

Human Anatomy Syllabus

ZOO3731
Fall 2016

- **Instructor:**

Dr. Lisa Brinn (lbrinn@fiu.edu)

Phone #: 305-348-7619

Office location: OE 212

Office hours: Monday, Wednesday, Friday 7:40-8:40am
Tuesday 2:00-3:00pm

By appointment also encouraged

- **Learning Assistants (LAs):** Shiran Dana, Virginia Fernandez, Claudia Guerra, Linet Labrada, Nichole Martinez, Paige Mavis, Katherine Menendez, Stephanie Mezerhane, Joelle Mouhanna, Isabel Salazar
- **When and where do we meet?**
MWF 9:00-9:50 am
GL – room 100
- **Required Materials:** i-clickers
(For instructions on how to set up your iclickers, click [here](#).)
You should have your iclickers no later than August 29th.
- **Required Text:**
 - Human Anatomy. Martini, Timmons, & Tallitsch, 8th edition.
- **Recommended Text:**
 - Human Anatomy--Mastering A&P (online resource)
- **Course Prerequisites/eligibility:**
 - General Biology I (BSC 1010) or Foundations of Human Physiology (PCB 2099) or Introductory Microbiology (MCB 2000) or Human Biology (BSC 2033) or Clinical Physiology for Health (HSC 3549)

- Co-requisite: Concurrent enrollment in both lecture and laboratory required. If you have taken lecture and lab previously and did not earn the grade that you wanted for both, we strongly suggest that you take both again at the same time. If you have taken both previously and have passed one of them with the grade you wanted, then you only need to retake the course you failed.

- **Why should you care about Human Anatomy?**

Have you ever wondered why our heart has four different compartments? Would we be different if our heart had only one compartment? Would we even be able to survive if this was the case? Or would we have any advantage if our heart had more than four compartments? Why is it that our body has this “rule” that arteries leave the heart and veins arrive to the heart? What would happen if it were the other way around? Why is it that we still do not fully understand how our brain functions if it only has two major cell types? How about aliens? Why is it that films picture them with either one or several eyes, antennas and different colors? Does it mean that our body is ideal for our world but if we were to live in a different planet, our bodies’ structure would be different? If you could decide your ideal human body, how would you imagine it? In this course, we will combine your knowledge of basic biology and human day-to-day physiology to begin exploring how to answer grand challenging questions such as these.

- **How will this course help you succeed?**

This course will help you acquire a conceptual and practical framework that you can apply to solve complex challenges in your future careers, whether in research, academia or in the clinical field. By the end of this course, you will be able to:

- Recognize anatomical structures and explain the physiological functions of body systems.
- Use anatomical knowledge to predict physiological consequences, and use knowledge of function to predict the features of anatomical structures.
- Synthesize ideas to make connections between anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances.
- Develop a vocabulary of appropriate terminology to effectively communicate anatomy-related information to future coworkers.

- **Where can you look for important information?**

- **Anywhere you want!** “Real” health field professionals use handbooks, textbooks, online resources, and peer-reviewed articles to learn what they need to know to answer complex questions.
- **Additional resources.** We recommend some [resources](#) and post our notes on the class blackboard, but you should not feel limited to only the materials we suggest. In fact, you will probably need additional resources to complete the full story surrounding the course material. Part of the story can be found in blackboard through the video recordings of the lectures. They are located under course content, under each chapter.

- **Group work.** **Studying with a partner or group is our best advice.** If you have a problem finding someone, please let us know in the beginning of the course, and we will group you with someone. You will also work in a group environment inside the classroom. These groups are formed of 6 students each. These groups won't be decided until after the add/drop date, so make sure you move around during the first week, in search of the best group to work with. Best group means that everyone will come prepared to class, everyone wants to/ and should be allowed to participate of the class activities. This might be the first step to being successful in this course. It is really important that you find the "perfect" group for you.

- **How will you succeed in this course?**
 - **Participate.** You are expected to participate actively in the course based on your own learning goals. Since you all come from different backgrounds and science experiences, your peers are valuable resources for learning. Don't shortchange them and yourself by coming to class without preparing or by sitting quietly during class discussion. Remember: **"The one that does the work, does the learning!"**
 - **Review Lectures BEFORE Class.** Lecture videos for each class period are available on blackboard and should be viewed PRIOR to class attendance. Avoiding this task will result in poor performance on class activities/clicker questions and thus poor exam and course performance. Trust us; we see this happen every semester!
 - **Communicate.** This course may be unlike any of your previous courses, with many new challenges and diverse activities. Remember that **we are here for you** and because of you, and therefore we are here to help you overcome these challenges. You should let us know what ideas and tools are challenging to you and how you are doing in the course. If you start this habit early in the semester, then we will be able to better tailor our activities to help you learn. If you are unable to meet with us during office hours please try to schedule a different time that is more convenient for you.
 - **Take risks & Be Open-minded.** "Sometimes we learn from our mistakes". In this course we want every one of you to actively participate in all of our activities. Don't think that you have to always have the correct answer to be able to participate. Nobel Prize breakthroughs have often resulted from attempting to support a "best guess" with incomplete data or from finding evidence to explain an "experiment gone wrong". So, go for it and don't worry that anyone will be judging you!

- **How will we evaluate your progress?**
 - **In-class participation (20%).** Each class period may involve any combination of clicker questions, class discussions, and group activities based on the assigned lecture. Your and your team's goal is to identify, evaluate, and integrate the information you have learned and reviewed **prior to class** about the day's topic and use this knowledge to address questions posed in class. Specific instructions will be provided with each assignment. I-clicker questions will be graded individually and will be worth 10% of your grade, while a single grade will be given to all group members for group activities, which will be worth an additional 10%. **You will only get credit for these assignments if you are in class. All students must sign the activity individually in their own handwriting to receive credit. Signing activities for other students will result in a zero for all students involved. Use of electronic devices at any point during class time is not**

permitted (unless you are using the i-clicker app on your phone) and will result in a zero for the entire group for that day. Please be polite to everyone in the classroom, especially the LAs. Mistreatment of LAs will result in an automatic ZERO for that assignment.

- **Out-of-class quizzes (10%).** Practicing by doing is often effective to help you learn and ensure that you understand the material. The quizzes are intended to help you determine whether you are keeping up with the material and to identify topics that you might need more time to work on before the major assessments. Use them wisely!! This means that you actually study for them before taking them. If you just copy your answers from your peers, this will set you up for failure on your major assessments and therefore for the whole course. There are 14 quizzes. We will consider your top 12 grades. Check the schedule at the end of this document for quiz dates. Quizzes are taken through Blackboard. Remember they will open Fridays after class and automatically close at 11:59pm the following Sunday night. Make sure you don't plan for the last minute to complete your quizzes. PC only (No Macs), Ethernet (no wireless), Internet Explorer!!! There will be no make-ups for missed quizzes or technical difficulties due to not following these guidelines. Make sure to put a reminder on your personal calendar.
- **Major assessments (50%).** We will have four major assessments throughout the semester. Each assessment is worth 12.5%, for a total of 50%. Each assessment will have 40 questions. Some of the questions will be of material covered on previous sections. This will help you integrate the concepts that you have learned throughout the semester and prepare for the final exam, which is comprehensive.
- **Final exam (20%).** The cumulative final exam will challenge you with a series of questions to assess your ability to integrate concepts and methods from class discussions and all the projects that were done in the classroom. These are more general questions of material that we expect you to know at the end of the semester.

**A schedule of the lecture can be found at the end of the syllabus.

- **Grade Scale:**

A	B+	B	C+	C	D+	D	F
90-100	85-89	80-84	75-79	70-74	65-69	60-64	< 59

**** We do NOT curve the grades!! Grades are NOT negotiable! Make sure you study throughout the semester.**

- **Professional and Academic Integrity**

Exam Policies:

1. Prompt attendance at specified exam times is required. Students will not be admitted after the first student to complete the exam has left a testing room.
2. Except under exceptional circumstances, students should not leave the exam room any time during the exam. Attend to personal needs before being seated.
3. All personal items must be stored as follows:

- Backpacks, book bags, computer bags, and the like must be placed along the sides, front, or back of the room. No such items will be allowed at the desks.
 - No drinks or snacks of any type may be at the desk.
 - Remove hats, caps, and all headwear. Headwear of a religious nature is permitted.
4. Nothing with an on/off switch (computers, tablets, cell phones, iWatch, etc.) is permissible at the desk or on your person.
 5. You must have a photo ID and present this ID to the proctors when turning in each exam.
 6. Students are not allowed to bring paper. If scratch paper is needed, the exam proctor will furnish it.
 7. Questions: Proctors will not answer any questions related to content. If exam errors are found, I will determine how to correct the error (or omit the question) after all exams are completed. In the rare event that an exam is missing a page the proctor may answer the question and resolve the problem.
 8. Students should not disrupt the exam environment in any manner including but not limited to talking, and making unnecessary noises. In general, silence should be observed during the exam period.
 9. All exam materials such as a paper exam, scantron sheet, and all scratch paper must be submitted to the proctor.
 10. The faculty proctor will initiate an academic misconduct investigation, for all involved students who violate Exam Policies.

Missed Examination Policy: Make up exams will not be allowed unless you have a very good and official excuse, like a note from a doctor, hospital, parole officer, or court (not a mechanic). You must notify your Professor in advance or within 24 hours of the incident by email and present your original official excuse within 1 week. If you arrive to an exam more than 30 minutes late, or after the first person finishes the test (whichever comes first) you will **not** be allowed to take the exam.

Make-up exams will consist of short answer essay question of the material covered in that exam period. You will have 1 hour for the exam, closed book (no notes).

Student Disability: Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact DRC (Disability Resource Center) within 1 week of the beginning of this course to make the necessary accommodations.

Sexual Harassment Policy: The Faculty Senate voted to require each professor to include a statement about this in the syllabus. FIU's sexual harassment policy is available online: http://www.fiu.edu/hr/eop/Forms/Policies/Sexual_harassment.pdf

Academic Dishonesty Policy: Cheating or plagiarism will not be tolerated!!! Cheating (looking at another's paper, possession of notes) is unacceptable, will result in an automatic zero on the assignment, and will be reported to University Officials. See the Student Handbook and PLAGIARISM POLICY regarding the FIU policies. I will also write an informal misconduct complaint. Please don't cheat! If you are lucky, I will catch you. If you are not lucky, life will catch up to you.

Calendar of Class Activities

Lecture #	Date	Topic
	8/22	Introduction to the Human Anatomy Course
1	8/24	Chapter 1 - Introduction to Anatomy
2	8/26	Chapter 3 - Tissue Organization Quiz 1 (lectures 1-2)
3	8/29	Chapter 4 - Integument
4	8/31	Chapter 5 - Introduction to Skeletal System
5	9/2	Chapter 6 - Axial Skeleton I Quiz 2 (lectures 3-5)
	9/5	Labor Day—No Class
6	9/7	Chapter 6 - Axial Skeleton II
7	9/9	Chapter 7 - Appendicular Skeleton I Quiz 3 (lectures 6-7)
8	9/12	Chapter 7 - Appendicular Skeleton II
9	9/14	Chapter 8 - Articulations I
10	9/16	Chapter 9 - Skeletal Muscle Tissue Quiz 4 (lectures 8-10)
	9/19	Lecture Exam 1 (covers lectures 1-9; NOT chapters!!) look at the first column for lecture numbers!!
11	9/21	Chapter 10 - Axial Musculature
12	9/23	Chapter 11 - Appendicular Musculature I Quiz 5 (lectures 11-12)
13	9/26	Chapter 11 - Appendicular Musculature II
14	9/28	Chapter 13 - Neural Tissue
15	9/30	Chapter 14 - Spinal Cord Quiz 6 (lectures 13-15)

16	10/3	Chapter 14 - Spinal Nerves
17	10/5	Chapter 15 - Sensory and Motor Tracts
18	10/7	Chapter 16 - Brain Quiz 7 (lectures 16-18)
	10/10	Lecture Exam 2 (covers lectures 1-18)
19	10/12	Chapter 16 - Cranial Nerves
20	10/14	Chapter 18 - General Senses Quiz 8 (lectures 19-20)
21	10/17	Chapter 18 - Special Senses
22	10/19	Chapter 21 - The Heart I
23	10/21	Chapter 21 - The Heart II Quiz 9 (lectures 21-23)
24	10/24	Chapter 22 - Blood Vessels
25	10/26	Chapter 22 - Blood Circulation
26	10/28	Chapter 24 - Upper Respiratory System Quiz 10 (lectures 24-26)
	10/31	Lecture Exam 3 (covers lectures 1-25)
27	11/2	Chapter 24 - Lower Respiratory System
28	11/4	Chapter 25 - Digestive System I Quiz 11 (lectures 27-28)
29	11/7	Chapter 25 - Digestive System II
30	11/9	Chapter 25 - Accessory Organs Quiz 12 (lectures 29-30)
	11/11	Veterans Day - no class

31	11/14	Chapter 26 – Urinary System I
32	11/16	Chapter 26 – Urinary System II
33	11/18	Chapter 27 – Male Reproductive System Quiz 13 (lectures 31-33)
34	11/21	Chapter 27 – Female Reproductive System I
35	11/23	Chapter 27 – Female Reproductive System II Quiz 14 (lectures 34-35)
	11/25	Thanksgiving!!
	11/28	OFF – Day to do course evaluations!!
	11/30	Lecture Exam 4 (covers lectures 1-35)
	TBA	Final Exam (Cumulative)