

Human Anatomy

BIOL2320

Instructor Information

Communication Plan

I will generally respond to email within 24-48 hours on weekdays.

I will have exams graded no later than 1 week from when the exam closes.

The best way to contact me is via the Canvas Inbox, but the email above will also reach me.

Course Description

Prereq: BIOL 1610 w/C grade or better. Coreq: BIOL 2325. For HS and biology/science majors. Intro to the structure of the human body using a systemic approach. Structural relationships are evaluated by macro and microanalysis. Three hours of lecture per week and additional lab component (BIOL 2325) required.

Semester: All

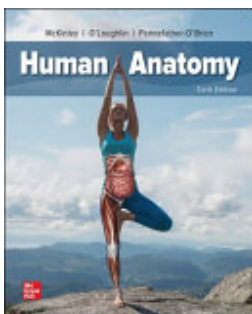
Course Presentation

This course is delivered in-person, 2X per week. The laboratory component is in-person, 1X per week.

Course Prerequisites

BIOL 1610 w/C grade or better

Required Textbook or Materials



Title: Human Anatomy (loose leaf, bound, or e-book is fine) REQUIRED

ISBN: 9781260443820

Authors: Michael McKinley, Valerie O'Loughlin, Elizabeth Pennefather-O'Brien

Publisher: McGraw-Hill Education

Publication Date: 2020-01-23

Edition: 6th edition or 2024 Evergreen release (older editions are fine, but may require you to match figures with different numbering)



Title: Top Hat Pro subscription REQUIRED (\$33/semester)

Subtitle: We will be using the Top Hat Pro classroom response system. You will be able to submit answers to in-person practice questions using smartphones, tablets, and laptops. Top Hat Pro will require a paid subscription, and a full breakdown of all subscription options available can be found [here](#). You can visit the Top Hat Overview which outlines how you will register for a Top Hat account, as well as providing a brief overview to get

you up and running on the system. Use your Canvas email to sign up for a Top Hat account, and expect an email invite to the Top Hat course from Top Hat before classes begin.

Title: Human Anatomy Lab Manual

Subtitle: THIS IS NOT A REQUIRED TEXT. ALL REQUIRED LAB CONTENT WILL BE AVAILABLE ONLINE. THIS TEXT HAS EXTRA DESCRIPTIONS AND PRACTICE ACTIVITIES FOR LAB.

Authors: Melaney Birdsong Farr

Edition: 5th edition

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Use correct terminology to describe the basic structural organization of the body and compare and contrast the different types of tissues which give rise to the structure and functions of organs and organ systems.
- Describe the bones, bony features, and articulations of the axial and appendicular skeleton.
- Describe the basic structure and function of skeletal muscle tissue; and the attachments and actions of representative axial and appendicular muscles.
- Describe the cytology of nervous tissue and the organization of the nervous system.
- Describe the important functional areas of the brain and spinal cord; plus the organization of their meninges and CSF circulation.
- Describe cranial and spinal nerves; and compare and contrast the somatic and autonomic divisions of the nervous system.
- Describe the structure of the vessels and organs; the organization of circulation pathways; and basic functions of the cardiovascular and lymphatic systems.
- Describe how specific structural specializations found in the respiratory and urinary systems result in the characteristic functions of these organ systems.
- Describe the basic structure and function of the digestive system.

- Describe the structures of the male and female reproductive systems.

Description of Assignments/Exams

In-person practice, quizzes, and exams:

- **Top Hat Module quizzes and in-person practice activities** will be administered using the electronic **TOPHAT student response system**. These quizzes and activities will be worth 15% of your total score.
 - Top Hat module quizzes are open for 1 week or longer each time, and are open book and **collaboration is encouraged**.
 - **In-person practice (IPP) activities** will be offered to students who attend class and can NOT be made up. These are challenging, collaborative activities that are graded for participation, not accuracy. I will drop 20% of the in-person practice points (to account for student absences) before entering the in-person practice points as a large quiz grade at the end of the semester.
- All **exams** will be on **Canvas**, offered for 2-4 days, given only during scheduled times.
 - Exams must be taken at an **SLCC testing center**.
 - Exams 1-3 **will include an open book take home portion AND a closed book Canvas exam portion**. Exam 4 and the final exam will be closed book Canvas only.
 - The **final exam** will be **comprehensive** (100 points).
- **Generally exam scores are available within one week of the day the exam closes in the testing center.**
- **IT WILL NOT BE POSSIBLE TO TAKE AN EXAM AT ANY TIME OTHER THAN WHEN SCHEDULED. NO EXCEPTIONS! THERE ARE NO MAKE UP EXAMS. If you miss an exam you may consider that your dropped exam.**
- **All course grades will be posted to Canvas as they're calculated.**

Grading Scale

PLEASE CLICK [HERE](#) for a preliminary lecture schedule for the semester. **This will have the PRELIMINARY due dates for tests and quizzes.**

You will have four midterm exams. **The lowest of these midterm exam scores will be dropped before calculating your final score for the course.**

Item	Percent of final grade
Top Hat Module Quizzes and in-person practice activities	15%
Best exam score (of four exams)	15%
Second best exam score (of four exams)	15%
Third best exam score (of four exams)	15%
Final exam	15%
Lab final percentage grade	25%
Total grade	100%

- A = 93-100%
- A- = 90-92%
- B+= 88-89%
- B. = 83-87%
- B- = 80-82%
- C+= 78-79%
- C = 73-77%
- C- = 70-72%
- D+= 68-69%
- D. = 63-67%
- D- = 60-62%
- E = <60%

[How to Navigate to Canvas](#)

Keys to Success

This course will require considerable student preparation and study time. To that end, **a successful student will need to:**

- **Preview** notes and text references before the material is covered in class.
- **Attend** lecture regularly and bring textbook to class as a reference.
- **Review** notes and other material on a daily basis.
- **Heed this recommendation for science students:** for each hour in class, the student should expect to spend 2-3 hours studying the material outside of class in order to be successful in the course. Open lab attendance is a very effective study technique.

This class will require considerably more time than you might think is 'fair.' Students spend, on average, 10 hours outside of class per week studying for this course, and that will generally get a student an 'average' grade. **Between lecture and lab, you will be spending almost 6 hours per week just learning the content, so a good goal for study time would be about 18-20 hours per week. Yes, I'm aware it sounds excessive. I'm also aware that it often works.**

General Course Policies

- **Syllabus:** This syllabus represents an agreement between you the student and the instructor. It is designed to ensure course integrity and fairness as well as provide students with a clear understanding of course expectations. The instructor and students are expected to use the syllabus and schedule as a guide for the semester. Any deviation from the syllabus or schedule will be discussed by the instructor and students.
- **Course content:** Cadaver-based anatomy education is an integral part of this course. Any/all human structures and functions, including, but not limited to reproductive functions may be discussed, as well as a variety of pathologies relevant to understanding normal human structure and function.
- **Electronic Devices:** Use of cell phones during class (for non-course related reasons) is not allowed. All cell phones must either be in silent mode, turned off, or

left at home. Computers or tablets can be used for note-taking and course-related purposes ONLY, but should not be used during class for working on other tasks (e.g. answer emails, social media, other classes, etc.). This is distracting to other students in the class. You may be asked to leave if your electronic device disrupts the class in any way. Use of cell phones during exams without express instruction to do so constitutes cheating.

- **Classroom recordings:** Students may not record or publish information from the class without written authorization from the instructor. If used without authorization you have violated Privacy/Intellectual Property Rights.
- **Attendance:** Attendance at one of the first two class meetings and completion of a syllabus quiz is MANDATORY! If you do NOT attend at least one of the first two lectures, YOU RISK BEING DROPPED from the course.
- **Incomplete Grade and Withdraw from Class:** A grade of "I" (Incomplete) is the instructor's option and only given in the most extenuating of circumstances for which there is verifiable written documentation. In order to receive an incomplete, nearly all course work must have been completed with a passing grade (e.g. ~75%). It is the responsibility of the student to drop/withdraw from this class, not the instructor.
- **Academic Dishonesty:** Is absolutely NOT tolerated and includes all forms of cheating and plagiarism as outlined in the Student Code. Penalty for first offense will be a grade of "0" on the assignment or exam; second offense will be an "E" for the course. .

Course Learning Environment

Learning is vulnerable. My hope is that all of us together will create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- No discrimination is tolerated based on anyone's race, gender, sexuality, religion, abilities, English language proficiency, or socio-economic circumstances. Please always choose kindness and patience in our class communications. There is space

for all of us here.

- If you have a name and/or set of pronouns that differ from those that appear in your Canvas handle, please let me know so I can address everyone in a way that makes them feel comfortable and respected.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in any of the class materials or discussions (by anyone) that made you feel uncomfortable, please talk to me about it. You can email me directly or send feedback via the anonymous open survey on our Canvas site.
- I want to be a resource for you and help you learn these materials without adding to anyone's level of stress, and I promise to treat everyone with compassion.

College Wide Student Learning Outcomes

SLCC has identified nine essential capacities all students should strengthen, regardless of academic major or career plans, that will serve students in all aspects of life.

- Acquire substantive knowledge in the intended major and throughout General Education
- Communicate effectively
- Develop quantitative literacies necessary for the chosen field of study
- Think critically
- Express themselves creatively
- Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners

- Develop the knowledge and skills to work with others in a professional and constructive manner
- Develop information literacy
- Develop computer literacy

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Exam 1: Anatomical Terms, Histology, Bone	Quiz	100
	Exam 2: Muscle, Skin, Nervous Org.	Quiz	100
	Exam 3: Brain/Nerves/Heart	Quiz	100
	Exam 4: Vessels, Urinary, Reproductive	Quiz	100
	Final Exam	Quiz	100
	Introduce Yourself	Discussion	0
	Lab score	Assignment	100
	TH In-person practice	Assignment	109
8/22	TH-Module 0: Introduction	Assignment	11
8/29	TH-Module 1: Anatomical Terms	Assignment	13
9/12	TH-Module 2: Histology	Assignment	17

Free STEM Tutoring

STEM Learning provides free tutoring services and textbook checkout to students enrolled in various courses offered by the School of Science, Math, and Engineering.

Tutoring is provided as a drop-in service only, except in certain circumstances.

Please visit <https://www.slcc.edu/stem/tutoring/index.aspx> for more information!

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional->

[syllabus](#). Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>