



Anatomy and Physiology I – BIOLOGY (BIOL) 2113

COURSE SYLLABUS

Lecture Tuesday

Summer Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

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

Class Meets: Tuesday 8:05a-12:55p

Course Reference Number (CRN): 60030

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Erica M. Harrison

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

Office Hours: M-W 1:30-3:30p; R 8:00a-Noon

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, 14th 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.

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

COURSE DESCRIPTION

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

MAJOR COURSE COMPETENCIES

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

PREREQUISITE(S)

Regular Admission

Co-requisites: All Required

ENGLISH 1101 - Composition and Rhetoric

BIOLOGY 2113L - Anatomy and Physiology Lab I

COURSE OUTLINE

BODY ORGANIZATION AND CHEMICAL BASIS OF LIFE

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

CELL STRUCTURE AND FUNCTIONS

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

TISSUE CLASSIFICATIONS:

1. Define the term tissue and histology.
2. Identify the four major types of tissue in the body and their basic functions.

3. Describe the structure, function, and location of epithelial tissues in the body.
4. Describe the structure, function, and location of connective tissues in the body and contrast these to epithelial tissues.
5. Compare and contrast the three forms of muscle tissue: skeletal, smooth and cardiac.
6. Describe the structure, function, and location of nervous tissue in the body.
7. Classify the membranes of the body and provide examples of each.
8. Describe the basic steps in tissue repair.

THE INTEGUMENTARY SYSTEM:

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

THE SKELETAL SYSTEM:

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

THE MUSCULAR SYSTEM:

1. List the characteristics and functions of muscle tissue.
2. Discuss the organization of muscle tissue and its components.
3. Discuss the anatomy of the muscle (cell) fiber and the microscopic anatomy of the muscle cell including the sarcomere as the basic unit of muscle contraction.
4. Discuss the sliding filament theory of muscle contraction.
5. Discuss the structure and function of the neuromuscular junction.
6. Describe the movement of the action potential in skeletal muscle.
7. Describe the adenosine triphosphate (ATP) needs and the energy sources used by skeletal muscle.
8. Explain concepts in muscle physiology such as twitch, motor unit, tetanus, as well types of muscle fibers and muscle contractions.
9. Define origin and insertion.
10. Describe the relationship between bones and skeletal muscles in producing body movements.

11. Discuss most body movements as activities of groups of muscles by explaining the roles of the prime movers, synergist, antagonist and fixator.
12. Define the criteria employed in naming skeletal muscles.
13. Identify the principal skeletal muscles in selected regions of the body and their functions.
14. Discuss selected muscle disorders.

THE NERVOUS AND SENSORY SYSTEM:

1. Identify the basic functions of the nervous system in maintaining homeostasis.
2. Describe the components of the central and peripheral divisions of the nervous system.
3. Describe the structure of a neuron.
4. Identify the major supporting cells of neurons in the central nervous system (CNS) and the peripheral nervous system (PNS).
5. Compare and contrast structural and functional classifications of neurons.
6. Define a synapse and describe all of the events that occur at the synapse.
7. Describe the action potential, its generation, and transmission of action potential in neuron.
8. Discuss concepts in neurophysiology such as excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP), summation, all-or-none law, and neuron regeneration.
9. Discuss common neurotransmitters.
10. Describe the layers of meninges and longitudinal anatomy of the spinal cord.
11. Describe cross sectional anatomy of spinal cord including location of sensory and motor neurons.
12. Identify major sensory and motor tracts in the spinal cord.
13. Describe components of a reflex arc, patellar, Golgi tendon, stretch, and withdrawal reflexes.
14. Identify the major plexuses in the spinal cord as well as major spinal nerves and their functions.
15. Discuss the immediate and long-range effects of spinal cord injury.
16. Identify the principal parts of the brain.
17. Explain the function of the cerebrospinal fluid (CSF), its composition, and the pathway of CSF flow.
18. Describe the blood supply to the brain and the blood-brain barrier.
19. Identify major structural and functional areas of the cerebral cortex and cerebrum including basal nuclei.
20. Identify the parts of the diencephalon and explain their roles in homeostasis.
21. Identify the three major components of the brain stem, their substructures and functions.
22. Discuss the structure and function of the cerebellum.
23. Discuss common disorders of the central nervous system.
24. Identify twelve pairs of cranial nerves, their name, number, and functions, and classify whether they are sensory, motor or mixed nerves.
25. Identify the major nerves of the brachial plexus.
26. Identify the major nerves of the lumbosacral plexus.
27. Describe exteroceptors, interoceptors, and proprioceptors.
28. Compare the structural and functional differences between somatic and autonomic nervous systems.
29. Compare and contrast structure and function of the parasympathetic and sympathetic nervous systems and effects on organs.
30. Discuss acetylcholine and norepinephrine as the major neurotransmitters in the autonomic nervous system (ANS).
31. Discuss olfactory sensations and receptors.
32. Discuss gustatory sensations and receptors.
33. Describe external and internal anatomy of the eye.
34. Discuss the visual pathway and common errors of refraction.
35. List the major structures and functions of the external ear, middle ear and internal ear.
36. Discuss selected disorders of the special senses.

GENERAL EDUCATION CORE COMPETENCIES

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

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

STUDENT REQUIREMENTS

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

When it comes to contacting your instructor, email should always be the first point of contact. Students are to use their *school email* to contact instructors. No form of personal emails or social media should be used to contact an instructor.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Three (3) tardies or early departures equals one (1) absence from the course. 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 or 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) 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 (see evaluation procedures and course lesson plan below).

ADDITIONAL ATTENDANCE PROVISIONS HEALTH SCIENCES

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

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 day a week for 10 weeks, the maximum number of days a student may miss is one day during the semester.

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% portion of the semester (June 25th) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned when the student completes

the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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 speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades 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. Approved, documentation must be provided to the instructor prior to the makeup exam date (listed on your lesson plan) in order to sit for the makeup examination.

Lecture assignments: Late assignments (Learning Objectives) will be accepted but not for full credit. Assignments submitted after the due date will incur a 10% deduction per day late. No late assignments will be accepted after the last class meeting of the semester (July 17).

Research Assignment/Papers will not be accepted late.

ASSIGNMENTS

Students will be asked to bring a three-prong notebook for the submission of learning objectives and lab assignments. This notebook will stay in the lab classroom with Mrs. Ajohda and new material will be added each week including: in-class assignments, completed pre-lab and lab activities, signed policies and procedures and other signature sheets, group project information, and learning objectives for lecture. 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). All completed learning objectives should be handwritten in blue ink and submitted EACH WEEK in the student’s lab notebook. Mrs. Harrison will check with Mrs. Ajohda **weekly** to keep track of learning objective submissions (10% of lecture grade).

RESEARCH ASSIGNMENT

Students will be shown a film in class. Discussion will follow. For this assignment, students are to write a research paper on a topic from the film (NOT a summary of the film-this will not be accepted for credit). At least two sources (reputable, peer-reviewed sources) must be used and cited in proper American

Psychological Association (APA) 6th edition format (one source can be the film and that citation will be provided). The paper should be a minimum of 500 words to a maximum of 3 pages, double-spaced. All aspects of APA format should be followed for this paper. Extensive instructions and a template will be provided. Failure to use the template or follow proper APA format will result in a loss of points. This paper should be submitted via email (from your student email) as a Microsoft Word **attachment**. No “shared” documents or PDF files will be accepted. These papers will also be submitted for a plagiarism review. Plagiarism will be written up and submitted as academic misconduct. Please see below, and refer to the STC Catalog and Student Handbook, on the procedures for Academic Dishonesty and Academic Misconduct.

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:

<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</p>	<p>Lanie Jonas, Director of Human Resources</p>

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

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

ACCESS TO TECHNOLOGY

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

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

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

GRADING POLICY

Assessment/Assignment	Percentage
Lecture Exams	50%
Learning Objectives	10%
Research Assignment/Paper	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 2018 Lesson Plan

Subject to change at instructor's discretion (last update 05/10/14)

Date	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
05/15	Introduction to course, syllabus review, outline, regulation, etc.	Sign in Introduction Video Syllabus Quiz Introductory Assignment	Read chapters before coming to class and complete learning objectives (found on the M-Drive). Starting next week, these will be placed in the lab notebook in Mrs. Ajohda's room weekly.	C: 1-7 G: a-c
05/22	Chapter 1 Chapter 2 Chapter 3	Chapter 1: Introduction to the Human Body Chapter 2: The Chemical Level of Organization Chapter 3: The Cellular Level of Organization		C: 1,2 G: a-c
05/29	Lecture Exam 1 Chapter 4 Chapter 5 Chapter 6	Chapter 4: Tissue Level of Organization Chapter 5: The Integumentary System Chapter 6: Skeletal System: Bone Tissue	Lecture Exam 1: Chapters 1-3	C: 1-5 G: a-c
06/05	Lecture Exam 2 Chapter 7 Chapter 8 Chapter 9	Chapter 7: Skeletal System: Axial Chapter 8: Skeletal System: Appendicular Chapter 9: Joints	Lecture Exam 2: Chapters 4-6	C: 1-3,5 G: a-c
06/12	Lecture Exam 3 Chapter 10 Chapter 11 Chapter 12	Chapter 10: Muscle Tissue Chapter 11: Muscular System Chapter 12: Nervous Tissue	Lecture Exam 3: Chapters 7-9	C: 1-3,6,7 G: a-c
06/19	Lecture Exam 4 Chapter 13 Chapter 14 Chapter 15	Chapter 13: Spinal Cord and Nerves Chapter 14: Brain and Cranial Nerves Chapter 15: Autonomic Nervous System	Lecture Exam 4: Chapters 10-12	C: 1-3,7 G: a-c
06/26	Lecture Exam 5 Chapter 16 Chapter 17 Research Assignment	Chapter 16: Sensory, Motor and Integrative Chapter 17: The Special Senses Research Assignment Presented	Lecture Exam 5: Chapters 13-15	C: 1-3,7 G: a-c
07/03	Independence Day Holiday	STC closed	No classes this week	

Date	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
07/10		Makeup Exam Day Student File Check-off	Only those students with makeups arrive at 8:05. All other students, please arrive by 9:05 for check-off	C: 1-7 G: a-c
07/17	Final Exam Review	Comprehensive review for finals	Optional attendance	C: 1-7 G: a-c
07/24	Finals	Comprehensive Lecture Exam	Research Assignment Due by 5pm	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.

Research Assignment/Paper Evaluation

PRESENTATION TOPIC:

STUDENT:

RUBRIC

Students must adhere to rubric for full credit

Section/Points Possible	Criteria	Comments	Points Earned
Focus and Sequencing 20	All material clearly related to topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.		
Support for Opinion 20	Strong peer-reviewed research-based support for opinion.		
Grammar and Mechanics 20	The paper is free of grammatical errors and spelling and punctuation.		
APA Style and Communication 20	No errors in APA style. Scholarly style. Writing is flowing and easy to follow. See checklist below.		
Citation and References 20	All references and citations are correctly written and present.		

APA **MAJOR** Errors:

- APA Reference Errors (ABC order, 1:1 reference/citation)
- APA Punctuation Errors
- APA in-text citation errors (incorrect author, year, *et al.* usage)
- Title page (header, spacing, content, etc.)
- APA page numbering
- APA verb problems (verb-subject-article agreement)
- Pronoun errors (which, that, who, whom)
- Formatting errors (line, letter, word-spacing, pagination, indentations)
- Use of abbreviations or numerals to begin paragraphs
- Undefined abbreviations
- Unprofessional writing tone
- Lack of empirical evidence for points made
- Other:

APA Minor Errors:

- Wrong font, font size, font color
- Inappropriate use of secondary sources
- Excessive abbreviations
- Occasional problems with hanging indent
- Using ampersand in text
- Other: