



**TENTATIVE—SUBJECT TO CHANGE**

## **BIOLOGY 2113: Anatomy and Physiology I**

### **COURSE SYLLABUS**

**Lecture Tuesday Evening**

**Spring Semester 2019**

#### **COURSE INFORMATION**

Credit Hours/Minutes: 3/2250

Class Location: Health Science Annex (HSA) Room 903

Class Meets: Tuesday **In seat** 5:00-6:30, **Online** (as outlined in lesson plan)

Course Reference Number (CRN): 40101

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Dr. Erica M. Harrison

Office Location: HSA 901 (Vidalia), 8145 (Swainsboro)

Office Hours: Monday – Thursday 8:00-10:30 (Vidalia)

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

#### **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, Wiley
2. Southeastern Technical College 2113 Lab Manual, Ajohda, 1st edition

#### **REQUIRED SUPPLIES AND SOFTWARE**

Ink pens, highlighters, and any other supplies deemed necessary by the instructor.

#### **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, basic chemistry, 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. 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.**

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. 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.

## 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 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.

### **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

### **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 advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

### **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” 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” or “WF” 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.

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

### **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.

### **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.

Lab exams: Students will be allowed to make up one lab examination (excluding the final exam), due to a documented, excused absence approved by the instructor. Any subsequently missed lab 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.

Lab 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.

Laboratory activities and experiments: There will be no make-up opportunity for missed lab activities, in-class assignments, experiments or dissections.

### **ASSIGNMENTS**

Students will be asked to bring a three prong notebook for the submission of in-class assignments. This notebook will stay in the classroom and new material will be added each week including: in-class assignments, completed pre-lab key terms, lab workbook material, lab activities, signature sheets, group project information, and any other material deemed necessary by the instructor. Students are required to read each chapter and complete learning objectives for each chapter. Learning objectives can be found on the (materials drive) M-Drive of STC computers and within the MODULES tab of the WileyPLUS Next Gen interface. Due dates for different sets of LO's can be found in the course schedule/lesson plan at the back of the syllabus.

Online, students will have animation activities with questions to follow and chapter assessments to complete each week before the next Monday class meeting. LO's will also be due online (each set of LO's has it's own submission tab in the Learning Objectives Module in WileyPLUS Next Gen).

Due dates for all assignments are listed in the lesson plan at the end of the syllabus and in the calendar on WileyPLUS Next Gen.

### **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 in their own module within WileyPLUS Next Gen. 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 and should not serve any other purpose but to support information already given in the presentation. Students that attempt to have a video suffice for information that should be covered will lose points.

Group members should have equal participation in the completion of this project. A team rating rubric 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 of 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.

### **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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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 Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:bwilcox@southeasterntech.edu">Blythe Wilcox</a> <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 other online lecture assignments	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

## Spring Semester 2019 Lesson Plan

Subject to change at instructor's discretion

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
<b>Week 1</b> 01/08	Introduction to the course; Chapters 1 and 2 Lecture	Introductions, Syllabus Review, WileyPLUS Next Gen Registration and Orientation, Group Project Group Assignments, File creations <b>Introduction to the Human Body and The Chemical Level of Organization</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• File creation and group member information sheet</li> </ul> <b>Due by 01/14:</b> <ul style="list-style-type: none"> <li>• Ch1 Animations (5)</li> <li>• Ch1 Assessment (1)</li> <li>• Ch2 Animations (5)</li> <li>• Ch2 Assessment (1)</li> </ul>	C: 1 G: a-c
<b>Week 2</b> 01/15	Chapters 3 and 4 Lecture	<b>The Cellular Level of Organization and Tissue Level of Organization</b>	<b>Due by 01/21:</b> <ul style="list-style-type: none"> <li>• Ch3 Animations (5)</li> <li>• Ch3 Assessment (1)</li> <li>• Ch4 Animation (1)</li> <li>• Ch4 Assessment (1)</li> <li>• LO's Chapters 1-3</li> </ul>	C: 2,3 G: a,c
<b>Week 3</b> 01/22	Chapters 5-6 Lecture	<b>The Integumentary System and The Skeletal System: Bone Tissue</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• <b>Lecture Exam 1: Chapters 1-3</b></li> </ul> <b>Due by 01/28:</b> <ul style="list-style-type: none"> <li>• Ch5 Assessment (1)</li> <li>• Ch6 Animations (4)</li> <li>• Ch6 Assessment (1)</li> </ul>	C: 2-4 G: a,c
<b>Week 4</b> 01/29	Chapters 7-8 Lecture	<b>The Skeletal System: Axial and The Skeletal System: Appendicular</b>	<b>Due by 02/04:</b> <ul style="list-style-type: none"> <li>• Ch7 Assessment (1)</li> <li>• Ch8 Assessment (1)</li> <li>• LO's 4-5</li> </ul>	C: 3,5 G: a,c
<b>Week 5</b> 02/05	Chapters 9-10 Lecture	<b>Joints and Muscle Tissue</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• <b>Lecture Exam 2: Chapters 4-6</b></li> </ul> <b>Due by 02/11:</b> <ul style="list-style-type: none"> <li>• Ch9 Assessment (1)</li> <li>• Ch10 Animations (4)</li> <li>• Ch10 Assessment (1)</li> </ul>	C: 3,5,6 G: a,c
<b>Week 6</b> 02/12	Chapters 11-12 Lecture	<b>Muscular System and Nervous Tissue</b>	<b>Due by 02/18:</b> <ul style="list-style-type: none"> <li>• Ch11 Assessment (1)</li> <li>• Ch12 Animations (3)</li> <li>• Ch12 Assessment (1)</li> <li>• LO's 6-9</li> </ul>	C: 2,3,6,7 G: a,c

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
<b>Week 7</b> 02/19	Chapter 13 Lecture	<b>Spinal Cord and Nerves</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• <b>Lecture Exam 3: Chapters 7-9</b></li> </ul> <b>Due by 02/25:</b> <ul style="list-style-type: none"> <li>• Ch13 Animation (2)</li> <li>• Ch13 Assessment(1)</li> <li>• LO's 10-11</li> </ul>	C: 7 G: a,c
<b>Week 8</b> 02/26	Chapter 14 Lecture	<b>Brain and Cranial Nerves</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• <b>Lecture Exam 4 (10-12)</b></li> </ul> <b>Due by 03/04:</b> <ul style="list-style-type: none"> <li>• Ch14 Assessment (1)</li> </ul>	C: 7 G: a,c
<b>Week 9</b> 03/05	Chapter 15 Lecture	<b>The Autonomic Nervous System</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• Group Assignment – At least one member of each group bring laptops/tablets</li> </ul> <b>Due by 03/11:</b> <ul style="list-style-type: none"> <li>• Ch15 Animation (1)</li> <li>• Ch15 Assessment (1)</li> </ul>	C: 7 G: a,c
<b>Week 10</b> 03/12	Chapter 16 Lecture	<b>Sensory, Motor, and Integrative Systems</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• <b>Lecture Exam 5 (13-15)</b></li> </ul> <b>Due by 03/18:</b> <ul style="list-style-type: none"> <li>• Ch16 Animation (1)</li> <li>• Ch16 Assessment (1)</li> </ul>	C: 1,2,7 G: a,c
<b>Week 11</b> 03/19	Chapter 17 Lecture	<b>The Special Senses</b>	<b>Due by 03/25:</b> <ul style="list-style-type: none"> <li>• Ch17 Assessment (1)</li> <li>• LO's 12-17</li> </ul>	C: 1,3,7 G: a,c
<b>Week 12</b> 03/26		<b>Research Assignment</b>	<b>In seat:</b> <ul style="list-style-type: none"> <li>• Group Assignment – At least one member of each group bring laptops/tablets</li> </ul> <b>Due by 04/30 before class begins:</b> <ul style="list-style-type: none"> <li>• Research Assignment to be <i>emailed</i> to instructor. Microsoft Word document attachment <b>ONLY</b>. No exceptions.</li> </ul>	C: 1-7 G: a,c
<b>Week 13</b> 04/02	Spring Break	No class		

Date	Chapter/Lesson	Content	Tests, Assignments, & Due Dates	Competency Area
<b>Week 14</b> 04/09	Group project presentations night 1		Order of presentations to be determined before Spring Break	C: 1-7 G: a-c
04/16	Group project presentations night 2		Order of presentations to be determined before Spring Break	C: 1-7 G: a-c
<b>Week 15</b> 04/23	Chapters 1-17	Final exam review Notebook checkoffs	Any missing material to be added tonight. <b>No exceptions.</b>	C: 1-7 G: a-c
<b>Week 16</b> 04/30	Chapters 1-17	<b>Comprehensive Lecture and Lab Final Exams</b>	<ul style="list-style-type: none"> <li>• Research Assignment Due <i>before class</i></li> <li>• <b>TWO FINAL EXAMS</b> – one for each course. 100 questions <i>each</i>.</li> </ul>	C: 1-7 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 20 points possible</b>	Topic was introduced with factual information about its discovery, pathology, and prevalence.		
<b>Diagnosis and Treatment 20 points possible</b>	Adequate information was provided concerning symptoms, diagnosis, treatment and risk factors of treatment.		
<b>Ongoing Research 20 points possible</b>	Current efforts to improve prevention methods, diagnosis and treatments was adequately summarized.		
<b>Group Participation 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 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.		