



TENTATIVE—SUBJECT TO CHANGE

BIOL 2113: Anatomy & Physiology I **LECTURE**

COURSE SYLLABUS

HYBRID

SPRING 2022 Mini-Mester: **Thursday LECTURE**

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

Campus/Class Location: **Vidalia Campus, Gillis Building, Lab Room 729**

Class Meets: **Thursdays, 8:00 AM – 10:30 AM** (**Hybrid format**: 40% face-to-face in class & 60% online).

Course Reference Number (CRN): **40304**

Preferred Method of Contact: **email** [Sadia Ajohda \(sajohda@southeasterntech.edu\)](mailto:sajohda@southeasterntech.edu)

INSTRUCTOR CONTACT INFORMATION

Instructor Name: **Sadia Ajohda**

Campus/Office Location: **Vidalia Campus, Gillis Building, Office 723**

Office Hours: By appointment

Email Address: [Sadia Ajohda \(sajohda@southeasterntech.edu\)](mailto:sajohda@southeasterntech.edu)

Phone: office 912-538-3216

Fax Number: 912-538-3156

Tutoring Hours: By appointment

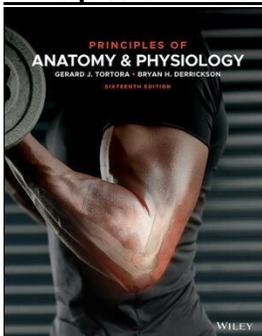
This course is taught in a **hybrid format**. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

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

REQUIRED TEXT

Principles of Anatomy and Physiology, Tortora/Grabowski, 16th Edition, John Wiley and Sons, Incorporated.



REQUIRED SUPPLIES & SOFTWARE

¹ **Laptop** with functional **camera** and **charger** (required for all class meetings).

² USB **Thumb Drive/Flash Drive** (Important: please bring to all class meetings).

³ Reliable Internet connection.

Note: Although students can access their online course using their smart phones and tablets, **graded activities such as exams, discussions, assignments, etc. 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

Course 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)

Pre-requisite: Regular admission

Co-requisites: BIOL 2113L, ENGL 1101

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. Cognitive Knowledge
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 and cognitive knowledge.
16. Describe the 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 types of movement of materials across cell membranes and relate functions of body cells.
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.
6. Compare and Contrast the three forms of muscle tissue: skeletal, smooth and cardiac.
7. Describe the structure, function, and location of nervous tissue in the body.
8. Classify the membranes of the body and provide examples of each.
9. Describe the basic steps in tissue repair.

THE INTEGUMENTARY SYSTEM

1. Functions of the skin as an organ system and role in homeostasis of body temperature.
2. Discuss 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. Cognitive Knowledge
14. Describe selected articulations of the body with respect to the bones that enter into their formation, structural classification, and anatomical components. 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 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. Cognitive Knowledge
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.
3. Describe the structure of a neuron.
4. Identify the major supporting cells of neurons in the Central Nervous System (CNS) and Peripheral Nervous System (PNS).
5. Compare and contrast structural and functional classifications of neurons.
6. Define a synapse and describe all 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 postsynaptic potential (EPSP), Inhibitory Postsynaptic 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.
15. Identify the major plexuses in the spinal cord as well as major spinal nerves and their functions.
16. Discuss the immediate and long-range effects of spinal cord injury.
17. Identify the principal parts of the brain.
18. Explain the function of the cerebrospinal fluid, its composition, and the pathway of cerebro-spinal Flow (CSF).
19. Describe the blood supply to the brain and the blood-brain barrier.
20. Identify major structural and functional areas of the cerebral cortex and cerebrum including basal nuclei.
21. Identify the parts of the diencephalon and explain their roles in homeostasis.
22. Identify the three major components of the brain stem, their substructures, and functions.
23. Discuss the structure and function of the cerebellum.
24. Discuss common disorders of the central nervous system.
25. Identify twelve pairs of cranial nerves: name, number, function and classify sensory, motor or mixed.
26. Identify the major nerves of the brachial plexus.
27. Identify the major nerves of the lumbosacral plexus.
28. Describe exteroceptors, interoceptors, and proprioceptors.
29. Compare the structure and functional differences between somatic efferent and autonomic **nervous system** (NS).
30. Compare the Contrast structure and function of parasympathetic and sympathetic **nervous system** (NS) and effects on organs.
31. Discuss acetylcholine and norepinephrine as the major neurotransmitters in the **autonomic nervous system** (ANS).
32. Discuss olfactory sensations and receptors.
33. Discuss gustatory sensations and receptors.
34. Describe external and internal anatomy of the eye.
35. Discuss the visual pathway and common errors of refraction.
36. List the major structures and functions of the external ear, middle ear and internal ear.
37. 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

Students are responsible for the policies and procedures in the Southeastern Technical College's (STC's) Catalog and Handbook. Students are expected to prove weekly academic engagement by meeting assignment deadlines each week and spending a minimum of 2 hours per day during the semester doing the required homework, assignments, and assessments. Students are expected to complete all work required by the instructor and follow any online instructions and guidelines.

Students are expected to communicate frequently through college email and complete discussion board assignments. College email and other STC resources can be accessed from the [mySTC](#) tab on STC's website. Email can also be accessed in the menu of your Blackboard course. The instructor will utilize ***STC email*** for correspondence and share pertinent information to enable successful completion of the course.

All examinations/testing will be completed and proctored face-to-face, in class using Blackboard with LockDown Browser and Respondus Monitor (see instructions **below the Lesson Plan** on how to download **LockDown Browser**). **Students must bring a fully charged and functioning laptop with camera to class for testing purposes.** During an examination, students are required to place all textbooks and personal property on the floor or counter located in the back or to the side of the classroom. Students are to be seated with an empty seat between each student. No talking is allowed once the test begins. **Students found with cell phone or any other communication device (including smart watches) during a test will be considered cheating and given a grade zero for the test. This applies to students who have completed/submitted their test while testing is still in progress (and other students are still testing).**

HYBRID 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 and 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.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. **For**

this class, which meets one (1) day a week for eight (8) weeks, the maximum number of days a student may miss is ONE (1) day during the semester.

COVID-19 MASK REQUIREMENT

Regardless of vaccination status, masks or face coverings must be **worn at all times** while in a classroom or lab 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.**

| COVID-19 Key Symptoms |
|--|
| Fever or felt feverish |
| Chills |
| Shortness of breath or difficulty breathing (not attributed to any other health condition) |
| Cough: new or worsening, not attributed to another 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.

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 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 or her course does not satisfy the approved withdrawal procedure outlined above.

FINAL ELIGIBILITY AND FINAL EXAMINATION

A comprehensive final examination will be given at the end of the semester. All students in the course will complete the Final Exam on the specified date and time as stipulated in lesson plan outline. Final Exam will be timed. There will be **no make-up exam** for the final examination. To determine if you are eligible to take the finals, a student must maintain a **Lecture and Lab Test average of seventy percent (70%) or above prior to the date of the scheduled final exam**. Grades of 69.9% will not be rounded up. If the student has below a 70% average, the student will be given a letter grade based on Tests average. Blackboard assignments, Learning Objectives, Discussion Boards, etc. are **not** included in the Test average, **only test grades**. There will be no drop grade for this class.

MAKEUP GUIDELINES FOR MISSED EXAMS

Students will be allowed to make-up **one** examination (one lecture and one lab), **EXCLUDING** the final examination, due to an extenuating circumstance. This should be discussed with the instructor. Please submit official copy of medical, court documentation/jury duty, or any other formal written documents supporting the reason for missing a test. **Any other test missed will result in an automatic grade of zero.** **Note:** If student notifies instructor regarding inability to complete assignments because of technical problems **after due date**, the student will **NOT** be allowed to make-up the assignments.

EVALUATION PROCEDURES

All examinations/tests will be conducted **face-to-face in class** on the scheduled date/time listed on the lesson plan. **All examinations/tests will be completed via Blackboard using LockDown Browser and Respondus Monitor** (see Student Quick Start Guide below Lesson Plan for more details). All students are required to bring **laptop to every class meeting** for testing purposes. Students are also required to follow Blackboard online test rules/guidelines stipulated in detail below. **Failure to comply with Blackboard online test rules/guidelines can result in a grade zero.**

If you do not have a laptop, or unable to make arrangements to borrow one, please contact your instructor immediately. In order to take the final exam, a student must maintain a **Lecture and Lab Test average of seventy percent (70%) or above prior to the date of the scheduled final exam.** Grades of 69.9% will not be rounded up. If the student has below a 70% average, the student will be given a letter grade based on Tests average. Blackboard assignments, Learning Objectives, Discussion Boards, etc. are not included in Test average, **only** test grades. There will be no drop grade for lecture or lab.

Students will need a laptop with functional camera/webcam to complete tests/exams. Tests **cannot** be taken on a smart phone or iPad. Students **must have STC photo ID, which will be scanned by the camera/webcam, in order to access the test.** At the beginning of each test, students will hold up STC photo ID to the camera and the program will verify a match between STC ID and webcam photo. Students will use **Google Chrome browser only.** Tests will be timed. ***Your personal computer problems are not valid excuses for late work or inability to take a test on blackboard. It is the responsibility of the student to maintain functioning equipment for a hybrid course. No excuses accepted.***

Weekly test grades will be available on Blackboard **48 hours** after test is submitted. Final grades at the end of the term will be available on Blackboard **1 week** after final exam is submitted. Students will not receive feedback online from Blackboard on test/exam questions after a test, this will be done face to face during lab weekly sessions. For feedback or concerns on test questions, students may contact instructor via STC email with details. The instructor will then set up a time to discuss and provide feedback if necessary.

BLACKBOARD DISCUSSION BOARD (DB) ASSIGNMENTS

Students will be assigned weekly discussion questions on Blackboard. Discussion questions will account for **10%** of the final grade. If discussion assignments are not completed by deadline, blackboard assigns an automatic zero. After reading chapter material, each student will answer discussion questions as assigned in the lesson plan below (**total of 6 discussion questions**). Discussion assignments **require that you post your contribution FIRST**, read answers posted by your classmates, and give at least **ONE** response to another posting from a classmate **by the deadline.** **VERY IMPORTANT reminder:** Points will be deducted if discussions are not completed by the deadline listed on the lesson plan. Please see the **Rubric** for more details on grading for Discussions (**Rubric** is attached below lesson plan). All responses must contain 4-5 sentences **pertaining to the DB topic.** No credit will be given for sentences such as: *"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." These sentences do not pertain to the discussion board topic (points are deducted if sentences are merely comments on another student's work and do not include sentences regarding the discussion board topic). Do not wait until the last minute to post discussions. Posting early allows you to write thoughtful answers and to be the first one to make important points. Posting early also ensures that you will not miss deadlines. **Remember**, discussion assignments will account for **10%** of the final grade. If discussion assignments do not meet **Rubric** criteria, points will be deducted.

LEARNING OBJECTIVE **(LO)** ASSIGNMENTS

Students will be assigned weekly Learning Objectives (LOs) assignments on Blackboard. LOs will account for 10% of the final grade. If LOs are not completed by deadline indicated on the lesson plan, blackboard will assign an automatic zero. After reading chapter material, students are required to provide answers to LO questions. Answer LO questions accordingly. Some LOs are essay type questions. The following criteria is required for essays:

1. A complete and thorough discussion with sufficient details that support mastery of the material.
2. An answer that focuses on the related question.
3. An answer that deals fully with the entire question (some questions come in two parts, such as list and describe...) points will be deducted if you only list and did not describe.
4. Factually correct material.
5. A clear and readable answer with very few/no problems with spelling, punctuation or grammar.
6. An original or answer that was not "copied & pasted" from any online resources, Instructor's PowerPoint etc.

Please read Learning Objective rubric and grading guidelines below the lesson plan for examples and a comprehensive understanding on expectations for LO essays.

NOTE: Students may begin LO assignment on Blackboard and return to it at a later time to complete and submit. All work is automatically saved on Blackboard. **DO NOT submit partially completed LO if you are planning to return and complete at a later time.** Students sometimes submit LO twice. Only your initial submission will be graded, and you will receive deductions for incomplete work. **Remember, only click the submit button after you are fully satisfied, and all questions are completely answered.** To get full credit submit by deadline listed on lesson plan.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and 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" (zero) for the test or assignment. Instructor keeps a record in course or 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 Web 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" (Withdrawn Failing) has been issued as a result of second offense. The Registrar will input the incident into Banner Web for tracking purposes.

3. Third Offense

Student is given a grade of "WF" (Withdrawn Failing) 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" (Withdrawn Failing) 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:

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

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 |
|--|-------------------|
| Chapter Tests (5 Tests total) – Blackboard/Proctored | 50% |
| Learning Objectives (LO) Assignment – Blackboard | 10% |
| Discussion Board (6 Discussions total) | 10% |
| Comprehensive Final Exam – Blackboard/Proctored | 30% |
| TOTAL | 100% |

GRADING SCALE

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

COMPETENCY (COMP) AREAS:

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

GENERAL CORE EDUCATIONAL COMPETENCIES:

- 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.

Disclaimer Statement: Instructor reserves the right to change the syllabus and/or lesson plan as necessary. The syllabus displayed in advance of the semester in any location is for planning purposes only.

The COVID-19 is a rapidly evolving situation, and administrators are staying alert to new information and recommendations coming from the Centers for Disease Control and Prevention and the Georgia Department of Public Health. Our current national and state situation is continuously changing, and the administration of Southeastern Technical College (STC) is meeting regularly to respond and act accordingly. Please monitor your **STC student email** for updates, **class cancellations**, health/safety guidance etc.

If STC experiences an emergency campus shutdown for any reason (Covid, hurricane, tornado, etc.) and you are taking an exam in **Blackboard** (away from the classroom setting) and lose internet connection, you are responsible for contacting your instructor **ASAP**. You are instructed to **print this syllabus from day one**. Locate the number listed on your printed syllabus (printed on day one) and contact your instructor. If your instructor doesn't answer the phone, leave a voicemail. As soon as your Internet connection is active again, you should also email your instructor to make aware of the problem.

BIO 2113 Anatomy and Physiology I – SPRING 2022

Lesson Plan **(THURSDAY (Thur) LECTURE)** *Subject to change at Instructor's discretion*

| Date | Chapters (Ch.) Content | Assignments (Assgts.)/ Homework (HW) | Comp Area |
|--|--|--|--------------|
| Thur 1/13 FIRST CLASS MEETING All students have access to courses on Blackboard Monday January 10th . PLEASE reserve your class seat on 1/10/22 (see assignments). | Introduction (Intro.), Body Systems (Sys.), Competency (Comp.), etc. Ch.1: Intro. to Human Body Ch.2: Chemical level of Org. Ch.3: The Cellular Level of Org. Ch.4: Tissue Level It is very important to check STC email daily. PLEASE PRINT SYLLABUS | Items 1-3 must be done on Monday January 10th to reserve your seat in class. 1. Login to BLACKBOARD and go to the "Getting Started" tab on left menu. Complete STC Pledge Acknowledgement and COVID assignment . 2. Download LockDown Browser - see instructions below. 3. Click on " Test " tab Blackboard left menu & complete Test Trial to get familiar with Lockdown Browser/Respondus Monitor. Read the online test rules/guidelines below. 4. Lectures are recorded with PowerPoints as a visual aid on Blackboard. Listen to Chapters 1-4 recorded lectures today. 5. Complete Learning Objectives (LOs) assignment for Ch. 1-4 via Blackboard. NOTE: All Tests will be completed in class using Blackboard. Please bring laptop with charger to all meetings. All weekly assignments are due before next class date by 8am each week. Blackboard assigns an automatic zero for incomplete assignments each week. | 1,2,3 a-c |
| Thur 1/20 | Lecture Test #1 (Ch. 1-3) Ch.5: The Integumentary Sys. Ch.6: Skeletal Sys: Bone Ch.7: Skeletal - Axial Ch.8: Skeletal - Appendicular | Lect. Test #1 in class via Blackboard, 8 am (laptop & charger required) <ul style="list-style-type: none"> Listen to Chapters 5-8 recorded lectures on Blackboard. Complete Learning Objectives (LOs) assignment for Ch. 5-8 via Blackboard Complete Discussion Board Assignment #1 (See Rubric guidelines below) Blackboard assigns an automatic zero for incomplete assignments each week. | 1-5 a-c |
| Thur 1/27 | Lecture Test #2 (Ch. 4-6) Ch.9: Joints Ch.10: Muscle Tissue Ch.11: Muscular System | Lect. Test #2 in class via Blackboard, 8 am (laptop & charger required) <ul style="list-style-type: none"> Listen to Chapters 9-11 recorded lectures on Blackboard. Complete LOs Ch 9-11 via Blackboard. This is due before next class. Complete Discussion Board Assignment #2 (See Rubric guidelines below) Blackboard assigns an automatic zero for incomplete assignments each week. | 1-6 a-c |
| Thur 2/3 | Lecture Test #3 (Ch. 7-9) Ch.12: Nervous Tissue Ch.13: Spinal Cord & Nerves Ch.14: Brain & Cranial Nerves | Lect. Test #3 in class via Blackboard, 8 am (laptop & charger required) <ul style="list-style-type: none"> Listen to Chapters 12-14 recorded lectures on Blackboard. Begin LOs Ch. 12-17. Blackboard saves your work, submit in 2 weeks. Complete Discussion Board Assignments #3 & #4 (See Rubric guidelines) Blackboard assigns an automatic zero for incomplete assignments each week. | 1-7 a-c |
| Thur 2/10 65% Feb. 14th | Lecture Test #4 (Ch. 10-12) Ch.15: Autonomic Sys. Ch.16: Sensory and Motor Ch.17: The Special Senses Final Eligibility 65% point of term | Lect. Test #4 in class via Blackboard, 8 am (laptop & charger required) <ul style="list-style-type: none"> Listen to Chapters 15-17 recorded lectures on Blackboard. Continue LOs Ch. 12-17. Submit before next class session by 8am. Complete Discussion Board Assignments #5 & #6 (See Rubric guidelines) Blackboard assigns an automatic zero for incomplete assignments each week. 65% point of term: Final Eligibility -Test average must be 70% or above to take the Finals. (See syllabus details above on Final Eligibility .) Please contact your instructor today if your Test average is below 70%. | 1-7 a-c |
| Thur 2/17 | Lecture Test #5 (Ch. 13-17) All Assignments Due | Lect. Test #5 in class via Blackboard, 8 am (laptop & charger required) Deadline for assignments (all LOs and DBs): Due by 8 am today. Blackboard assigns an automatic zero for incomplete assignments each week. | 1-7 a-c |
| Thur 2/24 | FINAL EXAM: (Ch. 1-17) | COMPREHENSIVE FINAL EXAM - in class via Blackboard, 8 am (laptop & charger required) | 1-7 a-c |
| TBA | Make Up Exam Day | Students must present excuse with documentation for extenuating circumstances (hospitalization, Jury Duty, etc.) and receive permission from instructor prior to make-up exam. <i>See syllabus for details.</i> | 1-7 a-c |

BIO 2114 Lecture begins Thursday, March 10, 2022 @ 8AM.

Please show up prepared for BIO 2114 with **printed:** Lesson plans, PowerPoints and diagrams please.

BLACKBOARD ONLINE TEST RULES/GUIDELINES

Tests/Exams will be proctored on Blackboard Learn using **LockDown Browser and Respondus Monitor**. This is an online testing analytical program. Please follow guidelines carefully. If cheating is detected, the program will automatically flag your test & you will be locked out. Only your instructor can reset the test for you to continue. The program will detect **eye movement patterns** if you are looking away from your screen such as using a textbook, cell phone, or other resource next to your computer. A grade zero will be automatically assigned by blackboard if cheating is detected (**especially eye movement patterns**). The program will also record sound to provide cheating evidence if someone in the room is providing you answers. These are normal protocols for proctored online testing.

Test Requirements & Pre-Test Checklist

- Need laptop or desktop computer with working webcam. You **cannot** take test on a smart phone or iPad.
- Use Google Chrome browser only.
- **Complete Trial Test on Blackboard & download the free LockDown Browser program. Instructions on how to access/download LockDown Browser AND how to access a test is provided below.** This Trial Test will help you get familiar with the online testing procedure.
- You must have STC photo ID, which will be scanned by the webcam to access the test.
- You will hold up your STC ID as instructed on screen and the program will verify a match between ID and webcam photo. Please do not adjust the camera after starting the test. You must ensure your complete **face is always visible and in frame (do not veer off or move away from camera view)**.
- No hats allowed while testing or any other attire that will obscure facial recognition.
- No one should be at your computer station while you are testing. Please sit alone.
- If testing at home, ensure that you are in an appropriate testing environment. Do not take the test on a bed or sofa. Position yourself at a desk or table with **proper lighting** and avoid excessive movements which will be flagged as suspicious behavior. **Remember, you must stay in frame the entire time while testing.** If flagged, this alert could possibly lock you out of the test.
- A system diagnostics check will run to make sure the webcam is working & all applications are closed.
- No eating or drinking while testing. The test is timed. Your goal is to focus on answering all questions in specified time.
- No scratch sheets, textbooks, notes, power points, **ear buds or other resources permitted while testing.**
- You will be recorded while testing & analytics are used to detect suspicious behaviors. Test violations are recorded and flagged to provide cheating evidence with possibility of grade zero assigned.
- You cannot print, capture screen contents, go to other web pages, copy, access other applications, or visit other websites during an online test. You will be locked out of the test. Your test will be flagged with common and advanced methods of digital cheating, such as the use of Virtual Machines, remote desktops, screen-sharing, instant messaging, keystroke combinations, launching applications with timers/alerts, browser cache exploits, etc.
- Do not close/reopen your browser or refresh your screen. This will lock you out of the test.
- Stay in full screen mode until the test is completed (**do not veer off or move away from camera view**).
- You cannot start the test, leave the test and return. The test must be completed in one sitting. Therefore, please use the bathroom etc. before the test & arrange for you to not be interrupted during the test.
- Be sure to start the test with a **fully charged device or remember to plug in charger.**
- Login 15 minutes before the test starts to avoid any technology set back which could cost you time.
- Grades will be available on Blackboard **48 hours** after test is submitted. Final grades will be available on blackboard **1 week** after final exam is submitted.

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> These 4 sentences do not pertain to DB topic. They are merely comments. 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. |
| 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. |

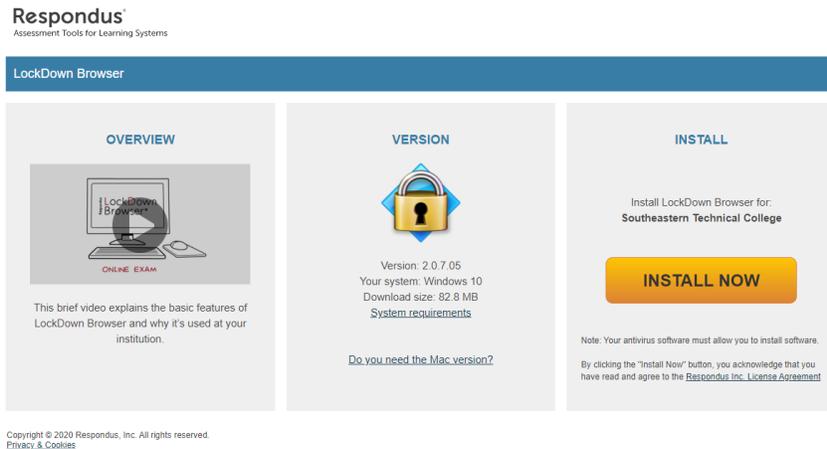
Learning Objectives (LO) Grading Rubric

| Category and Points Earned | Criteria and Examples |
|--|--|
| <p>Meets Expectations FULL CREDIT (100%)</p> | <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 <u>very few/no</u> 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." 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> |
| <p>Below Expectations HALF CREDIT (50%)</p> | <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." 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> |
| <p>Did Not Meet Expectations NO CREDIT (0%)</p> | <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." 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> |

How to access/download LockDown Browser AND access a test on Blackboard

Students using laptops or not on campus who are taking an online exam using the Respondus LockDown Browser can still access the browser icon by going to the STC website. Follow these steps to access the Respondus Install link:

1. Access the **STC** website.
2. Click **MySTC** at the top of the screen.
3. Scroll down to the **RESPONDUS INSTALL** box.
4. Click the **Respondus Install** link. **Watch the Overview video and INSTALL the product** to pc/laptop. Once downloaded, double click to install the Respondus LockDown Browser and follow the onscreen prompts: **Note:** This link is unique to **STC** and should be used to access the Lockdown Browser install screen in order to complete all Tests required for this course.



FOR MAC USERS:

1. On the install screen, click the **“Do you need the Mac version?”** link **if you are using a Mac computer.**
2. Click the **Install Now** button and follow the onscreen prompts. Once installed, you are set to access tests on Blackboard. **DOWNLOAD IS ONLY NECESSARY ONCE. HOWEVER, IF YOU SWITCH PC/LAPTOPS YOU WILL NEED TO DOWNLOAD AGAIN BEFORE TESTING.**

HOW TO ACCESS A TEST ON BLACKBOARD

- First locate and open the LockDown Browser icon on your PC/laptop 
- This will take you to the normal Blackboard login page.
- Key Blackboard username and password as usual.
- Access course as usual.
- On left menu, click the link “Tests”. This will take you to the page where you can access weekly Tests. You will notice the Respondus LockDown Browser is enabled.
- **IMPORTANT REMINDER:** You must **FIRST** open LockDown Browser before taking a Test or the Trial Test. If you try to access a Test without LockDown Browser you will be asked for a password. **There are no passwords to take any Tests.** If you are asked for a password, it means you are trying to open a Test without LockDown Browser. Remember, you must **FIRST** click on LockDown Browser and this will open Blackboard so you can take a Test.
- Please follow online testing guidelines/rules to avoid getting locked out of a Test.
- When finished testing, click submit.
- After testing click the X on the Respondus LockDown Browser to resume normal browser operations.

Student Quick Start Guide

LockDown Browser® and Respondus Monitor®

WHAT IS RESPONDUS LOCKDOWN BROWSER?

LockDown Browser is a locked browser for taking tests in Blackboard Learn. It prevents you from printing, copying, going to another URL, or accessing other applications during a test. If a Blackboard test requires that LockDown Browser be used, you will not be able to take the test with a standard web browser.

LockDown Browser should only be used for taking Blackboard tests. It should not be used in other areas of Blackboard.

INSTALLING LOCKDOWN BROWSER

If LockDown Browser has already been installed, skip to the next section. If not, LockDown Browser must be installed to each computer (Windows or Mac) being used to take a test.

- › Your institution or instructor will provide the link for downloading and installing LockDown Browser.
- › Follow the onscreen instructions to complete the install.

TAKING A TEST

1. Close all programs, unless one is used to connect you to the Internet.
2. Locate the "LockDown Browser" shortcut on the desktop and double-click it. (For Mac users, launch "LockDown Browser" from the Applications folder.)
3. If prompted, either close a blocked program (e.g. screen capture, instant messaging) by choosing **Yes**. Or, close LockDown Browser and close the blocked program before restarting.
4. Log into Blackboard.
5. Navigate to the test within the course and select Begin Exam.
6. The test will then start. (Note, once a test has been started with Respondus LockDown Browser, you cannot exit until the Submit button is clicked.)

USING WITH A WEBCAM (Respondus Monitor)

You may be required to use LockDown Browser with a webcam, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as "Respondus Monitor.")

Your computer must have a functioning webcam and microphone. A broadband connection is also required.

If a quiz requires LockDown Browser **and** a webcam, follow steps 1-6 in the previous "Taking A Test" section. At this point the Startup Sequence for the webcam begins.

- › You will first need to review and agree to the Terms of Use.
- › The **Webcam Check** will confirm that your webcam and microphone are working properly.
- › The remaining steps of the Startup Sequence will depend on settings chosen by your instructor. Follow the instructions and note your progress along the left side of the screen.
- › If you encounter a problem, select the **It's not working** link for troubleshooting tips.

The test will begin after the Startup Sequence is complete. You cannot exit LockDown Browser until the quiz is submitted for grading.

PROBLEMS?

If you have problems downloading, installing, or taking an assessment with Respondus LockDown Browser, contact your instructor or your institution's help desk.

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To be Successful in this Course



As with most college level courses, you must be prepared to allocate and invest the proper amount of time outside of the classroom to be successful. Students taking classes in the Hybrid format must be self-motivated because **Hybrid or online courses are not easier than traditional courses**. In fact, many times, the opposite is true! You must take a very active role in the process to be successful. The responsibility is yours to keep up with dates, assignments, video meeting sessions, online exams, communicating weekly with your instructor etc. Not completing work on time may result in a grade of zero! **Hybrid or online courses are NOT self-paced**. You will have finite deadlines and due dates just as you do in the classroom. It has been shown that learners who are well-organized, self-motivated, and able to prioritize and manage time effectively are better able to succeed in hybrid or online courses. Here are some tips to be successful in this course:

- **Please print this syllabus and lesson plan** (from day 1 of this course). It is important that you keep a hard copy. It is your map that will help you successfully complete this course.
- Follow and stay ahead of your assignments and due dates. Look at your Lesson Plan **daily** to make sure that you are not missing something important. Pay special attention to chapters tested on each week and ensure you are studying the correct chapter material for weekly tests.
- Complete homework and assignments on Blackboard **before** you take an exam. Assignments are designed to prepare you for the exams. Completing any pre-assignments prepares you for similar type of material you will likely see on exams.
- Follow all rules on **Blackboard online test rules/guidelines** listed above in this lesson plan. It will prevent you from being locked out of the test, flagged or receive a grade zero for suspicious behavior.
- One of the goals in this hybrid course is to make the course available from a variety of places. That makes email an "asynchronous" form of communication, and an ideal way to interact. Please use STC email as your first contact option for this class.
- **Check emails daily**. Instructor may send vital information, updates, reviews, or changes concerning the course and it is important that you are aware so that you may adjust accordingly.
- Send emails to your instructor as soon as you incur technical problems. This is important and should not wait until the assignment is due or past due.
- **Your personal computer problems are not valid excuses for late work or inability to take a test on blackboard. It is the responsibility of the student to maintain functioning equipment for an online/hybrid course. No excuses accepted.**
- You are required to log into **Blackboard** & complete all items listed on first day of lesson plan. This will secure your seat in the course. Failure to do so, will result in being dropped from the course.
- If STC experiences an emergency campus shutdown for any reason (Covid, hurricane, tornado, etc.) and you are taking an exam in **Blackboard** (away from the classroom setting) and lose internet connection, you are responsible for contacting your instructor **ASAP**. You are instructed to **print this syllabus from day one**. Locate the number listed on this syllabus and contact your instructor. If your instructor doesn't answer the phone, leave a voicemail. As soon as your Internet connection is active again, you should also email your instructor to make aware of the problem. Attendance is required for this course and will be recorded if there are video class meetings. Please attend all video class sessions on time to avoid missing any pertinent information.
- Students receiving financial aid should be aware that withdrawing from a course may affect their financial aid.