

Syllabus for BIOL 6 – Human Anatomy

Course Information

Semester & Year:	F2023
Course ID & Section #:	E5575
Instructor's name:	Julie Kelly
Required meetings:	Lectures 2X per week on M and W Labs 2X per week on M and W
Course units:	4

Instructor Contact Information

julie-kelly@redwoods.edu

ZOOM Office Hours and Study session: TBA

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.

Concurrent enrollment in BIOL 1 and BIOL 6 is not encouraged and will prove successful only for the strongest and most experienced students.

Course Materials

McKinley et al., *Human Anatomy*

- This is your main textbook for the course, and you must have access to the book's *Connect* site. All your quizzes, 2 per week, are on the *Connect* site. *Connect* also offers a very good cadaver dissection app, *A&P Revealed*, that we will be using regularly. The most inexpensive option is to purchase *Connect* with the eBook. If you click on *Connect* in *Canvas* you'll be taken to their website where you can make your purchase. You can also make the purchase through the CR Bookstore, but this might result in delays in access.

Course Organization and Timing

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 topic will consist of a lecture and a correlated lab.

- Each week's **Module** on *Canvas* opens Saturday at midnight. You will then have access to...
 - both lecture outlines
 - their corresponding lab assignments
 - their corresponding Review sheets
 - their corresponding online *Connect* quizzes
 - the relevant reading in your textbook
- Preview the lab assignment.
- Attending the **lecture** *before* coming to your assigned lab time and take notes. These lecture notes will be essential for understanding the lab activities.
- Each **lab** is intended to reinforce the lecture material with hands-on resources. Your goal is to *learn* all the required structures on the lab handout.
 - "Learn" means recognize, name, know how it works, know how it connects with other structures, anatomically and functionally.
- Each lecture/lab combo has a **Review sheet** that you can use as a study guide in lab or while studying, or a "quiz yourself" review later.
 - You don't turn these in but I'm happy to look them over in lab.
- There is a **Connect quiz** associated with every lecture/lab combo. The two quizzes for each week are due by Saturday at midnight, but *I recommend you complete the first quiz each week before your Wednesday lab.*
- The following Monday you will have an **in-class Practical quiz** on all of the preceding week's material.

There is a pair of exams at the end of each unit, one written and one practical.

- You will take these exams during the lab time.
- The **Written exam** will consist of a variety of questions.
 - Matching, fill in the blank, labeling, sketches, definitions, explanations requiring a paragraph, short essays...everything!
- The **Practical exam** will be specimen-based, using pictures, models, and cadavers.
 - You will need to identify various anatomical structures and describe their functions.

The schedule is very aggressive, and success depends, in part, on how well you pace yourself.

Creating a well-paced study schedule will facilitate the movement of new material from short-term to long-term memory and will both save you time AND make you more successful in the long run. The general sequence I recommend is:

- 1) Take notes during lecture.
- 2) Skim through the assigned textbook reading so you know what it covers...DON'T get bogged down here
- 3) Preview the lab handout so you walk into lab ready to go
- 4) Go to lab and take advantage of the time by being active and using the available resources
- 5) Review all your notes while filling out the review sheet...review is essential to information consolidation
- 6) Take the Monday lab *Connect* quiz before your lab on Wednesday.

- 7) Repeat 1-6 for the second topic of the week and take the second quiz by Saturday night at midnight.
- 8) Use Sunday to review and prepare for the next week.

You will have to see if this works for you or if it needs tweaking. I *highly* recommended that you try to stick to the recommended quiz schedule because it is the best for your brain. You shift the balance from last minute cramming to time reviewing, and repeated reviews help your brain consolidate information and retain it in long-term memory. You might sacrifice a point or two on the online quizzes but keeping up the pace will pay off in the long run. In a pinch, you always have till Saturday at midnight to finish your quizzes. In general, no exceptions will be made to this hard deadline.

Our Contract

This syllabus is a contract between us.

My assumptions about you

- You are here to learn, and you are motivated to truly master the content.
- You understand that you are responsible for your own learning. The degree to which you LEARN the content is entirely up to YOU and the time you are willing and able to put into the class.
- You will regularly check email, Canvas Announcements, and Canvas Assignment Feedback for communications about this class.

Your assumptions about me

- I am fully committed to helping you learn about Human Anatomy
- I will offer prompt and valuable feedback to guide your progress.
- I will provide engaging, relevant, and creative activities to help you master the course content.
- I will provide regular communication about this class through email, Canvas Announcements, and Canvas Assignment Feedback.

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.

Online Connect Quizzes	25 x 10 – drop 3 lowest scores	220
In-Class Practical Quizzes	15 x 10 – drop 2 lowest scores	130
Unit Exams: Written	4 x 100	400
Practical	4 x 100	400
Final Exam		100
TOTAL		1250

Quiz and Exam Make-Up Policy

There are no makeups for quizzes. If you miss one, it counts as one of your dropped quizzes.

If an unexpected situation arises that makes you completely unable to make it to class for the exam, ***you must have a serious and verifiable excuse*** to qualify for a makeup exam.

Contact me before the exam by leaving a message on email.

Serious means 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

I highly encourage working together while studying. However, answers to questions should always be your own answers and in your own words. Academic dishonesty of any kind will result in an instant F on the quiz/exam/assignment and a memo to the Dean and 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.

- Allowing or encouraging cheating is as bad as being the one doing the cheating.
- The answers to the variety of anatomy questions on Chegg or Quizlet are bad answers that won't get you much if any credit on an exam in this class.

The information in this class will be important to a career in health. It is better to take this class twice and fully learn the material rather than cheat to pass the class. You're going to be in charge of human lives someday!

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Fall 2023 Dates

August 18 th :	Last day to register for classes (day before the first class meeting)
August 19 th :	Classes begin
August 25 th :	Last day to add a class
September 1 st :	Last day to drop without a "W" and receive a refund
September 4 th :	Labor Day Holiday (District-wide closure)
September 5 th :	Census Date (20% of class)
October 26 th :	Last day to petition to graduate
October 27 th :	Last day for student initiated withdrawal (62.5% of class)
October 27 th :	Last day for faculty initiated withdrawal (62.5% of class)
December 9 th -15 th :	Final Examinations
December 15 th :	Last day to file for P/NP option.
December 15 th :	Semester Ends
December 22 nd :	Grades due
January 5 th :	Grades available

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 outside of class time:

- **You can email me any time using the *Message* tool on Canvas.** This is preferable to using my campus email because it keeps my class related emails in one place, and your comments/concerns are less likely to get lost in the tsunami of emails I receive on a daily basis. In either case, an email is ideal for questions that are personal and/or unique to you.
- **You can post your question on the *Questions for Julie* Discussion thread on Canvas.** This is ideal for questions that may be relevant to other members of the class. 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) here.
- **You can visit the regularly scheduled ZOOM Office Hours.** This is ideal for questions that may require some discussion to resolve.

When you communicate:

- **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., Julie, My name is Sam and I’m in your Human 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.** In any threaded (OR in-class) discussion I expect your comments to be thoughtful, meaningful, and respectful.

Necessary Skills

You need facility with some basic computer-age skills to be successful. I rely on CR’s learning management system (LMS) *Canvas* heavily, as well as your textbook’s *Connect* website and its many lab resources. It’s important to let me know sooner rather than later if any of the following hold you back...talk to me and I can help before you get behind in actual coursework.

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

Technology Requirements (this section is reprinted from the Online Orientation Letter)

Hardware

Computer – Some quizzes and many lab resources are online. You should plan on doing the much of your work on a reasonably recent model notebook or desktop computer (Mac or PC). Do NOT 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* app, *Canvas by Instructure*, available in iTunes or the Google Play Store.

Connection and Software

High-speed internet - You’ll need high-speed internet service from cable, DSL, or satellite providers to access online *Online Connect Quizzes*, 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 regardless of external circumstances.

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 and/or 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.

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.'

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department- Public Safety](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others, if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus unless it is necessary to preserve life and/or has been deemed safe by the person in command.

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). DSPS will email approved accommodations for distance education classes to your instructor. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support Services

The following online resources are available to support your success as a student:

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

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- [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.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

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](#).

Canvas Information

Log into Canvas at the **My Apps** tab at the College of the Redwoods website.

For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://instructure.com/canvas-student-orientation)

My Apps will also be the tab used to access many applications available to students such as your CR email, Microsoft 365 Word and Excel.

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.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

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

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.

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. 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 during 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 attended 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, try the interactive on-line programs, and ask yourself questions about the material. 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 want you to succeed (and hopefully, love anatomy)!