

## REID STATE TECHNICAL COLLEGE

SPRING SEMESTER 2018

### I. **BIO201 HUMAN ANATOMY AND PHYSIOLOGY I**

Theory 3 Credit hours

Lab 1 Credit hour

Clinical 0 credit hours

Total 4 credit hours

Total Contact hours – 5

### II. **CLASS MEETING DATES/TIMES/LOCATION**

TUESDAY 7:50am-12:20pm EVERGREEN CAMPUS

THURSDAY 12:50-5:20pm ATMORE CAMPUS

### III. **CLINICAL DATES/TIMES/LOCATION**

**(None)**

### IV. **INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Daphne Joyner

Office: Library/Second Floor, Room 218

Office Phone: (251) 578-1313, ext. 244

Other Phone: (251) 809-4066 (Call or text)

Email: [djoyner@rstc.edu](mailto:djoyner@rstc.edu)

Office hours are posted on office door on the Evergreen campus.

## **V. COURSE DESCRIPTION:**

This course is an overview of two Complimentary branches of Science: anatomy and physiology. These branches will provide students with critical concepts that will help them understand the structure and function of the human body. This course will cover orientation of the human body, basic principles of chemistry, histology, metabolism, joints, the integumentary, skeletal, muscular, nervous system, and the senses.

## **VI. PREREQUISITE(S)/CO-REQUISITE(S)**

### **PREREQUISITE COURSES**

BIOLOGY 103 IS HGHLY RECOMMENDED.

### **CO-REQUISITE COURSES**

None

## **VII. TEXTBOOK(s) AND OTHER LEARN ING RESOURCES**

Scanlon, Valerie C. and Sanders, Tina. Essentials of Anatomy and Physiology, 7th edition. F.A. Davis Company. 2011

Scanlon, Valerie C. and Sanders, Tina. Student Workbook for Essentials of Anatomy and Physiology, 7th edition. F. A. Davis Company, 2011

Various virtual labs used for laboratory grades

"Color-in Flash Cards." 2010. Ashwell, Ken BMedSc, MB, BS, PhD. School of Medical Sciences, The University of New South Wales. Sydney, Australia.

"Pocket Anatomy & Physiology." 2010. Jones, Shirley A. F.A. Davis Company. Philadelphia, PA.

"Brief Atlas of the Human Body." 2007. 2 ed. Beauparlant, Serina, etal. Pearson Education, Inc. San FrancisCO, CA.

A Brief Atlas of the Human Body." 2003. Hutchinson, Matt, etal. Benjamin Cummings and Pearson Education, Inc. San Francisco, CA.

"A Photographic Atlas for the Anatomy & Physiology Laboratory." 2011. 7" ed. Van De Graaff, Kent, etal. Morton Publishing. Englewood, CO.

"Anatomy & Physiology Laboratory Manual." 2007. 6" ed. Patton, Kevin T. PhD. Mosby Elsevier. St. Louis, Missouri.

## **VIII. PROFESSIONAL COMPETENCIES/OBJECTIVES**

### **MODULE A - BODY STRUCTURE AND FUNCTION**

- A 1.1.1 Define terms associated with the structure and function of the body.
- A1.1.2 List organizational levels of the body in order of increasing Complexity.
- A1.1.3 Explain anatomical position.
- A1.1.4 List anatomical directions.
- A1.1.5 Explain anatomical directions.
- A1.1.6 Explain the relationship of anatomical directional terms to the body.
- A1.1.7 Identify planes or body sections.
- A1.1.8 Explain planes or body sections.
- A1.1.9 Identify body cavities and subdivisions of each.
- A1.1.10 Identify body regions and subdivisions of each.
- A1.1.11 Explain mechanisms to maintain homeostasis.
- A1.1.12 Relate medical terminology to the structure and function of the body.

### **MODULE B - CHEMISTRY OF LIFE**

- B1.1.1 Define terms associated with the levels of chemical organization.
- B1.1.2 Identify three kinds of particles within an atom.
- B1.1.3 Differentiate between ionic bonds and Covalent bonds.
- B1.1.4 Differentiate between organic and inorganic compounds.
- B1.1.5 Explain the difference between solvent and solute.
- B1.1.6 Explain the concept of pH.
- B1.1.7 Explain the difference between acid and base.
- B1.1.8 Explain the structure and function of carbohydrates, proteins, lipids, and nucleic acids.
- B1.1.9 Relate medical terminology to chemistry of life.

### **MODULE C- CELLS AND TISSUES**

- C1.1.1 Define terms associated with Cells and tissues.
- C.1.1.2 Identify the parts of a cell.
- C.1.1.3 Explain the structure and functions of organelles.
- C.1.1.4 Identify the processes that move Substances through Cell membranes.
- C.1.1.5 Compare the passive and active transport processes.
- C.1.1.6 Explain factors that affect tonicity.
- C.1.1.7 Explain cellular reproduction.
- C.1.1.8 Identify types of tissues.

## **MODULE D - INTRODUCTION TO ORGAN SYSTEMS**

- D1.1.1 List the major Organ Systems.
- D1.1.2 Explain the structure of each system.
- D1.1.3 Explain the function of each system.
- D1.1.4 Relate medical terminology to organ systems.

## **MODULE E - INTEGUMENTARY SYSTEM AND BODY MEMBRANES**

- E1.11 Define terms associated with the integumentary system.
- E1.1.2 Identify types of body membranes.
- E1.1.3 Describe the structure of the skin.
- E1.14 Describe the function of the skin.
- E1.1.5 Identify appendages of the skin.
- E1.1.6 Relate medical terminology to the integumentary system.

## **MODULE F - SKELETAL SYSTEM**

- F1.1.1 Define terms associated with the skeletal system.
- F1.1.2 Explain the functions of the skeletal system.
- F1.1.3 Identify types of bones. Identify the anatomical structures found in long bones.
- F1.1.4 Explain the microscopic structure of bone and cartilage.
- F1.1.5 Explain bone formation and growth.
- F1.1.6 Identify the two divisions of the skeletal system.
- F1.1.7 List the bones found in the two divisions of the skeletal system,
- F1.1.8 Differentiate between male and female Skeletal structures.
- F1.1.9 Identify types of joints.
- F1.1.10 Differentiate the movements allowed by different types of joints.
- F1.1.11 Relate medical terminology to the skeletal system.

## **MODULE G - MUSCULAR SYSTEM**

- G1.1.1 Define terms associated with the muscular system.
- G1.1.2 Identify types of muscle tissue.
- G1.1.3 Explain the structure of skeletal muscles.
- G1.1.4 Explain the functions of skeletal muscles.
- G1.1.5 Explain how muscles utilize energy.
- G1.1.6 Explain the role of other body systems in movement.
- G1.1.7 Explain innervations to muscle tissue.
- G1.1.8 Identify types of skeletal muscle contractions.
- G1.1.9 Identify selected muscle groups.
- G1.1.10 Explain the function of selected muscle groups.
- G1.1.11 Explain movements produced by skeletal muscle contractions.
- G1.1.12 Relate medical terminology to the muscular system.

## **MODULE H NERVOUS SYSTEM**

- H1.1.1 Define terms associated with the nervous system.
- H1.1.2 Identify the organization of the nervous system.
- H1.1.3 Identify types of cells of the nervous system.
- H1.1.4 Explain the function of neurons and glia cells.
- H1.1.5 Identify the reflex pathways of the nervous system.
- H1.1.6 Explain propagation of nerve impulses.
- H1.1.7 Identify components of the central nervous system.
- H1.1.8 Explain the function of the components of the central nervous system.
- H1.1.9 Identify components of the peripheral nervous system.
- H1.1.10 Explain the function of the components of the peripheral nervous system.
- H1.1.11 Differentiate between somatic and autonomic nervous systems.
- H1.1.12 Relate medical terminology to the nervous system.

## **MODULE I - SENSORY**

- I1.1.1 Define terms associated with the senses.
- I1.1.2 Identify the general sense organs.
- I1.1.3 Explain the function of the general sense organs.
- I1.1.4 Identify special sense organs.
- I1.1.5 Identify the structure of the special sense organs.
- I1.1.6 Explain the function of the special sense organs.
- I1.1.7 Relate medical terminology to the senses.

## **IX. LEARNING OUTCOMES**

1. The students will be able to identify the parts of the cell and explain each part's function.
2. The students will be able to identify the different types of tissues in the body and identify places in the body each of the types of tissues are located.
3. The students will be able to name and locate the different bones in the body and locate the different landmarks on each bone.
4. The students will be able to name and locate the different muscles located throughout the body.
5. The students will be able to analyze scenarios to identify positive, negative, and feed-forward homeostatic feedback mechanisms that occur in the human body.
6. The students will be able to perform cuts/sections and label scientific body regions on a wrestler figure and/or paper man or woman.
7. The students will be able to use prefixes, suffixes, and combining forms correctly as scientific terms.
8. The students will research a disease/disorder in five different types of sources and report current information about the disease/disorder from causes to treatments to preventions.

9. The students will interpret autopsies and/or case studies for causes of death or sickness that occur with the skeletal, muscular, integumentary, and nervous systems.

10. The students will be able to name and explain the importance of all the organs in the skeletal, muscular, integumentary, and nervous systems.

## **X. OUTLINE OF TOPICS AND CHAPTERS**

Chapter 1: Organization of the human body

Chapter 2: The chemical basis of life

Chapter 3: Anatomy and Physiology of Cells

Chapter 4: Tissues and membranes Tissue identification

Chapter 5: Anatomy and Physiology of integumentary system

Chapter 6: Anatomy and Physiology of the skeletal system, Bone identification, bone names and landmarks, Articulations

Chapter 7: Anatomy and Physiology of the muscular system, Muscle identification

Chapter 8: Anatomy and Physiology of the nervous system

Chapter 9: Special senses

## **XI. EVALUATION AND ASSESSMENT**

DAILY WORK (LABORATORY EXERCISES, WORKSHEETS, AND PROJECTS).....25%

CHAPTER TESTS AND LAB EXAMS.....40%

AVERAGE OF MEDTERMAND FINALEXAMS.....35%

### **GRADING SCALE**

LETTER GRADE AND NUMBER GRADE

**A 89.5-100**

**B 79.5-89.4**

**C 69.5-79.4**

**D 59.5-69.4**

**F 0.00-59.4**

**W NONE; WITH DREW**

**I NONE; INCOMPLETE**

A grade of "D" or "F" is not acceptable in any course in the practical nursing curriculum, including math, English, and biology. A student must maintain a "C" or better to progress. The student has one semester to make an incomplete grade become a complete grade after the incomplete was awarded as a final grade. It is the student's responsibility to resolve incomplete final grades. If the incomplete grade is not resolved, it converts to a grade of "F."

## **XII. MAKE-UP WORK REQUIREMENTS**

Make-up chapter tests and lab exams will be permitted given student has called, emailed, texted, or provided a written excuse on the day the chapter tests and/or lab exams are given. The format of the make-up chapter test will be in essay format. Make-up lab exams will be at the discretion of the instructor. Original chapter tests and lab exams will have different formats, including but not limited to, multiple choice, matching, fill-in-blank, and short answer. Makeup deadline will be given to the student, and student must contact instructor with a date and time to make up before or on the deadline date. If not made up by or on deadline date, remediation for the test and extra points earned will be forfeited and a late fee of 5 points will be deducted. All chapter tests and lab exams must be made up before the midterm or final exam they precede, or the student can't take the midterm or final exam on time and will have to do a make-up midterm or final exam. Makeup midterm and final exams require a call, email, text, or written excuse and then PERMISSION by the instructor to make up. Please be sure there is documented permission from the instructor. Original midterm and final exams have the same formats as the original chapter tests and lab exams; however, make-up midterm and final exams formats are at the discretion of the instructor. If midterm and final exams are not made up before or on the deadline dates assigned, a late fee of 5 points will be deducted from the make-up midterm and/or final exam grade.

Make-up laboratory exercises follow the same guidelines listed above for make-up chapter tests and lab exams. Worksheets are able to be made up without a call, email, text, or written excuse; however, the student must make up the worksheet before a deadline date he/she is given and must be prepared to come within office hours of the instructor to make up. If not made up by or on deadline date, 5 points will be deducted for each class day after deadline date until a zero is achieved.

It is the student's responsibility to keep us with all missed assignments and arrange to make-up the missed assignments before or on the deadline dates provided.

## **XIII. CLASSROOM REQUIREMENTS AND OCCURRENCES**

1. Chapter tests, lab exams, midterm exam, and final exam will be taken after the first five minutes of the beginning of class. Chapter tests and lab exams are given one hour and fifteen minutes, unless the student has a documented accommodation to take longer. Midterm and final exams are given two hours to take, unless the student has a documented accommodation to take longer. (SEE AMERICANS WITH DISABILITIES SECTION) if the student is late arriving on the day of the chapter test, lab exam, midterm, and/or final, he or she needs to decide if he or she has enough time to take the test. If the student decides he or she does not have enough time, then the student will have to do a makeup. Remember, the format of this make-up will be at the discretion of the instructor or essay format, depending on the test/exam. Once the completion time of the chapter test, lab exam, midterm, and final exam is called, all must be turned in and class resumes.

2. Please be present for each class meeting. It is crucial for understanding to be successful. Some class meetings there will be activities that will count as extra points. Five to eight points can be earned before and are added to a chapter test and/or lab exam they precede. Once the points are used, more must be earned for the next chapter test and/or lab exam. Extra points are not made up, So if you are absent or out of the classroom during extra point activities, you do not get them. No extra points will be added to midterm and final exams. Extra points will be forfeited if chapter tests/lab exams are made up after deadline dates.

3. All assignments should be graded and handed back in a timely manner by the instructor. The students will review the assignments and ask any questions necessary. The student will then initial the assignment and turn it back to the instructor for filing purposes. If the student is absent, he/she needs to be prepared to come by the instructor's office or reserve time after class to review and initial the assignment.

4. It is the student's responsibility to get all notes and any additions to notes done in class when he/she is absent. THE INSTRUCTOR WILL NOT PROVIDE NOTES FROM CLASS BY PHONE OR BY EMAIL. The student must get with someone else in the class or see the instructor during office hours to review power points or notes.

5. Remediations will be provided for each chapter test and lab exam. They are not mandatory but optional. The purpose of these is to help students remediate what was missed on the chapter test and/or lab exam. The remediation sheet includes questions or statements for the student to complete on a separate piece of paper, staple this separate piece of paper to the remediation sheet, and turn in both by the deadline indicated at the top of the remediation sheet. The remediations will be accepted up to the next class meeting after the deadline date. If not turned in by then, the student forfeits a remediation for that chapter test/lab exam. NO EXCEPTIONS!! For each statement or question assigned to the student that is answered correctly, the student will earn a half point. The half points are added up and added to the test grade made. The student will only answer assigned statements/questions from the remediation sheet. These assigned statements/questions will be circled for the student on the remediation sheet. REMEDIATION SHEETS AND ANSWERS SHOULD BE PLACED IN THE INSTRUCTOR'S HAND; THEY CAN'T BE FAXED, MAILED, TEXTED, EMAILED, OR PUT IN INSTRUCTOR'S MAILBOX, DOOR BOX, OR SLID UNDER THE INSTRUCTOR'S OFFICE DOOR. PLEASE LET THE INSTRUCTOR KNOW AHEAD OF TIME IF YOU ARE SENDING REMEDIATION SHEETS AND ANSWERS BY ANOTHER STUDENT.

6. No grades on any graded assignments associated with the class will be dropped. There are five mini-projects that a student can participate for extra daily work grades to make average better, but the student must be serious about doing them because these grades will count and there are deadlines and guidelines for these mini-projects. (SEE GUIDELINES ATTACHED IF YOU PLAN TO DO THEM AND GET EXTRA GRADES TO ADD TO DAILY WORK GRADES.)

7. Please ask the instructor about tape recording devices, unless you have a documented disability and the ADA representative has met with you and the instructor about using one. Cell phones should be silenced or turned off and placed away during class. If a student needs to use his/her cell phone during class, he/she may take cell phone and exit classroom to use the cell phone. The student is responsible for anything missed while out of the classroom. NO ELECTRONIC DEVICES OF ANY KIND SHOULD BE OUT OR VISIBLE DURING TESTS OR EXAMS UNLESS PROVIDED BY THE INSTRUCTOR OR SUPPORTED BY A DOCUMENTED DISABILITY REPORT FROM ADA REPRESENTATIVE

8. This is a College environment, but respect is still expected among everyone. Please be careful what you say out loud and in a crowd. If you find at any time a conflict arises, please notify the instructor. Examples of conflicts include problems with other students, problems with Content or subject matter, direct problems with the instructor or others that help you on the campus. I hope that in any of these circumstances you can feel Comfortable enough to come to me and discuss the matter.

9. End of the semester averages will be rounded to the nearest whole number. The student may receive decimal grades on assignments throughout the class, such as 75.50, but at the end of the semester, the student's overall average will be rounded to the nearest whole number. It is important to learn information as you go and not "cram" science concepts.



10. Please see the instructor during office hours if you have trouble figuring your average. Please do not ask help figuring your average if you are missing tests or other assignments because average will not be accurate. The instructor will provide progress reports at midterm. Please let the instructor know if you are thinking about withdrawing because withdrawing could affect financial aid and to double check your figures with the instructor on your average. You could be passing. (SEE ATTENDANCE)

11. No early chapter tests, lab exams, laboratory exercises, midterm exam, and final exam will be given early unless a doctor's appointment card is shown or another type of professional document, such as a work schedule or court dated paperwork, is provided.

12. All missed assignments, remember, have deadline dates. There should be none being made up during the week of the final exam because you will run the risk of being unsuccessful because you will be making up work and studying for final exam material, which will cover at least four to five chapters of material.

13. If you are late for class, please enter quietly without disturbing the others around you, especially if testing is in progress.

14. The midterm exam will be given a week before, a week after, or during the week of March 6, 2018. All material covered before the scheduled midterm will be included on the midterm exam. Any material covered after the midterm exam will be included on the final exam. Lab identification test material will not be repeated on the midterm and final exams.

#### **XIV. ATTENDANCE**

a. Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in nursing and allied health programs. SEE THE INSTRUCTOR AS SOON AS A WITHDRAWAL IS CONSIDERED. THIS WITHDRAWAL WILL BE CONSIDERED OFFICIAL AND STUDENT MUST SIGN THE WITHDRAWAL SLIP TO MAKE IT OFFICIAL. NO WITHDRAWALS OVER PHONE WILL BE ACCEPTED. THE STUDENT CAN WRITE A LETTER, EMAIL, OR SEE INSTRUCTOR IN PERSON TO WITHDRAW.

b. NO MORE THAN 3 ABSENCES FOR A SPRING TERM, BIOLOGY CLASS ARE ACCEPTABLE FOR SUCCESS IN THE CLASS. NO MORE THAN 6 TARDIES, LATE TO CLASS OR LEAVING EARLY FROM CLASS, ARE ACCEPTABLE FOR SUCCESS IN THE CLASS. AFTER THE 3RD CONSECUTIVE ABSENCE WITHOUT A CALL OR EMAIL FROM THE STUDENT, THE INSTRUCTOR WILL FILL OUT AN UNOFFICIAL WITHDRAWAL SLIP AND STUDENT WILL BE WITHDRAWN FROM THE BIOLOGY CLASS AND CAN'T ATTEND ANYMORE CLASS MEETINGS FOR THAT CLASS THAT SEMESTER. THE STUDENT WILL RECEIVE A GRADE OF "W" FOR THAT BIOLOGY CLASS. THE STUDENT WILL ALSO BE RESPONSIBLE FOR ANY REPAYMENT OF UNEARNED FINANCIAL AID DUE TO THIS UNOFFICIAL WITHDRAWAL.

c. A STUDENT MAY NOT OFFICIALLY WITHDRAW FROM A BIOLOGY CLASS AFTER HE/SHE TAKES THE FINAL EXAM, AND STUDENT SERVICE WITHDRAWAL DEADLINE HAS BEEN MET. ALL OFFICIAL WITHDRAWALS MUST BE DONE BEFORE THE STUDENT SITS DOWN TO TAKE THE FINAL EXAM AS SCHEDULED IN BIOLOGY AND BEFORE THE STUDENT SERVICES DEADLINE. ONCE THE FINAL EXAM IS HANDED TO THE STUDENT OR PUT ON THE STUDENT'S DESK, HE/SHE CANNOT OFFICIALLY WITHDRAW. THE INSTRUCTOR WILL NOT TURN IN ANY UNOFFICIAL WITHDRAWALS DURING THE WEEK OF FINAL EXAMS. IF THAT STUDENT HAS NOT GONE THROUGH THE OFFICIAL WITHDRAWAL PROCESS AND IS FAILING, AT THAT POINT, HE/SHE WILL RECEIVE THE FAILING GRADE. STUDENT SERVICES WITHDRAWAL DEADLINE WILL BE ANNOUNCED BY INSTRUCTOR.

#### **XV. STATEMENT ON DISCRIMINATION/HARASSMENT**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, Color, gender, religion, national Origin, age, Or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

#### **XVI. AMERICANS WITH DISABILITIES**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the students responsibility to provide appropriate disability documentation to the College. Please contact Dr. Purifoy at [tpurifoy@rstc.edu](mailto:tpurifoy@rstc.edu) or extension 151.

**XVII. COURSE CALENDAR**  
**BIO201**

- WEEK 1 Go over Syllabus and start chapter 1
- WEEK 2 Finish chapter 1; organization lab, chapter 2 and start chapter 3
- WEEK 3 Vocabulary quiz 1; finish chapter 3, cell lab; start chapter 4, epithelial slides (draw and Label)
- WEEK 4 Finish chapter 4; add more tissue slides (draw and label); turn in drawings and labeling
- WEEK 5 Exam 1; chapter 5, skin lab; add remaining tissue slides and review
- WEEK 6 Vocabulary quiz 2; finish chapter 5; review all slides (lab exercise-mock practice tissue identification test)
- WEEK 7 Tissue identification test; begin chapter 6; work on skull bones and landmarks (lab exercise)
- WEEK 8 MIDTERM EXAM (CHAPTERS 1-5); finish chapter 6 and start chapter 7; work on torso bones and landmarks (lab exercise)
- WEEK 9 Finish chapter 7; arm and leg and their attachment bones and landmarks (lab exercise)
- WEEK 10 Exam 2; review all bones and landmarks (lab exercise-mock practice for bone Identification test)
- WEEK 11 Bone identification test; start chapter 8; begin muscle identification (lab exercise)
- WEEK 12 Vocabulary Quiz 3; finish chapter 8 and start chapter 9; continue muscle identification (lab exercise)
- WEEK13 Chapter 9; nervous System/special senses lab; review muscle identification
- WEEK 14 Muscle identification test; finish chapter 9; review for final exam
- WEEK 15 FINAL EXAM

THIS IS A TENTATIVE SCHEDULE. ACTIVITIES AND CONTENT COVERED MAY CHANGE IF NECESSARY; HOWEVER, THE STUDENT WILL BE NOTIFIED AT LEAST ONE WEEK IN ADVANCE OF ANY CHANGES.

VOCABULARY TERMS FOR VOCABULARY QUIZZES: Vocabulary terms for the vocabulary quizzes can be found in the textbook in Appendix F (pg. 591-594). The first vocabulary quiz will consist of term a-/an through hydr/o-. Vocabulary quiz 2 will consist of terms hyper- through viscera-/viscero-. Vocabulary quiz 3 will consist of terms-ac through-y.

### **XVIII. GUIDELINES FOR EXTRA GRADED MINI-PROJECTS**

THESE MINI-PROJECTS ARE OPTIONAL BUT WILL PROVIDE UPTO FIVE EXTRA DAILY GRADES TO BE AVERAGED IN WITH OTHER DALY GRADES. HOWEVER, EVERY ONE OF THE FOLLOWING GUIDELINES MUST BE INCLUDED IN THEM TO GET A GRADE OF 100. THESE GUIDELINES ARE:

1. Each mini-project is called a current event. You will draw for a disease/disorder from a bowl and will research the following on the disease/disorder:

- a. What causes the disease/disorder? (1 point)
- b. What are the signs/symptoms of the disease/disorder? (1 point)
- c. How is the disease/disorder diagnosed? (1 point)
- d. What is done to treat and prevent the disease/disorder? (1 point)
- e. What would you do as a nurse to protect yourself when caring for a patient with this disease/disorder? (1 point)

You will research the disease/disorder in a different source to get the answers to the questions. (See number 4) After you research these questions, you will write the answers to the questions in paragraph form on a piece of notebook paper, or you can type the answers and print them on copier paper.

2. Questions must be answered in complete sentences. Here are the points earned for this Section:

5 points for none to one incomplete sentence, 4 points for two incomplete sentences, 3 points for three incomplete sentences, 2 points for four incomplete sentences, 1 point for five or more incomplete sentences, and 0 points if all sentences are incomplete.

3. Grammar within the sentences must also be correct. Here are the points earned for this section:

5 points for none to two grammatical errors, 4 points for three to four grammatical errors, 3 points for five to six grammatical errors, 2 points for six to seven grammatical errors, 1 point for eight to ten grammatical errors, and 0 points for more than ten grammatical errors.

4. Questions must be answered from five different sources so you will submit five different papers. One must come from a journal, one must come from a newspaper, one must come from a magazine, one must come from a website, and one must come from a book. So, you must write the name and date of the source you use at the bottom of your paper. Here are the points earned for this section: 5 points for use of different source and source name and date is included, 4 points for use of different source and only source name or date is included, 3 points if source type is repeated and source name and date is included, 2 points if source type is repeated and only source name or date is included, and 0 points if there is no source listed at all.

5. The total points to achieve on each paper are 20 points. The grade is figured by dividing the number of points earned by 20 and multiply by 100. You can use this as an extra grade. You can do all five or one or two. However, if you do more than one, different sources must be used. If you do only one, that will be an extra graded daily grade. If you do only two, that will be two extra graded daily grades. And, so forth, up until the fifth one. Remember, if you do these, turn them in, and they are graded, they count in your list of daily grades. This means good or bad. These mini-projects are easy and can help you get up to five good, extra daily grades to help your daily grade average.

6. The library has excellent sources you need to answer the questions for your diseases/disorders. Ms. Ledyard will be a great help as well in helping you find the different sources.

7. These extra graded mini-projects must be turned in the week of April 9, 2018, or they will not be graded and used. You may turn them in as you do them, but none will be accepted after the week of April 9, 2018.

8. Each mini-project will be one page or less, depending on the size of the writing or typing and the spacing used. Just be sure you follow all guidelines and reach the maximum amount of points in each section.

9. If you need help, please let the instructor know in a timely manner because the deadline date in number 7 will be enforced.

10. You may email each finished project, but please be sure if the instructor did not respond that it was received, note it is your responsibility to get it to the instructor another way. It is best to hand deliver your finished paper or papers.

### **XIX. STUDENT ACKNOWLEDGEMENT FORM**

This is to verify that I have received a copy of my BIO 201 syllabus and understand the content therein. I agree to abide by all rules and policies set forth in this syllabus and by the College.

This is a tentative syllabus. the instructor has the right to alter any material listed in this syllabus, but will announce any changes to students at least one week in advance of the change.

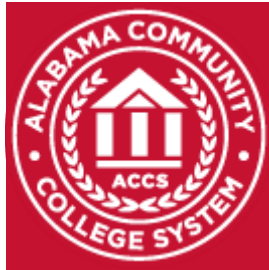
Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Email address: \_\_\_\_\_

Date.: \_\_\_\_\_

Working phone number: \_\_\_\_\_



## REID STATE TECHNICAL COLLEGE

SPRING SEMESTER 2018

### I. **BIO202 HUMAN ANATOMY AND PHYSIOLOGY II**

Theory 3 Credit hours

Lab 1 Credit hour

Clinical 0 credit hours

Total 4 credit hours

Total Contact hours – 5

### II. **CLASS MEETING DATES/TIMES/LOCATION**

MONDAY 7:50am-12:20pm ATMORE CAMPUS

FRIDAY 7:50am-12:20pm EVERGREEN CAMPUS

### III. **CLINICAL DATES/TIMES/LOCATION**

**(None)**

### IV. **INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Daphne Joyner

Office: Library/Second Floor, Room 218

Office Phone: (251) 578-1313, ext. 244

Other Phone: (251) 809-4066 (Call or text)

Email: [djoyner@rstc.edu](mailto:djoyner@rstc.edu)

Office hours are posted on office door on the Evergreen campus.

## Human Anatomy & Physiology II

### **V. COURSE DESCRIPTION:**

Human Anatomy and Physiology II covers the structure and function of specific organ systems of the body and is a study of basic nutrition, basic principles of water, electrolytes, acid-base balance. The systems included are endocrine, respiratory, digestive, excretory, cardiovascular, and reproductive. Dissection, histological studies, and physiology are featured in the laboratory experience.

### **VI. PREREQUISITE(S)/CO-REQUISITE(S)**

#### **PREREQUISITE COURSES**

BIOLOGY 201 HIGHLY RECOMMENDED

#### **CO-REQUISITE(S)**

None

### **VII. TEXTBOOK(S) AND LEARNING RESOURCES**

Scanlon, Valerie C. and Sanders, Tina. "Essentials of Anatomy and Physiology", 7th edition. F.A. Davis Company. 2011.

Scanlon, Valerie C. and Sanders, Tina. "Student Workbook for Essentials of Anatomy and Physiology". 7th edition. F. A. Davis Company. 2011

Colored pencils, Crayons, or markers (if want own box)

Two-pocket folder (to keep any supplemental handouts with chapters)

Notebook (to take extra notes if needed)

Various virtual labs used for laboratory grades

"Color-in Flash Cards." 2010. Ashwell, Ken BMedSc, MB, BS, Ph.D. School of Medical Sciences, The University of New South Wales. Sydney, Australia.

"Pocket Anatomy g Ph siology." 2010. Jones, Shirley A. F.A. Davis Company. Philadelphia, PA.

"Brief Atlas of the Human Body." 2007. 2<sup>nd</sup> ed. Beuparlant, Serina, etal. Pearson Education, Inc. San Francisco, CA.

"A Brief Atlas of the Human Body." 2003. Hutchinson, Matt, etal. Benjamin Cummings and Pearson Education, Inc. San Francisco, CA.

"A Photographic Atlas for the Anatomy & Physiology Laboratory." 2011. 7<sup>th</sup> ed. Van De Graaff, Kent, etal. Morton Publishing. Englewood, CO.

"Anatomy & Physiology Laboratory Manual." 2007. 6<sup>th</sup> ed. Patton, Kevin T. PhD. Mosby Elsevier. St. Louis, Missouri.

"Workbook to Accompany Anatomy & Physiology Revealed 2.0." 2009. Broyles Jr., Robert B. McGrawHill Higher Education. New York, NY.



**VIII. PROFESSIONAL COMPETENCIES/OBJECTIVES**

**MODULE J-ENDOCRINE SYSTEM**

- J1.1.1 Define terms associated with the endocrine system.
- J1.1.2 Identify types of hormones.
- J1.1.3 Explain functions of hormones.
- J1.1.4 Identify types of glands.
- J1.1.5 Explain the function of selected glands.
- J1.1.6 Identify hormones secreted by selected glands.
- J1.1.7 Explain the function of hormones secreted by selected glands.
- J1.1.8 Relate medical terminology to the endocrine system.

**MODULE K- BLOOD**

- K1.1.1 Define terms associated with blood.
- K1.1.2 Explain the composition of blood.
- K1.1.3 Explain the function of blood components.
- K1.1.4 Differentiate between normal and abnormal blood values.
- K1.1.5 Explain the steps involved in blood clotting.
- K1.1.6 Describe blood type based on Rh and ABO.
- K1.1.7 Relate medical terminology to blood.

**MODULE L - CIRCULATORY SYSTEM**

- L1.1.1 Define terms associated with the circulatory system.
- L1.1.2 Identify the structures of the circulatory system.
- L1.1.3 Explain the functions of the circulatory system.
- L1.1.4 Trace the path of blood through the circulatory system.
- L1.1.5 Explain the physiology of blood pressure.
- L1.1.6 Identify factors that influence blood pressure.
- L1.1.7 Explain variations in blood pressure.
- L1.1.8 Identify pulse points.
- L1.1.9 Relate medical terminology to circulatory system.

**MODULE M- LYMPHATIC SYSTEM AND IMMUNITY**

- M1.1.1 Define terms associated with the lymphatic system.
- M1.1.2 Identify structures of the lymphatic system.
- M1.1.3 Explain immunity as a function of the lymphatic system.
- M1.1.4 Differentiate between specific and nonspecific immunity.
- M1.1.5 Identify the immune system molecules.
- M1.1.6 Explain the function of immune system molecules.
- M1.1.7 Identify immune system cells.
- M1.1.8 Explain the function of immune system cells.
- M1.1.9 Relate medical terminology to the lymphatic system and immunity.

**MODULE N - RESPIRATORY SYSTEM**

- N1.1.1 Define terms associated with the respiratory system.
- N1.1.2 Identify structures of the respiratory system.
- N1.1.3 Explain functions of the respiratory system.
- N1.1.4 Explain the mechanics of respiration.
- N1.1.5 Explain mechanisms that regulate respiration.
- N1.1.6 Relate medical terminology to the respiratory system.

## **MODULE O – GASTROINTESTINAL SYSTEM**

- O1.1.1 Identify the structures of the upper gastrointestinal tract.
- O1.1.2 Explain functions of the upper gastrointestinal tract.
- O1.1.3 Identify the structures of the lower gastrointestinal tract.
- O1.1.4 Explain functions of the lower gastrointestinal tract.
- O1.1.5 Identify the structure of accessory organs.
- O1.1.6 Explain functions of accessory organs.
- O1.1.7 Explain types of digestion.
- O1.1.8 Relate medical terminology to the gastrointestinal system

## **MODULE P - NUTRITION AND METABOLISM**

- P1.1.1 Define terms associated with nutrition and metabolism.
- P1.1.2 Explain the metabolic function of the liver.
- P1.1.3 Explain nutrient metabolism.
- P1.1.4 Explain the role of nutrition and metabolism on body temperature.
- P1.1.5 Explain factors that affect metabolic rate.
- P1.1.6 Relate medical terminology nutrition and metabolism.

## **MODULE Q - URINARY SYSTEM**

- Q1.1.1 Define terms associated with the urinary system.
- Q1.1.2 Identify structures of the urinary system.
- Q1.1.3 Explain functions of the urinary system.
- Q1.1.4 Explain the process of urine formation.
- Q1.1.5 Relate medical terminology to the urinary system.

## **MODULE R - FLUID AND ELECTROLYTE BALANCE**

- R1.1.1 Define terms associated with fluid and electrolyte balance.
- R1.1.2 Identify body fluid compartments.
- R1.1.3 Identify sources of fluids.
- R1.1.4 Identify common electrolytes.
- R1.1.5 Explain the function of fluids and electrolytes.
- R1.1.6 Describe mechanisms that maintain fluid and electrolyte balance.
- R1.1.7 Relate medical terminology to fluid and electrolyte balance.

## **MODULE S - ACID-BASE BALANCE**

- S1.1.1 Define terms associated with acid-base balance.
- S1.1.2 Explain the concept of pH.
- S1.1.3 Explain pH of body fluids.
- S1.1.4 Identify normal arterial blood gas values.
- S1.1.5 Identify the mechanisms that control pH of body fluids.
- S1.1.6 Explain the mechanisms that control pH of body fluids.
- S1.1.7 Identify the difference between normal and abnormal acid-base values.
- S1.1.8 Relate medical terminology to acid-base balance.

## **MODULE T - REPRODUCTIVE SYSTEM**

- T1.1.1 Define terms associated with the reproductive system.
- T1.1.2 Identify structures of the male reproductive system.
- T1.1.3 Explain functions of the male reproductive system.
- T1.1.4 Identify structures of the female reproductive system.
- T1.1.5 Explain functions of the female reproductive system.
- T1.1.6 Explain functions of male and female reproductive hormones.
- T1.1.7 Relate medical terminology to the reproductive system.

Human Anatomy & Physiology II

**IX. LEARNING OUTCOMES**

1. The students will be able to name and explain the importance of all the organs in the endocrine, urinary, reproductive, respiratory, cardiovascular, lymphatic, immune, and digestive systems.
2. The students will be able to interpret the blood flow through the heart.
3. The students will be able to build a model that will perform inhalation and exhalation.
4. The students will research a disease/disorder in five different types of Sources and report Current information about the disease/disorder from causes to treatments to preventions.
5. The students will interpret autopsies and/or case studies for causes of death or sickness that occur with the endocrine, urinary, reproductive, respiratory, cardiovascular, lymphatic, immune, and digestive systems.
6. The students will be able to explain the difference among filtration, tubular reabsorption, and tubular secretion in the nephrons.
7. The students will be able to fill in and interpret Punnett Squares, pedigrees, and karyotypes to help counsel patients. .
8. The students will be able to interpret the spread of disease in amount and time.
9. The students will be able to explain chemical and physical digestion by participating in a walk through the gut.
10. The students will be able to explain fluid and electrolyte and pH balance by performing acidosis and alkalosis situations on models.

**X. OUTLINE OF TOPICS AND CHAPTERS**

- Chapter 10: Endocrine system
- Chapter 11: Blood
- Chapter 12: Cardiovascular
- Chapter 13: Circulatory
- Chapter 14: Lymphatic and Immune
- Chapter 15: Respiratory
- Chapter 16: Digestive
- Chapter 17: Nutrition
- Chapter 18: Urinary
- Chapter 19: Fluid-electrolyte and acid-base balance
- Chapter 20: Reproductive
- Chapter 21: Genetics

**XI. EVALUATION AND ASSESSMENT**

DAILY WORK (LABORATORY EXERCISES, WORKSHEETS, AND PROJECTS).....	25%
CHAPTER TESTS AND LAB EXAMS.....	40%
AVERAGE OF MIDTERM AND FINAL EXAMS.....	35%

**GRADING SCALE**

**LETTER GRADE and NUMBER GRADE**

<b>A</b>	<b>89.5-100</b>	<b>W</b>	<b>NO NUMBER</b>	<b>WITHDREW</b>
<b>B</b>	<b>79.5-89.4</b>	<b>I</b>	<b>NO NUMBER</b>	<b>INCOMPLETE</b>
<b>C</b>	<b>69.5-79.4</b>			
<b>D</b>	<b>59.5-69.4</b>			
<b>F</b>	<b>0.00-59.4</b>			

A grade of "D" or "F" is not acceptable in any course in the practical nursing curriculum, including math, English, and biology. A student must maintain a "C" or better to progress. The student has one Semester to make an incomplete grade become a complete grade after the incomplete was awarded as a final grade. It is the student's responsibility to resolve incomplete final grades. If the incomplete grade is not resolved, it converts to a grade of "F."

## **XII. MAKE-UP REQUIREMENTS**

Make-up chapter tests and lab exams will be permitted given student has called, emailed, texted, or provided a written excuse on the day the chapter tests and/or lab exams are given. The format of the make-up chapter test will be in essay format. Make-up lab exams will be at the discretion of the instructor. Original chapter tests and lab exams will have different formats, including but not limited to, multiple choice, matching, fill-in-blank, and short answer. Makeup deadline will be given to the student, and student must contact instructor with a date and time to make up before or on the deadline date. If not made up by or on deadline date, remediation for the test and extra points earned will be forfeited and a late fee of 5 points will be deducted. All chapter tests and lab exams must be made up before the midterm or final exam they precede, or the student can't take the midterm or final exam on time and will have to do a make-up midterm or final exam. Makeup midterm and final exams require a call, email, text, or written excuse and then PERMISSION by the instructor to make up. Please be sure there is documented permission from the instructor. Original midterm and final exams have the same formats as the original chapter tests and lab exams; however, make-up midterm and final exams formats are at the discretion of the instructor. If midterm and final exams are not made up before or on the deadline dates assigned, a late fee of 5 points will be deducted from the make-up midterm and/or final exam grade.

Make-up laboratory exercises follow the same guidelines listed above for make-up chapter tests and lab exams. Worksheets are able to be made up without a call, email, text, or written excuse; however, the student must make up the worksheet before a deadline date he/she is given and must be prepared to come within office hours of the instructor to make up. If not made up by or on deadline date, 5 points will be deducted for each class day after deadline date until a zero is achieved.

It is the student's responsibility to keep us with all missed assignments and arrange to make-up the missed assignments before or on the deadline dates provided.

## **XIII. CLASSROOM REQUIREMENTS AND OCCURRENCES**

1. Chapter tests, lab exams, midterm exam, and final exam will be taken after the first five minutes of the beginning of class. Chapter tests and lab exams are given one hour and fifteen minutes, unless the student has a documented accommodation to take longer. Midterm and final exams are given two hours to take, unless the student has a documented accommodation to take longer. (SEE AMERICANS WITH DISABILITIES SECTION) if the student is late arriving on the day of the chapter test, lab exam, midterm, and/or final, he or she needs to decide if he or she has enough time to take the test. If the student decides he or she does not have enough time, then the student will have to do a makeup. Remember, the format of this make-up will be at the discretion of the instructor or essay format, depending on the test/exam. Once the completion time of the chapter test, lab exam, midterm, and final exam is called, all must be turned in and class resumes.

2. Please be present for each class meeting. It is crucial for understanding to be successful. Some class meetings there will be activities that will count as extra points. Five to eight points can be earned before and are added to a chapter test and/or lab exam they precede. Once the points are used, more must be earned for the next chapter test and/or lab exam. Extra points are not made up, so if you are absent or out of the classroom during extra point activities, you

do not get them. No extra points will be added to midterm and final exams. Extra points will be forfeited if chapter tests/lab exams are made up after deadline dates.

3. All assignments should be graded and handed back in a timely manner by the instructor. The students will review the assignments and ask any questions necessary. The student will then initial the assignment and turn it back to the instructor for filing purposes. If the student is absent, he/she needs to be prepared to come by the instructor's office or reserve time after class to review and initial the assignment.

4. It is the student's responsibility to get all notes and any additions to notes done in class when he/she is absent. **THE INSTRUCTOR WILL NOT PROVIDE NOTES FROM CLASS BY PHONE OR BY EMAIL.** The student must get with someone else in the class or see the instructor during office hours to review power points or notes.

5. Remediations will be provided for each chapter test and lab exam. They are not mandatory but optional. The purpose of these is to help students remediate what was missed on the chapter test and/or lab exam. The remediation sheet includes questions or statements for the student to complete on a separate piece of paper, staple this separate piece of paper to the remediation sheet, and turn in both by the deadline indicated at the top of the remediation sheet. The remediations will be accepted up to the next class meeting after the deadline date. If not turned in by then, the student forfeits a remediation for that chapter test/lab exam. **NO EXCEPTIONS!!** For each statement or question assigned to the student that is answered correctly, the student will earn a half point. The half points are added up and added to the test grade made. The student will only answer assigned statements/questions from the remediation sheet. These assigned statements/questions will be circled for the student on the remediation sheet. **REMEDIATION SHEETS AND ANSWERS SHOULD BE PLACED IN THE INSTRUCTOR'S HAND; THEY CAN'T BE FAXED, MAILED, TEXTED, EMAILED, OR PUT IN INSTRUCTOR'S MAILBOX, DOOR BOX, OR SLID UNDER THE INSTRUCTOR'S OFFICE DOOR. PLEASE LET THE INSTRUCTOR KNOW AHEAD OF TIME IF YOU ARE SENDING REMEDIATION SHEETS AND ANSWERS BY ANOTHER STUDENT.**

6. No grades on any graded assignments associated with the class will be dropped. There are five mini-projects that a student can participate for extra daily work grades to make average better, but the student must be serious about doing them because these grades will count and there are deadlines and guidelines for these mini-projects. (SEE GUIDELINES ATTACHED IF YOU PLAN TO DO THEM AND GET EXTRA GRADES TO ADD TO DAILY WORK GRADES.)

7. Please ask the instructor about tape recording devices, unless you have a documented disability and the ADA representative has met with you and the instructor about using one. Cell phones should be silenced or turned off and placed away during class. If a student needs to use his/her cell phone during class, he/she may take cell phone and exit classroom to use the cell phone. The student is responsible for anything missed while out of the classroom. **NO ELECTRONIC DEVICES OF ANY KIND SHOULD BE OUT OR VISIBLE DURING TESTS OR EXAMS UNLESS PROVIDED BY THE INSTRUCTOR OR SUPPORTED BY A DOCUMENTED DISABILITY REPORT FROM ADA REPRESENTATIVE**

8. This is a College environment, but respect is still expected among everyone. Please be careful what you say out loud and in a crowd. If you find at any time a conflict arises, please notify the instructor. Examples of conflicts include problems with other students, problems with Content or subject matter, direct problems with the instructor or others that help you on the campus. I hope that in any of these circumstances you can feel Comfortable enough to come to me and discuss the matter.

9. End of the semester averages will be rounded to the nearest whole number. The student may receive decimal grades on assignments throughout the class, such as 75.50, but at the end of the semester, the student's overall average will be rounded to the nearest whole number. It is important to learn information as you go and not "cram" science concepts.

10. Please see the instructor during office hours if you have trouble figuring your average. Please do not ask help figuring your average if you are missing tests or other assignments because average will not be accurate. The instructor will provide progress reports at midterm. Please let the instructor know if you are thinking about withdrawing because withdrawing could affect financial aid and to double check your figures with the instructor on your average. You could be passing. (SEE ATTENDANCE)

11. No early chapter tests, lab exams, laboratory exercises, midterm exam, and final exam will be given early unless a doctor's appointment card is shown or another type of professional document, such as a work schedule or court dated paperwork, is provided.

12. All missed assignments, remember, have deadline dates. There should be none being made up during the week of the final exam because you will run the risk of being unsuccessful because you will be making up work and studying for final exam material, which will cover at least four to five chapters of material.

13. If you are late for class, please enter quietly without disturbing the others around you, especially if testing is in progress.

14. The midterm exam will be given a week before, a week after, or during the week of March 6, 2018. All material covered before the scheduled midterm will be included on the midterm exam. Any material covered after the midterm exam will be included on the final exam. Lab identification test material will not be repeated on the midterm and final exams.

#### **XIV. ATTENDANCE**

a. Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in nursing and allied health programs. SEE THE INSTRUCTOR AS SOON AS A WITHDRAWAL IS CONSIDERED. THIS WITHDRAWAL WILL BE CONSIDERED OFFICIAL AND STUDENT MUST SIGN THE WITHDRAWAL SLIP TO MAKE IT OFFICIAL. NO WITHDRAWALS OVER PHONE WILL BE ACCEPTED THE STUDENT CAN WRITE A LETTER, EMAIL, OR SEE INSTRUCTOR IN PERSON TO WITHDRAW.

b. NO MORE THAN 3 ABSENCES FOR A SPRING TERM, BIOLOGY CLASS ARE ACCEPTABLE FOR SUCCESS IN THE CLASS. NO MORE THAN 6 TARDIES, LATE TO CLASS OR LEAVING EARLY FROM CLASS, ARE ACCEPTABLE FOR SUCCESS IN THE CLASS. AFTER THE 3RD CONSECUTIVE ABSENCE WITHOUT A CALL OR EMAIL FROM THE STUDENT, THE INSTRUCTOR WILL FILL OUT AN UNOFFICIAL WITHDRAWAL SLIP AND STUDENT WILL BE WITHDRAWN FROM THE BIOLOGY CLASS AND CAN'T ATTEND ANYMORE CLASS MEETINGS FOR THAT CLASS THAT SEMESTER. THE STUDENT WILL RECEIVE A GRADE OF "W" FOR THAT BIOLOGY CLASS. THE STUDENT WILL ALSO BE RESPONSIBLE FOR ANY REPAYMENT OF UNEARNED FINANCIAL AID DUE TO THIS UNOFFICIAL WITHDRAWAL.

c. A STUDENT MAY NOT OFFICIALLY WITHDRAW FROM A BIOLOGY CLASS AFTER HE/SHE TAKES THE FINAL EXAM OR IF STUDENT SERVICE WITHDRAWAL DEADLINE HAS PASSED. ALL OFFICIAL WITHDRAWALS MUST BE DONE BEFORE THE STUDENT SITS DOWN TO TAKE THE FINAL EXAM AS SCHEDULED IN BIOLOGY. ONCE THE FINAL EXAM IS HANDED TO THE STUDENT OR PUT ON THE STUDENT'S DESK, HE/SHE CANNOT OFFICIALLY WITHDRAW. THE INSTRUCTOR WILL NOT TURN ANY UNOFFICIAL WITHDRAWALS IN WHEN THE WEEK OF FINAL EXAMS APPROACH. IF THAT STUDENT HAS NOT GONE THROUGH THE OFFICIAL WITHDRAWAL PROCESS AND IS FAILING, AT THAT POINT, HE/SHE WILL RECEIVE THE FAILING GRADE. STUDENT SERVICES HAS A WITHDRAWAL DEADLINE DATE AND IT WILL BE ANNOUNCED BY THE INSTRUCTOR.

#### **XV. STATEMENT ON DISCRIMINATION/HARASSMENT**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, Color, gender, religion, national Origin, age, Or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of

State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

#### **XVI. AMERICANS WITH DISABILITIES**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the students' responsibility to provide appropriate disability documentation to the College. Please contact Dr. Purifoy at [tpurifoy@rstc.edu](mailto:tpurifoy@rstc.edu) or extension 151.

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**XVII. COURSE CALENDAR**

BIO 202

**Tentative Schedule:**

- WEEK 1 Go over syllabus and start chapter 18; practice focusing with microscope
- WEEK 2 Finish chapter 18 and start 19; view kidney and urinary bladder sides
- WEEK 3 Finish chapter 19 and begin chapter 20; view ovary and testes slides; urinary lab
- WEEK 4 Finish chapter 21; genetics lab; review slides
- WEEK 5 Exam 2; begin chapter 15; respiratory label lab; add trachea and normal and abnormal lung slides
- WEEK 6 Finish chapter 15; respiratory physiology lab; review slides
- WEEK 7 MIDTERM EXAM; begin chapter 11; add blood slides; blood-typing lab
- WEEK 8 Finish chapter 11 and chapter 12; add heart structures, heart dissection
- WEEK 9 Exam3; chapter 13 and begin chapter 14, blood vessel lab, review heart structures and all slides
- WEEK 10 Finish chapter 14; immunology lab; add lymph node, thymus, and spleen slides; review
- WEEK 11 Exam 4; begin chapter 16; digestive lab; add Stomach slide; review heart structures and all slides
- WEEK 12 Finish chapter 16 and chapter 17; digestion/nutrition lab; review heart structures and all slides
- WEEK 13 Organ identification test; Chapter 10; review for final exam
- WEEK 14 Review for final exam
- WEEK 15 FINAL EXAM

THIS IS A TENTATIVE SCHEDULE. ACTIVITIES AND CONTENT COVERED MAY CHANGE IF NECESSARY; HOWEVER, THE STUDENT WILL BE NOTIFIED AT LEAST ONE WEEK IN ADVANCE OF ANY CHANGES.



## Human Anatomy & Physiology II

### **XVIII. GUIDELINES FOR EXTRA GRADED MINI-PROJECTS**

THESE MINI-PROJECTS ARE OPTIONAL BUT WILL PROVIDE UPTO FIVE EXTRADAILY GRADES TO BE AVERAGED IN WITH OTHER DALY GRADES. HOWEVER, EVERY ONE OF THE FOLLOWING GUIDELINES MUST BE INCLUDED IN THEM TO GET A GRADE OF 100. THESE GUIDELINES ARE:

1. Each mini-project is called a current event. You will draw five different diseases/disorders from a bowl and will research the following on each disease/disorder:

- a. What causes the disease/disorder? (1 point)
- b. What are the signs/symptoms of the disease/disorder? (1 point)
- c. How is the disease/disorder diagnosed? (1 point)
- d. What is done to treat and prevent the disease/disorder? (1 point)
- e. What would you do as a nurse to protect yourself when caring for a patient with this disease/disorder? (1 point)

You will research each disease/disorder in a different source to get the answers to the questions. (See number 4) After you research these questions, you will write the answers to the questions in paragraph form on a piece of notebook paper, or you Can type the answers and print them on copier paper.

2. Questions must be answered in complete sentences. Here are the points earned for this Section:

5 points for none to one incomplete sentence, 4 points for two incomplete sentences, 3 points for three incomplete sentences , 2 points for four incomplete sentences, 1 point for five or more incomplete sentences, and 0 points if all sentences are incomplete.

3. Grammar within the sentences must also be correct. Here are the points earned for this section:

5 points for none to two grammatical errors, 4 points for three to four grammatical errors, 3 points for five to six grammatical errors, 2 points for six to seven grammatical errors, 1 point for eight to ten grammatical errors, and 0 points for more than ten grammatical errors.

4. Questions must be answered from five different sources so you will submit five different papers. One must come from a journal, one must come from a newspaper, one must come from a magazine, one must come from a website, and one must come from a book. So, you must write the name and date of the source you use at the bottom of your paper. Here are the points earned for this section: 5 points for use of different source and source name and date is included, 4 points for use of different source and only source name or date is included, 3 points if source type is repeated and source name and date is included, 2 points if source type is repeated and only source name or date is included, and 0 points if there is no source listed at all.

5. The total points to achieve on each paper are 20 points. The grade is figured by dividing the number of points earned by 20 and multiply by 100. You can use this as an extra grade. You can do all five or one or two. However, if you do more than one, different sources must be used. If you do only one, that will be an extra graded daily grade. If you do only two, that will be two extra graded daily grades. And, so forth, up until the fifth one. Remember, if you do these, turn them in, and they are graded, they count in your list of daily grades. This means good or bad.

These mini-projects are easy and can help you get up to five good, extra daily grades to help your daily grade average.

6. The library has excellent sources you need to answer the questions for your diseases/disorders. Ms. Ledyard will be a great help as well in helping you find the different sources.

7. These extra graded mini-projects must be turned in the week of April 9, 2018, or they will not be graded and used. You may turn them in as you do them, but none will be accepted after the week of April 9, 2018.

8. Each mini-project will be one page or less, depending on the size of the writing or typing and the spacing used. Just be sure you follow all guidelines and reach the maximum amount of points in each section.

9. If you need help, please let the instructor know in a timely manner because the deadline date in number 7 will be enforced.

10. You may email each finished project, but please be sure if the instructor did not respond that it was received, note it is your responsibility to get it to the instructor another way. It is best to hand deliver your finished paper or papers.

**XIX. STUDENT ACKNOWLEDGEMENT FORM**

This is to verify that I have received a copy of my BIO 202 syllabus and understand the content therein. I agree to abide by all rules and policies set forth in this syllabus and by the college.

This is a tentative syllabus. the instructor has the right to alter any material listed in this syllabus, but will announce any changes to students at least one week in advance of the change.

Student Printed Name: \_\_\_\_\_

Student Signature. \_\_\_\_\_

Email address: \_\_\_\_\_

Date: \_\_\_\_\_

Working phone number \_\_\_\_\_