

CEDAR CREST COLLEGE
BIO 117 66 2, Human Anatomy and Physiology I
Lecture Syllabus

Instructor: Professor Melissa Visco, DPT
Office: Miller 23: **Office Hours:** By appointment
Telephone: 610-606-4666, Ext. 6501
Email: mvisco@cedarcrest.edu

Meeting Times and Places:

16 weeks, online MyCedarCrest online link

Quizzes will be open the entire week they are assigned (Sunday through Saturday).

Tests are only open on Sunday and Monday the week they are assigned. They must be completed through Proctor track, webcam is required.

All discussion posts are due by the Saturday of the week they are assigned.

All papers are also due by the Saturday of the week they are assigned.

Lectures and all testing and submissions for grading are online.

College Policy: *Students are required to take the final exam on the day and time scheduled. Do not make travel arrangements that will interfere with the final exam schedule; if you must make plans early, you should schedule your travel after the last final exam day.*

I. Course Description: BIO 117 Human Anatomy and Physiology I 3 credits (lecture only)

This course is a comprehensive, medical study of the human body. It fulfills a *Natural Science* requirement for the Liberal Arts Curriculum and requirements/electives for nursing and nutrition majors, clinical pre-professionals, and anyone else interested in an understanding of their own body. This course will emphasize an integration of structure and function of the human body with clinical applications and physiological problem solving. The anatomy and physiology of the following systems will be covered: the human body and anatomical terminology, chemistry aspects of metabolism, the cell, tissues, integumentary system, skeletal system, muscular system, nervous system, and special senses. Studies will include homeostasis, clinical tests, cytology, histology, pathology and pathophysiology.

II. Course Objectives:

1. Learn, understand, and appreciate the anatomical and physiological design of the human body.
2. Learn, understand, and appreciate the intimate relationship between structure and function.
3. Learn, understand and appreciate the interrelationships of the body systems.
4. Learn, understand and appreciate the concept of homeostasis, how it is achieved and keeps us functioning as normally as possible. Without homeostasis, our bodies experience a pathological condition.
5. Remember that A&P is a “cell idea”.

These objectives will be accomplished in the textbook chapters 1-15.

III. Learning Outcomes/Assessment:

1. Students will demonstrate knowledge of anatomical and medical terminology.
Assessment: Four exams with objective questions, twelve quizzes, three papers, and class discussion.
2. Students will develop their critical thinking skills by relating function to structure for every aspect of the human body and continue to ask the question, “*What is the purpose of the design*”?
Assessment: Four exams with objective questions, eleven quizzes, three papers, and clinical applications.
3. Students will improve their scientific reasoning in the application of the scientific method to anatomical and physiological problems on the cellular level.
Assessment: Four exams with objective questions, eleven quizzes, three papers, and class discussion.
4. Students will develop metabolic, physiological pathways.
Assessment: Four exams, class participation.
5. Students will demonstrate competency in recognizing and outlining homeostatic relationships within/among the integumentary, skeletal, muscular, and nervous systems.
Assessment: Four exam objective questions, eleven quizzes, three papers, and class participation.
6. Students will become familiar with the most recent technological advances and pharmaceutical therapies for managing pathophysiological states.
Assessment: Four exams, eleven quizzes, three papers.
7. Students will appreciate the normal anatomical and physiological design of the human body by studying disease states.
Assessment: Four exams, eleven quizzes, three papers.
8. Students will enhance their clinical knowledge of anatomy and physiology and relate the course knowledge in direct application to their health careers, majors, lifestyles and personal choices involving health and wellness, especially of women’s health issues.
Assessment: Class discussion and clinical articles related to the three papers.

IV. General Course Outline:

1st Semester (BIO 117)

Introduction
The Human Body
Chemistry: Aspects of
Metabolism
The Cell
Tissues
The Integumentary System
The Skeletal System
The Muscular System
The Nervous System
Special Senses

2nd Semester (BIO 118)

Endocrine System
Cardiovascular System
Lymphatic System
Immune System
Respiratory System
Digestive System
Nutrition & Metabolism
Urinary System
Fluids & Electrolyte Balance
Reproduction
Development

V. Required Textbooks:

Marieb, E. N. and Hoehn, K. (2016). *Human Anatomy and Physiology*. 13th Ed.
San Francisco: Pearson Benjamin Cummings
ISBN-13: 978-0134756363

VI. POLICIES

Attendance Policy:

- You are expected to **attend weekly and fully participate online.**

Preparation for Class Policy:

- Preview the text material before lab. Use the power point slides to follow the lecture along with the many diagrams.

Test Policies:

- **All exams must be completed during the day it is scheduled.** Any adjustment/make-up must fulfill 3 requirements:
 1. Notification is **on or before** the day of the exam.
 2. You have contacted the Dean of Students office for an official, verified, documented absence. Be prepared to present documentation to the Dean of Students and also understand that the Dean cannot excuse your absences that do not come under the purview of the office.
 3. The test must be completed within 3 days otherwise the grade = 0.
- Failure to comply with the above 3 requirements will result in a “0” for the missed test. Make-ups may not necessarily correspond to the regular test format and may be scheduled during the last week of classes.
However, for the last test which is considered the final exam, an absence is an earned automatic zero for the test.

Grading Policy: You will receive a single grade for this course.

*Nursing, Nutrition, Dance and the LAC require a minimum grade of 'C'.

Lecture Component: Your lecture grade is an average of the following:

2 lecture tests (non-cumulative) 100 points each; cumulative midterm 100 points; cumulative final 100 points, 11 quizzes 100 points total, 15 class discussions 75 points total, 3 papers 100 points total.

Grading Scale: A-F (with +,-)*

A	93-100	C+	77-79
A-	90-92	C	73-76**
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
F	Below 60		

* Attendance and participation *considered* in borderline cases.

** Minimum of 73% is required for nursing, nutrition and the LAC. For admission into the nursing program, a minimum grade of C is permitted in only one prerequisite science course. Only one nursing science pre-requisite course can be repeated due to a grade less than C. That course may be repeated only one time. If you are a nursing major at CCC, please consult with the Nursing Department regarding these policies and possible changes/updates.

The professors within the Department of Biological Sciences support the campus-wide policies as described in the Student Handbook.

Academic Integrity:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic misconduct will result in a zero tests/assignments. As necessary, report any observed violations to your lab professor. Violations may result in the loss of points from your overall grade, your removal from class, and may be formally addressed by the appropriate individuals: Provost, Chair, Dept. of Biological Sciences, Vice President of Student Affairs, and Director of Academic Success and Retention.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Classroom Protocol:

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

There will be zero tolerance for disrespectful, disruptive behavior at any time. Campus Police may be called in the event such behavior occurs. The following list includes, but is not limited to, behaviors that violate the Classroom Protocol Code and which may incur a penalty of 1/3 of your final letter grade (e.g., B to a B-) per infraction:

- Persistent speaking without permission
- Use of electronic devices, such as cell phones during class (including taking photos)
- Threats or harassment of any kind
- Revealing or inappropriate dress
- Working on homework for other classes
- Inappropriate personal disclosures during class (sharing too much information)
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission

- Disputing authority and arguing with faculty and other students
- Physical disruptions or physical altercations

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Additionally, any lab student with accommodations must meet with the lab coordinator, Dr. Cornell, before the first lab practical exam to discuss options for accommodations.

Audio Recording:

Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

Cedar Crest College Diversity Statement:

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

I fully support the College's policy on plagiarism as described in the *Student Handbook*. Cases will be reported to the Provost as necessary.

Students with **documented** disabilities who may need academic accommodations should discuss these needs with me during the first day of class. Students with disabilities who wish to request accommodations must contact Academic Services.

Paper Policies:

Papers are due on the assigned date. Late papers will receive a grade reduction determined by the professor for each day it is late. Papers may be electronically submitted online in the course. Do not email an attachment of the paper. All work must be done by the student, nothing copied from a website, including tables or diagrams. You must use citations in your work for any idea that is not your own. You must follow the instructions for the papers as attached to this syllabus to avoid automatic grade deductions. Papers must be put through Vericite before submitting online.

Class Cancellation Policy:

Class cancellations will be made via the e2campus system, inclement weather hotline, 610-606-4629, or on the MyCedarCrest website.

Need To Know Policies:

All students must have CCC email for course communication and it is your responsibility to check it regularly.

To ensure greater security and safety for students at night who study in the Science Center:

- A. Always carry your college ID.
- B. Make an effort to come with a study partner.
- C. Notify Campus Police by dialing 0 on any campus phone for any help or assistance.
- D. Use the "escort service" through Campus Police if needed.

The SC Building hours are: Monday thru Friday 7:00 AM -10:00 PM
Saturday and Sunday Closed unless class requests it open

8. This syllabus may be amended as needed.

9. Survival Notes:

- FOLLOW THE ONLINE SCHEDULE. Assimilation of this material is a monumental task and requires structure, discipline, organization, and attendance.
- Minimize risks in your life to avoid missing quizzes, tests and documented absences for lab!
- Study/Review EVERY day. This course is a full-time job!
- Organize and integrate the concepts, summarize, write out pathways, and list collective ideas. How do all the pieces of information create the ‘big picture’?
- Make the most of your weekends for studying.
- If you don’t understand, ASK. When in doubt, ASK.

Biology 117, A&P I, Lecture Schedule

Week #:	Topics	Chapter	Papers
1	Overview of A&P, Homeostasis, Anatomical Language, Discussion 1	1	
2	Quiz 1, Discussion 2 , A&P Chemistry, Biochemistry	2	
3	Quiz 2, Discussion 3 , Cells	3	
4	Quiz 3, Discussion 4 , Tissue	4	
5	Test 1 (Chapters 1-4), Discussion 5 , Integumentary System	5	
6	Quiz 4, Discussion 6 , Bones and Skeletal Tissue	6	
7	Quiz 5, Discussion 7 , Axial & Appendicular Skeleton	7	
8	Quiz 6, Discussion 8 , Joints	8	Paper 1 Due
9	Midterm (Chapters 1-8), Discussion 9 , Muscles	9	
10	Quiz 7, Discussion 10 , Muscles	10	
11	Quiz 8, Discussion 11 , Fundamentals of the Nervous System	11	
12	Test 2 (Chapters 9-11), Discussion 12 , Central Nervous System	12	Paper 2 Due
13	Quiz 9, Discussion 13 , Peripheral Nervous System, Thanksgiving Break	13	
14	Quiz 10, Discussion 14 , Autonomic Nervous System	14	
15	Quiz 11, Discussion 15 , Special Senses	15	Paper 3 Due
16	Final (Chapters 9-15)		

Paper, will be formatted as a
Critically Appraised Topic (CAT)

Select a homeostatic imbalance pertinent to the coursework for this semester's systems. Find one peer reviewed journal article about that topic and summarize it in one page.

The summary should include:

- Title
- Clinical bottom line
- Citation with doi (digital object identifier)
- Three part clinical question
- Search terms
- Information about the study
- Evidence neatly summarized
- Additional comments about the study
- Reviewer's name
- Date reviewed
- Date information should be updated
- Keep the CAT to one printed page

There are three CATs due this semester. All three need to be on different topics related to this semester's major systems, i.e. the integumentary, skeletal, muscular, or nervous systems. Do not plagiarize any part or all of your CAT. Repercussions are as per college policy. Submit the paper on the due date or by 11:59 PM through the web browser window that will show you how much of your paper matches text on the internet. Your paper must be less than 15% in order to be graded. You can re-write and re-submit if your paper is over 15%.