

Syllabus for BIOL 6 – Human Anatomy (online)

Course Information

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|------------------------|---|
| Semester & Year: | F2021 |
| Course ID & Section #: | V2544/V2545 |
| Course units: | 4 |
| Instructor's name: | Taylor Morrow |
| Required meetings: | Entirely online; any required synchronous activities will be recorded and/or have multiple time slots |

Instructor Contact Information

taylor-morrow@redwoods.edu

ZOOM Office hours: M-8:30am

W-1:15pm

Catalog Description

An introductory course on human anatomy that includes the study of the gross and microscopic structure of all organ systems of the human body with emphasis on the relationship between structure and function. Laboratory work includes microscopy, dissection, and the study of human cadavers.

Course Student Learning Outcomes

1. Describe key structural features of different human cell and major tissue types.
2. Identify and describe the anatomy of the systems of the human body.
3. Relate structure and function at the cellular through system levels of organization of human body systems.
4. Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.

Prerequisites/Corequisites

BIOL 1 – General Biology, is a corequisite for BIOL 6. I recommend you have *already* taken BIOL 1. The strong student may be successful taking BIOL 1 and BIOL 6 concurrently but this is not encouraged.

Course Materials

McKinley et al., *Human Anatomy*

- This is your main textbook for the course. You will need access to the book's *Connect* site so the most inexpensive option is *Connect* plus the eBook. If you click on *Connect* in Canvas you'll be taken to their website where you can make your purchase. If you go to the CR Online Bookstore it will cost more.

Visible Body Courseware

- This is the main resource for most of your gross anatomy lab exercises. You will receive a link on Canvas that directs you to my Visible Body Courseware site. For about \$50 you'll get two years access to the course and 5 of their apps, and you get to keep any downloaded apps forever. Do know, however, that some of their features are a bit RAM intensive and work better on a computer than a phone.

Course Organization

The course is organized into four units. Unit 1 focuses on how the body is put together, Unit 2 focuses on the movement, Unit 3 focuses on neurological integration, and Unit 4 focuses on all the juicy stuff.

Each week we will typically cover two topics, and each will consist of a lecture and a corresponding lab assignment. Lectures are videotaped and posted online to watch at your convenience. The labs are entirely self-paced and include assigned content that you must work through and learn using the recommended resources, and a Review sheet or practice quiz that you can use as a study guide or "quiz yourself" review, and a Zoom "office hour" in which I will help you the students with lab or lecture topics. There is a *Connect* quiz associated with every topic, and this is the only graded work that will come out of each topic. Take these topic quizzes very seriously and you will be rewarded with less cramming and higher retention when exam time rolls around.

There is a set of exams at the end of each unit. A "written" exam will consist of a variety of questions: matching, fill in the blank, labeling, sketches, definitions, explanations requiring a paragraph, short essays...everything but multiple choice! A "practical" exam will be specimen-based and will require that you identify various anatomical structures and describe their functions. These exams will be online, unproctored, and timed. This means that while, in theory, they are open-book, you will not have time to look up every answer. You will need to study hard for these exams. We will work together on strategies, and use some practice sessions to figure out how to know if your studying is working. If you're used to being half-present in your classes and then cramming right before the exams...give it up. It won't work here.

I highly recommend that you create a schedule in which you pace your efforts, e.g., M - watch a lecture, take notes, do the assigned reading, get started on the lab, T – go to or watch Zoom office hours, finish the lab, do the Review sheet, take the topic quiz; W/Th - repeat with the new material; and then, dedicate some time each weekend to reviewing the past week's material. We cover an enormous amount of material and the goal is to allow yourself to learn, study, and integrate before moving on. Creating a well-paced study schedule will facilitate the movement of new material from short-term to long-term memory and will save you time and make you more successful in the long run.

You are required to participate in graded weekly Discussions, in addition to your graded Topic quizzes and graded Unit exams. These threaded Discussions will vary in topic but will require that you post something original each week as well as respond in a meaningful way to your classmates' posts.

An important note on deadlines: You have two things to do every week on Saturday by 11:59pm, a discussion and a quiz. These are the easy money points, you should be doing these every week without fail. If something comes up, and life does happen, get in touch with me asap! I will allow late work on a case-by-case basis, the more in advance you let me know something might be late, the more flexible I can be. But make sure you are staying on top of your course work so if something does come up, it isn't extremely impactful to your grade.

Accessibility

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact me or [Disability Services and Programs for Students](#) (DSPS). During COVID19—DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Evaluation & Grading Policy

If you earn 90-100% of total points you will receive some flavor of A; 80-89% earns a B; 70-79% earns a C; 60-69% earns a D; < 60% results in a grade of F. There is no curving, extra credit, or otherwise creative grading. The breakdown is as follows:

| | | |
|--|---------|------|
| Unit Exams: Written | 4 x 100 | 400 |
| Practical | 4 x 100 | 400 |
| Topic Quizzes (usually 2/week) | 12 x 10 | 120 |
| Weekly Discussions (most weeks) | 12 x 10 | 120 |
| TOTAL | | 1040 |

Exam Make-Up Policy

You are expected to take the Topic quizzes before moving on to the next topic. The goal is to allow yourself to learn, study, and integrate before moving on and the quiz deadlines are set accordingly. If I see that you are routinely late or are getting significantly behind, I will be reaching out to check in with you.

For unit exams, there will typically be a multi-day window within which exams are available. Once you open an exam, it must be completed within a specified time frame (usually 2 hours). It is up to you to find a good time that doesn't conflict with other aspects of your life when you can work in an uninterrupted fashion. If you can't find a time within the allotted window, or if an unexpected situation arises, ***you must contact me BEFORE the exam begins AND have a serious and verifiable excuse*** to qualify for a makeup exam:

Contact me by leaving a message on email

Serious excuses include emergency room visits, quarantine due to contagious infectious disease, and deaths in the family.

Verifiable means you have a doctor's note, a police report, or some other form of evidence.

Cheating

Truth matters! Cheating sucks! Academic dishonesty of any kind will result in an instant F on the quiz/exam/assignment and a memo to the Dean of Math and Science and to the Vice President of Instruction that will become part of your permanent record. Disciplinary action will be taken if they already have your name on "the list" of past offenders. In other words, you get one warning. The Student Code of Conduct ([AP 5500](#)) is worth reading. Many students don't realize that complicity...allowing or encouraging cheating...is as bad as being the one doing the cheating. Many students don't understand that using a Wikipedia answer, *even if you cite Wikipedia*, is plagiarism. And yes, you might be able to find answers to all kinds of anatomy questions on Chegg or Quizlet, but isn't your goal to actually learn the material?? It's far better to earn an F

with integrity than pass the class through cheating. Moreover, *seriously*, you're going to be in charge of human lives someday!

Communication Guidelines

We need to communicate, regularly, effectively, and meaningfully if we are to be successful. Communication takes effort and commitment.

If you have a question:

- **You can email me any time.** I am typically checking my email most of the day, but if you email me in the evenings or on the weekends I might not respond till the next day or by Monday morning.
- **You can post your question on the *Questions for Taylor* Discussion thread on Canvas.** This is ideal for questions that may be relevant to other members of the class. I usually check these each weekday morning, and once on weekends, but much more frequently if there's an assignment due or a test coming up. Do know that if you send me an email but I think your question will actually benefit the whole class I might repost it (without your name) in the *Discussion* thread.
- **You can visit the regularly scheduled ZOOM Office Hours.** This is ideal for questions that may require some discussion to resolve. Realize that there are two kinds of Zoom office hours...twice a week I will go over specific lab content, twice a week will be open Q&A. Click the button on the home page and that will take you to the zoom room. Mondays 8:30 am and Wednesdays 1:15pm.

When you communicate in emails or posted discussion forums:

- **Please put the specific topic in the subject line or top of the post in the Discussion**, set off by a separate "Heading" font, e.g., "Question about anterior pituitary hormones", or "Help! Freaking out about exam."
- **Please use appropriate salutations, closings, and grammar** in your messages, e.g., "Professor, My name is Sam and I'm in your Anatomy class. I'm worried because I have dyslexia and reading the textbook is really hard. Do you have any suggestions for how I should study? Thanks, Sam".
- **Please be considerate of each other's questions and comments.** You will be required to participate in threaded *Discussions* with one another and I expect your comments to be thoughtful, meaningful, and respectful.
- **When posting in Flipgrid, be professional.** Flipgrid is a great tool we will be using for discussions. It has a more casual feel to it, but I encourage you to be mindful of when and how you are posting to discussions. Don't be posting from a bar, or your bathroom, please. You can be creative and fun, with being professional in mind.

*Plug for Office Hours:

In an online environment with asynchronous lectures it is very easy for us to feel disconnected. ZOOM Office Hours are a great way to see each other, hear each other, and be real. Please try to attend at least one session each week, and be sure to let me know if none of the sessions fit your schedule.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

- Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Necessary Skills

Your success at online learning depends on your facility with some basic computer-age skills. It's important to let me know sooner rather than later if any of these hold you up...talk to me and I can help before you get behind in actual coursework.

- Be able to reliably receive and respond in a timely fashion to messages sent to your CR email account.
- Be able to navigate the course in Canvas, our online learning management system.
- Be able to download and upload files in Canvas.
- Be able to use a phone or digital camera to take photos and videos that will be uploaded to Canvas.
- Be able to access internet resources including your textbook **Connect** site and the **Visible Body** site.
- Be able to use a word processing program (such as Microsoft Word or Google Docs).

Technology Requirements

Doing all of the above requires some equipment.

Hardware

Computer - You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). I don't recommend that you plan on participating in this class solely from a portable device (phone or tablet).

Portable Devices - You can use recent model portable devices (such as Android or iOS phones & tablets) for some activities, and we will be learning about some cool apps that you may want to download. Minimally, be sure to acquire the free Canvas, Canvas by Instructure, available in iTunes or the Google Play Store.

Camera - You will need to be able to take photographs and record videos for this class, sometimes of your assignments and sometimes of yourself doing something. A digital camera or phone are ideal, but a computer webcam would also work.

Connection and Software

High-speed internet - You'll need high-speed internet service from cable, DSL, or satellite providers in order to access video lectures that are integral to this course, and your internet needs to be reliable. This is Humboldt County and outages do happen, so it is best not to wait until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

Browsers - You will need to use the most recent version of Mozilla, Firefox, and/or Chrome to best access the course and course activities. Internet Explorer and Canvas don't get along.

Word Processing and Graphing Software - You need Microsoft Word or a similar word processing program for writing assignments, and Acrobat Reader or a similar program to allow you to read and download pdf files. All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to [Office 365 for Education](#) to get started.

Technology Support

We have a great support team, but before you call them, check [Online Course Support](#) and the resources therein. If your issue can't be resolved, scroll down for the phone numbers to talk to real people. If you need help getting your password to work (needed for email, Canvas, and WebAdvisor) call 707-476-4160 between 8 and 4, M-F.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

Everbridge Emergency Communication

College of the Redwoods has implemented an emergency alert system called Everbridge in which you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Frequently Asked Questions (reread weekly for the first month!)

Is this a hard course?

Yes...but many students before you have not only survived, but also learned a great deal about themselves!

Isn't it all just rote memorization?

Nope. You *will* be learning an extensive new language of anatomical terminology, but the language is useless to you if you don't understand how the anatomy works. For every structure you learn the name of, be sure you also know how it works, and how its function "fits in" with the integrated, living whole body.

How can I ease the memorization load?

Learn what the words mean by analyzing their structure.

Many anatomical names have similar prefixes, or suffixes, and if you learn these Greek and Latin word roots you'll be able to deduce what words mean, even if you've never seen them before. There is an index to some common word roots on the inside back cover of your text. Also, there is a pdf of an outstanding book of word roots at the following link:

[Dictionary of Word Roots and Combining Forms](#)

Many anatomical names make sense (imagine that!).

For example, the *flexor digitorum longus* is a long muscle that flexes the digits. Realizing the sense of a name means you don't really need to memorize it, you just need to think about it.

Use the language.

You have to practice any language to become fluent in it. So, use your new anatomical language. Name that muscle that hurts in the middle of your back. Better yet, give a friend a massage and name all the muscles you touch.

What do I need to do to pass the class?

Get 60% or more of the possible points...but you'll need 70% of the total points to move forward in your program if your goal is nursing or kinesiology.

What do I need to do to ace the class?

Develop good study habits, now!

NEVER skip lectures. You can't learn it effectively from the book alone. My job as your professor is to extract what I think are the most important points and meld them with my own perspective. ALWAYS prepare for lab exercises and ALWAYS review required material within 24 hours. Treat topic quizzes like do-or-die exams and come in roaring! Review, review, review!

Be engaged! Be active!

This is one of THE MOST IMPORTANT things you can do in your own education. At every opportunity, be active, not passive. What does this mean? Be alert when watching lectures, stay inquisitive when using lab resources and when you're reading. It's hardest to stay alert when you're reading. Let me ask you a question: how many times have you highlighted an entire chapter only to remember virtually nothing of what you read...but when you read a novel don't you generally remember the plot? There's an important lesson here. Here's my advice: R&R... which stands for "relax and review". When reading the first time, relax and read for the "story", not every little fact. If you must make notes, use pencil, in the margin. Then, after you've watched the lecture and done the lab exercises go back and review the reading. Focus on the details that were addressed in class, especially those that confused you. Now it's time to get active...don't keep re-reading...it's too passive. Make lists, draw pictures or flow charts, use one of the available anatomy coloring books, or try the interactive on-line programs. Tutor your classmates, or ask them for help. Review in ways that force you to actively work with the material.

Be patient!

This may be the second most important thing you can do in your own education. Stress results when you're impatient with how quickly, or slowly, you're learning. The problem with stress is that too much of it actually prevents your brain from functioning. Ever taken a test on material you knew pretty well, only to do abysmally because you were a stressed-out wreck? There's a lesson here too. You will be learning an enormous amount of material in this course, but your brain has its own rhythm when assembling new information into useable

databases. Work hard, but be patient and have faith that slowly but surely, the mists of confusion will rise, and you will see something clearly (and yes, then it will get misty again as we move on to new material...but be patient!).

What do I do if I'm having trouble (or have had trouble in the past)?

Talk to me...sooner, not later!! I am actually a nice person that wants you to succeed (and hopefully, love anatomy)!

BIOLOGY 6 – Human Anatomy SEMESTER SCHEDULE

UNIT 1: How is the Body Built?

| DATE | Subject | Read |
|---------------|--|-----------------------------------|
| Aug 23-25 | The Human Body Plan and Terminology to Describe It | M&O 1, 13 |
| Aug 25-27 | Introduction to Histology: Epithelial and Connective Tissues | M&O 2, 4 |
| Aug/Sept 30-1 | Covering and Lining the Body: Integument and Membranes | M&O 4, 5 |
| Sept 1-3 | Structure and Function: Digestive System Gross Anatomy | M&O 26 |
| Sept 6-8 | Structure and Function: Digestive System Histology | M&O 26 |
| Sept 8-10 | Unit 1 Review, and How to Prepare for the Exam! | M&O 1, 2, 4, 5, 13, 26 |
| Sept 13-15 | Unit 1 Exam | |

UNIT 2: How Does The Body Move?

| | | |
|---------------|---|-----------------------|
| Sept 15-17 | Supportive Connective Tissues: Cartilage and Bone | M&O 6, 7 |
| Sept 20-22 | Bone Organs, and the Skeleton | M&O 7, 8 |
| Sept 22-24 | Hooking Up the Bones: Arthrology | M&O 9 |
| Sept 27-29 | Muscle Tissue, and Axial Musculature | M&O 10, 11 |
| Sept/Oct 29-1 | Hierarchical Structure of Skeletal Muscle, and Upper Limb Muscles | M&O 10, 12 |
| Oct 4-6 | Explaining Whole Muscle Behavior, and Lower Limb Muscles | M&O 12 |
| Oct 6-8 | Unit 2 Exam | |

UNIT 3: How is The Body Coordinated?

| | | |
|-----------|----------------|----------------------|
| Oct 11-13 | Nervous Tissue | M&O 4, 14 |
|-----------|----------------|----------------------|

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|-----------|--|------------------------------|
| Oct 13-15 | Organization of the Spinal Cord | <i>M&O 16, 17</i> |
| Oct 18-20 | The Brain | <i>M&O 15</i> |
| Oct 20-22 | Cranial Nerves | <i>M&O 15</i> |
| Oct 25-27 | Autonomic Nervous System | <i>M&O 18</i> |
| Oct 27-29 | Sensation: Touch, Taste, Smell, Vision | <i>M&O 19</i> |
| Nov 1-3 | Sensation: Hearing, and Equilibrium | <i>M&O 19</i> |
| Nov 3-5 | Unit 3 Exam | |

UNIT 4: How Does the Body Achieve Homeostasis and Reproduce?

| | | |
|-------------|---|----------------------------------|
| Nov 8-10 | The Endocrine and Lymphatic System | <i>M&O 20, 24</i> |
| Nov 10-12 | Blood and Blood Vessels | <i>M&O 21, 23</i> |
| Nov 15-17 | The Heart and Great Vessels | <i>M&O 22, 23</i> |
| Nov 17-19 | Organization of the Circulatory System & Respiratory System | <i>M&O 23, 25</i> |
| Nov 22-26 | Thanksgiving Break | |
| Nov/Dec29-1 | The Urinary System | <i>M&O 27</i> |
| Dec 1-3 | The Reproductive System | <i>M&O 28</i> |
| Dec 6-8 | Functional Anatomy of the Pelvis | <i>M&O 26, 27, 28</i> |
| Dec 13-17 | Finals Week - Unit 4 Exam | |