

**Abilene Christian University
Human Anatomy and Physiology
Biology 292 Syllabus
Spring 2012**

COURSE AND INSTRUCTOR INFORMATION

Course Title: Human Anatomy & Physiology II

Class Location: Foster Science Building (FSB) 458

Class Time: MWF 10:00-10:50 a.m.

Course Instructor: Dr. Patricia Hernandez, professor of biology

Instructor Office: FSB 472

Office Hours: TR 2:30-4:30 p.m.; W 1-3 p.m.; F 1-2 p.m.; other times by appointment

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COURSE COMPETENCIES AND COURSE OVERVIEW

Required Text: Tortora and Derrickson, *Principles of Anatomy and Physiology*, 13th ed.

Course competency	Measurement
1. (foundational knowledge) Students will understand the functions of each organ system	1. Students will complete reading assignments and answer objective questions. Their understanding will be assessed by quizzes and exams.
2. (application) Students will analyze clinical applications provided within each chapter.	2. Students will write and/or draw the critical thinking process for the clinical applications.
3. (integration) Students will identify how systems interact to maintain homeostasis.	3. Students will study integration chart at the end of each most chapters. They will write their understanding of interactions to assess correctness, and contribute additional information.
4. (human dimension) Students will share personal stories that pertain to the topic. Students will work in groups on critical thinking questions in lecture and lab.	4. Students will demonstrate their understanding by productively interacting within their group (may earn group extra credit).
5. (caring) Value psychosomatic aspect of health. Learn to respect group members.	5. Share successful and unsuccessful stories of health. Will demonstrate respect during group activities.
6. (learning how to learn) Realize the root of cause for aging and disease process (loss of homeostasis).	6. Create a plan for positive change for themselves that incorporates their discipline and conveys understanding of modifiable and non-modifiable factors.

The systems covered this semester are endocrine, circulatory, digestive, immune, respiratory, urinary, and reproductive.

Course Overview

- Objective questions are assigned with each chapter. They will be posted along with outlines and power points.
- Outlines include questions within each section that are found within the book (these are separate from the objective questions).
- The objective questions to be answered for the next class meeting will be specified.

- Bring answers to questions and outlines to class. These will not be turned in or graded. They are to guide you through the specific course content for understanding.
- *The best way to accomplish optimal success in this class is to answer the objective questions adequately prior to coming to class. Also, if you do not understand specific objective questions please see your professor.*
- To enhance understanding, we will periodically work in groups and create summary outlines.
- This course is an enhanced lecture class—lecture with active/group learning. In this large class, COOPERATION and FOCUS are imperative to achieve this.
- During class, students will randomly be asked to answer questions or to work in groups to assess understanding. You will be assigned a group for lecture and lab, sit with your group.
- Class time is used to address difficult concepts.
- Weekly help sessions will be conducted each Wednesday right after chapel in FSB458.
- A tutor will also be available 2 hours per week.

COURSE GRADE

Announced quizzes

- 11 throughout semester, 20 points each, cumulative 200 points
- one quiz score will be dropped
 - the lowest quiz score
 - or if you are absent and miss a quiz
- quizzes are from the objective questions
 - clear desk except for scantron, pencil, and quiz
- the first 10 minutes of class will be used
- the reason for these is to assure class preparedness and to assess understanding of difficult concepts
- if you anticipate an absence, quizzes may be taken prior to the absence
- if you are ill, the missed quiz is the drop quiz grade

Individual exams

- 5 this semester, 100 points each (cumulative 500 points)
- each exam is a combination of written short answers and objective questions
- the short answer questions may be informational, critical thinking application
- the written short answers are graded on accuracy, completeness, flow of thought, and grammar/spelling (writing must be LEGIBLE to receive credit); you will be given a list of potential written questions prior to each exam
- entire class period is allotted
- the exams will be graded within a week of being administered
- the rationale for written answers is to fulfill a departmental goal: effective communication skills, both verbal and written (which is critical for health professions)
- another reason for written answers is to diversify test taking format
- no caps worn on exam days

Final exam

- includes new material plus entire semester (study guide provided)
- multiple choice/true false
- 150 points
- May 10 at 10:30 a.m.
- no caps worn

Select group activities will be translated to bonus points for lecture grade.

Last day to withdraw is April 13.

Other dates

- Mar. 12-16 spring break

- Apr. 6 Easter

Make up exams will be given for excused school related activities (appropriate forms must be submitted a week prior to event), illness that requires a physician's attention (must bring bill or letter), and death of a family member. This must be done prior to missed exam date for school related activity, and within a week of missed of exam for illness or death. The final cannot be administered prior to the scheduled time.

Beginning the second week of class, bring a long green scantron and #2 pencil to class for quizzes and exams. You will need 12 scantrons this semester (will use both sides for quizzes).

The points will be totaled at the end of the semester—lab and lecture grades are separate.

A= 910-819

B= 818-728

C= 727-637

D= 636-546

F <546

Critical Thinking

Being able to analyze a situation/information to determine the best possible solution is a process of critical thinking. This is utilized in all facets of life. In the health field, each person has a unique set of circumstances. A wise/competent health professional will learn about a person's abilities, limitations, and goals. From this, he/she will create a plan that is doable to enhance quality of life. Many health professions have certification exams that incorporate critical thinking. You will be given three to five potential written questions (including some critical thinking questions) a week prior to each exam. The following strategies will be implemented throughout the semester to enhance analytical skills:

1. tables/charts/Venn diagrams for compare and contrast
2. work in groups to think aloud
3. attend help sessions for extra assistance in logical thinking
4. analyze the question
5. use flow charts, concept maps, diagrams

These were utilized in anatomy and physiology I. They will help this semester.

Rubric for short answer questions

- each question has varying value
- the following are criteria to guide you in writing a complete and logical response
 - o content
 - does your point (evidence) clearly relate to the question
 - is your response clearly written (does the reader understand); if you use a pronoun, does the reader know what you are referring to
 - o good organization
 - is the response written in a logical flow (the points do not skip around)
 - can your response be translated into a flow of thought chart
 - if there is more than one point, is that clearly delineated
 - o correct English usage
 - correct spelling
 - correct punctuation
 - correct grammar

Academic Integrity:

All forms of academic dishonesty will not be tolerated. For a full explanation of ACU's policy regarding academic integrity, please read the following web site:

http://www.acu.edu/campusoffices/campuslife/acad_integrity.html

Attendance and Participation:

You are to be present and on time for each class session. If you are late to class, see me **immediately after** class to delete your absence (no exceptions). Excused absences are:

- University-approved events (*e.g.*, field trips, athletic competitions, etc.). It is your responsibility to give the appropriate forms a week prior to the event.
- Illness. Show me a doctor's note as evidence.
- Death in the immediate family. Please communicate with me if someone in your family is seriously ill.

Attendance and attitude may influence your grade. Attitude includes:

- promptness to class
- attentiveness
- respect for professor and fellow students
- being a productive group member
- using technology appropriately
- not distracting your neighbors
- 0-1 absences 60 points
- 2-3 absences 51 points
- 4-5 absences 45 points
- 6-7 absences 39 points
- 8-9 absences 33 points
- I reserve the right to deduct points for inappropriate attitude or use of technology. If you are asked to leave class a second time for attitude, you may not return to class. If you are absent nine times, you will be dropped from class. If you have special academic needs, I must be notified of this in writing.

DRESS CODE AND TECHNOLOGY

You will abide by the ACU dress code in the student guide. "All students, faculty, and staff are expected to dress with Christian appropriateness. Dress should be modest." Dress as if you are going to work—as a professional. Refer to student handbook. For this class, we will adhere to the mid-thigh length. Tops adequately cover. On exam days, no caps are to be worn. If you do not comply with the dress code, you will be asked to leave class. If there is a quiz, you will receive a zero and unexcused absence. If there is an exam, you may take the exam later the same day with an 8 point deduction and two unexcused absences. If there is no exam or quiz, you will receive three unexcused absences. Technology is great when it is used appropriately. Your mind can focus on one thing at a time. Hence, be focused on class material to optimize your performance. Inappropriate use of technology may affect your grade.

FACULTY MISSION STATEMENT

We, the faculty of Abilene Christian University, consider ourselves a community of Christian scholars dedicated to equipping our students to live integrated, Christ-centered lives of service and leadership.

Through our example, our instruction, and environment we provide in classrooms and on campus, we try to motivate students to love learning and to pursue truth throughout their lives.

Our goal is to see that our students combine their Christian faith, their professional commitment, and a broad range of human knowledge into a coherent world view which recognizes the interrelatedness of all parts of God's universe.

Our goals are based on Christian values. We believe in God as Creator; Jesus, His Son, as Savior and Lord; and the Holy Spirit as Comforter indwelling the Body of Christ, His Church. We believe in the Bible as God's inspired Word, and all truth as God's truth.

We view the student as unique, made in the image of God; the family as a God-ordained institution; and the world community as the context for our professional and spiritual service. We consider teaching a calling from God and a ministry for Christ, demanding excellence within our disciplines.

We believe that our actions should be guided by integrity, love, and respect for individual and cultural diversity. We believe in protecting individual freedom of conscience and, at the same time, in encouraging one another to meet mutual goals and responsibility.

INSTRUCTOR AND STUDENT RESPONSIBILITIES

This is what I will do:

1. Explain as clearly as possible the major biological principles covered in each chapter.
2. Try not to waste your time.
3. To make the class interesting—include pertinent facts and clinical examples.
4. To compose tests which are fair (mostly from the objective questions, some critical thinking).
5. To treat you fairly and with respect—learn your names as soon as possible, listen to you, be available during office hours or an appointment.
6. To be available and helpful for discussions about biology or anything else.
7. To help you understand how wonderfully we are made and how we are a part of each other through Christ.

Sovereign God calls us to be a community of learners--humbled, renewed, and unified before Him. As we are being transformed, we reflect His light, shaping all inquiry into a pursuit of God and His Truth. Let us encourage one another in this journey PEACEFULLY.

This is what you are expected to do:

1. Attend class regularly and attentively. Attentively means listening with your whole being. This means appropriate use of technology.
2. Bring your book to class and have it out along with the outline and answered objective questions.
3. To learn as much as you can (answer the objective questions prior to class and listen attentively). Be willing to participate in random questioning, pair share, and kinesthetic learning activities.
4. Be courteous to your classmates and not interfere with their learning (this includes being an active participant in activities).
5. Understand the syllabus regarding grades and make-up exams.
6. You must inform me at least 24 hours before missing an exam.
7. Do your best.
8. My interactions with the professor are to be honest and respectful.
9. If I am asked to leave class a second time for attitude, I will not be allowed to return to class.

To me, the human body is the greatest wonder on earth. Each part interacts with other parts to function (1 Cor. 12:12). We will learn individual systems, and integrate systems as the semester progresses. For optimal understanding and retention, one MUST come prepared to class and review the notes the same day. Communication is key—I don't know what you don't understand

unless you ask me. This class is a marvelous journey into the greatest wonder. Let us grow together in this journey.