



Your University of Choice

## LECTURE SYLLABUS

**Term: FALL 2016**

**Course: BIO 300A - Human Anatomy & Physiology 1 Lecture**

### **Instructor Information:**

<b>Instructor Name</b>	Dr. Ahmed Lakhani
<b>Office Number:</b>	Room 333
<b>Phone Number:</b>	219-473-4275
<b>Email:</b>	alakhani@ccsj.edu
<b>Hours Available:</b>	Office Hr. will posted outside my office (Room 333) and also available on Blackboard (BB)
<b>Instructor Background:</b> B.S. in Biochemistry & Minor in Chemistry; University of Illinois at Urbana-Champaign. Ph.D. University of Illinois at Chicago (Physical Chemistry 2011). Research Interest: Structures Elucidation of Bio system, optical Spectroscopy	

### **Course Information:**

<b>Course Time:</b>	Lecture: Monday & Wednesday: 12:00 – 1:30 pm
<b>Classroom:</b>	Lecture: Room 336
<b>Prerequisites:</b>	General BIOL I & II
<b>Required Books and Materials:</b>	Mader's Understanding Human Anatomy & Physiology, 8 <sup>th</sup> ed. by Susannah Nelson Longenbaker
<b>Learning Outcomes/ Competencies:</b> Students will have demonstrated the ability to: <ol style="list-style-type: none"><li>1. Identify and describe the levels of organization of the human body</li><li>2. Identify and describe and apply basic principal of chemistry as they relate to human anatomy and physiology</li><li>3. Identify, describe, and explain cell structures and their functions.</li><li>4. Identify, describe, and explain tissue structures and function</li><li>5. Identify, describe, and explain the structure and function of the integumentary system.</li><li>6. Identify, describe, and explain the structure and function of the integumentary system.</li><li>7. Identify, describe, and explain the structures and functions of the bones <b>and</b> joints.</li><li>8. Identify, describe, and explain structures and function of the muscular system</li><li>9. Identify, describe, and explain the structures and function of the nervous system</li><li>10. Identify, describe, and explain the structure and function of the special sense</li></ol>	

**Learning Outcomes/ Competencies:**

By the end of this course, students will be able to be half way between the beginning stage and mastery of the following programmatic outcomes:

1. **Research Skills and Problem Solving Ability:**
  - Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research.
  - Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health.
2. **Specific Expertise:**
  - Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts.
  - Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area.
3. **Communication:**
  - Students will demonstrate the oral, written and media communication skills required to be effective communicants, teachers and mentors of peers, future scientists and scientifically literate citizens
4. **Career Preparation:**

Students can articulate an appropriate set of desired potential career paths, and are aware of the preparation and initiative required to pursue these paths

By the end of this course, students will be able to master the following both in the course outcomes and programmatic outcomes:

1. **Scientific Knowledge and Critical Thinking:**
  - Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.
2. **Ethics and Advocacy:**
  - Students will improve their confidence and interactions with colleagues and the public.
  - Students will be able to advocate for the role of science in medicine and society

**Course Description:** A 3-credit course. BIOL 300 is the first in the sequence where the students are reviewed in basic concepts of biology, biochemistry (cell theory, cell structure, cell metabolism, and cell reproduction) before proceeding to a detailed study of the normal histology, gross anatomy, and physiology of each body system within the human organism. Emphasis is placed on homeostatic mechanisms as they relate to health and disease along with the central nervous system. The focus also includes looking at the structure and function of the human body, and of underlying biological principles.

**Learning Strategies:** Blackboard, Technology, Service Learning, Group Discussions, Team Projects, Collaborative Learning, and Lecturing

**Experiential Learning Opportunities:** following experiential learning activities are used in this class: problem-based learning, and project-based learning activities.

**Assessments:**

<b>Major Assignments:</b>	There will be approximately 7 – 8 (points will be adjusted accordingly) major assignments. Each student will be expected to solve them on his/her own time. Some of the problems will be used as examples in class.
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	Students should come to the office and ask for help if there is a need for assistance in solving problems assignments.	
<b>Class Participation</b>	our participation is expected and required. You are responsible for doing the reading in advance, and taking an active role in class activities and discussion.	
<b>Grading Scale</b>		
	100 – 92: A	91 – 90: A-
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78: C+	77 – 72: C	71 – 70: C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below	F	

Course grading and Exams: Final grades are determined from the total points acquired from exams, quizzes, lab reports, and homework. The number of points possible is shown below:

Graded Assignment	Points possible
~8 Lab performance (@ 25 points each)	275 points
~8 Homework Assignments (80 pt. max)	80 points
~8 quizzes (@ 10 points each)	80 points
2 Exams (@ 100 points each)	200 points
Final comprehensive exam	200 points
Total	835 points

#### Lecture Schedule

Week	Topic	Chapter
1	Introduction to Class; Chemistry of Life	2
2	Organization of the Body	1
3	Cell Structure and Function	3
4	Body Tissues and Membranes	4
5	<b>Exam 1</b>	
6	The Integumentary System	5
7	The Skeletal System	6
8	The Muscular System	7
9	<b>Exam II</b>	
10	The Nervous System	8
11	The Sensory System	9
12	The Endocrine System	10
13	Thanks Giving Break	
14	Review	
<b>8 – 13 Dec.</b>	<b>Final</b>	

Note\* The course schedule is tentative. The instructor reserves the right to change this syllabus at any time. Any changes will be announced in class in advance.

#### Responsibilities

<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that

	<p>intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Attendance is mandatory. <b>Three (3)</b> unexcused absences will result in an administrative withdrawn from the course.</p>
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due.
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
<b>Participating in Class</b>	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, contact the Disability Services Coordinator at 219-473-4349.

<b>CCSJ Alerts:</b>	<p>Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>
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## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol>

### FIRE

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol>

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

**HAZARDOUS MATERIAL SPILL/RELEASE**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

**TORNADO**

**EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

**SHELTER IN PLACE**

**EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

**BOMB THREATS**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

**TERRORISM AND ACTIVE SHOOTER SITUATIONS**

**EMERGENCY ACTION**

1. Call 911 and report intruder.

**RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.

2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.