

Syllabus for BIOL 6 – Human Anatomy

Course Information

Semester & Year:	Fall 2025
Course ID and Section number:	Biol-6-E9338/E9341 Hybrid
Instructor's name:	Jaelyn (Jackie) Patmore
Day and time of required meetings:	Lab: M & W- 2:30-5:40pm OR 6:00-9:10pm Lectures (online – notes required)
Location:	SC Room SC102
Course units:	4 units

Instructor Contact Information

Office location: **216H**
Office hours: **TBD**
Phone number: **(707)476-4234**
Email address: jaelyn-patmore@redwoods.edu (preferred)
Communication notes: **email me anytime, I'll get back to you ASAP**

Catalog Description

An introductory course on human anatomy that includes the study of the gross and microscopic structure of all organ systems of the human body with emphasis on the relationship between structure and function. Laboratory work includes microscopy, dissection, and the study of human cadavers.

Course Student Learning Outcomes

1. Describe key structural features of different human cells and major tissue types.
2. Identify and describe the anatomy of the systems of the human body.
3. Relate structure and function at the cellular through system levels of organization of human body systems.
4. Describe structural or anatomical changes that occur in disease, injury, or aging of the human body systems.

Prerequisites/corequisites/ recommended preparation

BIOL 1 – General Biology, is a corequisite for BIOL 6. I recommend you have *already* taken BIOL 1. Concurrent enrollment in BIOL 1 and BIOL 6 is not encouraged and will prove successful only for the strongest and most experienced students.

Course Materials

REQUIRED TEXT: McKinley O'Loughlin, *Human Anatomy*

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

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

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

Course Organization and Timing

The course is organized into four units. Unit I: How is the Body Built?, Unit II: How Does the Body Move?, Unit III: How is the Body Coordinated?, and Unit IV: How Does the Body Reproduce and Maintain Homeostasis?

Each week we will typically cover two topics, each will consist of a recorded lecture and a correlated lab.

- Each **Module** on *Canvas* will contain the week's...
 - lecture topics
 - lab topics
 - additional handouts/diagrams if applicable
 - corresponding Review sheets (posted at the end of the lab)
 - relevant reading in your textbook
- Each **lecture** is intended to introduce you to a new section/topic of the course. You are **required** to take physical notes during lectures and bring them with you to lab.
- Each **lab** is intended to reinforce the lecture material with hands-on resources. Your goal is to *learn* all the required structures on the lab handout.
 - “Learn” means recognize, name, know how it works, know how it connects with other structures, anatomically and functionally.
- Each lecture/lab combo has a **Review sheet** that you can use as a study guide or while studying, or a “quiz yourself” review later.
 - You don't turn these in but I'm happy to look them over in lab.
- After every couple of labs, you will have an **in-class Lecture/Lab Practical quiz** (see schedule).

There is a pair of exams at the end of each unit, one written and one practical that will be in person in the lab following the conclusion of the unit.

- The **Written exam** will consist of a variety of questions
 - Matching, fill in the blank, labeling, sketches, definitions, explanations requiring a paragraph, short essays...everything!
- The **Practical exam** will be specimen-based, using lab material including the cadaver.
 - You will need to identify various anatomical structures and describe their functions. Lots of pins and short answer questions.

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

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

1) MONDAY-THURSDAY:

- **Lectures:** Lectures are online recordings. Be ready to engage and take notes. I recommend setting a time to watch them throughout the week and **sticking to it like it's a live class**. For example, Sun and Tues at 7pm. This gets you the next day's notes and then frees up the rest of the day to study and review prior material.
- **Before Lab Everyday– EAT, EAT, EAT** – and review if there is a quiz, but eating is paramount to getting through lab. Your brain and body need calories to stay sharp, process, and learn during lab. You will learn more and learn better with calories on board!
- **Lab:** SC102 - Be ready to engage and work through a lot of material. Plan to be in lab the entire time. This is your chance to work through the lab, familiarize yourself with the materials, and to ask me lots of questions.
- **Outside of Class** : Review and study prior material, **DAILY!** Quiz yourself – engage and use active learning techniques.

2) WEEKENDS:

- Review, review, review, and study, study, study the week's material! Quiz yourself - engage and use active learning techniques – FYI: passively looking over material is NOT studying. After a study weekend you should be “Exam Ready” with the previous week's material.
- **Email Jackie with any questions. I will get back to you ASAP.**

You will have to see if this schedule works for you or if it needs tweaking. I *highly* recommend that you try to keep on pace with the recommended schedule; don't try to get ahead and never fall behind. Staying on pace with the material in this way will pay off in the long run. Be ready to adjust your study habits and overall study times.

This is a 2:1 study course, meaning for every hour of class time spent you should expect to spend 2 hours studying. We meet for class almost 10 hours a week which translates into ~20 more hours of possible study time needed. While 20 hours is a lot of time, and most likely you won't need that much time, you need to be prepared to spend more than just an hour or two passively looking over notes. The biggest mistake I see students make is simply not spending enough quality time studying.

Evaluation & Grading Policy

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

< 60%	60-69%	70-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-100%
F	D	C	C+	B-	B	B+	A-	A

Lab/Lecture Quizzes	11 x 20 – lowest score	200
Unit Exams: Written and Practical	4 x 200	800
Unit Homework (only assigned if needed)	4 x 25	100
TOTAL possible points		1000-1100

Quiz and Exam Make-Up Policy

- **There are no make-ups for quizzes. If you miss one, it counts as your dropped quiz.**
- **There are no make-ups for exams.**
- If an unexpected situation arises that makes you completely unable to take the exam, **you must have a serious and verifiable excuse** to qualify for a makeup exam.
 - **Contact me before the scheduled exam** by leaving a message on email or phone voicemail.
 - **Serious means** emergency room visits, quarantine due to contagious infectious disease, and deaths in the family.
 - **Verifiable means** you have a doctor's note, a police report, or some other form of evidence.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Academic dishonesty of any kind (including AI use - see AI policy below) will result in an instant F on the quiz/exam/assignment and an *academic dishonesty referral* that will result in an accountability meeting with the Chief Student Services Officer or designee and record of the incident will be kept on file. The Student Code of Conduct ([AP 5500](#)) is worth reading.

A couple of common pitfalls:

- Many students don't realize that complicity...allowing or encouraging cheating...is as bad as being the one doing the cheating.
- Many students don't understand that using a Wikipedia-type answer...even if cited...is plagiarism, and copy pasting directly from ChatGPT or other AI source is not in any way their own work is 100% academically dishonest.
- Many students don't realize that professors KNOW that companies like Chegg will allow you to pay for access to answers to questions in popular textbooks like your lab manual. Not only is this cheating, but their answers are typically subpar or wrong entirely!

It's far better to earn an F with integrity than pass the class through cheating. And seriously, you're going to be in charge of human lives someday!

AI Use Class Policy

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

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 [2024-25 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.

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

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

Canvas Information, Skills, & Technology Requirements

- 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 \(pdf\)](#).

Necessary Skills

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

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

Technology Requirements

Hardware

Computer – Many resources are online. You should plan on doing some of your work on a reliable model notebook or desktop computer (Mac or PC). Do NOT plan on participating in this class solely from a portable device (phone or tablet).

Portable Devices - You can use recent model portable devices (such as Android or iOS phones & tablets) for some activities, and we will be learning about some cool apps that you may want to download. Minimally, be sure to acquire the free *Canvas* app, *Canvas by Instructure*, available in iTunes or the Google Play Store.

Connection and Software

High-speed internet - You'll need high-speed internet service from cable, DSL, or satellite providers in order to access materials that are integral to this course, and your internet needs to be reliable. This is Humboldt County and outages do happen, so it is best not to wait until the last minute to submit assignments. It is your responsibility to meet the class deadlines regardless of external circumstances.

Browsers - You will need to use the most recent version of Mozilla, Firefox, and/or Chrome to best access the course and course activities. Internet Explorer and Canvas don't get along.

Word Processing and Graphing Software - You need Microsoft Word or a similar word processing program for writing assignments, and Acrobat Reader or a similar program to allow you to read and download pdf files. I also recommend Adobe Scan for making and uploading pdfs. All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to [Office 365 for Education](#) to get started.

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 [Student Accessibility Support Services \(SASS\)](#).

If you are unsure whether you qualify, please contact SASS for a consultation: SASS@redwoods.edu.

SASS 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
- 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
- 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: retention@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 (MEC)

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!

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 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 the [Del Norte Campus](#) website.

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.

Disclaimer

The information contained in this syllabus is subject to change at the discretion of the instructor. I strive to stick to the schedules and policies outlined in this document but unforeseeable circumstances may yield a need for updates or changes to the course. You will be notified of any syllabus changes.