# Syllabus for BIOL 6 – Human Anatomy

## Course Information

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| Semester & Year: | Summer 2023 |
| Course ID & Section #: | E6329 |
| Course units: | 4 |
| Instructor's name: | Jaclyn Patmore (Jackie) |
| Required meetings: | Lectures - MTWTH 10:05AM - 11:10AM, HM Room HU112<br>Labs – MTWTH 12:00PM – 3:25PM, SC Room SC102 |

## Instructor Contact Information

Jaclyn-Patmore@redwoods.edu
Office hours: 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.

## 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. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Course Materials

**REQUIRED TEXT:** McKinley et al., *Human Anatomy*

- This is your main textbook for the course, and you must have your own hard copy. Any edition of this textbook will suffice for this course (Available on Amazon for under $20).

**RECOMMENDED/PROVIDED IN LAB TEXT:** diFiore's Atlas of Histology with Functional Correlations by Ph.D. Eroschenko, Victor P.

- There are copies of this histology guide (one per table at least) to use in the lab. However, they must stay in the lab, so it may be helpful to buy your own to study from. Please try to get the 11th edition or newer (available on Amazon for under $20).

## 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 four topics, and each topic will consist of a lecture and a correlated lab.***

- Each **Module** on *Canvas* will contain the week's…
  - lecture topics
  - lab topics
  - additional handouts/diagrams if applicable
  - corresponding Review sheets (posted at the end of the week)
  - relevant reading in your textbook
- Each **lecture** is intended to introduce you to a new section/topic of the course. You are **required** to take physical notes during lectures and bring them with you to lab.
- 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 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.
- The following Tuesday (except exam days) you will have an **in-class Lecture/Lab 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 that will be taken simultaneously during one lab session.***

- 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 lab material including the cadaver.
  - You will need to identify various anatomical structures and describe their functions. Lots of pins and short answer questions.

***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) **Mon-Thurs –**
    - Lecture: 10:05AM, HU112 - Show up to lecture, on time, ready to engage and take notes.
    - Break: 11:10AM – **EAT, EAT, EAT** – and review if there is a quiz, but eating is paramount to getting through lab. Your brain and body need calories to be able to stay sharp, process, and learn during lab.
    - Lab: 12:00PM – 3:25PM, SC102 - Be ready to engage and work through a lot of material. Plan to be in lab the entire time (maybe longer if there are open lab hours in the afternoon). This is your chance to work through the lab, familiarize yourself with the materials, and to ask me lots of questions.
    - Evenings: Review and study the days' material! Quiz yourself – engage and use active learning techniques – FYI: passively looking over material is NOT studying.

2) **Weekends –**
    - Review, review, review, and study, study, study the weeks' material! Quiz yourself - engage and use active learning techniques – FYI: passively looking over material is NOT studying.
    - Email Jackie with any questions. I will get back to you ASAP – usually within a few minutes.

You will have to see if this schedule works for you or if it needs tweaking. I *highly* recommend that you try to stick to the recommended schedule. Keeping up with the material in this way will pay off in the long run. Be ready to adjust your study habits and overall study times.

**This is a 2:1 study course, meaning for every hour of class time spent you should expect to spend 2 hours studying. We meet face to face for almost 18 hours a week which translates into +36 more hours of possible study time needed.** While 36 hours is a lot of time, and most likely you won't need that much time, you need to be prepared to spend more than just an hour or two passively looking over notes. The biggest mistake I see students make is simply not spending enough quality time studying.

## Evaluation & Grading Policy

There is no curving. Your final grade will be the grade you earn throughout the course according to the chart below. I do pepper in some bonus points here and there, but there will not be any extra credit or make-ups.

| **Grades by %** | >93% = A | 90-92% = A- |
|---|---|---|
| 87-89% = B+ | 83-86% = B | 80-82% = B- |
| 76-79% = C+ | 73-75% = C | 70-72% = C- |
| 60-69% = D | <60% = F | |

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| **Weekly Lab/Lecture Quizzes** | 8 x 20 – 2 lowest scores | 140 |
| **Unit Exams: Written and Practical** | 8 x 100 | 800 |
| | **TOTAL possible points** | 940 |

### Quiz and Exam Make-Up Policy

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

There are no makeups for exams.

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

> ***Contact me before the scheduled exam*** by leaving a message on email or phone voicemail.
> ***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

***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 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.

- 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.
- Many students don't realize that the answers to the variety of anatomy questions on Chegg or Quizlet are really crappy answers that won't get you much if any credit on an exam in this class.

***It's far better to earn an F with integrity than pass the class through cheating. And 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 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 visit the regularly scheduled 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., Dr. Reiss, My name is Sam and I'm in your Zoology 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. 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.
- Be able to use a word processing program (such as *Microsoft Word* or *Google Docs*).

## Technology Requirements

### Hardware

***Computer*** *– Many resources are online. You should plan on doing some of your work on a reliable 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 in order to access materials 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 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 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. I also recommend Adobe Scan for making and uploading pdfs. 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.'

## 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 thrived! Get curious, enjoy it, and accept that it is going to take time to really grasp and absorb the material. Be ready and open to changing your study habits. Oftentimes a little change in study habits makes a big change on quiz/exam scores.

**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 link on Canvas to a pdf of an outstanding book, "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 take good notes and ALWAYS review required material enough. 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 the lecture and lab 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)!