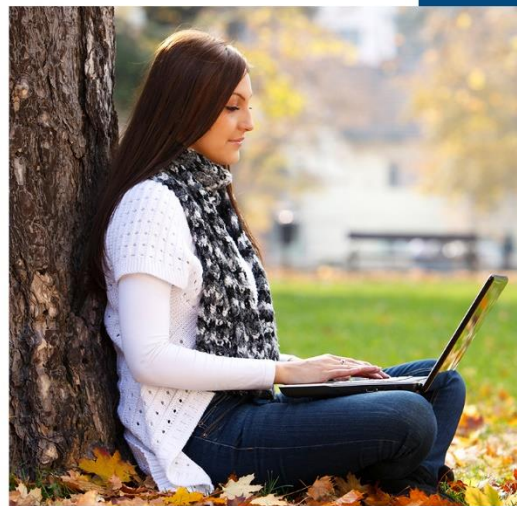
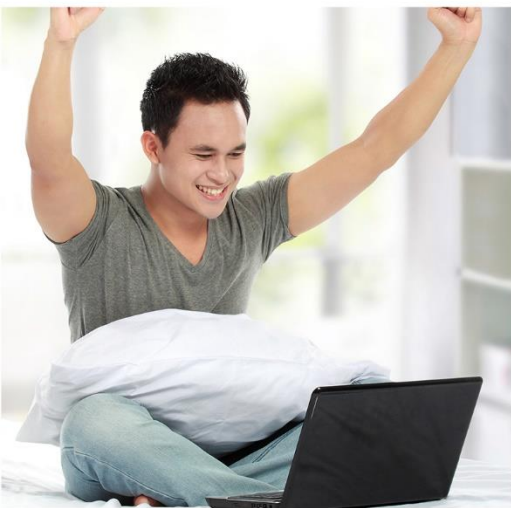




School of
Distance Education
Andrews University

SYLLABUS



**MLSC 110 Medical Terminology
Summer 2021**

MLSC 110 Medical Terminology

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.

Required Text/Material

Gyls, B. A., & Masters, R. M. (2019). Medical Terminology Simplified (6th ed.). F. A. Davis Company, Philadelphia, PA. ISBN-13: 9780803669727

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Credit Hour and Commitment

This course is offered for 1 semester credits; therefore, it is expected that you will spend 45 total hours on this course. This translates to approximately 3 hours per week for 12 weeks. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via discussion forums, and completing practice activities.

A recommended weekly schedule to divide your time is provided:

Readings: 30 minutes
Lectures: 30 minutes
Quizzes: 1 hour
Taking Exams: 1 hour

Student Learning Outcomes

After completing this course, students should be able to:

1. Define medical terms as covered in this course.
2. Build medical words using word roots, combining forms, suffixes and prefixes.
3. Define commonly used medical abbreviations.
4. Discuss the parts and functions of basic body systems.
5. Use medical language to describe medical procedures and interventions.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material. Students are expected to study and be prepared to take eight (8) chapter examinations based on the materials/chapters assigned. Regular participation in the course is essential to good performance. The textbook is a workbook which can be worked through systematically and is an integral part of success in this course.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox (Safari is not compatible with LearningHub)
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Keys for Success

- **Chapter one (1) of the textbook is very important** because it teaches you how to use the book to study for the exams. You are responsible for all of the material in each chapter.
- Plan an hour minimum each day during the week to study for this course. Do not leave studying for the day before the exam.
- Work through the frames of each chapter. Take advantage of the study tools built into the textbook.
- Practice quizzes are open-book and should familiarize you with the style of questions on the exams. The quizzes may be taken twice and the highest score will be kept as part of your grade. The exams are closed-book and must be proctored. They will consist of true/false, multiple choice and fill-in-the-blank questions. You will not be required to label diagrams but must be able to discuss the diagrams and figures found in the book.
- Videos provided are not comprehensive and are used to clarify key concepts from the textbook.
- Virtual flashcards are included as a practice too. It is recommended that the student expand upon these flashcards to add names of medical procedures, conditions, or additional terms found in the text. The flashcards provided are a review tool and giving a bonus grade.
- Use section reviews to test your knowledge. For an example of a section review see Gyls and Masters (2019) page 24. Make a flashcard for any new word presented in the section reviews.
- Consider making physical flashcards as study tool. As you study, place those that you know in one pile and those you don't know in a second pile. Spend more time with the ones that you don't know. Your goal should be to “know” all the words in your flashcards.

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. A portion of your grade will be based on regular participation in interactive forums on the Learninghub class page. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays,

quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Follow the instructions closely as some will be written forums and others will be video. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Please note forums requiring a response will be graded on both the initial and response posts, so if you do not post a response you will only be given half credit. As a reminder, you must post your initial comments before you can see posts from others in your group. "Ghost posts" such as posting one letter or symbol to view the posts of others will be given an automatic "o/Zero". Forums will be graded for mechanics (grammar and spelling), demonstration of knowledge base and organization. Points will be deducted for tardiness or inappropriate content.

Rubrics

Forum Discussions Rubrics

Criteria	10 Exceptional	8 Proficient	6 Satisfactory	4 Emerging	0 Unsatisfactory
Content & Organization	Forum discussion makes relevant connections, and shares excellent insightful ideas. All questions are answered thoroughly.	Forum discussion is relevant to competency, is organized and sounds scholarly. All questions are answered well.	Forum discussion is generally relevant to competency, however each question is given a minimal response.	Forum discussion is somewhat relevant, it is poorly focused, and not well organized. One or two questions are not answered.	Forum discussion is not relevant to competency; lacks focus and organization. More than two questions are not answered.
Knowledge Base	The forum discussion shows evidence of carefully evaluated knowledge, and proficient and fluent use of applicable medical language.	The forum discussion shows evidence of an expanding knowledge base, and includes correct medical language.	The forum discussion shows evidence of analysis of a well-documented knowledge base and an understanding of medical language.	The forum discussion shows evidence of comprehension of a narrow knowledge base. Medical terms are used with some error.	The forum discussion shows evidence of little or no evidence of knowledge base. Medical terms are incorrect or not used at all.
Mechanics (Written)	The forum discussion is free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication. The length of the response is appropriate.	The forum discussion has few mechanical errors, improved flow and strong transitions increase comprehensibility. The length of response is appropriate.	The forum discussion generally follows mechanical conventions, but with some minor errors; appropriate transitions. The length of the response is appropriate.	The forum discussion has frequent mechanical errors; ineffective transitions and flow from point to point. The response is too short or long.	The forum discussion has numerous mechanical errors, making comprehension almost impossible. The response is too short or long.
Mechanics (Video)	High quality video and sound (no visual distractions or extraneous sounds). Focused professional presence and appropriate dress, professional use of standardized English.	Acceptable quality video and sound (no visual distractions or extraneous sounds). Focused professional presences and dress, consistent use of standardized English.	Acceptable quality video and sound (limited visual distractions or extraneous sounds). Professional presence and appropriate dress, appropriate use of standardized English.	Video and sound can be seen and heard with some visual distraction or extraneous noise. Professional presence and dress is attempted with mixed results, consistent use of standardize English.	Poor quality video and sound (clear distractions or extraneous sounds) amateur dress and limited use of standardized English.

Exams

There will be eight (8) chapter exams, which are not comprehensive. Each exam will be worth approximately 50 points. Each chapter exam evaluates the student's knowledge of the various terms presented in the chapter/pages assigned.

The exams are timed, so it is recommended to pace yourself appropriately and write down on a piece of scratch paper any questions you have about the course or individual questions. You can always contact the instructor after taking the exam about these questions and be sure to include the exam number, the question number and what specifically did you have a question about.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 May 17 – 20	Chapter 1: Introduction to Programmed Learning and Medical Word Building Chapter 2: Body Structure	<i>Gyls and Masters</i> , Ch 1 & 2 Assigned videos	Forum 1: Introduction (video) Quiz 1 Review Flashcards Ch. 1 Review Flashcards Ch. 2 (Optional Assignments) Due Thurs, May 27
2 May 21 – 27			Proctored Exam 1
3 May 28 – June 3	Chapter 3: Integumentary System	<i>Gyls and Masters</i> , Ch 3 Assigned videos	Quiz 2 Review Flashcards Ch. 3 (Optional Assignments)
4 June 4 – 10			Proctored Exam 2
5 June 11 – 17	Chapter 4: Respiratory System	<i>Gyls and Masters</i> , Ch 4 Assigned videos	Initial Post Forum 2 (written) Quiz 3 Review Flashcards Ch. 4 (Optional Assignments)
6 June 18 – 24			Proctored Exam 3
7 June 25 – July 1	Chapter 5: Cardio vascular & Lymphatic Systems	<i>Gyls and Masters</i> , Ch 5 Assigned videos	Reply to Forum 2 (written) Quiz 4 Review Flashcards Ch. 5 (Optional) Practice Activities
8 July 2 – 8			Proctored Exam 4
9 July 9 – 15	Chapter 6: Digestive System Chapter 7: Urinary System	<i>Gyls and Masters</i> , Ch 6 & 7 Assigned videos	Quiz 5 Review Flashcards Ch. 6 Review Flashcards Ch. 7 (Optional) Practice Activities Proctored Exam 5
10 July 16 – 22	Chapter 8: Reproductive System	<i>Gyls and Masters</i> , Ch 8 PowerPoint: Ch 8 – Reproductive System	Forum 3 (written) Quiz 6 Review Flashcards Ch. 8 (Optional) Practice Activities Proctored Exam 6
11 July 23 – 29	Chapter 9: Endocrine & Nervous System	<i>Gyls and Masters</i> , Ch 9 Assigned videos	Reply to Forum 3 (written) Forum 4 (video) Quiz 7 Review Flashcards Ch. 9 (Optional) Practice Activities Proctored Exam 7
12 July 30 – August 6	Chapter 10: Musculoskeletal System Chapter 11: Special Senses – The Eyes and Ears	<i>Gyls and Masters</i> , Ch 10 & 11 Assigned videos	Complete Forum 4 Quiz 8 Review Flashcards Ch. 10 Review Flashcards Ch. 11 (Optional) Practice Activities
PROCTORED EXAM 8 Due Thursday, August 5, at 11:59 PM			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
80 %	Examinations (8 x 50 points each)
10 %	Quizzes (11x10 points each)
10 %	Discussion Forums (4 forums) 30 points each
1% (Extra Credit)	Chapter Flashcards (Bonus)
1% (Extra Credit)	Practice Activities (Bonus)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.