COLORADO STATE UNIVERSITY GLOBAL

BIO200: HUMAN ANATOMY AND PHYSIOLOGY I WITH LAB

Credit Hours: 3

Contact Hours: This is a 4-credit course, offered in accelerated format. This means that 24 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 20-24 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

BIO200 is the first of a two-course sequence. It pertains to a systematic review of the structure and functioning of the cells, tissues, and organs of the integumentary, skeletal, muscular, and nervous systems of the human body. At the conclusion of the course, the student will demonstrate a basic knowledge of the structure and function of the human body, interrelationships in systems, and regulation of physiological functions involved in maintaining homeostasis in the body.

Course Overview:

In this course, students will review their basic knowledge of anatomy (body structures) and physiology (functions) of the human body. Having a solid understanding of anatomy and physiology will be crucial to those students wishing to pursue a career in the health care industry. Students will study molecular, cellular, tissue and organ functions in each system. Students will learn anatomical terminology to identify and describe locations of major organs in the body, and how these organs maintain homeostasis. Students will use various learning methods to complete this course. These methods consist of reviewing a scholarly textbook and articles, performing basic and virtual dissection of the human body (or mammalian) to observe the structure of organs and other internal features, and applying real-world situations to create a connection between knowledge of normal anatomy and physiology of the human body to normal or diseased body structures and tissues.

Course Learning Outcomes:

1. Use appropriate anatomical terminology to identify key body structures, body regions, and directions in the body
2. Explain the interrelationship among molecular, cellular, tissue, and organ functions in each body system
3. Describe the basic functions, anatomical structures, and physiological processes of the integumentary system.
4. Describe the basic functions, anatomical structures and physiological processes of the skeletal system.
5. Describe the basic functions, anatomical structures and physiological processes of the muscular system.

6. Describe the basic functions, anatomical structures and physiological processes of the nervous system.
7. Explain contributions of organs and systems to the maintenance of homeostasis.
8. Safely perform basic and virtual dissection of the human body (or mammalian) to observe structure of organs and other internal features.

COLORADO GTPATHWAYS COURSE

Colorado Guaranteed Transfer (GT) Pathways Course: The Colorado Commission on Higher Education has approved BIO202 Human Anatomy and Physiology II with Lab for inclusion in the Guaranteed Transfer (GT) Pathways program in the **GT-SC1** category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

The table in **Appendix A** details the specific alignment of Course Learning Outcomes and Assessments to GTPathways Content and Criteria requirements.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

OpenStax College. (2019). *Anatomy and physiology*. Houston, TX: OpenStax CNX. Retrieved from https://openstax.org/details/anatomy-and-physiology

- Print: ISBN-13: 978-1-938168-13-0
- eBook: ISBN-13: 978-1-947172-04-3

Visible Body: A web-based course software with a two-year membership. This software is paid via student tuition and accessible via the course. This software is used for these courses:

- BIO200 - Human Anatomy and Physiology I with Lab
- BIO202 - Human Anatomy and Physiology II with Lab

Visible Body is a tool that that provides 3D modeling of human anatomy and physiology.

For more information, check **the Visible Body Student Guide** in the Course Information section.

Carolina Biologicals:

Purchase your Carolina Biologicals lab kit through the CSU-Global bookstore:

https://csuglobal.textbookx.com/book/CSUGlobal-BIO200-2019-Voucher/9780113020003/?course_id=2315542

Once you purchase the voucher through the bookstore, you will receive instructions from TextbookX on how to redeem the voucher for a kit on Carolina Biological's website.

The lab kit should contain: Laboratory Safety Manual, Fetal Pig Dissection, Safety Set/Dissection Set

Additional References:

Human Anatomy & Physiology Society. (2019). HAPS Learning Outcomes. Retrieved from

https://www.hapsweb.org/page/Learning_Outcomes

Patton, K. T. & Thibodeau, G. A. (2016). Anatomy & Physiology (9th ed). St. Louis, MO: Elsevier

NOTE: *All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.*

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercises before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises grades are not recorded as part of your final grade for the course. Click on the link in the modules to take the Opening Exercises.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire. Click on the link in the modules to take the Mastery Exercises.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.
- **Lab Exercises:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapter 1 in *Anatomy and Physiology*
- Ebneshahidi, A. (n.d.). Anatomical terminology. Retrieved from http://www.lamission.edu/lifesciences/AliAnat1/Chap1-anatomical%20terminology.pdf
- Lanese, N. (2019). What is homeostasis? Retrieved from https://www.livescience.com/65938-homeostasis.html

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (25 points)

Option 1: Homeostasis Function: Hypothermia
Understanding how the body functions and why it is important in maintaining a homeostatic balance in the system is important. To learn more on anatomy and physiology and the way the body works, watch this short, funny video titled, Introduction to Anatomy & Physiology: Crash Course A&P 1.

Once you have watched the video, research the health concern Hypothermia.

Describe this healthcare concern. Describe how it specifically affects body function. Explain what must be done to correct the homeostasis balance for the body to function normally. Which organ systems play a role in temperature regulation? Explain what you learned from this.

Requirements: Write a paper.

Paper

- Your paper should be 2-3 pages in length, excluding title and reference pages.
- Include at least two scholarly references in addition to the course textbook.
    - Conform to CSU Global Guide to Writing and APA.
    - The CSU Global Library is a good place to find these references.

Reference:
CrashCourse. (2015). Anatomy & physiology: Crash course A&P #1 [Video]. Retrieved from https://youtu.be/uBGl2BujkPQ

Option 2: Homeostasis Function: Dehydration
Understanding how the body functions and why it is important in maintaining a homeostatic balance in the system is important. To learn more on anatomy and physiology and the way the body works, watch this short, funny video titled, Introduction to Anatomy & Physiology: Crash Course A&P #1.
Once you have watched the video, research the health concern Dehydration.
Describe this healthcare concern. Describe how it specifically affects body function. Explain what must be done to correct the homeostasis balance for the body to function normally. Explain what you learned from this.

Requirements: Create a presentation.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 4-5 slide presentation, not including the title and reference slides, which are required.
- Your presentation MUST either include your script notes containing 80-100 words per slide, and/or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the CSU Global Guide to Writing and APA.
- Include a formal references page with at least two scholarly references.

- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Reference:
CrashCourse. (2015). Anatomy & physiology: Crash course A&P #1 [Video]. Retrieved from https://youtu.be/uBGl2BujkPQ

Mastery Exercise (10 points)

Lab (35 points)

Atmospheric Pressure
The first lab will cover atmospheric pressure and how this affects the function of the human body.

Procedure: This lab will explore how both the phenomena of atmospheric pressure and changes in air pressure and density impact the function of the human body.

Equipment Needed: 1 bottle of sparking water or clear colored soda pop, pen, paper, timer

Create a Table: Before you begin, create a table with the following titled columns:
Material List, After 2 hours, After 4 hours, After 6 hours, After 8 hours, After 10 hours – For example:

	Notes/ Results
Material Used	
After 2 hours	
After 4 hours	
After 6 hours	
After 8 hours	
After 10 hours	

Begin: Once you have chosen a tasty brand of water or soda you enjoy, open the bottle. Watch the carbon dioxide gas release and the effect it has on the bottle. Next, taste your water or soda. Note how it feels in your mouth. Let it sit open to air, and set the timer for 2 hours. After 2 hours, taste your water or soda again. Note how it feels in your mouth and any change in results. Let it sit open to air again, and set the timer for another 2 hours. Repeat this routine until you have completed a 2, 4, 6, 8- and 10-hour check from the time the bottle was opened to air. You may find that as you first opened the bottle, your water or soda was bubbly and 8 hours later it went flat.

Discussion: Once you have completed this lab, using your table format, list the drink of choice used. Then, for each timeframe, document the notes and results you encountered. Along with your table, explain how this phenomenon relates to the functioning of the human body. Explain what you learned from this exercise.

Requirements: Write a paper or create a presentation.

Paper
Write a 2-page paper, including your lab table information and results, and explain how this phenomenon relates to the functioning of the human body. Share what you learned from this exercise. Conform to CSU Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 3-4 slide presentation, not including the title and reference slides, which are required. Include your lab table information and results, and explain how this phenomenon relates to the functioning of the human body.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the CSU Global Guide to Writing and APA.
- Include a formal references slide with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Module 2

Readings

- Chapters 2, 3, & 4 in *Anatomy and Physiology*
- Ledford, H. (2017). The race to map the human body - one cell at a time. *Nature, 542*(7642), 404–405. Retrieved from https://doi.org/10.1038/nature.2017.21508
- Go to Visible Body: The Cellular Level of the Organization
  - Modules – Cells: The Living Units
  - Review the following sections:
    - Introduction: Cells and Tissue
    - Cell Structure and Function
    - Cell Life Cycle

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (30 points)

Option 1: Chemical Function

Inorganic compounds (water, salts, acids, and bases) are essential to human body functioning. Consider this scenario: After a huge dinner, you decide to wash dishes by hand and you merely rinse them with water. You grab a towel to dry the dishes, and when you pick up a bowl, you notice that it still has an oily film on it. Write a paper and discuss the following:

- Why was the water alone not effective in cleaning the bowl?
- How does water temperature affect the results?
- Distinguish between acids and bases in the soap and water and how they affect one another.
- Provide two other examples of when inorganic compounds may not mix and why.
- Explain how this scenario relates to essential human body functioning.

Requirements: Write a paper.

Paper

- Write a 2-3 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Option 2: Cellular Function

Learning the relationship between DNA and molecules is important in understanding certain cellular functions. Watch the DNA Replication video (also on page 131 of your textbook PDF) to learn more on DNA replication as it relates to cellular function. Once completed, write a paper and discuss the following:

- What separates the base pair at the start of DNA replication?
- What is meant by "transcription factor"?
- How does transcription factor affect DNA molecules?
- Why is it important that DNA replication takes place before cell division?
- Explain how this scenario relates to essential human body functioning.

Requirements: Write a paper.

Paper

- Write a 2-3 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Reference:

Bozeman Science. (2012). *DNA replication* [Video]. Retrieved from https://youtu.be/FBmO_rmXxIw

Mastery Exercise (10 points)

Lab (45 points)

Connective, Muscle, and Nervous Tissue Types

There are four main tissue types: epithelial, connective, muscle, and nervous tissue. This is a virtual lab exercise that explores three of these main types: connective, muscle, and nervous tissue. You will look at these types of tissue in a higher power of magnification. In your succeeding module, you will explore the epithelial tissue types in more depth. Virtual images are provided for you to label with different names and tissue structures observed.

Equipment Needed: Computer, pen, paper

Procedure: Log in to Visible Body.

Before you begin, click *Getting Started with Visible Body Courseware and Apps*. Then, click *Getting Started with Visible Body* and read the instructions on its use.

Go to:

- The Tissue Level of the Organization
    - Modules - Tissues

Explore the following sections:

- 4.1 Tissue Types
- 4.6 – 4.11 Connective Tissue
- 4.17 – 4.18 Muscle Tissue
- 4.19 Nervous Tissue
- 4.21 – 4.22 Tissue Repair and Scarring

Observe the connective, muscle, and nervous tissue types, and take notes on the differences or similarities. Where are they located and how do they function in the body?

Create a table: Create a table with 3 columns, and at the top, label the main headers as Tissue Type, Location, and Function. Under each header, provide an example of each type of tissue in the body, where it can be found, and its function. You may wish to use a pen and paper initially before you type up your table for your report.

Discussion: Write a report or create a presentation explaining your observations. Be sure to discuss the following:

- Discuss the connective, muscle, and nervous tissue types in the body and their major functions.
- Insert the table you created, compare and contrast the different types of tissues, and describe their distinguishing features.
- How does tissue injury impact these tissue types?
- How do each of these tissue types relate to body movement or motion?
- Share what you learned from this lab exercise.

Requirements: Write a paper.

Paper

- Write a 3-4 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Share what you learned from this lab exercise.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 5-7 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Share what you learned from this lab exercise.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.

- Include a formal references page with at least two scholarly references.'
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Module 3

Readings

- Chapter 5 in *Anatomy and Physiologyy*
- Parrado, C., Mercado-Saenz, S., Perez-Davo, A., Gilaberte, Y., Gonzalez, S., & Juarranz, A. (2019). Environmental stressors on skin aging. Mechanistic insights. *Frontiers in Pharmacology, 10*, 759. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6629960/
- Vargas, N., Slyer, J., Chapman, C., Johnson, B., Temple, J., Mietlicki-Baase, E., & Schlader, Z. (2018). The motivation to behaviorally thermoregulate during passive heat exposure in humans is dependent on the magnitude of increases in skin temperature. *Physiology & Behavior, 194*, 545–551. https://doi.org/10.1016/j.physbeh.2018.07.009

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (30 points)

Option 1: Melanoma – Disease of Skin Cells
Read the linked article titled: Disease, disorder, condition, syndrome – what's the difference? (Linked in the online class) The integumentary system is vulnerable to many diseases. Some can be benign in nature, while others can be fatal. Skin cancer (melanoma) can occur in anyone; however, the occurrence increases in individuals who expose themselves to the sun without any use of sun block. Research this disease, and then write a paper OR create a presentation on the following:

- Describe this disease.
- Describe its mutation from the normal cell.
- How does the body compensate?
- How do immune cells function?
- What options are available to treat this disease?
- What did you learn from this?

Requirements: Write a paper OR create a presentation.

Paper
- Write a 2-3 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 4-5 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Reference:

Menon, D. (2019). Disease, disorder, condition, syndrome – what's the difference? Retrieved from https://www.healthwriterhub.com/disease-disorder-condition-syndrome-whats-the-difference/

Option 2: Latex Allergy – Disorder of Skin Cells

Read the article titled: Disease, disorder, condition, syndrome – what's the difference? (Linked in the online class) The integumentary system is vulnerable to many disorders. Some can be benign in nature, while others can be fatal. Some medical professionals and others have a reaction to latex. Research this disorder, and then write a paper OR create a presentation on the following:

- Describe this disorder.
- Describe its mutation from the normal cell.
- How does the body compensate?
- How do immune cells function?
- What options are available to treat this disorder?
- What did you learn from this?

Requirements: Write a paper OR create a presentation.

Paper

- Write a 2-3 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 4-5 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.

- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Reference:

Menon, D. (2019). Disease, disorder, condition, syndrome – what's the difference? Retrieved from https://www.healthwriterhub.com/disease-disorder-condition-syndrome-whats-the-difference/

Mastery Exercise (10 points)

Lab (40 points)

Epithelial Tissue and Skin Layers

In your previous module, it was mentioned that there are four main tissue types: epithelial, connective, muscle, and nervous tissue. The skin is made up of two main layers: the epidermis and the dermis. Each main skin layer consists of various cells. This lab will explore the epithelial tissues within the skin layers of the integumentary system and their functions. This is a virtual lab exercise that explores what the main skin layers in the body look like at higher powers of magnification. Virtual images are provided for you.

Equipment Needed: Computer, pen, paper

Procedure: Log in to Visible Body. You are only required to read the material. You aren't required to take the quiz.

Go to:

- The Tissue Level of the Organization
  - Modules - Tissues

Explore the following sections:

- 4.1 – 4.5 Tissues

Next, go to:

- The Integumentary System:
  - Modules & Practice Quizzes – Integumentary System.

Review sections:

- 6.1 – 6.22

As you review these sections, observe the cells in each skin layer, and take notes on what you see. Note the differences or similarities, where they are located, and how they function in the body. Once you have explored the epidermis and dermis skin layers (sections 6.1-6.7), you will create a table and discuss your observations.

Create a Table: Create a table and use the following headers: Skin Layer, Description, and Function. Under each header, note the type of skin layer, its description, and its function. You may wish to use a pen and paper initially before typing up the table for your report.

Discussion: Write a paper explaining your observations. Be sure to discuss the following:

- Insert the table you created in the paper.
- Compare and contrast the different types of epidermis and dermis skin layers, describing their distinguishing features and their functions and then answer the following:
    - What lies beneath the dermis layer?
    - How is the color of skin influenced?
    - Describe the structure and function of accessory structures to the skin integumentary system: hair and nails.
- How does the skin help maintain body temperature?
- How important is the integumentary system in maintaining human body function?

Requirements: Write a paper or create a presentation.

Paper

- Write a 4-5 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 6-8 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Module 4

Readings

- Chapters 6, 7, & 8 in *Anatomy and Physiology*
- Akhtaruzzaman, M., Shafie, A., & Khan, M.R. (2016). A review on lower appendicular musculoskeletal system of human body. *International Islamic University Malaysia Engineering Journal, 17*(1), 83–102. Retrieved from https://doi.org/10.31436/iiumej.v17i1.571

· Murphy, A., Muldoon, S., Baker, D., Lastowka, A., Bennett, B., Yang, M., & Bassett, D. (2018). Structure, function, and control of the human musculoskeletal network. *PLoS Biology, 16*(1), e2002811. Retrieved from https://doi.org/10.1371/journal.pbio.2002811

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Lab: Title (50 points)

Skeletal Review
This will be a virtual lab to explore the skeletal system, the two main subdivisions, and their components. Students will also virtually examine bone components, layers, cells, and tissue.

Procedure: Log in to Visible Body.

Go to:
- Bone Tissue and the Skeletal System
    - Modules-Bones and Skeletal Tissue.

Explore the following sections:
- 7.1 – 7.3 Introduction
- 8.1 – 8.6 Types of Bones
- 9.1 – 9.5
- 9.11 – 9.12 Bone Tissue and Histology

Go to:
- Axial Skeleton and review all sections in 10.

Go to:
- Appendicular Skeleton and review all sections in 11.

Once completed, you should have completed the following:

- Explore bone classifications and functions; long, short, flat, irregular, and sesamoid.
- Identify the major bones and bone layers.
- Examine the two major subdivisions in the skeletal system: Axial and Appendicular.
- Examine the vertebral columns and variations.
- Examine the bones and features of the lower body and upper body.
- Examine the bones and features of the face and skull.
- Examine bone cells and tissue histology.
- Reviewed importance of support, movement, and protection of the skeletal system.

Test Your Knowledge: Once the material is reviewed, you will take 4 practice quizzes related to the information covered.

Go to:
- Bone Tissue and the Skeletal System and take the practice quizzes 8a and 9a related to Bone & Skeletal Tissue

Go to:

- Axial Skeleton and take the practice quiz 10a only

Go to:

- Appendicular Skeleton and take the practice quiz 11a only

Create a video: Create a video presentation using Screencast-o-matic, Zoom, or the application of your choice.

Discussion: Students will explain in a video what they learned from this lab, and why support, movement, and protection of the skeletal system is important in maintaining homeostasis in body function.

Requirements:
The video should meet the following structural requirements:

- Be 4-5 minutes in length.
- Use PowerPoint slides to support your comments. Record your voice in the background or share your picture with the class as you speak.
- Provide support for your statements with two scholarly sources and citations to match.
- Utilize the following headings to organize the content in your work:
  - Title Slide
  - Introduction
  - Lab Lessons Learned
  - Support, Movement & Protection Importance
  - Conclusion
  - References
- Upload your video presentation by sharing your link from Zoom or uploading to YouTube or a similar video repository and submit the link to the video to your instructor via the assignment drop box.
- Conform to *CSU Global Guide to Writing and APA.* Review the grading rubric, which can be accessed from the module folder, for more details. Be sure to reach out to your instructor if you have questions about the assignment.

Midterm Exam (100 points)

This midterm exam will consist of 50 multiple choice questions pertaining to material covered in Modules 1-4.

Module 5

Readings

- Chapters 9, 10, & 11 in *Anatomy and Physiology*
- Murray, I., Baily, J., Chen, W., Dar, A., Gonzalez, Z., Jensen, A., … Henderson, N. (2017). Skeletal and cardiac muscle pericytes: Functions and therapeutic potential. *Pharmacology and Therapeutics, 171*, 65–74. https://doi.org/10.1016/j.pharmthera.2016.09.005

· Pazhoumand-Dar, H., Lam, C., & Masek, M. (2015). Joint movement similarities for robust 3D action recognition using skeletal data. *Journal of Visual Communication and Image Representation, 30*, 10–21. https://doi.org/10.1016/j.jvcir.2015.03.002

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (25 points)

Option 1: Skeletal, Cardia, and Muscle Tissue

Understanding the differences between skeletal, cardiac, and smooth muscle is important. Each one has unique features and functions.

For this assignment, log in to Visible Body.

Go to:

- Muscle Tissue
    - Modules – Muscles & Muscle Tissue.

Review:

- Sections 13-15: Explore more information on the muscular system in general and muscle types as well as in-depth knowledge on skeletal, smooth, and cardiac muscles.

Go to:

- Muscular System
    - Modules – Muscular System: Explore muscle interactions, skeletal muscle attachments, and their impact on body location and movements.

Once completed, create a table using the following headers: Muscle Type, Features, and Functions. Under each header, note the type of muscle tissue, its unique features, and its function.

Write a paper explaining your observations. Insert the table you created into your paper.

Discuss the following:

- How do the three types of muscles compare and contrast with one another?
- Explain how muscles move with tendons to move the body.
- Describe the components involved in a muscle contraction.
- Explain how exercise affects the muscles.

Requirements: Write a paper.

Paper

- Your paper should be 3-4 pages in length, excluding title and reference pages.
- Include at least two scholarly references in addition to the course textbook.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references

Option 2: Skeletal, Caridac, and Muscle Tissue

Understanding the differences between skeletal, cardiac, and smooth muscle is important. Each one has unique features and functions.

In Visible Body, go to:

- Muscle Tissue
    - Modules – Muscles & Muscle Tissue.

Review:

- Sections 13-15: Explore more information on the muscular system in general, muscle types, and in-depth knowledge on skeletal, smooth, and cardiac muscles.

Go to:

- Muscular System
    - Modules – Muscular System: Explore muscle interactions, skeletal muscle attachments, and their impact on body location and movements.

Once completed, create a table using the following headers: Muscle Type, Features, and Functions. Under each header, note the type of muscle tissue, its unique features, and its function.

Write up and explain your observations. Create a corresponding table.

Discuss the following:

- How do the three types of muscles compare and contrast with one another?
- Explain how muscles move with tendons to move the body.
- Describe the components involved in a muscle contraction.
- Explain how exercise affects the muscles.

Requirements: Write a paper or create a presentation.

Paper

- Write a 3-4 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 4-5 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.

If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened

Mastery Exercise (10 points)

Lab (60 points)

Fetal Pig Dissection
This will be a virtual and hands-on lab exercise that explores the major muscles and body organs of a fetal pig. You will review lab safety components, set up for dissection, watch a virtual pig dissection, and complete a hands-on pig muscle dissection so that you can view the body organs and muscles, since much of the internal anatomy of a fetal pig is similar to that of the human body.

Equipment Needed: Safety glasses, gloves, fetal pig, lab tray, supplies kit, pen, fetal pig review guide and word list, identification of muscles, and fetal pig full dissection worksheets.

Worksheets:

- Fetal Pig Dissection (Full)
- Fetal Pig Review Guide and Word List
- Identification of Muscles Worksheet

Preparation:
Before you begin, review the Fetal Pig Review Guide and Word List. This will familiarize you with the terms you will use as you dissect your pig. Next, watch this video on How to Dissect a Fetal Pig. This will provide you with a brief overview of what to expect in this dissection.

Once you have watched this brief video, print your Identification of Muscles worksheet and the Fetal Pig Full Dissection worksheets. You will complete these worksheets during your dissection by answering the questions and filling in the blanks. You will be submitting these pictures with your assignment at the end of your dissection.

Next, watch the following video created by Carolina Biologicals that covers lab safety, pig dissection set up, and the actual dissection of a fetal pig: Pig Dissection Webinar. Watch this video as you prepare to open your at-home pig dissection kit and begin to dissect. This video walks you through the entire pig dissection from start to finish.

Procedure:
Open your at-home fetal pig dissection kit. Prepare your dissecting tray and supplies. Open your fetal pig and lay it on the tray. Take a picture for your records and include your name and date. Complete the steps in order on your worksheet. Make sure you do not cut into your pig too soon before answering some of these questions.

When you begin the incision to view the internal anatomy, follow the brief instructions in the *How to Dissect a Fetal Pig* video or in-depth instructions in the *Pig Dissection Webinar*. Once you have cut into your pig, explore the various body muscles as you complete the Identification of Muscles Worksheet (you will be taking pictures of these muscles). Then, begin your dissection and complete the entire Fetal Pig Full Dissection Worksheet. Once completed, take another picture of your work. Be sure to include

your name and date in the picture. Then, dispose of your fetal pig, adhering to the lab manual instructions.

Create a Report or Presentation:
Once your muscle identification and Fetal Pig Full Dissection worksheets are completed, you will create a written paper or presentation.

Discussion:
Review what you observed. In your paper or presentation, you will begin by inserting or attaching your completed worksheets. Then, you will explain what you learned, what surprised you or didn't surprise you, and how this exercise helped you. Insert the before and after pictures you have taken of the muscles and your full dissection. End with a section describing what was particularly interesting to you, identify errors that may have impacted your results or errors in the lab itself, and provide recommendations for future labs.

Requirements: Write a paper or create a presentation.

Paper

- Write a 1-2 page paper, excluding title and reference pages. See *Discussion* above for details.
- Submit your muscle and dissection pictures along with your paper.
- Submit the Fetal Pig Full Dissection worksheets along with your paper.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 3-4 slide presentation, not including the title and reference slides, which are required. See *Discussion* above for details.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Submit your Fetal Pig Full Dissection worksheet along with your presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

References:
CarolinaBiological. (2013). *How to dissect a fetal pig* [Video]. Retrieved from https://youtu.be/dC0yWBXaM28

CarolinaBiological. (2013). *Pig dissection webinar* [Video]. Retrieved from https://youtu.be/1oM1TUMqN54

Module 6

Readings

- Chapters 12 & 13 in *Anatomy and Physiology*
- Bailey, R. (2019a). Functions of the central nervous system. Retrieved from https://www.thoughtco.com/central-nervous-system-373578
- Bailey, R. (2019b). The peripheral nervous system and what it does. Retrieved from https://www.thoughtco.com/nervous-system-373574
- Harrow-Mortelliti, M. & Jimsheleishvili, G. (2019, June 16). Physiology, spinal cord. Retrieved from: https://www.ncbi.nlm.nih.gov/books/NBK544267/
- Ugobi, N., & Patel, D. (2016). Development: The human nervous system. *International Journal of Child Health and Human Development, 9*(1), 11–21.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Title (30 points)

Option 1: Alzheimer's

For this assignment, you will explain how Alzheimer's (dementia), a neurodegenerative disease, affects the body.

Read the Dementia case study with questions and answers (linked in the online class) and answer the questions. Then, reveal the true answers by clicking on the plus symbols.

Once you have completed this case study, discuss the following:

- Explain how dementia impacts the neuro response in the body.
- What happens?
- What are the methods used to assess and diagnose a patient with dementia?
- Explain the process in the brain that impacts memory decline. Are there specific brain functions and factors contributing to this?
- How would you treat this disease?
- Is there any research suggesting a future cure for this disease?

Requirements: Write a paper.

Paper

- Your paper should be 3-4 pages in length, excluding title and reference pages.
- Include at least two scholarly references in addition to the course textbook.
  - Conform to *CSU Global Guide to Writing and APA*.
  - The *CSU Global Library* is a good place to find these references.

Reference:

Oxford Medical Education. (2019). Dementia case study with questions and answers. Retrieved from http://www.oxfordmedicaleducation.com/geriatrics/dementia-questions/

Option 2: Huntington's

For this assignment, you will explain how Huntington's, a neurodegenerative disease, affects the body. Read the Case Study: Huntington's Disease and Personal Autonomy (linked in the class).

Once you have completed this case study review, discuss the following:

- Explain how Huntington's impacts the neuro response in the body.
- What happens?
- What are the methods used to assess and diagnose a patient with Huntington's?
- Explain the mental and behavioral process changes.
- Explain the genetic mutation that occurs.
- How would you treat this disease?
- Is there any research suggesting a future cure for this disease?

Requirements: Write a paper.

Paper

- Your paper should be 3-4 pages in length, excluding title and reference pages.
- Include at least two scholarly references in addition to the course textbook.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Reference:

Oxford Medical Education. (2019). Dementia case study with questions and answers. Retrieved from http://www.oxfordmedicaleducation.com/geriatrics/dementia-questions/

Mastery Exercise (10 points)

Lab (45 points)

Disease or Disorder of Spine

In this exercise, you will identify the major anatomical regions of the adult nervous system. You will virtually explore an overview of the nervous system, anatomy of the central and peripheral nervous systems, nervous tissue, and the nervous system functions. You will then discuss components and functions of the central nervous system and peripheral nervous system and explain what might happen if there were an interruption in blood or cerebrospinal circulation.

Equipment Needed: Computer

Procedure: Log in to Visible Body.

Go to:

- The Nervous System and Nervous Tissue
    - Modules – Nervous System and Nervous Tissue

Review:

Sections 17 and 18

Go to:

- Anatomy of the Nervous System
    - Modules – Nervous System Anatomy

Review:

- Sections 19 – 21

While you are virtually viewing this material, be sure to identify and evaluate the following:

- major anatomical regions of the adult brain and spinal cord
- lobes of the cerebral cortex
- cranial and spinal nerves and how they are connected to tissue and limbs of the spinal cord
- nervous tissue and components

Discussion: Once you have reviewed the sections above, you will choose a spinal cord disorder resulting from an injury, infection, blocked blood supply, or compression. Some examples include herniated disk, meningitis, sciatica, carpal tunnel syndrome, etc.

Then, write a paper responding to the following:

- Briefly explain the differences between the Central Nervous System and the Peripheral Nervous System. How do they function?
- What happens when there is an interruption in blood circulation?
- What happens when there is an interruption in cerebrospinal fluid circulation?
- Describe the disorder chosen.
    - What is it?
    - What are the symptoms?
    - How does the disorder impact the nervous system?
    - What is the clinical significance of the dermatome?
    - How is the dermatome useful in diagnosis of your chosen disorder?
    - What other methods would be used by providers to assist in diagnosing this disorder?
- What did you learn from this exercise?

Requirements: Write a paper or create a presentation.

Paper

- Write a 4-5 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 6-8 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.

- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
  If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Module 7

Readings

- Chapter 14 in *Anatomy and Physiology*
- White, T. (Academic). (2016). Theresa White defines olfactory quality [SAGE Video].
- Go to Visible Body:
  - Somatic Nervous System
  - Modules – Somatic Nervous System
    Review: Sections 22.1 – 22.5 and 22.7

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Lab: Title (40 points)

Taste/Smell Sensory

In this exercise, you will determine your ability to identify food samples by taste alone (while holding your nose) and then compare it to tasting food with the ability to smell.

Equipment Needed: blindfold, 10 sample foods, small containers or sandwich bags, marker, pen, paper

Preparation: Select 10 types of foods to sample (samples you are not allergic to). These can typically be gathered right from your own kitchen. Try to choose foods that have similar textures and firmness. Some examples include the following: firm apple, potato, sweet potato, firm pear, onion, fresh strawberry, firm melon, garlic cracker, chocolate (semisweet or milk), fresh ginger, green olive, a firm smelly cheese, etc.

Once you select your 10 food samples, cut them up into identical chunks and place them in separate small containers or sandwich bags. Use a marker to label containers or bags and place all of them in the refrigerator.

Create a Table: Create a table with 10 columns and use the following headers: Sample Food, Without Smelling, and With Smelling.

Procedure: Print the table you created. Write in all your food samples to be tasted in the Sample Food column. Next, get your helper or lab assistant. You **are not allowed** to see what you are taste testing, so you will seek the assistance of a family member or close friend. Once you have selected this individual, sit at the kitchen table in a comfortable position and put your blind fold on (no peeking allowed).

Have your lab assistant take out the containers or bags from your fridge. Have them feed you the ten samples one at a time—without telling you what they are—while you are holding your nose.

After each sample is tried, have the lab assistant note your reactions/observations to each using the table you created. Reactions/observations to note may be related to consistency, texture, firmness, taste, noise, or other.

Next, without telling you what they are, have your lab assistant feed you the ten samples again while you are not holding your nose. Again, have your lab assistant note your reactions/observations using the table you created.

Discussion: Once you have completed the experiment, discuss the following in your paper or presentation:

- What was your initial prediction in identifying food samples by taste alone (while holding your nose)?
- Did your prediction change when you ate the same items while not holding your nose?
- How well could you identify the food while holding your nose?
- How did this change when you did not hold your nose?
- Why is it easier to identify a taste or flavor while using your sense of smell?
- What things determine whether a person likes or dislikes food?
- Do you think food temperature plays a role?
- Is it hard to eat when something smells bad?
- Where do you think the influence was coming from (the nose or in the brain)?
- List three important things you learned from doing this experiment.

Requirements: Write a paper or create a presentation.

Paper

- Write a 3-4 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
    - Conform to *CSU Global Guide to Writing and APA*.
    - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop a 5-7 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

Module 8

Readings

- Chapter 15 & 16 in *Anatomy and Physiology*
- Mathôt, S., & Van Der Stigchel, S. (2015). New light on the mind's eye: The pupillary light response as active vision. *Current Directions in Psychological Science, 24*(5), 374–378. Retrieved from https://doi.org/10.1177/0963721415593725
- From Visible Body, go to:
  - The Autonomic Nervous System
  - Modules – Autonomic Nervous System

    Review: Sections 22.9 – 22.13

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Lab (35 points)

Pupillary Light Response

In this exercise, you will determine why shining light in your eye elicits constriction. From your required readings, read the article, *New Light on the Mind's Eye: The Pupillary Light Response as Active Vision* (linked in the online class). Research and discuss why the pupils react the way they do, how the nervous system influences that impact response, and relate consequences of external substance use with respect to autonomic control in pupillary response.

Equipment Needed: Penlight or flashlight (be sure it is a safe light to use on eyes), mirror (if choosing to use yourself in the experiment), another participant (optional), pen, paper

Preparation: Gather your penlight and find a mirror **OR** choose to complete this exercise on another willing participant who does not have eye health concerns (friend or family member).

Create a Table: Create a table with 2 columns and use the following headers: Right Eye and Left Eye.

For example:

Right Eye	Left Eye

Procedure: Once you determine who the experiment will be conducted on, shine the light in the right eye. Complete this three times. Using the table you created, number each eye column (1, 2, 3) and then write down your results next to each attempt. What were your observations each time? Next, shine the light in the left eye. Complete this three times. Again, what were your observations each time?

Discussion: Once you have completed the experiment, discuss the following in your paper or presentation:

- Insert your table and describe your observations (did they constrict, stay the same, make you see dots, cause you to blink, etc.)
- Explain the optic nerve and motor response to light being shined in the eyes.
- Explain what happens when the light hits the retina.
- Does shining light in one eye elicit constriction or another response in both eyes? If so, why? If not, why?
- If the eye response is not equal, could this indicate disease or damage? If so, why? Provide an example of a disease.
- Relate consequences of drug or substance use with respect to autonomic control in pupillary response. What results may be seen?
- Provide an example of a professional who would want to assess an individual's pupillary response and why.
- How do the anatomical structures of the nervous system impact this specific function?
- If there were a concern noticed upon assessment, why might you conduct a neurological exam?
- What potential nerve tests may be performed?
- Conclude with an overview of the neurological exam and its importance to neurological and cerebral function. Refer to the article, *Neurological examination*, for an overview of the neurological exam and what medical students are trained to ask.
- List two important things you learned from doing this experiment.

Requirements: Write a paper or create a presentation.

Paper

- Write a 5-7 page paper, excluding title and reference pages. Include the lab table you created, and explain your observations.
- Include at least two scholarly references.
  - Conform to *CSU Global Guide to Writing and APA*.
  - The *CSU Global Library* is a good place to find these references.

Presentation

- Consult CSU Global guidelines for producing a visual presentation prior to working on this assignment.
- Develop an 8-10 slide presentation, not including the title and reference slides, which are required. Include the lab table you created, and explain your observations.
- Your presentation MUST either include your script notes containing 80-100 words per slide or your voice over the presentation.
- Your presentation must be properly cited and formatted according to the *CSU Global Guide to Writing and APA*.
- Include a formal references page with at least two scholarly references.
- If you create your presentation using Prezi, SlideShare, or some other web-based presentation tool, you will need to copy the link to your presentation with script notes and paste it into a Word document with a brief note to your instructor regarding the link and any special instructions for viewing your project once opened.

References:

Mathôt, S., & Van Der Stigchel, S. (2015). New light on the mind's eye: The pupillary light response as active vision. *Current Directions in Psychological Science, 24*(5), 374–378. Retrieved from https://doi.org/10.1177/0963721415593725

Oxford Medical Education. (2019). Neurological examination. Retrieved from http://www.oxfordmedicaleducation.com/neurology/neurological-examination/

Final Exam (150 points)

This final exam will consist of 75 multiple choice questions pertaining to material covered in Modules 1-8, with a heavier emphasis on Modules 5-8.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
6% Mastery Exercises
14% Critical Thinking Assignments
35% Labs
25% Midterm and Final Exam

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.