4. Discuss the sliding filament theory of muscle contraction.
5. Discuss the structure and function of the neuromuscular junction.
6. Describe the movement of the action potential in skeletal muscle.
7. Describe the adenosine triphosphate (ATP) needs and the energy sources used by skeletal muscle.
8. Explain concepts in muscle physiology such as twitch, motor unit, tetanus, as well types of muscle fibers and muscle contractions.
9. Define origin and insertion.
10. Describe the relationship between bones and skeletal muscles in producing body movements.
11. Discuss most body movements as activities of groups of muscles by explaining the roles of the prime movers, synergist, antagonist and fixator.
12. Define the criteria employed in naming skeletal muscles.
13. Identify the principal skeletal muscles in selected regions of the body and their functions.
14. Discuss selected muscle disorders.

## THE NERVOUS AND SENSORY SYSTEM:

1. Identify the basic functions of the nervous system in maintaining homeostasis.
2. Describe the components of the central and peripheral divisions of the nervous system.
3. Describe the structure of a neuron.
4. Identify the major supporting cells of neurons in the central nervous system (CNS) and the peripheral nervous system (PNS).
5. Compare and contrast structural and functional classifications of neurons.
6. Define a synapse and describe all of the events that occur at the synapse.
7. Describe the action potential, its generation, and transmission of action potential in neuron.
8. Discuss concepts in neurophysiology such as excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP), summation, all-or-none law, and neuron regeneration.
9. Discuss common neurotransmitters.
10. Describe the layers of meninges and longitudinal anatomy of the spinal cord.
11. Describe cross sectional anatomy of spinal cord including location of sensory and motor neurons.
12. Identify major sensory and motor tracts in the spinal cord.
13. Describe components of a reflex arc, patellar, Golgi tendon, stretch, and withdrawal reflexes.
14. Identify the major plexuses in the spinal cord as well as major spinal nerves and their functions.
15. Discuss the immediate and long-range effects of spinal cord injury.
16. Identify the principal parts of the brain.
17. Explain the function of the cerebrospinal fluid (CSF), its composition, and the pathway of CSF flow.
18. Describe the blood supply to the brain and the blood-brain barrier.
19. Identify major structural and functional areas of the cerebral cortex and cerebrum including basal nuclei.
20. Identify the parts of the diencephalon and explain their roles in homeostasis.
21. Identify the three major components of the brain stem, their substructures and functions.
22. Discuss the structure and function of the cerebellum.
23. Discuss common disorders of the central nervous system.
24. Identify twelve pairs of cranial nerves, their name, number, and functions, and classify whether they are sensory, motor or mixed nerves.
25. Identify the major nerves of the brachial plexus.

26. Identify the major nerves of the lumbosacral plexus.
27. Describe exteroceptors, interoceptors, and proprioceptors.
28. Compare the structural and functional differences between somatic and autonomic nervous systems.
29. Compare and contrast structure and function of the parasympathetic and sympathetic nervous systems and effects on organs.
30. Discuss acetylcholine and norepinephrine as the major neurotransmitters in the autonomic nervous system (ANS).
31. Discuss olfactory sensations and receptors.
32. Discuss gustatory sensations and receptors.
33. Describe external and internal anatomy of the eye.
34. Discuss the visual pathway and common errors of refraction.
35. List the major structures and functions of the external ear, middle ear and internal ear.
36. Discuss selected disorders of the special senses.

## 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 online assignments and pre-lab work must be completed before the regularly scheduled class meeting on Tuesdays. 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. Also 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 found with their cellphone 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.**

Should classes be moved online (or students require online provisions specifically due to coronavirus), testing behavior and integrity should continue. Exams will proceed with the use of WileyPLUS. Respondus Lockdown Browser with Monitor is utilized. This will time and monitor students during online test taking. Any student found to be at fault with the system will be given a zero for the exam.

Students are expected to exhibit professional behavior at all times. 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.

### **COVID-19 MASK REQUIREMENT**

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. 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). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

### **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.

| <b>COVID-19 Key Symptoms</b>   |
|--|
| Fever or felt feverish   |
| Cough: new or worsening, not attributed to another health condition  |
| Shortness of breath, not attributed to another health condition  |
| New loss of taste or smell   |
| Chills; Repeated shaking with chills   |
| Sore throat, not attributed to another health condition  |
| Muscle pain, not attributed to another health condition or exercise  |
| Headache, not attributed to another health condition   |
| Diarrhea (unless due to known cause)   |
| <b>In the past 14 days, if you:</b>  |
| 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, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](#), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto: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:** [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

## 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:** [Macy Gay, \(mgay@southeasterntech.edu\)](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

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.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which the student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” (Failing 0-59) being assigned.

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.

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

## EVALUATION PROCEDURES

To sit for the final exam in this course a student must maintain a Lecture 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 Tuesdays in seat.**

### **In case of emergency shutdown and shift to online examinations:**

The WileyPLUS testing format allows students a larger window of time to sit for an exam. However, students must pay close attention to the length of said exam (length of online exams vary based on the number of questions). If an exam is allotted 45 minutes, and the exam window closes at 11:45pm, students *must* log in to take the exam before 11 pm. The system will not allow a student to give themselves less than the overall testing time. If this occurs, students will not be permitted a makeup of the exam.

Additional notes concerning online examinations: issues with the exam (internet, freezing, etc.) must be taken to the instructor before the close of the test taking window. If you provide me with ample time and information to correct your testing issues, you will be able to take the exam after the close of the testing window. This system timestamps everything you do. Don’t try to lie to me.

## MAKEUP GUIDELINES

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. Students that do not provide an excuse by makeup exam day will not be permitted to sit for his/her makeup exam.

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.

## ASSIGNMENTS

### Learning Objectives

Learning objective questions are provided on Wiley Plus and on the STC M-drive. These questions will be completed in various chapter sets, all with their own submission tab on Wiley Plus (see Lesson Plan and Wiley Plus calendar for due dates). All of these submission tabs are found in the “Learning Objectives” module in WileyPLUS. The first file is the blank set of Learning Objectives followed by every submission assignment for



the term. It is advised that students download the Learning Objectives file and add to it each submission so that you have one complete file with which to study by the end of the semester.

### Wiley Online Assignments

Each chapter has several modules on Wiley that summarize that section and provide useful diagrams and animations to learn concepts in a variety of formats. At the end of these modules are Assessment Questions that students must complete. While completion of Modules is not required for access to the assessment questions, it would behoove students to review this information to be more successful in this course.

### Group Project Presentation

Students will work in small groups and give an educational presentation on a disease or disorder that affects certain body systems related to the chapters covered in this course. A list of topics, guidelines for arrangement, content, requirements, and a rubric can be found on the M-Drive and within the MODULES tab of the WileyPLUS Next Gen interface. Presentations should be 15-20 minutes long. Points will be deducted for going under or over the time limits. Students are required 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.

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 week prior to 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. Thus, no procrastination will be accepted.

### 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

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes. The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

|  |  |
|--|--|
| <b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>  | <b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>  |
| Helen Thomas, Special Needs Specialist<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 165 Phone: 912-538-3126<br>Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a><br><a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a> | Blythe Wilcox, Director of Human Resources<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 138B Phone: 912-538-3147<br>Email: <a href="mailto:bwilcox@southeasterntech.edu">Blythe Wilcox</a><br><a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a> |

### 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 and Wiley Online Assessments | 10%        |
| Group 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 2113: Anatomy and Physiology I – Fall Semester 2020 Lesson Plan

Subject to change at instructor's discretion

| Date  | Chapter/Lesson  | Content                                       | Assignments and Tests Due Dates  | Competency Area  |
|-------|---|---|--|------------------|
| 08/17 | Introduction to course, syllabus review, outline, regulation, etc.<br>Chapter 1 | Chapter 1: Introduction to the Human Body     | <b>In seat:</b><br>Lecture Ch 1<br>Read chapters before coming to class, complete online assignments, and complete learning objectives (found on the M-Drive and on Wiley) in a timely manner. <b>All lecture assignments will be submitted on Wiley</b><br><br><b>Online assignments due by 11:59pm 08/24:</b><br>Ch 1 Assessment | C: 1,2<br>G: a-c |
| 08/24 | Chapter 2   | Chapter 2: The Chemical Level of Organization | <b>In seat:</b><br>Lecture Ch 2<br><br><b>Online assignments due by 11:59pm 08/31:</b><br>Ch 2 Assessment<br>LO's Chapters 1-2   |                  |
| 08/31 | <b>Lecture Exam 1</b><br>Chapter 3  | Chapter 3: The Cellular Level of Organization | <b>In seat:</b><br>Lecture Exam 1: Chapters 1-2<br>Lecture Ch 3<br><br><b>Online assignments due by 11:59pm 09/07:</b><br>Ch 3 Assessment  |                  |
| 09/07 | Chapter 4   | Chapter 4: Tissue Level of Organization       | <b>In seat:</b><br>Lecture Ch 4<br><br><b>Online assignments due by 11:59pm 09/14:</b><br>Ch 4 Assessment  | C: 1,2<br>G: a-c |
| 09/14 | <b>Lecture Exam 2</b><br>Chapter 5  | Chapter 5: The Integumentary System           | <b>In seat:</b><br>Lecture Exam 2: Chapters 3-4<br>Lecture Ch 5<br><br><b>Online assignments due by 11:59pm 09/21:</b><br>Ch 5 Assessment<br>LO's Chapters 3-4   | C: 1,2<br>G: a-c |

| Date  | Chapter/Lesson                                    | Content  | Assignments and Tests Due Dates   | Competency Area  |
|-------|---|--|---|------------------|
| 09/21 | Chapter 6<br>Chapter 7                            | Chapter 6: Skeletal System:<br>Bone Tissue<br>Chapter 7: Skeletal System:<br>Axial | <b>In seat:</b><br>Lecture Ch 6-7<br><br><b>Online assignments due by 11:59pm 09/28:</b><br>Ch 6 Assessment<br>Ch 7 Assessment<br>LO's Ch 5                                       | C: 2-5<br>G: a-c |
| 09/28 | <b>Lecture Exam 3</b><br>Chapter 8<br>Chapter 9   | Chapter 8: Skeletal System:<br>Appendicular<br>Chapter 9: Joints                   | <b>In seat:</b><br>Lecture Exam 3: Chapters 5-6<br>Lecture Ch 8-9<br><br><b>Online assignments due by 11:59pm 10/05:</b><br>Ch 8 Assessment<br>Ch 9 Assessment                    | C: 5-6<br>G: a-c |
| 10/05 | <b>Lecture Exam 4</b><br>Chapter 10<br>Chapter 11 | Chapter 10: Muscle Tissue<br>Chapter 11: Muscular System                           | <b>In seat:</b><br>Lecture Exam 4: Chapters 7-8<br>Lecture Ch 10-11<br><br><b>Online assignments due by 11:59pm 10/12:</b><br>Ch 10 Assessment<br>Ch 11 Assessment<br>LO's Ch 6-9 | C: 5-7<br>G: a-c |
| 10/12 | Chapter 12<br>Chapter 13                          | Chapter 12: Nervous Tissue<br>Chapter 13: Spinal Cord and Nerves                   | <b>In seat:</b><br>Lecture Exam 5: Chapters 9-10<br>Lecture Ch 12-13<br><br><b>Online assignments due by 11:59pm 10/19:</b><br>Ch 12 Assessment<br>Ch 13 Assessment               | C: 5-7<br>G: a-c |
| 10/19 | <b>Lecture Exam 6</b><br>Chapter 14               | Chapter 14: Brain and Cranial Nerves   | <b>In seat:</b><br>Lecture Exam 6: Chapters 11-12<br>Lecture Ch14<br><br><b>Online assignments due by 11:59pm 10/26:</b><br>Ch 14 Assessment<br>LOs Ch 10-11                      | C: 6-7<br>G: a-c |

| Date  | Chapter/Lesson                                    | Content  | Assignments and Tests Due Dates  | Competency Area  |
|-------|---|--|--|------------------|
| 10/26 | <b>Lecture Exam 7</b><br>Chapter 15<br>Chapter 16 | Chapter 15: Autonomic Nervous System<br>Chapter 16: Sensory, Motor and Integrative | <b>In seat:</b><br>Lecture Exam 7: Chapters 13-14<br>Lecture Ch 15-16<br><br><b>Online assignments due by 11:59pm 11/02:</b><br>Ch 15 Assessment<br>Ch 16 Assessment | C: 6-7<br>G: a-c |
| 11/02 | <b>Lecture Exam 8</b><br>Chapter 17               | Chapter 17: The Special Senses   | <b>In seat:</b><br>Lecture Exam 8: Chapters 15-16<br>Lecture Ch 17<br><br><b>Online assignments due by 11:59pm 11/09:</b><br>Ch 17 Assessment<br>LO's 12-17          | C: 6-7<br>G: a-c |
| 11/09 | Presentation Day                                  | Presentation Day 1   | <b>In seat:</b><br>Group Presentations<br><br><b>Online assignments due by 11:59pm 11/16:</b><br>No late assignments will be accepted after this date.               | C: 6-7<br>G: a-c |
| 11/16 | Make Up Exams                                     | See syllabus<br>Presentation Day 2*<br><br>*if needed                              | * IF this serves as Day 2: Only those students with a make-up arrive at 2. All others arrive at 3  | C: 1-7<br>G: a-c |
| 11/23 | Chapters 1-17                                     | Final Exam Review  |  | C: 1-7<br>G: a-c |
| 11/30 | Lecture Final Exam                                | Comprehensive – all chapters   | Chapters 1-17  | C: 1-7<br>G: a-c |

### COMPETENCY AREAS (C)

1. Body Organization
2. Cell Structure and Function
3. Tissue Classifications
4. The Integumentary System
5. The Skeletal System
6. The Muscular System
7. The Nervous and Sensory Systems

### 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 Project Presentation Evaluation

Presentation Topic:

Group Members:

Group Project Presentation Rubric

Students must adhere to rubric to outline presentation

| Section/Points Possible                                    | Criteria  | Comments | Points Earned |
|--|---|----------|---------------|
| <b>Introduction/Background<br/>20 points possible</b>      | Topic was introduced with factual information about its discovery, pathology, and prevalence.   |          |               |
| <b>Diagnosis and Treatment<br/>20 points possible</b>      | Adequate information was provided concerning symptoms, diagnosis, treatment and risk factors of treatment.  |          |               |
| <b>Ongoing Research<br/>20 points possible</b>             | Current efforts to improve prevention methods, diagnosis and treatments was adequately summarized.  |          |               |
| <b>Group Participation<br/>20 points possible</b>          | All group members had equal participation which includes but is not limited to: in and out of class meeting attendance, timely correspondence and communication, and provision of pertinent information on assigned portions of project.                  |          |               |
| <b>Overall Presentation Quality<br/>20 points possible</b> | The preparation, delivery, use of visual aids and video clips were classroom appropriate, interesting, and informative. The presentation met the time limits for the assignment. Students followed instructions for the organization of the presentation. |          |               |