

Human Anatomy Syllabus

ZOO3731
Summer 2016

- **Instructor:**

Dr. Lisa Brinn (lbrinn@fiu.edu)

Phone #: 305-348-7619

Office location: OE 212

Office hours: Monday, Wednesday and Friday 7:40-8:40am
Monday 1:00-2:00pm

By appointment at different times than above also encouraged.

- **Learning Assistants (LAs):** Edely Abreu, Danny Bakman, Yoselin Garcia, Kyle Johnson, Linet Labrada, Nichole Martinez, Nicholas Sanchez

- **When and where do we meet?**

MWF 9:00-10:05 am

PG6 – room 116

- **Required Materials:** i-clickers

(For instructions on how to set up your iclickers, click [here](#).)

You should have your iclickers no later than May 17th.

- **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 leaves 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 main 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 my best advice!** If you have a problem finding someone, please let me know in the beginning of the semester, and I will group you with someone. You will also work in a group environment inside the classroom. These groups are formed of 4-6 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 me; I 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 **I am here for you** and because of you, and therefore I am here to help you overcome these challenges. You should let me 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 I will be able to better tailor our activities to help you learn. If you are unable to meet with me 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 I 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 I evaluate your progress?**

- **In-class participation (30%).** Each class period may involve any combination of clicker questions, class discussions, and group activities based on the assigned lecture. You 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 15% of your grade, while a single grade will be given to all group members for group activities, which will be worth an additional 15%. **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, which I strongly discourage as it doesn't work well) and will result in a zero for the entire group for that day. Please be polite to everyone in the classroom, especially the IAs. Being disrespectful toward IAs 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 28 quizzes. Each quiz will contain 5 questions from the material that was covered for each chapter. You will not be able to go back to the beginning of the quizzes when you are taking them. So make sure to answer the questions as you go. We will consider your top 25 grades. Check the schedule at the end of this document for quiz dates. Quizzes are taken through Blackboard. Remember they will open on the last day of lecture for that specific week (usually on Friday's) 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 (no chrome, safari, firefox, etc)!!! 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 (40%).** We will have four major assessments throughout the semester. Each assessment is worth 10%, for a total of 40%. Each assessment will have 40 questions. Some of the questions will be of material covered on previous exams. This will help you integrate the concepts that you have learned throughout the semester and prepare for the final exam, which is comprehensive. This exam is made up of 40 MCQs.
- **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 without having to study much. This exam is made up of 50 MCQs.
- **Concept Inventory Tests:** In addition to the assessments listed above, I will be giving two concept inventory tests, a pre- and a post-test. These will be administered during the first week of class and on the last day of class, respectively. A **concept inventory** is a criterion-referenced test designed to help determine whether a student has an accurate working knowledge of a specific set of concepts. This test will consist of 24 questions. Not attending either the pre- or post-CI tests will result in a reduction of 5 points (each) on your final exam.

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

- **Grade Scale:**

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

**** I 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 me in advance or within 24 hours of the incident by email and present your original official excuse within 48 hours of the event. 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.

MAY 2017

SUBJECT HUMAN ANATOMY

PERIOD MWF 9:00

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SAT/SUN

WEEK

1

WEEK

2

WEEK

3

WEEK

4

WEEK

1

2

3

4

5

6/7

notes

8

Introduction to the
Human Anatomy
Course
**Concept Inventory
Test**

9

10

(1) Chapter 1 -
Introduction to
Anatomy

11

12

(2) Chapter 3 -
Tissue
Organization

13/14

notes

**Quiz Chapter 1
& Chapter 3**

15

(3) Chapter 4 -
Integument

16

17

(4) Chapter 5 -
Introduction to
Skeletal System

18

19

(5) Chapter 6 -
Axial Skeleton

20/21

notes

Lab 1
Add/drop

**Quiz Chapter 4,
5 & 6**

22

(6) Chapter 7 -
Appendicular
Skeleton I

23

24

(7) Chapter 7 -
Appendicular
Skeleton II

25

26

**Lecture Exam 1
(covers lectures
1-7)**

27/28

notes

Lab 2

**Quiz Chapter 7
(Upper & Lower)**

29

Memorial Day

30

31

(8) Chapter 8 -
Articulations

1

2

3/4

notes

Lab 3

JUNE 2017

| | | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT/SUN |
|------|---|--|---------|---|----------|---|---------|
| WEEK | 5 | | | 31 | 1 | 2 (9) Chapter 9 – Skeletal Muscle Tissue | 3/4 |
| | | notes | | | | Quiz Chapter 8 & Chapter 9 | |
| WEEK | 6 | 5 (10) Chapter 10 - Axial Musculature | 6 | 7 (11) Chapter 11 - Appendicular Musculature I | 8 | 9 (12) Chapter 11 - Appendicular Musculature II | 10/11 |
| | | notes Lab Review | | | | Quiz Chapter 10 & Chapter 11 (Upper & Lower) | |
| WEEK | 7 | 12 (13) Chapter 13 - Neural Tissue | 13 | 14 (14) Chapter 14 – Spinal Cord & Spinal Nerves | 15 | 16 (15) Chapter 15 – Sensory and Motor Tracts WD -25% | 17/18 |
| | | notes Lab Midterm | | | | Quiz Chapter 13 & Chapter 14 (Spinal Nerves & Spinal Cord) & Chapter 15 | |
| WEEK | 8 | 19 Lecture Exam 2 (covers lectures 1-14) | 20 | 21 (16) Chapter 16 – Brain & Cranial Nerves | 22 | 23 (17) Chapter 18 – General Senses | 24/25 |
| | | notes Lab 4 | | | | Quiz Chapter 16 (Brain & CN) Chapter 18 (General Senses) | |
| WEEK | | 26 (18) Chapter 18 - Special Senses WD/DR | 27 | 28 (19) Chapter 21 – The Heart I | 29 | 30 (20) Chapter 21 – The Heart II | 1/2 |
| | | notes Lab 5 | | | | Quiz Chapter 18 (Special Senses), Chapter 21 (Heart) | |

JULY 2017

SUBJECT _____ PERIOD _____

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT/SUN |
|------|--|-------------------------------|---|------------------|---|---------|
| 9 | 3 Free Day | 44 Independence Day | 5 (21)Chapter 22 – Blood Vessels & Blood Circulation | 6 | 7 (22)Chapter 24 – Respiratory System | 8/9 |
| WEEK | notes Lab 6 | | Quiz Chapter 22 | | | |
| 10 | 10 Lecture Exam 3 (covers lectures 1-21) | 11 | 12 (23)Chapter 25– Digestive System | 13 | 14 (24)Chapter 25 – Accessory Organs | 15/16 |
| WEEK | notes Lab Review | | | | Quiz Chapter 24 (Upper & Lower), Chapter 25(Digestive & Accessory) | |
| 11 | 17 (25)Chapter 26 – Urinary System | 18 | 19 (26)Chapter 27 – Male Reproductive System | 20 | 21 (27)Chapter 27 – Female Reproductive System | 22/23 |
| WEEK | notes Lab Final | | | | Quiz Chapter 26 & Chapter 27 (Male & Female) | |
| 12 | 24 Lecture Exam 4 (covers lectures 1-27) | 25 | 26 Concept Inventory | 27 | 28 Final Exam (Cumulative) 7:30-9:30 | 29/30 |
| WEEK | notes | | | | | |
| | 31 | 1 | 2 | 3 Post grades | 4 | 5/6 |
| WEEK | notes | | | | | |