

# *Human Anatomy Syllabus*

**ZOO3731**  
*Spring 2018*

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- **Instructor:**

Dr. Lisa Brinn ([lbrinn@fiu.edu](mailto:lbrinn@fiu.edu))

**Phone #:** 305-348-7619

**Office location:** OE 212

**Office hours:** Monday and Wednesday 7:40-8:40am  
Tuesday 2:00-4:00pm

- **Learning Assistants (LAs):** Alexander Alvarez, Helen Boada, Christian Escorcía, Kathleen Graveran, Augusto Incer, Katherine Menendez, Nichole Martinez, Patricia Otero, Edwin Perez

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

MWF 9:00-9:50 am

PG5 - 155

- **Required Materials:** i-clickers

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

You should have your iclickers no later than January 17<sup>th</sup>.

- **Required Text:**

- Human Anatomy. Martini, Timmons, & Tallitsch, 9th 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, I 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 desired, 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.** 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 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! This is a copy of an email I received from a student during summer of 2017: "On a side note, I've learned as you say, "the one that does the work does the learning." At first I was slacking and thought I can get by with minimal effort, but ever since I took your motto at heart I've actually started doing better. So thank you for that, I plan on applying that to my other courses. Have a great night, A. R."
- **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 does not 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 LAs. Being disrespectful toward 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 **28** quizzes. Each quiz will contain five questions from the material that was covered for each chapter. We will consider your top **23** grades. **Check the schedule at the end of this document for quiz dates. Quizzes are taken through Blackboard. Remember they will open at the beginning of the week and automatically close at 11:59pm the following Sunday night. Make sure you do not plan for the last minute to complete your quizzes. 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.
- **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. It will not be part of your grade for the course, but it will give you a good idea of how much you know at the beginning of the semester and how much you have learned towards the end of the semester. This exam contains 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](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.

# JANUARY 2018

SUBJECT HUMAN ANATOMY

PERIOD MWF 9:00

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
	1	2	3	4	5	6/7
WEEK	notes					
	8	9	10	11	12	13/14
	Introduction to the Human Anatomy Course		(1) Chapter 1 - Introduction to Anatomy		(2) Chapter 3 - Tissue Organization	
WEEK	notes Weekly quizzes released		concept inventory			Weekly quizzes due Sunday 11:59pm
	15	16	17	18	19	20/21
	Martin Luther King Holiday		(3) Chapter 4 - Integument		(4) Chapter 5 - Introduction to Skeletal System	
WEEK	notes Weekly quizzes released	Last day to add/drop	iClickers Due			Weekly quizzes due Sunday 11:59pm
	22	23	24	25	26	27/28
	(5) Chapter 6 - Axial Skeleton (Skull)		(6) Chapter 6 - Axial Skeleton (Vertebral Column)		(7) Chapter 7 - Appendicular Skeleton (Upper Limb)	
1	notes Lab 1 Weekly quizzes released					Weekly quizzes due Sunday 11:59pm
	29	30	31			
	(8) Chapter 7 - Appendicular Skeleton (Lower Limb)		(9) Chapter 8 - Articulations			
2	notes Lab 2 Weekly quizzes released					

# FEBRUARY 2018

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 2				1	2 (10) Chapter 9 – Skeletal Muscle Tissue	3/4
notes					WD -25%	Weekly quizzes due Sunday 11:59pm
WEEK 3	5 (11) Chapter 10 – Axial Musculature	6	7 (12) Chapter 11 – Appendicular Musculature (Upper Limb)	8	9 <b>Lecture Exam 1</b> (covers lectures 1-9)	10/11
notes	<b>Lab 3</b> Weekly quizzes released				Exam is until Chapter 8, which is lecture 9	Weekly quizzes due Sunday 11:59pm
WEEK 4	12 (13) Chapter 11 – Appendicular Musculature (Lower Limb)	13	14 (14) Chapter 13 – Neural Tissue	15	16 (15) Chapter 14 – Spinal Cord	17/18
notes	<b>Lab Review</b> Weekly quizzes released					Weekly quizzes due Sunday 11:59pm
WEEK 5	19 (16) Chapter 14 – Spinal Nerves	20	21 (17) Chapter 15 – Sensory and Motor Tracts	22	23 (18) Chapter 16 – Brain	24/25
notes	<b>Lab Midterm</b> Weekly quizzes released					Weekly quizzes due Sunday 11:59pm
WEEK 6	26 (19) Chapter 16 – Cranial Nerves	27	28 (20) Chapter 18 – General Senses	1	2	3/4
notes	<b>Lab 4</b> Weekly quizzes released					Weekly quizzes due Sunday 11:59pm

# MARCH 2018

SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 8				1	2 <b>Lecture Exam 2 (covers lectures 1-17)</b>	3/4  <b>Weekly quizzes due Sunday 11:59pm</b>
WEEK 9	5 (21) Chapter 18 - Special Senses  <b>Lab 5 Weekly quizzes released</b>	6	7 (22) Chapter 21 - The Heart Structures	8	9 (23) Chapter 21 - The Heart Conduction	10/11  <b>Weekly quizzes due Sunday 11:59pm</b>
WEEK 10	12 <b>Spring Break</b>	13 <b>Spring Break</b>	14 <b>Spring Break</b>	15 <b>Spring Break</b>	16 <b>Spring Break</b>	17/18 <b>Spring Break</b>
WEEK 11	19 (24) Chapter 22 - Blood Vessels  <b>Lab 6 WD/DR Weekly quizzes released</b>	20	21 (25) Chapter 22 - Blood Circulation	22	23 (26) Chapter 24 -Respiratory System	24/25  <b>Weekly quizzes due Sunday 11:59pm</b>
WEEK 12	26 <b>No class</b>	27	28 <b>No class</b>	29	30 <b>Lecture Exam 3 (covers lectures 1-25)</b>	31/1

# APRIL 2018

SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 12	<p>2</p> <p>(27) Chapter 25 – Digestive System I</p> <p><b>Lab Review</b> Weekly quizzes released</p>	<p>3</p>	<p>4</p> <p>(28) Chapter 25 – Digestive System II</p>	<p>5</p>	<p>6</p> <p>(29) Chapter 25 – Accessory Organs</p>	<p>7/8</p> <p>Weekly quizzes due Sunday 11:59pm</p>
WEEK 13	<p>9</p> <p>(30) Chapter 26 – Urinary System</p> <p><b>Lab Final</b> Weekly quizzes released</p>	<p>10</p>	<p>11</p> <p>(31) Chapter 27 – Male Reproductive System</p>	<p>12</p>	<p>13</p> <p>(32) Chapter 27 – Female Reproductive System</p>	<p>14/15</p> <p>Weekly quizzes due Sunday 11:59pm</p>
WEEK 14	<p>16</p> <p>notes</p>	<p>17</p>	<p>18</p> <p>Lecture Exam 4 (covers lectures 1-32)</p>	<p>19</p>	<p>20</p> <p>Concept Inventory</p>	<p>21/22</p>
WEEK 15	<p>23</p> <p>Final Exam Week (TBA)</p> <p>Scheduled by the Administration</p>	<p>24</p>	<p>25</p>	<p>26</p>	<p>27</p>	<p>28/29</p>
WEEK 16	<p>30</p> <p>notes</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5/6</p>

# MAY 2018

SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_

MONDAY      TUESDAY      WEDNESDAY      THURSDAY      FRIDAY      SAT/SUN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 16		1	2 Grades due!	3	4	5/6
WEEK	notes					
WEEK	7	8	9	10	11	12/13
WEEK	notes					
WEEK	14					
WEEK	notes					
WEEK						
WEEK	notes					
WEEK						
WEEK	notes					