



Anatomy and Physiology I – BIOLOGY (BIOL) 2113

COURSE SYLLABUS

Lecture Tuesday Summer Semester 2020

COURSE INFORMATION

Credit Hours/Minutes: 3/2250

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

Class Meets: TBD – see Wiley Conferences below

Course Reference Number (CRN): 60223

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Dr. Erica M. Harrison

Campus/Office Location: HSA 901 (Vidalia)

Office Hours: Available via email M-F 8 am – 6 pm

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 - see Wiley Conferences below

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

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

REQUIRED TEXT

1. Principles of Anatomy and Physiology, Tortora and Derrickson, 15th edition, Wiley
 - Online WileyPLUS access is *required*; a hard copy of the textbook is not required WileyPLUS access comes with an eText

REQUIRED SUPPLIES AND SOFTWARE

Reliable internet access, personal computer or laptop with webcam, WileyPLUS access, ink pens, highlighters, and any other supplies deemed necessary by the instructor.

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

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

COURSE DESCRIPTION

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

To be successful in this class, students should study a minimum of 2 hours per credit hour each week (minimum of 6 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 assignments or weekly meetings 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 expected to maintain a high level of academic integrity. Respondus lockdown browser and Monitor will be utilized for hour exams. This platform sends testing analytics (including any variations in student activity) to the instructor. **Students found at fault with the system, their cellphone, or any other personal communication device (including smart watches) will be flagged, considered cheating and given a zero for the exam.**

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

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

It is the student's responsibility to be academically engaged each week doing course related 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" (Failing 0-59) in a course.

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. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one week to complete tests and assignments. All assignments are due by 11:45 pm on Sunday of each week. Except for week 10 when the term will end on Thursday, July 30th. **Testing does not go by this same schedule.** See lesson plan at the end of the syllabus for more information. Exceptions to the

due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

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 (July 8th) 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 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 exams.

Exams have a variety of measures to which students must adhere. The testing will require Respondus Lockdown browser and Monitor. As mentioned above, this gives a detailed report of student activity during exams. A "Trial Run" assignment will be given prior to the first exam so that students can download the proper add-ins and ensure the system works on their computer or laptop.

During exams students are expected to maintain academic integrity. No notes, aid of classmates, or cell phones are to be used. Students found to have variations in their examination report, or evidence of cheating, will be written up for academic misconduct (see measure below and in your student handbook for more information).

Exam windows will open on Tuesdays at 12 am of each week and be due no later than 11:45 pm *the same day*. Exams are timed but the testing window closes at 11:45 pm no matter what time you begin your exam. Example: waiting until 11:30 pm on the day an exam is due will only allow 15 minutes to test.

Any student that has an issue with an exam (internet, browser issues, etc.) must notify the instructor immediately so that reopening/retesting options can be evaluated. Waiting until after the testing window has closed will result in the grade received as is.

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 (See Lesson Plan below) in order to sit for the makeup examination.

There will be no make-up opportunity for the final exam in lecture.

Lecture assignments:

Learning Objectives and other WileyPLUS assignments will be accepted late, but not for full credit. If submitted after the due date, these will incur a 10% deduction per day late. WileyPLUS will highlight missing and late assignments.

No late assignments will be accepted after July 19th. This also means no late credit.

Research Assignment papers will not be accepted late. No exceptions.

WILEY CONFERENCES

Wiley Conferences are a virtual meeting software within WileyPLUS (like an embedded Zoom feature). These meetings are mobile compatible and be utilized throughout the duration of this course. Students go to the "Conferences" menu from their WileyPLUS home page and click "Join." Students can also schedule these meetings for themselves and classmates should the need arise.

Weekly meetings:

Students will have the opportunity for synchronous learning time each week. This is will be accomplished using the WileyPLUS Conferences features. Conference time will be held on Tuesday Mornings from 9 – 10 am. This time will be extended accordingly to a maximum meeting time of 8 – 11 am. This meeting time will be to deliver a lecture and detailed review of the material from the following week prior to students sitting for exams and serve as an explanation of course concepts for the week to come.

Virtual Office Hours:

Students in need of tutoring, or those wishing to discuss grades must schedule an individual Wiley Conferences. These are by appointment during my work hours (see office hours above).

ASSIGNMENTS

Learning Objectives:

Students are required to read each chapter and complete learning objectives for each chapter. Learning objectives can be found in the MODULES tab of the WileyPLUS home page. These will be submitted via a document upload on WileyPLUS. Students are to download the attached file of all LO's for the semester and complete and submit the assigned chapters each week. Due dates for different sets of LO's can be found in the course schedule/lesson plan at the back of the syllabus, and on the WileyPLUS calendar. My advice to students is to keep *one* file for LO's and save with a new name for each due date rather than cutting and pasting questions into a new document. Students may handwrite objectives if they choose – however, multiple images of handwritten work for submission will not be accepted. Students must place photos in one file (PDF using the Adobe Scan app, or iPhone pages app are useful for this).

WileyPLUS Assignments:

Students are required to read complete each section of all chapter modules. While these are not required to advance to assignments, it is greatly advised so that students are prepared for the material within the online assignments. Each week, students will be responsible for some variation of Assessments, Animations and Real Anatomy Assignments through WileyPLUS. Assessments are much like the self-quizzes that used to follow a chapter in a hard copy version of the text. Animations are where a student will watch a short video (sometimes interactive) and answer questions that follow. Real Anatomy assignments are just that, real anatomy. This includes histology and cadavers that students will view and answer related questions (etext help available). These assignments are not timed and can be closed and reopened at any time until the due date.

Research Assignment:

Students will be given access to a film relating to class concepts. 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-summaries 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. This should be easy as 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 as a Microsoft Word upload on WileyPLUS. No other file format will be accepted for this assignment as they are submitted for a plagiarism review. Additionally, no emailed or "shared" documents to the instructor will be accepted.

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 (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 108 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
Lecture Exams	50%
Learning Objectives, WileyPLUS Assessments, Animations, Real Anatomy	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 Summer Semester 2020 Lesson Plan

Subject to change at instructor's discretion (last update 05/11/2020)

Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 1: 05/26- 05/31	Introduction to course, syllabus review, outline, regulation, etc. Chapter 1 Chapter 2	Sign in and view instructional video in Blackboard Join Introductions Conference in WileyPLUS Introductory Assignment Chapter 1: Introduction to the Human Body Chapter 2: The Chemical Level of Organization	Read chapters and advance through Modules before completing course work and Learning Objectives (LOs). Assignments due 05/31 Ch 1 Assessment Ch 1 Animations (5) Ch 2 Assessment Ch 2 Animations (5)	C: 1-7 G: a-c
Week 2: 06/01- 06/07	Chapter 3 Chapter 4	Chapter 3: The Cellular Level of Organization Chapter 4: Tissue Level of Organization	Assignments due 06/07: Trial Run assignment LOs Ch 1-3 Ch 3 Assessment Ch 3 Animations (5) Ch 4 Assessment Ch 4 Animation (1) Ch 4 Real Anatomy (1)	C: 1,2 G: a-c
Week 3: 06/08- 06/14	Lecture Exam 1 Chapter 5 Chapter 6	Chapter 5: The Integumentary System Chapter 6: Skeletal System: Bone Tissue	Lecture Exam 1: Chapters 1-3 Assignments due 06/14: LOs Ch 4-5 Ch 5 Assessment Ch 5 Real Anatomy (1) Ch 6 Assessment Ch 6 Animations (4) Ch 6 Real Anatomy (1)	C: 1-5 G: a-c
Week 4: 06/15- 06/21	Lecture Exam 2 Chapter 7 Chapter 8	Chapter 7: Skeletal System: Axial Chapter 8: Skeletal System: Appendicular	Lecture Exam 2: Chapters 4-6 Assignments due 06/21: Ch 7 Assessment Ch 7 Real Anatomy (1) Ch 8 Assessment Ch 8 Real Anatomy (2)	C: 1-3,5 G: a-c

Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 5: 06/22- 06/28	Chapter 9 Chapter 10	Chapter 9: Joints Chapter 10: Muscle Tissue	Assignments due 06/28: LOs Ch 6-9 Ch 9 Assessment Ch 9 Real Anatomy (1) Ch 10 Assessment Ch 10 Animations (4)	C: 1-3,6,7 G: a-c
Week 6: 06/29- 07/05	Lecture Exam 3 Chapter 11 Chapter 12	Chapter 11: Muscular System Chapter 12: Nervous Tissue	Lecture Exam 3: Ch 7-9 Assignments due 07/05: LOs Ch 10-11 Ch 11 Assessment Ch 11 Real Anatomy (4) Ch 12 Assessment Ch 12 Animations (3)	C: 1-3,7 G: a-c
07/06	Independence Day Holiday	STC closed	No individual Wiley Conferences this day	
Week 7: 07/07- 07/12	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: Ch 10-12 Assignments due 07/12: Ch 13 Assessment Ch 13 Animations (2) Ch 14 Assessment Ch 14 Real Anatomy (1) Ch 15 Assessment Ch 15 Animations (1)	C: 1-3,7 G: a-c
Week 8: 07/13- 07/19	Chapter 16 Chapter 17	Chapter 16: Sensory, Motor and Integrative Chapter 17: The Special Senses	Lecture Exam 5: Ch 13-15 Assignments due 07/19 LOs Ch 12-17 Ch 16 Assessment Ch 16 Animations (1) Ch 17 Assessment All prior chapters' late assignments must be submitted by 7/19. The only assignments remaining are the final exam and the Research Assignment paper.	C: 1-7 G: a-c

Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 9: 07/20- 07/26	Research Assignment Make up exams	Research Assignment – <i>Stress: Portrait of a Killer</i> Make up exams assigned	See Instructions for Research Assignment in body of syllabus. More information also found in the Research Assignment Module in WileyPLUS Recall that documentation to allow makeup exam must be provided.	C: 1-7 G: a-c
Week 10: 07/27- 07/30 Please note shorter week!	Finals Week	Comprehensive Lecture Exam	Final Exam: Ch 1-17 – If you wait until the last day, you must start before 10:05 pm to have the full allotted time. Students waiting until later will not be given extensions if they run out of test time. Research Assignment Due by 11:45 pm– There is a drop-box submission within Wiley. Upload a Word document in WileyPLUS.	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: