Syllabus for BIOL-7: Human Physiology

Course Information

Semester & Year: Spring 2021
Course ID & Section #: BIOL-7-V2861 & BIOL-7-V2862
Instructor's name: Wendy Riggs
Day/Time of required meetings: **No synchronous required meetings**
Location: **Online**
Number of proctored exams: **1** (HAPS Exam at the end of the semester)
Course units: 4

Instructor Contact Information

Office location: Online
Office hours: Thursday 8pm or by appointment
Phone number: 707-476-4227
Email address: wendyk-riggs@redwoods.edu

Catalog Description

An organ system approach to the study of human physiology. Special emphasis is given to molecular and cellular mechanisms responsible for homeostasis. Labs include experiments on human subjects as well as computerized simulations of complex physiological processes. NOTE: This course is required for application to the nursing program.

Course Student Learning Outcomes *(from course outline of record)*

1. Illustrate how the integration and regulation of organ systems affects the maintenance of homeostasis in the human body.
2. Relate the key functions of major organ systems with the cellular and molecular mechanisms that enable these functions.
3. Analyze examples of disease processes and relate them to aberrations of normal physiological function.
4. Utilize the process of science to design and carry out physiological experiments, analyze resulting data, and relate results to physiological principles.

Prerequisites/co-requisites/ recommended preparation

Pre-reqs: BIOL-1 (or 3), BIOL-6, CHEM-2 (or 1a)

Accessibility

College of the Redwoods is 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 your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes 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.

Biology 7 – Human Physiology

Spring 2022, online

(Last updated 1/13/22)

Instructor Information

Instructor: Wendy Riggs **Email**: wendyk-riggs@redwoods.edu **Chat**: Pronto!

Office: SC 216C **Office Hours**: By appointment **Office phone**: 476-4227

Zoom sessions: Tuesday 1pm (lecture 1), Thursday 10am (lecture 2), Thursday 8pm (study session)

Possible (F2F) lab work: (Eureka SC102) Friday 10am-1pm

Getting started in our class

There will be a lot to learn during our first week of class. In addition to a full lecture about homeostasis (a very important theme in Human Physiology), you will need to learn how the course works, and meet your awesome classmates. Even though we are online, the learning we'll do is legit and having support from classmates will be very helpful. So here are our two very important tasks before we start working through content:

Get oriented to our “classroom”

Getting oriented in an online class can be a wild ride. It seems like all professors do things differently, which means you have to figure out a new giddyup every time. While the due dates (aka "best-by dates") in our class will likely be different than the due dates in your other online classes, please be assured that I am happy to give you as much time as you need to get into the groove! Best-by dates are there to help pace your work, and to keep you from getting overwhelmed.

Most weeks, you'll have two video lectures and a lab (just like you'd expect in a traditionally face-to-face class). On top of this work, we'll have other assignments to support your learning (like quizzes). After about 6 lectures (and 3-4 labs), we'll have an exam.

To help you get ready for this work, we'll have several orientation activities in week 1. In addition, I'll host multiple "course tours" in Zoom. I encourage you to join me for at least one tour-- they will be fun!

Meeting each other (and meeee!)

While it is definitely important that you learn how our online classroom will function this semester, I might argue that meeting your classmates is even more important. You all are experienced science students (think about that...you've passed general biology, chemistry, and human anatomy to be here!), so you are probably aware that this class will likely be challenging.

I promise, if you work together, your learning will be richer, and the load you carry on your own will be lighter. These are two noble outcomes of teamwork.

In every aspect of this course, I encourage you to work together, with the single exception of exams, which you will do on your own. (But don't worry-- we will have lots of strategies for helping you rock those things too!)

So get ready to hang with your classmates. We're in for some fun!

Course schedule

You can access the Sp22 tentative course schedule here, but all the weekly content will be nicely organized for you in the Canvas modules. **There are no required synchronous meetings in this online class.** However, we will meet up for study sessions in Zoom on the following days:

- Tuesdays 1-2pm (to talk about the first weekly lecture)
- Thursdays 10-11am(to talk about the second weekly lecture)
- Thursdays 8-9pm (to review and discuss all content)

All study sessions will be recorded, if you can't make it.

In addition to Zoom study sessions, we'll sometimes host face-to-face labs on the Eureka campus. This just provides us with a space to do lab work together. When available, we'll do labs together on the following day:

- Friday 10am-1pm (Eureka campus, SC102)

Required materials

It is my opinion that the cost of materials for a course should NOT exceed the cost of the course itself. That is why there is flexibility on the required materials lists for my courses. Let me know if you have any questions about this.
There are many ways you can purchase the required materials. Choose the one that seems best for you.

Textbook: 2 options

A textbook is required for this class. However, you have two textbooks to choose from. You do NOT need both. But please take a look at all the required materials before making your decision.

1. **Option 1- Human Physiology: An Integrated Approach (any edition) by Dee Silverthorn**
   This is a phenomenal physiology text. The images are excellent, the explanations are clear, and the content is comprehensive. You can purchase any edition of the text from our bookstore or any other bookseller (like Amazon). You do not need any codes or add-ons, unless you want them.
   - eText ISBN: 978-0135212912
   - Hardcover book ISBN: 978-0134605197
   - Loose leaf book ISBN: 978-0134704203
2. **Option 2- Anatomy and Physiology: OpenStax**
   This is an excellent anatomy and physiology text. It is an Open Educational Resource, which means you can access the content for free. Because it covers both Anatomy and Physiology, you'll have to sort through the content a bit more than if you just purchased the Silverthorn book above. But the price point is VERY compelling. Here are your options:
   - Free online book with many ways to consume the text, including a PDF download.
   - Hardcover book (in color, ISBN 978-1938168130) from Amazon.

Polling software

Poll Everywhere (free for you) allows us to interact with the lecture content in a dynamic manner. We'll use a set of Poll Everywhere questions to guide (asynchronous and synchronous) discussions for each lecture. We have purchased the subscription for you, so all you need to do is create an account. Create an account by:

- following the instructions emailed to your CR email account from Poll Everywhere (on 1/14/22), or

- clicking on this link and following the instructions. *(Note- if you join this way, please use your CR email address to register.)*

Please let me know if you have questions.

Lab software

LT Sensors (≈$30/semester) will enable us to do 5 very robust data collection and analysis labs in our online class. We are extremely excited about this opportunity. Our first LT lab happens during Week 4, so we have lots of TIME to get things figured out. However, if you want to get this all done now, you can purchase your LT subscription here. In addition to purchasing access to LT, you will need to create an account with them. We'll send you an email with those instructions. Then you'll be able to log into ltlogin.com.

Helpful technology

In our online class, we'll need technology to effectively engage with each other. Check out this list of helpful tech, and let me know if you think there will be an issue with anything.

- Reliable and updated computer (preferable, but let us know if you have issues with this).
- Almost all required course activities can be completed with a Chromebook, except for the HAPS exam at the end of the semester. Please let us know if this is going to be a problem.
- Most computers and internet providers are adequate for course success. Speedy internet access (cable, DSL, or satellite) is recommended because video lectures are a required multimedia component of the course.
- We encourage video communication in our online class. Sometimes you will upload a very brief video of yourself answering a reflective question about your learning during the class. You'll need a working webcam or cell phone that can take video to do this.

Other items you might find helpful

To learn physiology, it is really helpful to engage with the material in as many ways as possible. You'll find some of the following items helpful when taking notes or studying for exams:

- Colored pencils or pens for note taking.
- Sticky notes (many colors) and/or 3x5" index cards (any color) for studying.
- Three ring binder or spiral notebook for your External Brain.
- Join our Peer Tutoring for Biol and Chem Canvas site. Just fill out this form and we'll add you in. This is not a class, there is no cost, and you are not obligated to participate in any way. We just want you to have access to resources!

Canvas

All content is available to you in Canvas, the official Learning Management System (LMS) of College of the Redwoods.

Log into Canvas

1. Go to https://redwoods.instructure.com.
2. Your login is the same as your webadvisor login.
3. Unless you have changed it, your password is your 8 digit birth date (MM/DD/YYYY).
4. You can get tech help directly from Canvas by visiting Canvas Help for Students. Just click on "contact support" in the top right corner to chat with a Canvas support human. You can also get help from CR by emailing its@redwoods.edu or calling 707-476-4160.

You can get additional help with online learning at https://www.redwoods.edu/online.

5. Because this is an online class, you should plan on logging into Canvas ALMOST EVERY DAY. One of the most valuable resources is access to your classmates and instructors. We're all in this thing together, and Canvas is our classroom.
6. All content is organized in weekly MODULES. Each module has the same structure and is set up by DUE DATE. We will try to be organized and consistent, but if there is content you are looking for but can't find, PLEASE email us ASAP. There are probably other folks looking for the same thing.

Extra help with Canvas and tech

If you want extra help with Canvas or computers, we also have a couple of really nice (and free!) non-credit courses you can take. Look for these on WebAdvisor. They won't add to your unit load, and can help provide "just in time" tech support when you need it.

- **EDUC-203: Getting Started in Online Classes with Canvas**
  A course preparing students to be effective learners in an online environment. This course will emphasize best practices in online learning, internet etiquette, and the effective use of the Learning Management System. It is intended for students taking an online course for the first time or for those in need of an online refresher. This course also serves as a great introduction to other software used in the workplace.
- **EDUC-207: Getting Started in Online Classes with Computers**
  A course in basic computer skills development designed for students who have little or no experience using a computer. Topics include fundamental components of computer and program operation such as an introduction to internet usage, MyCR, email, and file system management and navigation.

FYI: Designating pronouns in Canvas

You can designate pronouns to follow your name in Canvas. If you're interested in learning more about why you might do this, here's a helpful resource describing why pronouns matter. Reflecting on the power of inclusive and gender-neutral language is important for all of us, but it is especially important for those of us going into future careers that involve helping humans, such as healthcare. It is easy to designate your pronouns in Canvas:

1. Log into Canvas.
2. Click on Account (top left menu bar thing).
3. Choose Settings from the options that appear.
4. Click on Edit Settings (to the right).
5. One of the new options in the Settings is a pronoun option dropdown.

Philosophy of learning

Active Learning in an Online Class

Learning happens when your brain changes. If your brain does not actually change the way neurons communicate with each other, then you did not learn anything. And the best way to **change your brain** is to **DO SOMETHING**. This is the fundamental assumption that informs the methods, or pedagogy, we use in all our classes, including the online classes.

Research about how people learn (or how they change their brains!) overwhelmingly indicates that the most successful teaching methods inspire students to be **active participants** in the learning process. Collaboration and problem solving are just a few ways to engage fully in your own learning. To facilitate active learning, the job of your instructors moves away from passive delivery

of content (usually via lecture) and toward the creation of engaging activities that motivate YOU to take charge of, and fully participate in, your own educational processes.

You might imagine that collaboration and ACTIVE LEARNING are harder in an online class. This is not true! One of the best ways to become an active learner is to TALK about what you are learning because another interesting fact about learning is that learning is social. In our face to face classes, you TALK to your classmates, because engaging with each other IS engaging with the content. I highly encourage you to find opportunities to talk to each other in this online course, though because of the asynchronous nature of online classes, this communication is often written. So do not be shy when participating in the weekly activities in the class. The more you engage with each other, the more you engage with the content. In a class like this, the more people you are connected to, the more opportunities you will have to really cement the material into your new neural networks! So please don't be shy. Form study groups and lecture groups and lab groups and find people to work with. Reach out to each other and take advantage of this important part of the process. You'll be happy you did.

Learning is a PROCESS

Biology classes are challenging. There is a ton of new content and this includes not only new vocabulary, but also new concepts. Our goal is that you TRULY LEARN the material, and this requires you to not only memorize new terms, but also THINK about what those terms MEAN. But here is the awesome part. **LEARNING IS A PROCESS**. Our courses are set up to offer plenty of opportunities to capitalize on learning opportunities and IMPROVE YOUR UNDERSTANDING OVER TIME (and consequently, your grade). Please embrace a GROWTH MINDSET in this class. Take feedback and grades as opportunities to improve your understanding. Set out to truly UNDERSTAND the material, and your grade will reflect that understanding. And we will do everything we can to help you along the way!

Course activities (assignments)

The following activities are set up to help you learn the course content and become more comfortable talking (and thinking) about the human body. This page describes how we'll learn in this class. You can access our Spring 2022 Course Schedule to review due dates and subject matter.

Lecture activities (≈ 10% of total grade)

Course content is delivered through video lectures, and each one is accompanied by a series of tasks. (If the video lectures are difficult for you, you can also acquire course content by reading the textbook.) Each lecture also has a set of PollEverywhere (PE) questions to guide conversations. Here's how the lecture activities work:

Part 1: Watch the lecture and take notes (do this before everything else)

Watch the video lecture (posted in a discussion forum in Canvas). Take notes and compile them in your "External Brain." This is where content delivery happens!

Part 2: Answer the PE questions (best by M/W 11:59pm)

Answer the PE questions found in the video lecture assignment. Answer the questions as many times as you want, and feel free to discuss the questions with your classmates in the discussion forum. You will want to do this soon after you watch the video lecture.

Part 3: Discuss the PE questions (best by T/Th 11:59pm)

There are 2 ways to engage with the PE questions for each lecture.

- Participate in a Zoom discussion with Riggs (Tues 1pm or Th 10am) where we'll go through the PE questions and debate the answers. (Note- these sessions will be recorded and posted in Canvas.)
- Participate (meaningfully) in the asynchronous discussion forum 3-4 times. To help you figure out what meaningful participation is, I've described 4 general TYPES of posts here, as well as estimated point values. These descriptions aren't meant to be prescriptive, but are instead intended to help you think about how to contribute.
    - *Value added post (≈ 4 points)*
      This post includes extra-value resources like videos with explanations, images or links with descriptions, practice exam questions, etc.
    - *Metacognition (≈ 3 points)*
      This post describes your thinking about the question and how your understanding may have changed (or deepened) as you engaged with the content.
    - *Community (≈ 2 points)*
      This post facilitates connections to classmates and helps build community.
    - *Questions (≈ 1 point)*
      This post poses a question to the class.

Part 4: Answer the Canvas PE quiz (due by the exam)

Re-answer the Poll Everywhere questions in Canvas. Use the discussion forum to work out your understanding!

Online Quizzes (≈ 5% of total grade)

Administered through Canvas, these weekly quizzes (usually 3) will cover lab and lecture material for the week. You can take them as many times as you want and we will keep your high score. Quizzes mimic the multiple choice exam format, except they are smaller. Each quiz will cover one thing (either a lecture or a lab). Most quizzes are 5 questions long, timed (1 min/question), and pull from a bank of questions, so each time you take the quiz, you'll get a different set of questions on the topic. All quizzes are due Saturday night by 11:59pm, but you can continue taking them for practice, even after the due date.

Labs (≈ 10% of total grade)

Each week, there will be a laboratory assignment to complete. Each lab will include some sort of task as well as a discussion forum. Lab assignments are always due on Fridays by 11:59pm. I highly encourage doing the lab work in groups. And please know-- each lab is designed to take about 2 hours to complete. If you're taking much longer, let's talk.

Applications (≈ 10% of total grade)

This is a new requirement and is a sort of "choose your own adventure" assignment. This is an opportunity to dig deeper into course content, and learn about something beyond our course material itself. The goal of this assignment is that you apply your knowledge to something new. You could do a case study, write a summary of a research paper, explain a complex new topic.

Because it is a new requirement, you have a TON of freedom with this. So let's stay in contact and figure out the best way to do this!

Exams (≈ 50% of total grade)

Your future likely has exams in it. In a high-content course like this one, it therefore makes sense to practice taking exams.

MIDTERM EXAMS

There will be four midterm exams throughout the semester that cover material from both lecture and lab. There will also be an optional comprehensive final exam that can replace lower midterm scores. Each exam has 2 parts.

The first part of each midterm exam mimics the quizzes and is all multiple choice. You have two attempts at this exam, and Canvas will record your high score on this exam. All questions are pulled from a question bank, so each attempt will present a unique set of questions.

The second part of each midterm exam gives you only 1 attempt and consists of a pile of written short answer/essay questions. It is also timed, and the questions will also be pulled from a question bank.

You may use your External Brain on the exams. Please do not use the internet or other humans on these assignments. You will also agree to this honor statement for each exam:

> **HONOR STATEMENT**
> *I promise that the work I do on this exam is my own. I will not consult with any other humans when completing this exam. I understand that I am allowed to use the resources I've created and collected in my External Brain, but I will not use the internet or my textbook to search for information or answers.*

This honor statement is designed to ensure the integrity of the exam process, which is an important part of helping support your deep learning and skill building in this class. Please let me know if you have questions or concerns about this.

FINAL EXAM (Optional)

You will have the option of taking a comprehensive multiple choice final exam. This exam will not count toward your grade directly, but you can use it to justify replacing lower midterm scores if you choose to take it. You don't have to decide about this until finals week.

THE HAPS EXAM (Required)

Every semester since spring 2015, we've administered the comprehensive HAPS A&P exam to our Human Physiology students. This exam covers both anatomy and physiology and is very challenging (the national average is around 50%). We give the exam to help assess our pre-nursing biology courses.

Because it covers both anatomy and physiology (and we don't know when you last had anatomy!), we offer this exam as extra credit. It is scored out of 100 points, so we give you 10% of your score as extra credit in the exam category of your grade. So if you get a 60% on the HAPS exam (which is very good!), then we'll add 6 points to your exam category. This is like getting 6 bonus points on an exam.

We take this exam during finals week. We are hoping to have the option of you taking it from home OR taking it at CR with us. Stay tuned for more information.

Weekly Check-in (≈ 5% of total grade)

Each week (due Saturday night by 11:59pm), you will have some sort of check-in assignment. This is just an easy way for us to stay connected, which is a really important ingredient that helps me support your success in this class. There are 2 ways to complete this task:

- Record a simple (and very BRIEF- 1 minute or less) video in Canvas. I love this option because I get to see YOUR face and hear your voice, and I feel like I know you better after that.
- Connect with me in Pronto, our super amazing (and easy) chat tool.
- Check in with me via text, phone call, or during an office hour.

Study Session (≈ 5% of total grade)

I really want you working together in this class. Each week, you'll get credit for studying in a group, and you can totally double dip for this assignment because I know how busy y'all are. Here are some of my ideas, and if you have ANOTHER option you'd like to add to this list, please let me know.

- Attend one of the peer tutoring sessions with our amazing peer tutor, Jessica Walsh.
- Participate in one of the Zoom clicker sessions.
- Complete the lab activity in a group.
- Attend Riggs's Thursday 8pm study session.
- Set up your own group and study the content on your own.

A typical week

Human Physiology is one of the most important courses you'll take to prepare you for a future career in health. At the same time, online learning can be challenging, especially if (for many reasons) you'd rather be in a face-to-face classroom. I want to assure you that I will provide you with ample opportunities to authentically engage with the content to ensure deep and meaningful learning. Check out this typical week:

MONDAY

Watch the first video lecture of the week and take notes in your External Brain. If there are things you don't understand, consult the textbook for clarification. Check your understanding of the material by answering the Poll Everywhere questions related to the lecture. There are no "due dates" associated with this task. It is individual and independent and the External Brain you build can be used on your exams. This whole thing should take you 1-2 hours and is similar to experiencing a face-to-face "lecture."

TUESDAY

After learning the content by watching the video lecture, I want you to engage with your classmates to talk about the lecture material. Do this in one of three ways (your choice, every time):

- Attend the **Tuesday Zoom with Riggs from 1-2pm** and discuss the Poll Everywhere questions together. (All sessions will be recorded and posted in Canvas.)
- Participate in the asynchronous Canvas discussion forum (best by 11:59pm) to share resources and discuss the poll questions with your classmates.
- Set up your own synchronous study session with your classmates to discuss the content (best by 11:59pm). (I recommend taking a screenshot or selfie of your meeting, for evidence!)

You should do at least one of these for every lecture, though you are certainly welcome to do more.

WEDNESDAY

Watch the second video lecture of the week and take notes in your External Brain. There will be a new set of Poll Everywhere questions related to this second lecture. There are no "due dates" associated with this task. It is individual and independent. This will probably take you 1-2 hours and is similar to experiencing a face-to-face "lecture."

THURSDAY

After learning the content by watching the second video lecture, engage with your classmates to talk about the lecture material. Do this in one of three ways (your choice, every time):

- Attend the **Thursday Zoom with Riggs from 10-11am** and discuss the Poll Everywhere questions together. (All sessions will be recorded and posted in Canvas.)
- Participate in the asynchronous Canvas discussion forum (best by 11:59pm) to share resources and discuss the poll questions with your classmates.
- Set up your own synchronous study session with your classmates to discuss the content (best by 11:59pm). (I recommend taking a screenshot or selfie of your meeting, for evidence!)

You should do at least one of these for every lecture, though you are certainly welcome to do more.

FRIDAY

You'll have a lab due every Friday (best by 11:59pm). I want you to work together (because it is easier that way), and please don't spend more than 2 hours doing the lab activity (though you might need a little extra time to finish up the assignments). In other words, you should be able to collect all your data with only 2 hours of work. **Sometimes** we will be able to meet up at the **Eureka CR campus (in SC102) from 10am-1pm** to do our lab work.

SATURDAY

Saturday is the end of our week (with Sundays reserved for whatever you need to get ready for the next week, including taking care of yourself). Though you'll likely do them earlier, our lecture quizzes are best completed by Saturday, as well as the weekly check-in, so you can shift your focus to new content next week.

Assigning grades

Oh my. Where to begin with this one?

The purpose of grading is to somehow quantify how well you are mastering the material in this course. Grades can help you pinpoint troublesome topics that might impact your understanding of future content (in this course or even future programs). And your "grade" in this class matters, because it can determine whether or not you get into the programs you are aiming for. However, grades can be tricky and I've spent a lot of time reflecting on this.

So. We're going to try something new this semester. It probably won't feel that new at first, but it is a move toward "ungrading" in which we will focus on learning and improvements...and not the judgment of my assessment of you.

I know this is vague, and the only thing I can assure you of with absolute confidence is that this move is GOOD FOR YOU and it is GOOD FOR YOUR LEARNING. I'm looking forward to exploring this with you.

With the caveat that we'll be doing things a little differently this semester, in the end I must submit a final grade for each of you. I am including the approximate % scale I've used in the past to determine letter grades in my classes.

100.0 – 93.00% = A	89.99 – 87.00% = B+	79.99 – 77.00% = C+	69.99 – 60.00% = D
92.99 – 90.00% = A-	86.99 – 83.00% = B	76.99 – 70.00% = C	< 59.99% = F
	82.99 – 80.00% = B-		

This is probably a good time to share a good GPA calculator. (Sorry for all the ads on this thing...but it gets the job done.) You need a 2.5 GPA in all your pre-nursing pre-reqs (BIOL-2, BIOL-6, and BIOL-7). This is why your grades matter.

Course policies

This section is full of course details (and some required "fine print"). Some of this content is included because it is required by College of the Redwoods (I've put that stuff toward the bottom). Other parts describe policies that might be a little different from other classes you've encountered. Take some time browsing what you need, and holler if you have questions.

“Best by” dates (aka “Late work policy”)

You are probably used to hard due dates and policies around late work. In this class, instead of "due dates," we have "best by" dates. I encourage you to treat these "best by" dates as hard due dates because they are designed to keep you on track with the class and help you pace your learning in a way that also maximizes the support around you.

However, if life happens (and if the last 2 years are any indication....life WILL happen), you can absolutely prioritize as needed, and catch back up when you can.

I trust you and know that you want to learn physio. We can work together for the win-win.

Communication

Online classes can feel lonely and isolating. If you have a question or concern, please Please PLEASE get a hold of me. I am very available to help you. It is very important that we create a meaningful online community in this class, and being in touch with each other is clutch. So if you have a question or concern, please Please PLEASE get a hold of me. I am very available to help you.

Here are some guidelines to follow:

- **Might your question benefit other people in the class**? Then post it to the “Questions for Riggs?” discussion forum in Canvas. You'll find this discussion at the bottom of every single module in the class. I do my best to keep tabs of this discussion and always try to respond within 24 hours (though it might take longer on the weekends).
- **Is your message private**? Send a Pronto (preferred), an email (to wendyk-riggs@redwoods.edu), or a message through Canvas (click on INBOX in the far left menu in Canvas).
- **Is your message urgent**? You can text or call my cell phone, but unless we’ve been texting already, please identify yourself by name. I will do my best to get back to you ASAP.
- **Let’s be honest**. I know we are all working really hard right now, and honestly, most of us are operating within unusually challenging circumstances. Let’s work hard to be open and honest, to advocate for ourselves, and to treat each other (and ourselves) with respect and regard. I really look forward to working with you.

Pronto

Pronto is a crazy cool chat tool that is embedded in Canvas and seriously ROCKS. You can access Pronto through an app on your phone, through Canvas, or in the web browser. We will use Pronto often, and it is a fantastic way to access your instructors and your fellow students. It is, hands down, the fastest and most efficient way to make contact with me.

Pronto lets us text each other without sharing phone numbers, or requiring us to connect up on the same social media site. And the awesome thing is that you can have a private message with me, or you can easily form groups for chatting!

One of our orientation activities involves connecting with Pronto. I look forward to connecting with you soon! (You can get started now by downloading Pronto from your app store on your phone. Log in using your CR email address, and let's chat!)

Where to get extra help

CR has many services available to support you. This is not a comprehensive list, but it might be helpful. (It might also be helpful to have up-to-date COVID-19 information from CR.)

Online learning support

- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Mental health support

Counseling offers assistance to students in need of professional counseling services such as crisis counseling. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Library support

The Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center is an amazing space for students to connect.

Special programs

- Extended Opportunity Programs & Services (EOPS) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

- Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.
- Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

The Light Center

Do you need help with your coursework this semester? The LIGHT Center is open and available! We can help you navigate Zoom and Canvas, provide one-on-one instructional assistance with your work, help you form study groups, and provide a quiet place to study.

Location: You can find the LIGHT Center on Zoom (Virtual Light Center – VLC) as well as on campus (in the back of the Eureka Student Services building). To get a Zoom invite, please call 707-476-4290 or email one of us.

In Person Hours: Mon-Thurs 9am-4pm and Fridays 9am-2:30pm

Virtual Hours: Mon/Tues 9am-4pm; Weds/Thurs 9am-8pm; Fridays 9am-2:30pm

What is required? You need to sign up for GUID 145, 146, 147, or 148 on WebAdvisor or come in for help. It is a one unit course, requiring 30 hours of time in either the VLC or in person center.

Who is available to help? Linda Phelps can help you with Chem 1A, Chem 2, Biology, Anatomy, Physiology, and other sciences, as well as ASL 1. Email her at linda-phelps@redwoods.edu. There are other staff members available to help with other subjects if you need it.

Accessibility

College of the Redwoods is 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 your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes, 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.

Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. If you discover access issues with this class, please let me know so I can fix it for you.

Admissions deadlines

Spring 2022 Dates

- Classes begin: 1/15/22
- Martin Luther King Jr.'s Birthday (all campuses closed): 01/17/22
- Last day to add a class: 1/21/22
- Last day to drop without a W and receive a refund: 1/28/22
- Census date: 1/31/22 (or 20% into class duration)
- Last day to petition to file P/NP option: 2/11/22
- Lincoln's Birthday (all campuses closed): 02/18/22
- President's Day (all campuses closed): 02/21/22
- Last day to petition to graduate or apply for certificate: 03/03/22
- Spring Break (no classes): 03/14/22 – 03/19/22
- Last day for student-initiated W (no refund): 04/01/22
- Last day for faculty-initiated W (no refund): 04/01/22
- Final examinations: 05/7/22 – 05/13/22
- Semester ends: 05/13/22

- Grades available for transcript release: approximately 05/30/22

Drop policy

It is really important that you show up for our online class during the first week to make sure you aren't dropped from the course. However, sometimes it can be tricky to get oriented to the requirements and patterns in a brand new online class, especially if you get started late. So take some deep breaths, and if you plan to stick out the class, just let me know what's up. I'm delighted to work with you as we (all!) find our grooves.

Confirming your presence in the online classroom

Canvas is our classroom. As soon as possible, please log in to our course in Canvas and begin completing the tasks in the Week 1 Module to ensure you keep your spot in the online classroom. Doing so will confirm your enrollment in the course and prevent you from being dropped as a "no show."

Academic Integrity

There is ZERO tolerance for any form of academic dishonesty, including cheating, helping others to cheat, falsification of data, or plagiarism. However, I enthusiastically encourage you to work together in this class on many activities. If you are wondering about whether or not something would be considered cheating, please please please ask me! Let's decide together. I know you want to truly learn the content of this class, and "grades" tend to be the way we've always quantified someone's learning. We want your grade to accurately reflect your learning, and if you don't do your own work, then this won't happen. So let's be really clear and open about this part of our online class.

(Now...I do have to include the following information in my syllabus, for legal reasons. But please know that I trust you and am confident in your success this semester.)

Academic dishonesty in any form WILL result in a formal report and details will be submitted to the appropriate authorities. Refer to the Student Code of Conduct and Disciplinary Procedures at http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf for more information about CR policies.

Emergency procedures/Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus 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 and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Final Thoughts

Human physiology is a challenging course. There is a lot of new information and the course has a lot of moving parts to ensure you GET IT. It can be a bit overwhelming, if you aren't on top of it. To help you with this challenge, I have compiled a list of suggestions that will help you learn the content. Please keep in mind that you probably won't have time to carry out every single suggestion. So choose from the list of suggestions below and get organized. Identify the grade you'd like to earn in this class and make a clear plan for the semester that will enable you to meet your goal. Stick to your plan, maximize your efficiency, and make the most of your time in this course. Physio is a difficult course, but the material is fascinating and easily applicable to your life and the careers you are interested in. The effort you make toward true understanding will be totally worth it.

Here are a couple resources that might be helpful:

- 20 minute video entitled: "Study Smarter, Not Harder: Ten Tips for Studying Physiology"
- 4 week long class (FREE) through Coursera: "Learning How to Learn"

Advice from Riggs

1. Study physiology every single day. Some suggestions...
   - Watch the video lectures and TAKE GOOD NOTES. Then rewrite your notes and answer the EB questions within 24 hours of class.
   - Explain physiology topics to your dog, friends, kids, and neighbors.
   - Make note cards, and carry them around with you, everywhere you go.
   - Draw lots of pictures and hang them on the fridge.
2. Be conscious during video lectures. Make lists of your questions and bring them to class. When in class, interact, sit in the front, and holler when you don't understand something.
3. Be diligent and disciplined in lab. It might be tempting to skate through lab, take short cuts, finish early. Don't! Labs are designed to offer hands-on experiences with the complex materials presented in lecture. Take advantage of this opportunity to improve your learning.
4. Keep detailed notes in your External Brain. This will help all aspects of your understanding.
5. Stay ahead of the game. Don't miss lectures or labs, and utilize the study aids offered through Canvas.
6. Form study groups with your classmates, online and in person. Hang out, eat fun food, and talk physio 1-2x/week.
7. Practice writing the answers to short essay questions. Have your classmates read your answers and grade them. Practice being CLEAR, CONCISE, PRECISE and CORRECT.
8. Make up practice exams based on the External Brain questions. Share them with your classmates!
9. Get started on the integration project EARLY...and do GOOD WORK on all benchmarks. They are designed to help you build a HIGH QUALITY end product. Take advantage of the feedback and opportunities to learn!
10. If the going gets tough, READ your textbook! IT WILL HELP (especially if you use it to answer tough questions).
11. And if the going is still tough, buckle down and repeat after me: "I can do anything for 16 weeks." You CAN do this class. All you need to do is find the time to make it happen.
12. Finally...embrace the GROWTH MINDSET. You deserve it!

Advice from previous online students

During the 20-21 school year, BIOL-7 students created a Padlet of advice for future online physiology students. Check it out!

Advice from previous face-to-face students

- Watch the lectures and try to immediately review the notes and complete the questions. Double time the lectures repeatedly (not necessarily right before the exam). Right down the quiz questions and answers in EB, take class notes (clicker questions). When studying double time lecture, then reread notes, EB questions, quiz, and class notes until you get it.
- Read all test questions carefully.
- If the Flip lectures don't work for you, watch the lectures and take notes, but then go through the book and take notes that are helpful to you.
- Be prepared to work your ass off...
- I would suggest students to watch every video, and take every opportunity they can to challenge what they know or watch. This class wasn't difficult conceptually, however the sheer amount of information made it challenging. In fact, I wasn't honestly expecting this class to be too difficult but it prove otherwise (ha).
- Be willing to ask questions, Riggs is a great teacher and I guarantee that she will answer them to the best of her ability, even if it is not within her scope.
- I didn't use the book, so I can't really commentate on how effective it would be. But I did just fine in this class without it, so that just goes to show you that good notes on Wendy's material is essential to doing well in this class
- WATCH THE VIDEOS! You know that lecture handout she just gave you? It's not for show, USE IT! And use it *NOW*, not just before the exam hoping it'll magically jump into your brain. It won't work. I tried.
- Stay on top of the lectures and do the external brain questions immediately following the lab. Don't get behind or procrastinate (else you may find yourself staying up until the wee hours of the morning finishing last minute benchmarks and watching lecture half asleep in double-time). Also take the lecture opportunity to ask lots of questions to clarify anything that you might not understand.
- Consult your anatomy notes often to keep a clear picture of how the structure and function relate. Watch videos from other sources, too. There are some amazing computer-graphic simulations that show how things work in ways a textbook can't.
- Always flip the lectures so you can take advantage of class time with Riggs. Take the time you need, and ask the questions you have to understand the material.

Revised: 1/24/22 10:02

The Sp22 course syllabus is also found online.

Essential Question: How do different parts of the human body communicate?

	DATE		Video Lecture + Poll Everywhere *PE due day before, disc due by 11:59pm*	Reading *Silverthorn*	 *OpenStax*	Lecture Zoom Discsusions *Tues 1pm or Th 10am*	Laboratory *due by 11:59pm*	Study Sessions *Various times*
1	M 1/17		HOLIDAY: MLK Jr's BDAY					
	T 1/18	0	Orientation			Zoom with Riggs: 1pm		
	W 1/19							
	Th 1/20	1	Homeostasis	1, 6	1, 26.1	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 1/21						Lab 1: Homeostatic Pathways	
	Sat 1/22		***Weekly quizzes and check-in due 11:59pm***					
	Sun 1/23		**REST, STUDY, PREPARE FOR NEXT WEEK**					
2	M 1/24							
	T 1/25	2	Fluid compartments and osmosis	3, 5	3.1	Zoom with Riggs: 1pm		
	W 1/26							
	Th 1/27	3	Communication and pathways	6	1.5, 4.2, pg 88	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 1/28						Lab 2: PhysioEx (Ex 1- Osmosis)	
	Sat 1/29		***Weekly quizzes and check-in due 11:59pm***					
	Sun 1/30		**REST, STUDY, PREPARE FOR NEXT WEEK**					
3	M 1/31							
	T 2/1	4	The endocrine system	7	17.1-3, 17.10	Zoom with Riggs: 1pm		
	W 2/2							
	Th 2/3	5	The action potential	8	12.4, 12.5	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 2/4						Lab 3: Endocrine (LT)	
	Sat 2/5		***Weekly quizzes and check-in due 11:59pm***					
	Sun 2/6		**REST, STUDY, PREPARE FOR NEXT WEEK**					
4	M 2/7							
	T 2/8	6	Sensory receptors and the afferent NS	10	14.1	Zoom with Riggs: 1pm		
	W 2/9							
	Th 2/10		**EXAM 1 (and EB 1) OPEN** *due Sunday 2/13 by 11:59pm*			Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 2/11						Lab 4: Sensory physiology (LT)	
	Sat 2/12		***Weekly quizzes and check-in due 11:59pm***					
	Sun 2/13		**EXAM 1 (and EB 1) DUE** *due Sunday 2/13 by 11:59pm*					

Essential Question: How does the human body DO SOMETHING?

	DATE		Video Lecture + Poll Everywhere *PE due day before, disc due by 11:59pm*	Reading *Silverthorn*	 *OpenStax*	Lecture Zoom Discsusions *Tues 1pm or Th 10am*	Laboratory *due by 11:59pm*	Study Sessions *Various times*
5	M 2/14							
	T 2/15		Self assessment 1 due					
	W 2/16							
	Th 2/17	7	Autonomic NS	11	15.2-3, 17.6	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 2/18		HOLIDAY: LINCOLN'S BDAY				Lab 5: Process of science, reaction time, and data analysis	
	Sat 2/19		***Weekly quizzes and check-in due 11:59pm***					
	Sun 2/20		**REST, STUDY, PREPARE FOR NEXT WEEK**					
6	M 2/21		HOLIDAY: PRESIDENT'S DAY					
	T 2/22	8	Skeletal muscle	12	10.2, 10.3	Zoom with Riggs: 1pm		
	W 2/23							
	Th 2/24	9	Muscle biomechanics	12, 13	10.4, 10.5, 10.6	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 2/25						Lab 6: Muscle and EMG (LT)	
	Sat 2/26		***Weekly quizzes and check-in due 11:59pm***					
	Sun 2/27		**REST, STUDY, PREPARE FOR NEXT WEEK**					
7	M 2/28							
	T 3/1	10	Cardiac muscle	14	10.7, 19.2, 19.4	Zoom with Riggs: 1pm		
	W 3/2							
	Th 3/3	11	Cardiac cycle	1, 14	19.2, 19.3, 19.4	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 3/4						Lab 7: Heart and ECG (LT)	
	Sat 3/5		***Weekly quizzes and check-in due 11:59pm***					
	Sun 3/6		**REST, STUDY, PREPARE FOR NEXT WEEK**					
8	M 3/7							
	T 3/8	12	Blood pressure	15, 16	19.4, 20.2	Zoom with Riggs: 1pm		
	W 3/9							
	Th 3/10		**EXAM 2 (and EB 2) OPEN** *due Sunday 3/13 by 11:59pm*			Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 3/11						Lab 8: Heart and Peripheral Circulation (LT)	
	Sat 3/12		***Weekly quizzes and check-in due 11:59pm***					
	Sun 3/13		**EXAM 2 (and EB 2) DUE** *due Sunday 3/13 by 11:59pm*					

SPRING BREAK!

Essential Question: How does the human body regulate homeostasis of the extracellular fluid?

	DATE	Video Lecture + Poll Everywhere *PE due day before, disc due by 11:59pm*	Reading *Silverthorn*	 *OpenStax*	Lecture Zoom Discsusions *Tues 1pm or Th 10am*	Laboratory *due by 11:59pm*	Study Sessions *Various times*
9	M 3/21						
	T 3/22	Self assessment 2 due					
	W 3/23						
	Th 3/24	13 Capillary exchange and hemostasis	15-16	20.3, 20.4?, 21.1	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 3/25					Lab 9: PhysioEx (Ex 11- Blood typing)	
	Sat 3/26	***Weekly quizzes and check-in due 11:59pm***					
	Sun 3/27	**REST, STUDY, PREPARE FOR NEXT WEEK**					
10	M 3/28						
	T 3/29	14 Breathing	17	22.3	Zoom with Riggs: 1pm		
	W 3/30						
	Th 3/31	15 Gas exchange	18	18.3, 22.4, 22.5	Zoom with Riggs: 10am	Lab 10: Breathing (LT)	Zoom with Riggs: 8pm
	F 4/1						
	Sat 4/2	***Weekly quizzes and check-in due 11:59pm***					
	Sun 4/3	**REST, STUDY, PREPARE FOR NEXT WEEK**					
11	M 4/4						
	T 4/5	16 The nephron	19	25.4, 25.5-7, 25.8	Zoom with Riggs: 1pm		
	W 4/6						
	Th 4/7	17 Filtrate reabsorption	19	25.6	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 4/8					Lab 11: Water balance (LT)	
	Sat 4/9	***Weekly quizzes and check-in due 11:59pm***					
	Sun 4/10	**REST, STUDY, PREPARE FOR NEXT WEEK**					
12	M 4/11						
	T 4/12	18 Fluid balance	20	25.1, 25.9, 25.10, 26.1-4			
	W 4/13	**EXAM 3 (and EB 3) OPEN** *due Sunday 4/17 by 11:59pm*					
	Th 4/14	**VETERAN'S DAY HOLIDAY**					Zoom with Riggs: 8pm
	F 4/15					Lab 11 (cont): Water balance (LT)	
	Sat 4/16	***Weekly quizzes and check-in due 11:59pm***					
	Sun 4/17	**EXAM 3 (and EB 3) DUE** *due Sunday 4/17 by 11:59pm*					

Essential Question: How does the human body acquire and manage energy?

	DATE	Video Lecture + Poll Everywhere *PE due day before, disc due by 11:59pm*	Reading *Silverthorn*	 *OpenStax*	Lecture Zoom Discsusions *Tues 1pm or Th 10am*	Laboratory *due by 11:59pm*	Study Sessions *Various times*
13	M 4/18						
	T 4/19	Self assessment 3 due					
	W 4/20						
	Th 4/21	19 Innate immunity	24	18.4, 21.2	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 4/22					Lab 12: Blood pressure (LT)	
	Sat 4/23	***Weekly quizzes and check-in due 11:59pm***					
	Sun 4/24	**REST, STUDY, PREPARE FOR NEXT WEEK**					
14	M 4/25						
	T 4/26	20 Acquired immunity	24	18.6, 21.1, 21.3, 21.4	Zoom with Riggs: 1pm		
	W 4/27						
	Th 4/28	21 Digestion	21, 22, 25	17.9, 23.2, 23.7, 24	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 4/29					Lab 12 (cont): Blood pressure (LT)	
	Sat 4/30	***Weekly quizzes and check-in due 11:59pm***					
	Sun 5/1	**REST, STUDY, PREPARE FOR NEXT WEEK**					
15	M 5/2						
	T 5/3	23 Thyroid function	22, 23	17.4-5, 24, 6.6, 6.7 (Ca)	Zoom with Riggs: 1pm		
	W 5/4						
	Th 5/5	24 Reproduction	26	27.2, 17.8	Zoom with Riggs: 10am		Zoom with Riggs: 8pm
	F 5/6	**EXAM 4 (and EB 4) OPEN** *due Sunday 5/8 by 11:59pm*				Lab 12 (cont): Blood pressure (LT)	
	Sat 5/7	***Weekly quizzes and check-in due 11:59pm***					
	Sun 5/8	**EXAM 4 (and EB 4) DUE** *due Sunday 5/8 by 11:59pm*					

Finals Week

16	M 5/9	
	T 5/10	**HAPS & FINAL EXAMS DUE** *due Tuesday 5/10 by 11:59pm*
	W 5/11	
	Th 5/12	Self assessment 4 due

** Schedule is subject to change**