

Syllabus for BIOL 6 – Human Anatomy

Course Information

Semester & Year:	Fall 2024
Course ID & Section #:	BIOL-6-E8289 - Hybrid
Course units:	4
Instructor's name:	Jaclyn Patmore (Jackie)
Required meetings:	Lab: M, W – 6:05-9:15, SC Room SC102 Lectures (online – notes required)

Instructor Contact Information

Jaclyn-Patmore@redwoods.edu
Office hours: By appointment

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 cells 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

REQUIRED TEXT: McKinley O'Loughlin, *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 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 I: How is the Body Built?, Unit II: How Does the Body Move?, Unit III: How Does the Body Move?, and Unit IV: How Does the Body Reproduce and Maintain Homeostasis?

Each week we will typically cover two topics, each will consist of a recorded 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 lab)
 - 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.
- After every couple of labs, you will have an **in-class Lecture/Lab Practical quiz** (see schedule).

There is a pair of exams at the end of each unit, one written and one practical that will be taken online the weekend following the conclusion of the unit.

- 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 and establishing a routine 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) MONDAY and WEDNESDAY:

- Lectures: Lectures are online recordings. Be ready to engage and take notes. I recommend setting a time to watch them every day and **sticking to it like it's a live class**. For example, Sun and Tues @ 6pm. This gets you the next day's notes and then frees up the rest of the evening and next morning to devote to the previous day's material for study and review.
- Before Lab Everyday– **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 stay sharp, process, and learn during lab. You will learn more and learn better with calories on board!
- Lab: 6:05PM – 9:15PM, SC102 - Be ready to engage and work through a lot of material. Plan to be in lab the entire time. This is your chance to work through the lab, familiarize yourself with the materials, and to ask me lots of questions.
- Weekday Evenings and/or Mornings (or afternoons if you don't work): Review and study the day's or previous day's material! Quiz yourself – engage and use active learning techniques.

2) WEEKENDS:

- Review, review, review, and study, study, study the week's material! Quiz yourself - engage and use active learning techniques – FYI: passively looking over material is NOT studying. After a study weekend you should be “Exam Ready” with the previous week's material.
- 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 keep on pace with the recommended schedule; don't try to get ahead and never fall behind. Staying on pace 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 for class almost 10 hours a week which translates into ~20 more hours of possible study time needed. While 20 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	

Lab/Lecture Quizzes	11 x 20 – 2 lowest scores	180
Unit Exams: Written and Practical	4 x 200	800
Unit Homework (only assigned if needed)	4 x 25	100
Final Exam		100
TOTAL possible points		1080-1180

Quiz and Exam Make-Up Policy

- **There are no make-ups for quizzes. If you miss one, it counts as one of your dropped quizzes.**
- **There are no make-ups for exams.**
- If an unexpected situation arises that makes you completely unable to take the exam, **you 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 (watching) 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.
- Many students don't realize that Google and ChatGPT aren't going to answer the question in the same way an anatomy student would. Answers from these sources are often completely wrong, not in the right context, or answered in a way that an anatomy student would never answer.

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!

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, **AI outputs are often unreliable and frequently subject to bias**. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of **your assignment submissions and discussion posts may be screened by AI detection software**, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Inclusivity in the Anatomy 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.

Please, do not laugh, scoff, snicker or otherwise do anything that could make a fellow student feel embarrassed, ashamed, or awkward. Everybody has the right to ask questions, to make statements, and to be excited. Embracing vulnerability and openness is often necessary for learning, both for yourself and for fostering an environment where others feel comfortable being vulnerable too. Be patient, be kind, and be mindful of what you say and how you say it.

If you cannot be appropriate and respectful I reserve the right to ask you to leave the classroom for the day. Multiple violations may result in further absences and your name being submitted to the administration for violation of the student code of conduct ([AP 5500](#)).

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 make an appointment for 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.

Canvas Information

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

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 \(instructure.com\)](#)

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](#).

Everbridge Emergency Communication

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](#).

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodation for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

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

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.ed

Learning Resource Center

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.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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.

CaWORKS

CaWORKs – California Work Opportunity & Responsibility to Kids (CaWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!