

# **BIOL-6** Human Anatomy

## **Course Information**

Semester & Year: Fall 2024

Course ID and Section number: Fall 2024 (**BIOL-6-V8290**)

Instructor's name: Wendy Riggs

NO required synchronous meetings:

Course units: 4

## **Instructor Contact Information**

Office location: SC216C

Office hours: By appointment

Phone number: 707-476-4227

Email address: wendyk-riggs@redwoods.edu

Other method (Pronto, Canvas In-box, social media): Always contact me through Pronto!

## **Catalog Description**

An introduction to human anatomy. The course 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/ recommended preparation**

BIOL-1 is a pre- or co-requisite for this course. This course is a pre-req for Human Physiology (BIOL-7).

## **Educational Accessibility & Support**

College of the Redwoods is committed to providing reasonable accommodations 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 (such as 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 (such as audio books or 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: [dsp@redwoods.edu](mailto:dsp@redwoods.edu).

### DSPS office locations and phone numbers

#### Eureka campus

- Phone: 707-476-4280
- Location: Student Services Building, first floor

#### Del Norte campus

- Phone: 707-465-2324
- Location: Main Building, next to the library

#### Klamath-Trinity campus

- Phone: 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 Learning Support](#)

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

### [Library Articles & Databases](#)

Find the best library databases for your research.

### [Online Tutoring Resources](#)

Participate in tutoring over Zoom.

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 Klamath-Trinity Office for specific information about student support services at 530-625-4821.

## Community College Student Health and Wellness

## National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

### Call the National Suicide Prevention Lifeline

1-800-273-TALK (8255)

### Text the National Suicide Prevention Lifeline

741-741

## Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care.](#)

## Mental Health Counseling

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

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

## 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 and Advising](#) can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

## Counseling and Advising office locations and contact info

### Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: [counseling@redwood.edu](mailto:counseling@redwood.edu)
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

### Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

### Klamath-Trinity campus

- Phone: 530-625-4821
- Email: [KT-staff@redwoods.edu](mailto:KT-staff@redwoods.edu)
- Hours: 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. [Submit a request for services and information.](#)

### Basic Needs Center contact info

- Phone: 707-476-4153
- Email: [the-grove@redwoods.edu](mailto:the-grove@redwoods.edu)

## Learning Resource Center

The Learning Resource Center includes the following resources for students:

### Library Services

[Library Services](#) promotes information literacy and provides organized information resources.

### Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

### Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

### Student Tech Help

[Student Tech Help](#) provides students with assistance around a variety of tech problems.

## Extended Opportunity Programs and Services (EOPS)

[Extended Opportunity Programs and Services](#) (EOPS) 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 with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

## 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.

## CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWORKs](#)) 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!

## Fall 2024 Dates

| Date           | To Remember   |
|----------------|---|
| August 23      | Last day to register for classes (day before the first class meeting) |
| August 24      | Classes begin   |
| August 30      | Last day to add a class   |
| September 2    | Labor Day Holiday (district wide closure)                             |
| September 6    | Last Day to Drop & Receive a Refund                                   |
| September 8    | Last Day to Drop w/out a "W"  |
| September 9    | Census Date (20% of class)  |
| October 31     | Last Day to Petition to Graduate & Petition for Certificate           |
| November 1     | Last Day for Student/Faculty Withdrawal                               |
| November 11    | Veteran's Day Holiday (District Wide Closure)                         |
| November 25-26 | Fall Break (No Classes)   |
| November 27-29 | Thanksgiving Holiday (District Wide Closure)                          |
| December 14-20 | Final Examinations  |
| December 20    | Last Day to File P/NP Option  |
| December 20    | Semester Ends   |

| Date        | To Remember                             |
|-------------|---|
| December 27 | Grades Due                              |
| January 3   | Grades Available for Transcript Release |

## 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 [2023-2024 College Catalog](#) and [CR Board and Administrative Policies](#).

## 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. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2023-2024 College Catalog](#) and [CR Board and Administrative Policies](#).

## 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.

## Canvas Information

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas and general tech help, visit [Student Technical Support](#)
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: [Canvas Student Orientation Course](#)

### Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions & Records](#). 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 \(pdf\)](#).

## 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](mailto:security@redwoods.edu) if you have any questions. For more information visit [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.

## Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit [Redwoods Public Safety](#).

## Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command.

# Biology 6 – Human Anatomy

Fall 2024 (BIOL-6-V8290)

Asynchronous and fully online

[F24 Tentative Schedule](#)

*(Last updated 5/22/24)*

## Instructor Information

**Instructor:** Wendy Riggs

**Email:** [wendyk-riggs@redwoods.edu](mailto:wendyk-riggs@redwoods.edu)

**Chat:** Pronto!

**Office:** SC 216C (Eureka)

**Office Hours:** TBD

**Office phone:** 707-476-4227

**Zoom study sessions (optional):** TBD

## Catalog Description

An introduction to human anatomy. The course 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.

## Welcome to Human Anatomy online!

There will be a lot to learn during our first week of class. In addition to TWO full lectures about anatomy (!!!) and TWO full labs, you will also 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 our class:

### FIRST- get oriented to our "classroom"

Getting oriented in an online class can be a wild ride. It seems like instructors often organize their courses differently, which means you have to figure out a new giddyup every time you take an online class. While the due dates (aka "best-by dates") in our class will likely be different from the due dates in your other online classes, know 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 two labs (just like you'd expect in a traditional face-to-face class). On top of this work, we'll have other assignments to support your learning (like quizzes). After 8 lectures (and 8 labs), we'll have an exam.

To help you get ready for this work, our course has a "Start here" orientation module. There is a lot of stuff in that module and it will help you start strong. In addition, I'll host a couple OPTIONAL "course tours" during week 1 in Zoom. Check Canvas for days and times. I encourage you to join me for one of the tours if you can-- it will be fun to meet you.

## SECOND- meet your classmates (and meeee!)

While it is definitely important that you learn how our online classroom will function this semester, I think that meeting your classmates is equally as important. I've been teaching this class since 2012 so I'm very familiar with the ways in which this class will be challenging. I am confident that for most of you, working together will make your learning richer, and it will lighten the load you have to carry on your own. These are two noble outcomes of teamwork. In fact, 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!)

Now-- here's the next important thing for you to know. I trust you. If working with classmates is a burden for you, please know you don't HAVE to do group work in this class. I want all your course activities to focus on helping you learn, and I'm down with whatever makes that happen best for you.

## Course schedule

You can access the [Fall 24 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. We'll determine the best times for these based on folks' schedules. *All study sessions will be recorded if you can't make it. They will be posted in each relevant exam module.*

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## Required materials

We don't have much flexibility around the required materials list for our course this semester. Let me know if you have any questions about this.

### Required text (with required online subscription to Connect)

**Human Anatomy by McKinley, O'Loughlin, and Pennefather-O'Brien, 6th ed. with McGraw Hill Connect** (ISBN13: 9781260443790) for \$130.

This is an excellent anatomy text, and we will be using its accompanying supplementary materials for labs and other assignments. This is a must-do purchase.

### Required lab kit

[BIOL-6 lab kit from Carolina Biological](#) for \$80 (plus shipping).

This lab kit includes all the materials you'll need to complete four dissections (eyeballs, hearts, brains, and kidneys). It also includes digital labs that we may be taking advantage of. **You must complete the 4 dissection labs in this kit if you want to pass the class.**

## Required lab software

**Visible Body subscription** for \$50 (1 year access).

Visible Body will be our lab source for three-dimensional models. You will have a free 2 week trial before you have to pay for this. All Visible Body assignments can be accessed directly inside Canvas, which is super handy. You will be prompted to pay for your subscription once you start doing lab activities.

## Recommended materials

**Human Anatomy Interactive Atlas offered by Anatomylab.com** (at least 4 months for \$9.99). This is a really cool atlas to support your lab learning, and has amazing interactive images for studying both cadavers and histology. I will be pulling images from this resource for quizzes and exams.

**A Visual Analogy Guide to Human Anatomy & Physiology by Paul Krieger** (ISBN13: 978-1640434271) for \$65. If you're interested in a good coloring book, this one is nice for both A&P. It has helpful and creative mnemonics and study strategies.

## 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 me know if you have issues with this). Be careful about assuming you can do all your coursework on your phone. There are a lot of moving parts in this course, and sometimes our phones don't do the best job facilitating online learning, especially in a highly visual and three-dimensional course like Human Anatomy.
- If you do plan to access your course on your phone, I highly recommend using the Canvas student app.
- Most computers and internet providers are adequate for course success, though speedy internet access makes video conferencing easier (for example, in Zoom and Pronto).
- I really encourage video communication in our online class. A working webcam or cell phone that can take video helps with this.

## Other items you might find helpful

To learn anatomy, 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. Folks get serious about this, especially since I am an instructor who looooooves color. Being able to match the colors I use might be helpful for your learning.
- Sticky notes (many colors) and/or 3x5" index cards (any color) for studying.
- Three ring binder or spiral notebook for your External Brain.

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## Canvas

All content is available to you and organized in Canvas, the official learning management system (LMS) of College of the Redwoods.

## Log into Canvas

You can access Canvas from the [single sign on link](#) at the CR website.

You can **get Canvas help** directly from the folks at 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** at the [Student Tech Help](#) website. You can email [its@redwoods.edu](mailto:its@redwoods.edu), or call 707-476-4160.

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

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 instructor. We're all in this thing together, and Canvas is our classroom.

All content is organized in weekly MODULES. Each module has the same structure and is set up by DUE DATE. I will try to be organized and consistent, but if there is content you are looking for but can't find, PLEASE contact me 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.

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# Riggs's 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 learning won't happen. And the best way to **change your brain** is to **DO SOMETHING**. This is the fundamental assumption that informs the methods, or pedagogy, I use in all my 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. In this class, you'll have a buffet of learning opportunities. Let's find what works best for you.

## Learning is a PROCESS

All biology classes are challenging, but human anatomy is especially challenging. There is a ton of new content and this includes not only new vocabulary, but also new concepts. I often think of anatomy as a language class. My 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.** My courses are set up to offer plenty of chances to capitalize on learning opportunities and IMPROVE YOUR UNDERSTANDING OVER TIME (and also 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 I will do everything I can to help you along the way!

## Diversity Statement

As you embark on the adventure of learning biology, you can be assured we will work to co-create an inclusive, supportive, and rigorous learning community. One of the greatest benefits of education is learning from your classmates and instructors, and experiencing the many different perspectives they bring to the table.

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## 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. Your grade in the class is heavily weighted on exams. The other activities are designed to help you learn the content you'll need for the exams.

### Lectures (≈ 5% of total grade)

Scoring: 1 (complete) or 0 (incomplete)

Course content is delivered through video lectures found in discussion forums. (If the video lectures are difficult for you, you can also acquire course content by reading the textbook.) To earn your discussion points:

### First: Watch the lecture and take notes

Watch the video lecture and take notes in your External Brain. (You can also find the lectures on YouTube, but I encourage you to watch them in Canvas, because then you don't have to watch ads.) Treat the video just like an in-person lecture. Your ability to take good notes is critical for your success in this course.

### Next: Participate (meaningfully) in the discussion

The goal here is to engage with the course content *and your classmates* in a way that is meaningful for your learning. There are no required post numbers or word counts. The only requirement is meaningful participation. Some ways you might participate are:

- **Share something muddy or fun.** This can include something you were confused about from the lecture, or something you thought was particularly cool.
- **Post extra-value resources** like videos with explanations, images or links with descriptions, practice exam questions, vocabulary lists, or excerpts from your External Brain.
- **Share metacognitive insights** describing your thinking about the content and how your understanding may have changed (or deepened) as you engaged with the process.
- **Make authentic connections with classmates** and help build our learning community.
- **Ask questions** about the things that confused you.

I highly encourage you to visit and participate in the discussion a couple times. Because we're running an asynchronous class, the discussion forum will change over time. Come back and see what else you can learn.

## Quizzes (≈ 5% of total grade)

Scoring: 5 points (marked for correctness)

Administered through Canvas, these short quizzes (one per lecture) will cover the week's material. You can take them as many times as you want and Canvas will record your high score. Quizzes mimic the format of the multiple choice exams in this class. Each quiz will cover one topic, so you can practice that topic as much as you want. Most quizzes are 5 questions long, timed (about 1 min/question), and they pull from a bank of questions, so each time you take the quiz, you'll get a different set of questions on the topic. You are not shown the correct answer on the quizzes, but I encourage you to discuss them with your classmates, especially if you find something tricky. All quizzes are "best by" Saturday night by 11:59pm, but you are welcome to continue taking them for practice, even after the due date.

## Labs (≈ 5% of total grade)

Scoring: 1 (complete) or 0 (incomplete)

Each week, there will be two lab assignments to complete (one associated with each lecture topic). There are three main kinds of labs, and the goal in ALL of them is the same: **Learn the required structures.** Each lab will come with a handout (of varying detail) and your job is to simply locate the required structures using various "specimens." Each lab will include some combination of the following types of assignments.

- **Connect assignments** are generated by our textbook company (and this is why the textbook, with Connect access, is required for the class). You will use these assignments to deepen your

understanding of the required structures. Usually you will be identifying structures using images of human cadaver donors or other models. The images are not three-dimensional, and cannot be rotated.

- **Carolina dissections** are tasks related to your lab kit. There are four dissections you'll do throughout the semester. **These four dissections are required to pass the class.** You will upload pictures of your dissections, including selfies. You are welcome to have a lab partner (or two) and share one lab kit amongst you.
- **Visible Body assignments** give you access to three dimensional models that you can explore to discover required structures. These assignments are especially useful for exploring relationships between structures, and gaining a more complete view of how to identify things.
- **Histology assignments** are Riggs-generated assignments that ask you to explore various microscope slides to learn the required structures.

Labs will be graded on completeness, which means the actual thing you turn in is less important than the learning you do. Please trust that the assignments will help you be successful on the exams, so are worth your time. But YOU get to decide how you engage with them, and how you document your work. Lab assignments are "best by" Tuesdays and Thursdays at 11:59pm. I highly encourage doing the lab work in groups. And please know-- each lab is designed to take about 3 hours to complete. If they are taking you much longer, let's talk. And if they are taking you much less, you would be very wise to spend the rest of the time studying the required structures!

**Labs are a required part of this course.** If you do not earn 70% of the lab points, you cannot pass the class. You must also complete all four dissections.

## Check-ins (≈ 5% of total grade)

Grading: 1 (complete) or 0 (incomplete)

Three to four times over the semester, you will have the chance to do some sort of check-in with me. 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 3 ways to complete your check-in assignments:

- Record a simple (and very BRIEF- 2 minutes 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. It doesn't facilitate very good back-and-forth conversations, though.
- Connect with me in Pronto, our super amazing (and easy) chat tool. I love this option because it is really easy to spend some time chatting. We can even do an impromptu video chat in Pronto.
- Schedule a phone call or Zoom video chat, so we can have a more in-depth discussion.

## External Brain (≈ 5% of total grade)

Grading: 1 (complete) or 0 (incomplete)

Over the course of the semester, you will create your own unique resource referred to as your "External Brain (EB)." This is basically just a compilation of any notes you take while learning. You want your External Brain to be in a format that is optimally useful and accessible to YOU. **You will be able to use your External Brain on all exams.**

Your External Brain should contain your original work, although of course you are welcome to share ideas and discuss concepts with your classmates. Your External Brain will be assessed for completion (not accuracy).

### External Brain Rules

1. All content in your EB must be your own work.

2. You may include UNLABELED images in your External Brain, even if you do not draw them yourself. (You can white-out the labels on the images if you want.) You are welcome to LABEL any images by hand. It is wise to cite the image source if you do this.
3. Please do NOT include MY typed lecture notes or text chapters in your External Brain. However, you CAN include all your own stuff (and you are welcome to copy any material into your EB. Again, it is wise to cite the source.)
4. In anatomy it is **NOT ok to include lab handouts in your EB**. Refer to the EB assignments in Canvas for a list of other course materials you can include if you want.

## Exams (≈ 75% of total grade)

Grading: Critically assessed for correctness and points.

Your future likely has exams in it. In a high-content biology course like this one, it therefore makes sense to practice taking exams. Please try to approach these exams as opportunities to improve your skills. I am delighted to focus on improvements rather than scores when it comes to exams in this class.

### Midterm Exams (3)

There will be three 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. Exams are sometimes divided into different types, so during exam week, you might have more than one exam.

You may use your External Brain on all exams. I do this because I don't need you to memorize every little detail, though I do need you to be able to look it up and find it in your notes. Because the exams are also timed, you will still want to study and prepare for them. Before each exam, you will also agree to this honor statement:

#### **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 if you take it, you can use it to replace any (and ALL!) lower midterm scores. If your final exam grade is lower than your midterm grades, it will not impact your final grade at all. You don't have to decide about this until finals week.

## A typical week

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. Please take a look at our [F24 Tentative Schedule](#) for the SEMESTER-LONG PLAN.

### 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

participating in the activities I post in the lecture discussion. 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

Check back in with the lecture discussion. See if there are questions you can answer. Consider taking the Quiz related to this content. Your participation in the lecture activity is best by 11:59pm.

You'll have a lab due every Tuesday (best by 11:59pm). I want you to work together (because it is easier that way). Labs are where you get hands-on experience learning about the required structures for this class. You will have various tasks to complete for each lab. You get to decide the best way for you to turn everything in. Labs are supposed to take you 3 hours to complete. If you're taking less than this, you should probably spend some more time studying. If you're taking more, then please be sure your time is efficient and is furthering your learning.

## WEDNESDAY

Watch the second video lecture of the week and take notes in your External Brain. Repeat the Monday tasks with the new lecture material.

## THURSDAY

Repeat the Tuesday tasks with the new lecture material.

You will also have another lab.

## FRIDAY

Friday is a great day to catch up with any content, and do a little studying.

## 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, all quizzes are best completed by Saturday, so you can shift your focus to new content next week.

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# 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 in 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.

I've moved toward **weird grading**. It probably won't feel that new at first, but we will focus on learning and improvements...and not the number that represents any kind of judgment 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.

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- |                     |                    |

Canvas will report a grade for you. This is the lowest grade you can earn in the class. At the end of the semester, I will look at all the scores in our class and may adjust these ranges a little.

## 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 5 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 the course content. 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 get a hold of me. I am very available to help. 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, just holler.

It is also important that we communicate with each other in a way that most effectively supports sharing and learning (which means it has to be safe to try things out). Learning is a process, and we don't really make progress in our understanding unless we clearly identify what we DON'T understand. This can be a vulnerable experience, especially when the course content (biology!) is so important. Thank you for helping nurture a safe learning environment.

Here are some guidelines that might help:

- **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 on 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](mailto:wendyk-riggs@redwoods.edu)), or a message through Canvas (click on INBOX in the far left menu in Canvas).
- **Is your message urgent?** Pronto is a fantastic way to reach out to me. 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 commit to being 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.

### 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](mailto: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.

**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](mailto: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

### [Fall 2024 Enrollment Services Calendar](#)

- Classes begin: 8/24/24
- Last day to add a class: 8/30/24
- HOLIDAY: Labor Day 9/2/24
- Last day to drop without a W and receive a refund: 9/6/24
- Census date: 9/9/24 (or 20% into class duration)
- Last day to petition to graduate: 10/31/24
- Last day for student-initiated W (no refund): 11/1/24
- Last day for faculty-initiated W (no refund): 11/1/24
- HOLIDAY: Labor Day 11/11/24
- HOLIDAY: Fall Break 11/25/23-11/29/24
- Final examinations: 12/14/23 – 12/20/24
- Last day to petition to file P/NP option: 12/20/24
- Semester ends: 12/20/24
- Grades due: 12/27/24
- Transcript release: 1/3/25

## 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 "Start here" 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. But I 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.

Please know-- if you submit chat GPT or other forms of AI content generation and claim it as your own, that is a form of academic dishonesty. This doesn't further your learning.

(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](mailto: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

The material presented in this course is relevant and stimulating. Throughout this semester, you will gain knowledge and skills that will help you critically evaluate many pressing issues in our modern society, enabling you to be an educated participant in important social conversations. I am therefore quite motivated to see you succeed in this class. 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. Think about what you want to learn 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.

Anatomy 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 in all your classes:

- 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 anatomy every single day. Some suggestions...
  - Watch the video lectures and TAKE GOOD NOTES. Then rewrite your notes and answer the study guide questions (found with each lecture discussion) within 24 hours of class.
  - Explain anatomy topics to your dog, cat, Victor, friends, kids, and neighbors.
  - Make note cards, and carry them around with you, everywhere you go. (You can make them part of your External Brain!)
  - 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 the discussion forum. Holler when you don't understand something.
3. Be diligent and disciplined in lab activities. It might be tempting to skate through lab activities. 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 all the study aids offered through Canvas.
6. Form study groups with your classmates, online and in person. Hang out, eat fun food, and talk biology 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. Grade each other!
9. If the going gets tough, READ your textbook! IT WILL HELP (especially if you use it to answer tough questions).
10. 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.
11. Finally...embrace the GROWTH MINDSET. You deserve it!

## Advice from previous online physiology 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.
- 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.

# Fall 2024 BIOL-6 (Tentative) Schedule: RIGGS

The [F24 Course Syllabus](#) is also found online

Last updated: 8/30/24 9:48

[CR 2024-25 Academic Calendar](#)

[Fall 2024 Enrollment Services Important Dates](#)

## Essential Question 1: What is the human body made of?

|               |          | <b>Video Lecture + Discussion</b>                     | <b>Laboratory</b>                                     | <b>Reading (as needed)</b>    |  | <b>Other Assignments</b>              |   |
|---------------|----------|---|---|-------------------------------|--|---------------------------------------|---|
| <b>DATE</b>   |          | <i>Meaningful participation<br/>"best by" 11:59PM</i> | <i>External Brain lab entry<br/>"best by" 11:59pm</i> | <i>M &amp; O<br/>(\$\$\$)</i> | <i><a href="#">OpenStax</a><br/><a href="#">(Free OER)</a></i> | <i>"Best by" 11:59pm</i>              |   |
|               | Sat 8/24 | COURSE OFFICIALLY OPENS!                              |   |                               |  |                                       |   |
|               | Sun 8/25 |   |   |                               |  |                                       | Zoom Course Tour (Optional): 6pm PT     |
| <b>WEEK 1</b> | M 8/26   | 0 Orientation activities                              |   |                               |  |                                       | Zoom Course Tour (Optional): 12:30pm PT |
|               | T 8/27   | 1 Themes in anatomy                                   | Lab 1: The anatomical toolbox                         | Ch 1                          | <a href="#">Ch 1</a>   |                                       |   |
|               | W 8/28   |   |   |                               |  |                                       |   |
|               | Th 8/29  | 2 Introduction to histology                           | Lab 2: Histology                                      | Ch 4                          | <a href="#">Ch 4</a>   |                                       |   |
|               | F 8/30   |   |   |                               |  |                                       |   |
|               | Sat 8/31 | <b>Weekly quizzes due 11:59pm</b>                     |   |                               |  |                                       | Checkin 1 due                           |
|               | Sun 9/1  | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                                       |   |
| <b>WEEK 2</b> | M 9/2    |   |   |                               |  |                                       |   |
|               | T 9/3    | 3 Membranes   | Lab 3: Membranes and Integumentary system             | Ch 4, 5                       | <a href="#">Ch 5</a>   | Zoom Study Session (Optional): 7pm PT |   |
|               | W 9/4    |   |   |                               |  |                                       |   |
|               | Th 9/5   | 4 Digestive system                                    | Lab 4: Gross anatomy of digestive system              | Ch 26                         | <a href="#">Ch 23</a>  |                                       |   |
|               | F 9/6    |   |   |                               |  |                                       |   |
|               | Sat 9/7  | <b>Weekly quizzes due 11:59pm</b>                     |   |                               |  |                                       |   |
|               | Sun 9/8  | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                                       |   |
| <b>WEEK 3</b> | M 9/9    |   |   |                               |  |                                       |   |
|               | T 9/10   | 5 Digestive histology                                 | Lab 5: Digestive histology                            | Ch 26                         | <a href="#">Ch 23</a>  |                                       |   |
|               | W 9/11   |   |   |                               |  |                                       |   |
|               | Th 9/12  | 6 Respiratory   | Lab 6: Respiratory                                    | Ch 25                         | <a href="#">Ch 22</a>  |                                       |   |
|               | F 9/13   |   |   |                               |  |                                       |   |
|               | Sat 9/14 | <b>Weekly quizzes due 11:59pm</b>                     |   |                               |  |                                       |   |
|               | Sun 9/15 | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                                       |   |
| <b>WEEK 4</b> | M 9/16   |   |   |                               |  |                                       |   |
|               | T 9/17   | 7 Cartilage and bone tissue                           | Lab 7: Cartilage and bone                             | Ch 4, 6                       | <a href="#">Ch 6</a>   |                                       |   |
|               | W 9/18   |   |   |                               |  |                                       |   |
|               | Th 9/19  | 8 Bone organs   | Lab 8: Skeletal system                                | Ch 7, 8                       | <a href="#">Ch 7 &amp; 8</a>                                   |                                       |   |
|               | F 9/20   |   |   |                               |  |                                       |   |
|               | Sat 9/21 | <b>Weekly quizzes due 11:59pm</b>                     |   |                               |  |                                       |   |
|               | Sun 9/22 | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                                       |   |
| <b>WEEK 5</b> | M 9/23   |   |   |                               |  |                                       |   |
|               | T 9/24   |   |   |                               |  |                                       |   |
|               | W 9/25   | <b>Exam 1 opens</b>                                   |   |                               |  | External Brain 1 due                  |   |
|               | Th 9/26  |   |   |                               |  |                                       |   |
|               | F 9/27   |   |   |                               |  |                                       |   |
|               | Sat 9/28 | <b>EXAM 1 DUE</b>                                     |   |                               |  |                                       |   |
|               | Sun 9/29 | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                                       |   |

**Exam 1**

**Opens on Wed 9/25**

**Due by Sat 9/28**

## Essential Question 2: How does the human body move?

|               |          | <b>Video Lecture + Discussion</b>                     | <b>Laboratory</b>                                     | <b>Reading (as needed)</b>    |  | <b>Other Assignments</b> |               |
|---------------|----------|---|---|-------------------------------|--|--------------------------|---------------|
| <b>DATE</b>   |          | <i>Meaningful participation<br/>"best by" 11:59PM</i> | <i>External Brain lab entry<br/>"best by" 11:59pm</i> | <i>M &amp; O<br/>(\$\$\$)</i> | <i><a href="#">OpenStax</a><br/><a href="#">(Free OER)</a></i> | <i>"Best by" 11:59pm</i> |               |
| <b>WEEK 6</b> | M 9/30   |   |   |                               |  |                          |               |
|               | T 10/1   | 9 Arthrology  | Lab 9: Joints and movements                           | Ch 9                          | <a href="#">Ch 9</a>   |                          |               |
|               | W 10/2   |   |   |                               |  |                          |               |
|               | Th 10/3  | 10 Muscle tissue                                      | Lab 10: Axial muscles and tissues                     | Ch 10 & 11                    | <a href="#">Ch 10 &amp; 11</a>                                 |                          |               |
|               | F 10/4   |   |   |                               |  |                          |               |
|               | Sat 10/5 | <b>Weekly quizzes due 11:59pm</b>                     |   |                               |  |                          | Checkin 2 due |
|               | Sun 10/6 | REST, STUDY, PREPARE FOR NEXT WEEK                    |   |                               |  |                          |               |
| <b>WEEK 7</b> | M 10/7   |   |   |                               |  |                          |               |
|               | T 10/8   | 11 Whole muscle behaviors                             | Lab 11: Superior limb muscles                         | Ch 10 & 11                    | <a href="#">Ch 10 &amp; 11</a>                                 |                          |               |
|               | W 10/9   |   |   |                               |  |                          |               |

|    |           |    |                                    |  |            |                                |                      |
|----|-----------|----|------------------------------------|--|------------|--------------------------------|----------------------|
| K  | Th 10/10  | 12 | Integration: Muscle movements      | Lab 12: Inferior limb muscles          | Ch 10 & 11 | <a href="#">Ch 10 &amp; 11</a> |                      |
|    | F 10/11   |    |                                    |  |            |                                |                      |
| 7  | Sat 10/12 |    | <b>Weekly quizzes due 11:59pm</b>  |  |            |                                |                      |
|    | Sun 10/13 |    | REST, STUDY, PREPARE FOR NEXT WEEK |  |            |                                |                      |
| W  | M 10/14   |    |                                    |  |            |                                |                      |
|    | T 10/15   | 13 | The nervous system                 | Lab 13: Nervous histology              | Ch 14      | <a href="#">Ch 12 &amp; 13</a> |                      |
| E  | W 10/16   |    |                                    |  |            |                                |                      |
|    | Th 10/17  | 14 | Brain                              | Lab 14: Brain (Lab kit dissection)     | Ch 15      | <a href="#">Ch 12 &amp; 13</a> |                      |
| K  | F 10/18   |    |                                    |  |            |                                |                      |
|    | Sat 10/19 |    | <b>Weekly quizzes due 11:59pm</b>  |  |            |                                |                      |
| 8  | Sun 10/20 |    | REST, STUDY, PREPARE FOR NEXT WEEK |  |            |                                |                      |
|    | M 10/21   |    |                                    |  |            |                                |                      |
| W  | T 10/22   | 15 | Nerves                             | Lab 15: All nerves (including cranial) | Ch 15 & 16 | <a href="#">Ch 12 &amp; 13</a> |                      |
|    | W 10/23   |    |                                    |  |            |                                |                      |
| K  | Th 10/24  | 16 | Autonomic NS                       | Lab 16: The skull                      | Ch 18      | <a href="#">Ch 12 &amp; 14</a> |                      |
|    | F 10/25   |    |                                    |  |            |                                |                      |
| 9  | Sat 10/26 |    | <b>Weekly quizzes due 11:59pm</b>  |  |            |                                |                      |
|    | Sun 10/27 |    | REST, STUDY, PREPARE FOR NEXT WEEK |  |            |                                |                      |
| W  | M 10/28   |    |                                    |  |            |                                |                      |
|    | T 10/29   |    |                                    |  |            |                                |                      |
| E  | W 10/30   |    | <b>Exam 2 opens</b>                |  |            |                                | External Brain 2 due |
|    | Th 10/31  |    |                                    |  |            |                                |                      |
| K  | F 11/1    |    |                                    |  |            |                                |                      |
|    | Sat 11/2  |    | <b>Exam 2 due</b>                  |  |            |                                |                      |
| 10 | Sun 11/3  |    | REST, STUDY, PREPARE FOR NEXT WEEK |  |            |                                |                      |

Exam 2

Opens on Wed 10/30

Due by Sat 11/2

## Essential Question 4: How do organ systems maintain homeostasis?

| DATE | Video Lecture + Discussion                    |   | Laboratory                         | Reading (as needed)                            |  | Other Assignments     |  |
|------|---|---|------------------------------------|--|--|-----------------------|--|
|      | Meaningful participation<br>"best by" 11:59PM | External Brain lab entry<br>"best by" 11:59pm |                                    | M & O<br>(\$\$\$)                              | <a href="#">OpenStax</a><br><a href="#">(Free OER)</a> | "Best by" 11:59pm     |  |
| W    | M 11/4  |   |                                    |  |  |                       |  |
| E    | T 11/5  | 17  | Sensation                          | Lab 17: Eye, ear, taste (Lab kit dissection)   | Ch 19  | <a href="#">Ch 14</a> |  |
|      | W 11/6  |   |                                    |  |  |                       |  |
| K    | Th 11/7                                       | 18  | Endocrine                          | Lab 18: Endocrine histo                        | Ch 20  | <a href="#">Ch 17</a> |  |
|      | F 11/8  |   |                                    |  |  |                       |  |
| 11   | Sat 11/9                                      |   | <b>Weekly quizzes due 11:59pm</b>  |  |  |                       |  |
|      | Sun 11/10                                     |   | REST, STUDY, PREPARE FOR NEXT WEEK |  |  |                       |  |
| W    | M 11/11                                       |   |                                    |  |  |                       |  |
|      | T 11/12                                       | 19  | Blood and vessels                  | Lab 19: Cardiovascular histology               | Ch 21, 23  | <a href="#">Ch 18</a> |  |
| E    | W 11/13                                       |   |                                    |  |  |                       |  |
|      | Th 11/14                                      | 20  | The heart                          | Lab 20: Heart and vessels (Lab kit dissection) | Ch 24  | <a href="#">Ch 19</a> |  |
| K    | F 11/15                                       |   |                                    |  |  |                       |  |
|      | Sat 11/16                                     |   | <b>Weekly quizzes due 11:59pm</b>  |  |  |                       |  |
| 12   | Sun 11/17                                     |   | REST, STUDY, PREPARE FOR NEXT WEEK |  |  |                       |  |
|      | M 11/18                                       |   |                                    |  |  |                       |  |
| W    | T 11/19                                       | 21  | The circulatory system             | Lab 21: Vessels                                | Ch 23  | <a href="#">Ch 20</a> |  |
|      | W 11/20                                       |   |                                    |  |  |                       |  |
| K    | Th 11/21                                      | 22  | Urinary                            | Lab 22: Kidney (Lab kit dissection)            | Ch 27  | <a href="#">Ch 25</a> |  |
|      | F 11/22                                       |   |                                    |  |  |                       |  |
| 13   | Sat 11/23                                     |   | <b>Weekly quizzes due 11:59pm</b>  |  |  |                       |  |
|      | Sun 11/24                                     |   | REST, STUDY, PREPARE FOR NEXT WEEK |  |  |                       |  |
|      | M 11/25                                       |   | <b>THANKSGIVING HOLIDAY</b>        |  |  |                       |  |
|      | Sun 12/1                                      |   | REST, STUDY, PREPARE FOR NEXT WEEK |  |  |                       |  |
| W    | M 12/2  |   |                                    |  |  |                       |  |
|      | T 12/3  | 23  | Reproduction                       | Lab 23: Reproductive system                    | Ch 28  | <a href="#">Ch 27</a> |  |
| E    | W 12/4  |   |                                    |  |  |                       |  |
|      | Th 12/5                                       |   | Day of catchup and rest            |  |  |                       |  |
| K    | F 12/6  |   |                                    |  |  |                       |  |

|           |                                  |                                    |  |
|-----------|----------------------------------|------------------------------------|--|
| <b>14</b> | Sat 12/7                         | <b>Weekly quizzes due 11:59pm</b>  | Eureka Campus<br>Cadaver Visit (Optional):<br>10am-1pm SC102 |
|           | Sun 12/8                         | REST, STUDY, PREPARE FOR NEXT WEEK |  |
| <b>W</b>  | M 12/9                           |                                    |  |
|           | T 12/10                          |                                    |  |
| <b>E</b>  | W 12/11                          | <b>Exam 3 opens</b>                | External Brain 3 due   |
|           | Th 12/12                         |                                    |  |
| <b>K</b>  | F 12/13                          |                                    |  |
|           | Sat 12/14                        | <b>Exam 3 due</b>                  |  |
| <b>15</b> | Sun 12/15                        | REST, STUDY, PREPARE FOR NEXT WEEK |  |
|           | <b>Exam 3 Opens on Wed 12/11</b> |                                    |  |

|   |                                       |   |  |                         |
|---|---------------------------------------|---|--|-------------------------|
| <b>Finals Week: No new content! Just finish strong!</b> |                                       |   |  |                         |
| <b>W</b>  | M 12/16                               | <b>Optional final exam opens</b>  |  |                         |
|   | T 12/17                               |   |  |                         |
| <b>K</b>  | W 12/18                               | <b>Optional final exam due</b>  |  |                         |
|   | Th 12/19                              | ALL COURSE ASSIGNMENTS ARE DUE-- (This is a hard due date to allow time for final course grades to be calculated.!) ) |  |                         |
| <b>16</b>   | <b>Final Exam: Opens on Mon 12/16</b> |   |  | <b>Due by Wed 12/18</b> |

\*\* Schedule is subject to change\*\*