

Syllabus for BIOLOGY 6

Course Information

Semester & Year: Spring 2024

Course ID & Section #: BIOL-6 D6257

Instructor's Name: Jamie Jackson

Day/Time: M-W 12:30-1:35 pm Lecture AND M-W 2:05-5:15 pm Lab

Location: Lecture: RM 23; Lab: New Science Lab

Number of Units: 4.0

Instructor Contact Information

Office hours: After class or by Appointment

Phone number: (626) 768-8344 (TEXT ONLY)

Email address: jamie-jackson@redwoods.edu

NOTE: I will make every effort to respond to all student inquiries within 24 hours.

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.

This course is designed to allow students to develop a deep understanding of the three-dimensional construction of the human body and understand the mechanisms underlying human body functions and activities. **NOTE:** This course is required for application to the CR nursing program

Course Student Learning Outcomes

Upon completion of this course, you will be able to:

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.

Prerequisite

BIOL1 - General Biology

Ability to relate chemical principles to cell structure and function.

Objectives

Identify and describe biological molecules.

Identify cell structures and explain their functions.

Relate DNA function to an organism's phenotype.

Relate evolutionary processes to changes in populations.

Outcomes

Describe attributes of life and explain how cells fulfill these characteristics.

OR

Co-Requisite

BIOL1 - General Biology

Ability to relate chemical principles to cell structure and function.

Objectives

Identify and describe biological molecules.

Identify cell structures and explain their functions.

Relate DNA function to an organism's phenotype.

Relate evolutionary processes to changes in populations.

Outcomes

Describe attributes of life and explain how cells fulfill these characteristics.

OR

Prerequisite

BIOL3-Fundamental Cell Biology

Objectives

1. LAB and LECTURE: Identify and describe biological Molecules and cell structures and explain their functions.
2. LECTURE: Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication).
4. LECTURE: Relate evolutionary processes to the origin and evolution of cells.

Outcomes

Identify and describe biological molecules and cell structures and explain their functions. Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics). Explain how DNA replicates and transmits genetic information within organisms.

OR

Co-Requisite

BIOL3-Fundamental Cell Biology

Objectives

1. LAB and LECTURE: Identify and describe biological Molecules and cell structures and explain their functions.
2. LECTURE: Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication).
4. LECTURE: Relate evolutionary processes to the origin and evolution of cells.

Outcomes

Identify and describe biological molecules and cell structures and explain their functions. Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication, and genetics). Explain how DNA replicates and transmits genetic information within organisms.

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

Required Text and Materials

There are many ways to purchase the required materials. Choose the one that seems best for you.

A textbook is required for this class. We will be using Tortora Principles of Human Anatomy 15th Edition. However, you have two textbook purchase choices to choose from. You do NOT need both. Please take a look at all the required materials before making your decision. The Tortora text can be bundled with the required lab software, WileyPLUS. **ALL EXAM MATERIALS COME FROM THE TORTORA TEXT.**

Option 1 is an e-text, available forever, and **Option 2** is a physical text. You **MUST** purchase the WileyPLUS Access Code. You can buy the required textbook through the [College Online Bookstore \(Links to an external site.\)](#) or from WileyPLUS directly (**RECOMMENDED**).

The bookstore may or may not have our book available by the first day of classes. SO.....you might need to buy your book and access codes **DIRECTLY** from Wiley (**RECOMMENDED**). Here is the course code and URL to our class in Wiley (below). You will need to create an account and then purchase your choice of either **Option 1** or **Option 2**, below. Please note you might have to Chat with a representative to get the prices listed below, and these prices may not be accurate. Please let me know if you have any questions.

ISBN 9781119705642

WileyPLUS single term access code for Tortora's Principles of Human Anatomy 15th edition.
Net Price: \$62.50 (price may have changed)

ISBN 9781119662839

Tortora's Principles of Human Anatomy 15th edition loose leaf version + WileyPLUS single term access code. Net Price: \$95.00 (price may have changed).

***NOTE:** You might have to chat with Wiley customer service to get these special prices! There is a chat feature on the website and chat is very quick. Here is the phone number too **Phone:** (877) 762-2974.*

WileyPLUS will be the backbone of our lab activities in this class. If you already have a version of the textbook, you **MUST** still purchase the WileyPLUS access code.

To register for your course simply go to [Human Anatomy Spring 2024](#). Click "sign up now" to create an account. You will be asked to enter your course section ID (**B42896**) for **Human Anatomy Spring 2024** to find your course and complete the registration process.

If you already have a WileyPLUS account, just log in and click the yellow 'add more courses' button. You will be asked to enter your course section ID (**B42896**) to find your course and complete the registration process.

Option 3 Anatomy and Physiology 2e: OpenStax (YOU STILL NEED TO BUY WileyPLUS ACCESS).

This is an excellent anatomy and physiology text. It is an Open Educational Resource, which means you can access the content for free. Because it covers both Anatomy and Physiology, you'll have to sort through the content a bit more than if you just purchased the Physio book above. But the price point is VERY compelling. Here are your options:

1. Access the book totally free at <https://openstax.org/details/books/anatomy-and-physiology> ([Links to an external site.](#)). There are many ways to consume the text including a [PDF download \(Links to an external site.\)](#).
2. Purchase a hard copy of the text (in color, ISBN 978-1-938168-13-0) at https://smile.amazon.com/Anatomy-Physiology-Kelly-Young-dp-1938168135/dp/1938168135/ref=mt_other?_encoding=UTF8&me=&qid=1595194168 ([Links to an external site.](#))

Student Support

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.

Evaluation & Grading Policy

Grades

The purpose of grading is to get an idea of how well you are mastering the material in this course. They help you pinpoint troublesome topics that might trip you up in future courses. There are a billion grades in the gradebook, which means you have a billion opportunities to earn points and improve your grade. Everything in the gradebook is driven by your performance on the assessments in the course... and nothing else. In other words, it doesn't matter how much I love you... the grades you EARN on assignments will translate into the grade you EARN in the class. (But I do love you.)

I will use the following scale to determine the letter grade you earn in my			
100.0 - 93.00% = A	89.99 - 87.00% = B+	79.99 - 77.00% = C+	69.99 - 60.00% =
92.99 - 90.00% = A-	86.99 - 83.00% = B	76.99 - 70.00% = C	< 59.99% = F
	82.99 - 80.00% = B-		

I do NOT bump grades higher than the exact percentage you earn. This means that there is no rounding up. Since grade- boundaries are by definition arbitrary, there is no good rationale for letting the boundaries slide; there will always be a cut-off and there will always be someone who is close, but not quite there. Be grateful for the BILLION opportunities you have to earn points as outlined in this syllabus. The grade reported in Canvas is the grade you will earn in the course.

Assessment

Your performance in the course will be assessed based on your execution of the following requirements. (NOTE: I do not accept late work at any time. My life is just too crazy to handle your late stuff. it will get lost. That said, if you turn something in before I get around to grading everything, then chances are excellent that I will actually accept it. So even if it is late, consider completing the assignments anyway. I'm a busy Chica. You might just get lucky!)

- Discussions (25%)

There will be a discussion board for EVERY SINGLE lecture. Most weeks, that means you'll have TWO of these discussions. Contribute to the board in a meaningful and constructive way and you'll get full credit on these assignments. The purpose of this board is to clarify the CONFUSING concepts in the day's lecture as well as celebrate the COOL ones.

There are two parts to these discussions. FIRST- you must post an original thought, with a meaningful title, talking (briefly- 200 words or less) about something CONFUSING or COOL about the lecture. This original post is due by 11:59am- this is just before noon! Once you publish your original thoughts, the rest of the board will be unlocked, and you will find some PRACTICE QUESTIONS that I've posted. You'll also find the original posts of your classmates. By the final due date (11:59pm- just before midnight!), you must engage in a meaningful and constructive way by adding 2 more posts to the board. You can answer my questions, or respond to your classmates, or both. Make the board helpful for you!

For full credit, you must generate a total of 2 posts to add to the board. In addition, you must:

- submit an original post that is interesting and generates conversation.
- submit the original post by the due date.
- submit at least one response that meaningfully and constructively engages with classmates.
- come back to the board and participate at least two separate times (with at least 2 hours between posts).

- Labs (25%)
Each week, there will be LABORATORY activities to complete on-campus. WileyPLUS has the ability to let us use a virtual cadaver, as well as access to so many helpful online tools. You will also have a LAB DISCUSSION board where you will talk about the lab and have the ability to problem-solve and brainstorm with your classmates.
- Weekly Online Quizzes (15%)
Administered through Canvas, these weekly quizzes will cover ALL lab and lecture material for the week. Every week, quizzes will be posted in MODULES. Quizzes will be due Sunday night by 11:59pm. No late quizzes will be accepted so it is not advised that you wait until 11:58 pm to complete the quiz. You may take the quiz twice, and I will keep the higher score. This is excellent practice for your exams.
BE AWARE: There are no make-up quizzes of any kind!
- Exams (35%)
There will be four midterm exams throughout the semester that cover material from both lecture and lab, as well as a comprehensive final exam. BE AWARE: There are no make-up exams of any type, unless you have a verifiable, unavoidable, and extreme circumstance.

Spring 2024 Dates

Flex days	Jan 11 & 12
Classes begin	Jan 13
District-wide closure (Martin Luther King, Jr.'s Birthday) ..	Jan 15
Census Day	Jan 29
Census Roster Due Date.....	Feb 6
Flex goals for Associate Faculty Due	Feb 10
District-wide closure (Lincoln's Birthday)	Feb 16
District-wide closure (President's Day)	Feb 19
No classes (Spring Break)	Mar 11 – 16
Flex forms due for Full Time Faculty	April 26
Flex activities due for Associate Faculty	May 3
Final exams	May 4 – 10
Classes end	May 10
Commencement.....	May 11 & 12
Grades Due	May 17
District-wide closure (Memorial Day)	May 27

Academic Dishonesty

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

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed

from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. **Setting Your**

Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

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 \(instructure.com\)](#)

Community College Student Health and Wellness

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

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

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 <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#). In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel
- Do not leave campus unless it has been deemed safe by the campus authorities

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, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

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

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

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.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave the site unless it has been deemed safe by the person in command.

Student Support Services

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

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

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

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821