Biology 20 (Biol 20) Human Anatomy

Semester: Spring 2022	*Reedley Community College*
Instructor: Dr. Christopher Emerling	*Class No. 53503, 53504*
Email: christopher.emerling@reedleycollege.edu	Lecture: MWF 12:00–12:50 pm Classroom Complex I (CCI) Room 203
Office Hours: MTWRF 11:00–11:50 am, LFS 13 Zoom ID: 990 6009 7271 Phone: extension 3134 Can request appointments	Lab: Life Science Room 17 M 1:00–3:50 pm (section 53503) W 1:00–3:50 pm (section 53504)
Class Dates: 1/10/22–5/20/22	

Catalog Description:
This is a course providing a basic understanding and working knowledge of the human body with emphasis on the structure of each major system. The interrelationship between human systems and the relationships between the structure and functions of each system will be studied at several levels: cellular, tissue, organ, system, and organismal.

Prerequisites:
Biology 1 or 5 or 11A. ADVISORIES: English 1A or 1AH and Mathematics 11 or 45. (A, CSU-GE, UC, I) (C-ID BIOL 110)

Course Objectives:

In the process of completing this course, students will:

1. Develop important critical thinking skills as they evaluate lecture topics and the results of laboratory demonstrations and experiments.
2. Develop important manual dexterity skills associated with dissections, free-hand drawings, completion of anatomical color plates, and the operation of microscopes, computers, and other laboratory equipment.
3. Learn how to use scientific methods.
4. Identify the basic structure and function of each human system at the macroscopic and microscopic levels.

Student Learning Outcomes:

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

1. Describe functions of the cells and tissues
2. Describe the functions of the body systems
3. Identify the major body systems macroscopically
4. Identify the major body tissue and cell types microscopically
5. Use a microscope to identify tissues and cells

Required Course Materials

- Textbook: Anatomy & Physiology, OpenStax (available for **free** on **Canvas**) or at the following website: https://openstax.org/details/books/anatomy-and-physiology

Technology Requirements

- The web/online portion of this course will occur through Canvas. All students must have access to a device with internet access to that allows students to retrieve and complete assignments through Canvas.

- Check Canvas and your Reedley College email accounts regularly (multiple times per week) for announcements.
- If you need access to technology in order to complete your course, please make sure to contact the Information Center to check out a laptop or other needed technology.

TENTATIVE SCHEDULE

Week	Lecture	Lab
Week 1: 1/10–1/14	Lecture 1: Intro to the Human Body	Lab 1: Introduction to Anatomy
Week 2: 1/17–1/21	**MLK DAY MONDAY 1/17** Lecture 2: Cells	**MLK DAY MONDAY 1/17** Lab 2: Histology
Week 3: 1/24–1/28	Lecture 3: Histology	Lab 2: Histology Lab 3: Integumentary System
Week 4: 1/31–2/4	Lecture 4: Integumentary System	Lab Practical 1
Week 5: 2/7–2/11	Lecture 5: Skeletal System Lecture 6: Bone Anatomy	Lab 4: Skeletal System
Week 6: 2/14–2/18	**Lecture Exam 1** Lecture 7: Articulations, Knee and Shoulder	Lab 4: Skeletal System Lab 5: Articulations
Week 7: 2/21–2/25	Lecture 8: Muscular System **GW B-DAY MONDAY 2/21**	Lab 6: Muscular System **GW B-DAY MONDAY 2/21**
Week 8: 2/28–3/4		Lab 6: Muscular System
Week 9: 3/7–3/11	Lecture 9: Nervous System	Lab Practical 2
Week 10: 3/14–3/18	Lecture 10: Senses	Lab 7: Endocrine Lab 8: Nervous System
Week 11: 3/21–3/25	Lecture 11: Endocrine System Lecture 12: Cardiovascular System	Lab 9: Senses & Eye Ball Dissections
Week 12: 3/28–4/1	**Lecture Exam 2**	Lab 10: Cardiovascular

Week 13: 4/4–4/8	Lecture 13: Lymphatic System Lecture 14: Respiratory System	Lab Practical 3
4/11–4/15	**SPRING BREAK**	**SPRING BREAK**
Week 14: 4/18–4/22	Lecture 15: Digestive System	Lab 11: Lymphatic System Lab 12: Respiratory System
Week 15: 4/25–4/29	Lecture 16: Urinary System	Lab 13: Digestive System
Week 16: 5/2–5/6	Lecture 17: Reproductive System	Lab 14: Urinary System; Lab 15: Reproductive System
Week 17: 5/9–5/13	**Lecture Exam 3**	Lab Practical 4 & Fetal Pig Dissections
Week 18: 5/16–5/20	Cumulative Final Week	No labs

ATTENDANCE AND DROP/ADD POLICY

Attendance is expected of all students every week in this class. In order to avoid being dropped from this class, you must attend the first day of lecture and/or lab, unless you contact me ahead of time to provide a legitimate excuse for your absence.

Beyond this, I reserve the right to drop students (both enrolled and waitlisted) based on the following policy:

1. Student does not attend the remainder of the first week
2. Student does not attend the second week assignment and does not respond to contact efforts from the professor during the third week

ASSESSMENTS

Category	Assignment Description	Points
Lecture	Lecture Exams (3)	210 pts (70 pts each)
	Final Cumulative Exam	100 pts
	Quizzes (3)	90 pts (30 pts each)
Lab	Labs Activities	300 pts (20 pts each)
	Lab Practical Exams (4)	300 pts (75 pts each)
TOTAL		1000 pts

The final course grade is based on the traditional scale:

Percent Range	Grade
90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
Less than 60	F

Course grades are non-negotiable. Instructor reserves the right to adjust individual tests and/or assignments should it be to the benefit to the entire class. Final grades may be adjusted to the benefit of the students, should there be a justifiable reason for doing so. I do not round up grades to the next letter grade given that there are multiple opportunities to boost grades during the course.

LECTURE ASSESSMENTS

Lecture exams These may be any combination of multiple-choice, true-false, matching, short-answer and essay questions based on the main objectives of each lecture and may be based on words only or may include images. Please note that I require spelling and grammar be as close to accurate as reasonably possible; spelling must be at least phonetically approximate, such that it is unambiguous what your answer is. If I can't clearly understand it, I can't give you points for it.

Lecture final exam This will be comprehensive / cumulative. Since this course is necessary for advancement to Human Physiology (Biol 22), it is important that you retain as much knowledge as possible from this course to ease your way in the following semester.

Quizzes These will not be traditional quizzes in which you will be graded on the accuracy of your answers. Rather, these will be used to prepare you for the exams by giving you a feeling for the format and helping you to assess your level of knowledge so that you know what to focus on before the exam. Merely attempting to answer the questions will result in full credit. Furthermore, there will be reflection assignments to help you to evaluate how you're performing on these quizzes.

LAB ASSESSMENTS

Lab assignments These will be guided activities that will complement the content we are learning in lecture with visual models, slides and dissections. This is arguably the toughest portion given that it will require a lot of work and discipline to learn all of the relevant parts of human anatomy, and being able to recognize them using different images, angles, etc.

Lab practicals These are exams that will be based on the work done in labs. They may include multiple choice, true-false, and/or short answer questions, and will predominantly use models and microscope slides from the labs.

EXTRA CREDIT

I do not provide extra credit opportunities in a traditional sense. My belief is that you need to learn and complete what we are doing in class, not something beyond the scope of the normal content. However, I do believe strongly in providing the chance to learn from your mistakes and redeem yourself. As such, I do have opportunities to earn back points on certain assessments, as part of my 'redemption' policy.

REDEMPTION POLICY

Students often make mistakes on assignments and exams, whether due to lack of proper studying or personal life crises. However, the way classes are typically structured, any damage done early in the semester can permanently damage a student's standing, such that their grade is irrecoverable. This is problematic from the perspective of learning because it punishes mistakes, without rewarding any learning from those mistakes. To correct for this imbalance, I will be providing two forms of 'redemption' in the course, including 'exam autopsies' and final exam redemption. Typically, only on the first exam, you will have an exam autopsy in which you will get a chance to earn back points if you reflect on everything

you missed. There may be more autopsies at the instructor's discretion, but these may vary in the % of points that can be earned back (typically fewer points on later exams). The final exam redemption involves using your final exam score to boost your score on certain previous assessments, should the grade be high enough. The hope is that this incentivizes students to learn from their mistakes and apply their new knowledge on the final exam.

An example of how the final exam redemption policy can occur is as follows: if you received a 56% on exam 3, but you received an 86% on the final, your exam 3 score will change to 86%. In other words, if your final exam grade (%) is higher than a qualifying assessment grade, then I will replace that grade with your final exam grade %. This is exact example should not be taken as the definitive policy, as I am still trying to figure out the optimum method. As such, more specifics regarding this policy will be given later on in the course.

LATE ASSIGNMENTS AND EXAM MAKE-UP POLICY

Certain assignments can be turned in late, but for each day late, I will automatically deduct 10% of the possible points. One "day late" constitutes turning something in within the 24 hours following an assignment due date and time. For example, if an assignment is due on a Monday @ 7:00 pm, any point between Monday @ 7:01 pm and Tuesday @ 7:00 pm, the assignment will lose 10% of the points. This will policy will apply to discussions only up to a point and may be cut off at a 0 early, given that students that reply too slowly to other students will render their discussion comments irrelevant.

This policy does not apply to lecture exams and practicals. These can only be made up if the student falls victim to extreme, ***documentable*** circumstances, and therefore making up exams will be fully at the discretion of the instructor. A file entitled "Online Exam Make-Up Policy" can be requested by students that wish to read it, and it will be offered to students in such situations.

COMMUNICATION POLICY

The best way to get ahold of me it to send me a direct message through Canvas. The second best way is to email me at christopher.emerling@reedleycollege.edu. I regularly check announcements for comments and replies, so this is also a viable option for communicating about specific content. Don't know how to send a message in canvas? Check out this quick guide How to send a message in canvas.

Please allow a 24hr response time on business days (Mon-Fri). I often reply on weekends as well, but given that I try to give myself a mental break from work on Saturdays and earlier on Sundays, please do not assume that I will reply at those times. I tend to be very prompt with my email responses, however, there are times when it may take me up to 24hrs to respond. As a rule, I try to prioritize Canvas messages and e-mails that require an immediate response over those that are less urgent, so please indicate if the message is urgent. If you do not receive a response from me after 24hrs then please double check that you have contacted me correctly (e.g., was it the correct email address?), and then try both Canvas messages and e-mail. Emailing and messaging can be used 24/7. If I expect to be away from my computer for any significant length of time, you will be notified in advance.

OFFICE HOURS

Office hours are a great chance to meet one-on-one with your instructor, so you can get extra clarification on concepts that you have found difficult, practical advice on studying, additional context for completing assignments, and otherwise general support in the course. You can stop by my office directly during these hours, but if you cannot make it in person, I can jump onto Zoom and chat with you. My office hours office number, the Zoom ID and are posted on the first page of this syllabus. Office hours likely will not be posted in the first week but will be posted as soon as I have all the information I need to schedule them.

CANVAS

All lecture slides and labs will be located on Canvas, which you can access here: https://scccd.instructure.com/login/ldap. Please turn on e-mail notifications for Announcements in Canvas or check them regularly. You can find them under the tab "Announcements" and see the three most recent announcements at the top of the course page.

DROPPING THE COURSE

It is the student's responsibility to drop themselves from the course, not the professor. Here are some important dates, derived from the Reedley College Academic Calendar:
January 21st: last day to drop for full refund
January 28th: last day to drop to avoid a "W" in person; last day to Add in person
January 30th: last day to drop to avoid a "W" on WebAdvisor; last day to Add on Webadvisor
February 11th: last day to change to/from Pass/No Pass grading basis
March 11th: last day to drop**,** letter grades assigned after this date

TUTORING

We will likely have a tutor embedded in our course this semester. The tutors are former, successful students who understand the material well, know how to study for the class and can help you succeed. I highly recommend most students to receive tutoring, even students who tend to do reasonably well. Students that are getting tutored are not 'less than' others who don't go to tutors. I received tutoring when I was in college (calculus and physics), and this tutoring helped me enormously to succeed in those classes.

COLLEGE POLICIES

The university has several policies that you will be expected to adhere to in my course. The policies on **Disabled Students Programs and Services, Student Conduct Standards, Academic Dishonesty**, and the **Computer/Network Equipment Use Policy**, portions of which are below, can all be found in the Reedley College Catalog.

Academic Dishonesty: "Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences." Reedley College Catalog. In an online classroom, academic dishonesty can manifest in (1) copying other students' work, (2) sharing answers on exams and much more. When you cheat, not only do you defraud the college, but you devalue your education and the education of others by weakening the integrity of our institution. Furthermore, in my experience, cheaters almost never succeed at their career goals, so don't ruin your opportunity to learn!

Please see the Student Conduct Standards and Grievance Procedures Handbook available in the Vice-President of Student Services office, or at the links listed below.

Student Conduct Standards: https://www.reedleycollege.edu/about/about-us/policies-and-procedures/student%20conduct%20standards.html

Grievance Procedures: https://www.reedleycollege.edu/about/about-us/policies-and-procedures/grievance-procedures.html

Academic Accommodations: If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible so he can help determine how to best accommodate you. If you have not already, you should contact DSP&S as soon as possible so they can begin to assign your accommodations.

DIVERSITY STATEMENT

Diversity is not only a fact of life but, to me, it is one of life's most beautiful traits and greatest strengths. My goal is for all students from all backgrounds and perspectives to be able to succeed, thrive and feel valued in my courses. My valuing of diversity encompasses gender, sexual identity, disability and health status, age, socioeconomic status, religion, philosophy, ethnicity, race, and culture. If you believe that my

course and/or my instructional techniques are in any way invalidating your group identity or are in some way hampering your ability to succeed, please let me know so that I can address any concerns you have.

FINAL NOTES

Every syllabus represents the intended roadmap and structure of the course, but due to unforeseen events and/or feedback during the semester, adjustments may be necessary. This is a reminder that some details described in this syllabus are potentially subject to change at the discretion of the instructor, but he will inform you as promptly and clearly as possible as to the reasoning for any changes.

Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student. In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.