

Biology 231: Human Anatomy – Syllabus for Spring 2020

(1) Course Information

- Section: OLE/2077
- Year and quarter: Spring 2020
 - Schedule (all sessions meet in my Zoom Room: <https://zoom.us/my/dr.crowther>):
 - “Lectures”
 - Mondays and Wednesdays, 12:20-1:20pm
 - “Labs”
 - Tuesdays and Thursdays, 12:20-1:20pm
 - “Office hours”
 - Monday through Thursday, 1:20-2:00pm
 - Canvas Chat the night before tests, 8:30-9:30pm
 - And by appointment

(2) Instructor Information

- Instructor name: Gregory J. Crowther, Ph.D.
 - Please call me “Professor Crowther” or “Doctor Crowther” or “Dr. C”
 - My pronouns: he/him/his
- Contact information:
 - Email: gcrowther@everettcc.edu (Canvas messages work too)
 - Cell phone number: 206-290-8826 (please use sparingly!)
 - Faculty website: faculty.washington.edu/crowther/
- Office location (not that it matters): Shuksan 118

(3) Course Description*

Detailed examination of the human body, organized by organ system (Integumentary, Skeletal, Muscular, Nervous, Cardiovascular, Lymphatic/Immune, Respiratory, Digestive, Urinary, and Reproductive (including Development)). Primary emphasis on gross anatomy supported by animal dissections (including repeated use of preserved cats) and 3D models, with additional emphasis on cell- and tissue-level anatomy supported by microscope slides and histology images. For allied health professional majors.

(4) Learning Objectives and Core Learning Outcomes*

Upon successful completion of this course, students will be able to meet these Learning Objectives:

- Describe in detail the gross and microscopic structures of the following human organ systems: Integumentary; Skeletal; Muscular; Central, Peripheral and Autonomic Nervous; Cardiovascular; Lymphatic/Immune; Respiratory; Digestive; Urinary; and Reproductive (including Development).
- 2. Carry out detailed dissections of animal specimens.

- 3. Use a microscope to observe cells and tissues.
- 4. Apply knowledge of anatomy to clinical contexts.
- 5. Use evidence-based learning techniques and technologies to explore core concepts in the biological sciences.

Two of EvCC's three Core Learning Outcomes are also assessed in this course:

- *Analytical Thinking*. Students will apply previous knowledge to novel problems, e.g., identifying structures in a cat they haven't seen before or predicting clinical outcomes from anatomical symptoms.
- *Effective Communication*. Students will use the results obtained from experiments, demonstrations and discussions to produce written reports and narratives.

(5) Required Resources

- General comment: The easiest way to get the required materials is to buy the bookstore bundle. However, you might be able to save a little money by buying the components separately.
- Textbook: *Human Anatomy* (9th edition/2018) by Martini, Tallitsch, and Nath; published by Pearson.
 - You are welcome to buy or rent this textbook, either as a physical copy or an online version (via PearsonMyLabAndMastering.com; see below), whatever works best for you. Personally, I prefer to own a physical copy that I can write in and keep for future reference.
 - When I refer to page numbers, section numbers, figure numbers, and problem numbers, I will use those of the current edition. If you use an older edition, it is your responsibility to notice and overcome discrepancies between editions. That is, if you use an older edition, you should make sure that you also have easy access to a current edition so that you can easily compare the two.
- Lab manual: *Human Anatomy Laboratory Manual with Cat Dissections* (9th edition/2020) by Marieb & Smith; published by Pearson.
 - The above notes on textbook access and edition also apply to the lab manual.
 - It is possible, though not necessarily recommended, to work with a used lab manual whose Review Sheet pages already include answers or are already torn out. You will need to see what the questions are, but you will turn in your answers electronically.
- Websites/apps
 - Canvas course website: <https://everettcc.instructure.com/courses/1916853>.
 - Please check this site every day or adjust your Canvas settings so that you are notified of all new announcements, assignments, etc.
 - There is no additional charge for using this website.
 - My Zoom Room: <https://zoom.us/my/dr.crowther>.
 - We will use Zoom for all of our synchronous (live-streaming) sessions: lectures, labs, and office hours.
 - There is no charge to you for using Zoom.
 - Pearson Mastering website: <https://www.pearsonmylabandmastering.com/>.

- If you don't have a physical textbook, you will use this website to access the e-textbook. Everyone will also use the following parts of this website:
 - Learning Catalytics (for "clicker" questions)
 - Study Area => Practice Tests & Quizzes.
- With the exception of Learning Catalytics ("clicker") questions, you will not submit any work to the Mastering website. Instead, you will submit assignments in Canvas or at VisibleBody.com (see below).
- Use of this website requires a subscription that is included in your bookstore bundle, but that may also be purchased separately.
 - Step-by-step directions are attached at the end of this syllabus. Your course ID is crowther27337.
 - If you are currently awaiting financial aid or have some other temporary financial constraint, you can register for a 14-day free trial, after which you will need to pay for continuing access.
- Visible Body website: <https://courseware.visiblebody.com>
 - We will use Visible Body for 3D explorations of the body, since their visualization of the human body is much better than that of Pearson Mastering's Practice Anatomy Lab (PAL).
 - To get started, go to the following URL:
https://courseware.visiblebody.com/courses/15060/join?join_course_token=kgQURPUwqr31aZ4RZZ2V3P&site_license=false
 - Enter your info, then on the next screen select "Start trial," which will give you access until June 30, 2020.
 - There is no charge for this temporary access.

(6) Other Requirements and Expectations

(6.1) Prerequisites*

- BIOL& 211 (or BIOL& 221 and BIOL& 222) with a grade of C or higher
- CHEM& 121 (or CHEM& 161 and CHEM& 162) with a grade of C or higher

Any student who has not yet met both prerequisites but wants to take this course should consult me as soon as possible (if you have not already done so).

(6.2) Attendance and Participation

Consistent attendance and participation are critical for success – perhaps even more so in an online course such as this one.

- At a bare minimum, you will need to log in during class time to take your tests at the same time as everyone else, as this is the only way to ensure fair exams without rampant cheating.
- There will also be small numbers of "clicker points" awarded during online lectures to incentivize your participation in those.

- Aside from exams and clickers, I hope you will take advantage of every chance to interact with me and your classmates. I will do my best to make our online sessions as interactive and as helpful as possible.

(6.3) Assignments

We learn through regular, focused, thoughtful practice. This course will give you many opportunities to practice working with and processing the material. In general, there will be assignments due before each online lecture to help keep you moving along through the material. There will also be numerous in-class and in-lab assignments, plus several exams. These different assignments will be graded in different ways:

- Short daily assignments will be graded for completeness (did you do the whole thing?) and timeliness (did you turn it in on time?).
- Exams will be graded for quality (were your answers good?). Exams will include formats such as multiple-choice, short-answer, and name-that-structure.
- Lab worksheets will be graded for completeness, timeliness, and quality. In general, only a few answers will be checked for quality.

<i>Assignment category</i>	<i>Approximate # of assignments</i>	<i>Points per assignment</i>	<i>Total points in this category</i>
Pre-lecture homework	25 (none dropped)	3	75
In-lecture clickers	22 (lowest 6 dropped)	3	48
Lab activities	32 (none dropped)	5-10	240
Tests	7 (lowest 1 dropped)	100	600
Approximate total			883

There will also be a couple of small extra-credit opportunities.

(6.4) Final Grades

Final grades will be based on the percentage of total points earned, according to the chart below. No “curving” will be applied at the stage of awarding final grades.

0.00-59.49%: F	59.50-66.49%: D	66.50-69.49%: D+	69.50-72.49%: C-	72.50-76.49%: C	76.50-79.49%: C+
79.50-82.49%: B-	82.50-86.49%: B	86.50-89.49%: B+	89.50-92.49%: A-	92.50% and up: A	

(6.5) Late Work

In general, late work is accepted but penalized 20% per day, up to a maximum penalty of 60%. For example, a 10-point assignment would receive a 2-point penalty if submitted 0.1 to 24 hours late, a 4-

point penalty if submitted 24.1 to 48 hours late, and a 6-point penalty if submitted more than 48 hours late. To minimize late penalties, post a scanned or photographed copy to the corresponding assignment listing in Canvas as soon as possible. If you have a good excuse for being late (e.g., a sudden illness or family emergency), please post your excuse and documentation (doctor's note, prescription, photo of open wound...) to the corresponding assignment listing in Canvas and I'll consider waiving the penalty.

(6.6) Academic Integrity – Cheating and Plagiarism

For tests, working with other students is NOT allowed (unless stated otherwise). For all other assignments, working together IS allowed (unless stated otherwise).

Accidental or intentional use of someone else's work, ideas, research, or writing without attribution of the source may result in a failing grade on the assignment or a failing grade in the course, depending on the details of the situation. Any incidents of this type will be reported to the Dean of Student Development as a violation of the Student Conduct Code, which is described in the [Student Rights and Responsibilities Handbook](#).

(6.7) Lab Safety, Cleanliness, and Organization

Um, never mind....

(6.8) Other Tips for Success

- *Actively participate in everything.* Take notes on video lectures. Ask questions. Answer questions, even if you have to guess. Take charge of your education!
- *Practice metacognition.* Metacognition refers to cognition about cognition, i.e., thinking about how you think. For students, this encompasses “knowing how to learn, being able to monitor their own understanding, being reflective about what they understand and do not understand, and being able to strategize about how to resolve their confusions” (K.D. Tanner, *CBE Life Sciences Education* **11**: 113-120, 2012).
- *Work together.* This can be done online in various ways: Canvas Discussion posts and Chats, Zoom sessions, etc. Form study groups and help each other out! Just be sure that your submitted work reflects your own understanding and credits any outside sources.
- *Respect me and your peers, and expect respect in return.* Respectful behavior includes: listening carefully when spoken to; giving people the time and space to think and to ask and answer questions; refraining from harsh or persistent criticism; avoiding language, attire, or movements likely to be annoying or distracting; keeping conversations reasonably focused on course material; and maintaining reasonable control over one's emotions.
- *Get help when you're starting to struggle, not after weeks of problems.* Let's address small problems – regardless of whether they concern the material itself, study habits, interactions with classmates, or whatever – before they become big problems. Office hours and lab sessions are especially good times to check in with me.

(7) Approximate Class Schedule

Textbook chapters are indicated as “Ch.”; lab manual exercises are indicated as “Ex.” This schedule is subject to change; however, every effort will be made to hold the tests on the days indicated.

Week # (Dates)	Monday lecture	Tuesday lab	Wednesday lecture	Thursday lab
1 (April 13-17)	Ch. 1 (orientation)	Ex. 1 (orientation), Ex. 2 (organ systems)	Ch. 2 (cells), Ch. 3 (tissues)	Ex. 5 (histology)
2 (April 20-24)	Ch. 4 (integument), Ch. 5 (bones); non-graded practice test	Ex. 6 (integument), Ex. 7 (skeleton)	Test 1 (Ch. 1-3 & Ex. 1, 2, 5)	Ex. 8 (axial skeleton)
3 (April 27- May 1)	Ch. 6 (axial skeleton), Ch. 7 (appendicular skeleton)	Ex. 9 (appendicular skeleton)	Ch. 8 (articulations), Ch. 9 (skeletal muscle)	Ex. 12 (skeletal muscles)
4 (May 4-8)	Test 2 (Ch. 4-7 & Ex. 6-9)	Ex. 12 (skeletal muscles)	Ch. 10-11 (axial & appendicular muscles)	Ex. 14 (brain & cranial nerves)
5 (May 11-15)	Ch. 13 (nervous tissue); Ch. 14 (spinal cord & nerves)	Test 3 (Ch. 8-11 & Ex. 12)	Ch. 16 (brain & cranial nerves), Ch. 17 (autonomic NS)	Ex. 17 (vision), Ex. 19 (hearing/ balance)
6 (May 18-22)	Ch. 18 (senses), Ch. 19 (endocrine)	Test 4 (Ch. 13-14, 16 & Ex. 14)	Ch. 20 (blood), Ch. 21 (heart)	Ex. 23 (heart)
7 (May 25-29)	No class (Memorial Day)	Ex. 24 (blood vessels)	Test 5 (Ch. 17-20 & Ex. 17, 19)	Ex. 30 (surface anatomy)
8 (June 1-5)	Ch. 22 (blood vessels), Ch. 23 (lymphatic)	Ex. 26 (respiratory)	Ch. 24 (respiratory), Ch. 25 (digestive)	Ex. 27 (digestive)
9 (June 8-12)	Test 6 (Ch. 21-24 & Ex. 23-24, 26, 30)	Ex. 28 (urinary)	Ch. 26 (urinary), Ch. 27 (reproductive)	Ex. 29 (reproductive)
10 (June 15-19)	Catch-up/Review	Review	Review	Test 7 (Ch. 25-27, Ex. 27-29)

(8) Support for Students: Equity and Accessibility*

Everett Community College, through its Vision, Mission, and Strategic Plan, has made an institutional commitment to establish a diverse, equitable and inclusive working and learning environment. My goal is to create a classroom environment in which everyone can participate and learn. Because of the diversity of backgrounds, experiences, and beliefs all of us bring to this class, I expect you to interact with your peers in a spirit of generosity, mutual respect, and understanding.

If there are aspects of this course that prevent you from learning or that exclude you, please speak with me as soon as possible. Together we can develop strategies to meet both your needs and the requirements of this course. I am happy to talk privately after class or during my office hours.

You also have the right to request accommodation for a verified disability. For information and assistance, contact the Center for Disability Services (located in Parks 267, 425-388-9272, or cds@everettcc.edu) for help documenting specific needs you may have and determining appropriate accommodations.

Reasonable Accommodations for Faith/Conscience: Everett Community College students are entitled to two days of excused absences per academic year (summer quarter through the end of spring quarter) for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Everett Community College will grant reasonable accommodation so that grades are not impacted for students who are absent for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Such absences must be requested in writing within the first two weeks of the class or the first week for a late start class and may not incur additional fees for students. This policy and the associated procedure is posted on the [Student Rights & Responsibilities Handbook](#). Students who have concerns about approval or a grade impact may utilize the student grievance procedure for concerns not directly related to grades, or to the grade appeal process in cases impacting a final grade.

We understand that for our campus to be welcoming and safe, it must be free from all forms of discrimination. Everett Community College does not discriminate based on, but not limited to, race, religion, creed, color, national origin, age, sex, sexual orientation, gender identity or expression, pregnancy or parental status, marital status, disability, genetic information, or status as a veteran of war. If you believe that you have been subjected to discrimination or harassment based upon any of these, you should let me know or contact the college's Title IX Coordinator at TitleIXCoordinator@everettcc.edu or 425-388-9271.

Additional student support information:

- *Canvas and eLearning.* Assistance with the Canvas learning management system (including logging in and course access). <https://www.everettcc.edu/elearning/>; 425-388-9027 or 1-866-575-9027; Whitehorse 210, plus Canvas Help Desks in the library, outside the Tutoring Center, and in the Whitehorse lobby.
- *Counseling and Student Success.* Assistance with career counseling, academic/educational counseling, advising, and referral to community mental health resources. <https://www.everettcc.edu/students/css>; 425-388-9263; Parks 3rd Floor.
- *Library.* Information and services to support research and learning including books, media materials, and databases. Librarians assist students in locating information and developing research skills. <https://www.everettcc.edu/library>; 425-388-9353 (checkout) and 425-388-9354 (reference assistance); Parks 1st floor.
- *Tutoring Center.* Free academic/tutorial support with course material, study skills, time management, and preparation for exams. <https://www.everettcc.edu/programs/academic->

[resources/transitional-studies/support/tutoring-center](#); 425-388-9356; Rainier 119 and Baker 112.

- *Writing Center.* Peer writing assistants offer feedback, ideas, and methods for editing and polishing work. <https://www.everettcc.edu/programs/communications/writing-center>; 425-388-9406; Gray Wolf 150.
- *Additional Support Services.* Visit the Everett Community College Student Services page: <http://www.everettcc.edu/students>.

(9) General Information about EvCC Policies and Procedures*

As outlined in the campus civility statement (everettcc.edu/files/administration/policies/evcc1010-civility-statement.pdf), Everett Community College is committed to providing a safe learning and working environment. The expectation is that all students will conduct themselves in a civil, respectable and appropriate manner as a responsible member of the college community. The Student Rights and Responsibilities Handbook (everettcc.edu/files/students/student-activities/student-rights-responsibilities-and-policies.pdf) identifies and describes college expectations, students' rights, and outlines the process for resolving disciplinary matters, including Student Code of Conduct violations. The provisions of the Student Code of Conduct apply to all students whenever they are on the college campus, in college housing, or engaged in college-sponsored activities and functions.

(9.1) Emergency Preparedness and Campus Closures*

In the event of an emergency situation adversely affecting college operations, public health, or the well-being and safety of students or employees, the college president may declare a temporary closure of any or all units of the institution. If the event of a closure, information will be posted on the opening screen of the EvCC website, emailed to students and employees at their college email address, and will also be available as a message on the college's main phone line at 425-388-9100. Students may sign up to receive an emergency alert as a text message or by personal email through the Rave system (getrave.com/login/everettcc). Faculty will communicate with students about adjustments in course content or requirements, including assignment deadlines that may be impacted by a closure.

(9.2) Academic Calendar*

Registration and payment dates, application and refund deadlines, the final examination schedule, and all other information related to the academic year and each individual quarter is available on the college website (everettcc.edu/enrollment/registration/important-dates-calendar).