
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018**BIOL 300AL Human Anatomy & Physiology I Lab****Instructor Information:**

Instructor Name:	Professor Tracy Stone		
Office Number:	Room 520		
Phone Number:	219-473-4357		
Email:	tstone@ccsj.edu		
Office Hours	Monday: 12:00p to 5:00p	Wednesday: 12:00p to 3:00p	Friday 10:00a to 3:00p
Instructor Background:			
B.S. Health and Sport Studies, <i>Miami University of Ohio</i>		M.S. Kinesiology, <i>University of Illinois at Chicago</i>	
Certified Strength & Conditioning Specialist (CSCS) <i>National Strength & Conditioning Association (NSCA)</i>		Certified Fitness Nutrition Specialist <i>National Academy of Sports Medicine (NASM)</i>	
Certified Personal Trainer (CPT) <i>National Academy of Sports Medicine (NASM)</i>		Instructor for Advanced & Standard First Aid, CPR & AED <i>Emergency Care & Safety Institute (ECSI)</i>	

Course Information

Course Time:	Lecture: M & W 10:15a to 11:45a	Lab: Wednesday, 8:30a to 10:00a
Classroom:	Room 260	Room 334
Prerequisites:	Placement into MATH 103 or higher, C or better in BIOL 115 and BIOL 115L or consent of the program director and concurrent enrollment in BIOL 300.	
Required Books and Materials:	Human Anatomy & Physiology, 1 st Edition, 2016, Pearson Publishing ISBN: 9780805382952	
Learning Outcomes/Competencies: By the end of this course the student will have demonstrated the ability to: <ul style="list-style-type: none">• Identify and describe the levels of organization of the human body• Identify and describe the human Integumentary System• Identify, and describe the human Skeletal System• Identify, and describe the human Muscular System• Identify, and describe the human Nervous System• Identify, and describe the human Autonomic Nervous System & Special Senses		

This course meets the following Biomedical Science Program Objectives:

1. Scientific Knowledge and Critical Thinking:
 - a. Students will demonstrate substantial and up-to-date core knowledge of broad areas in basic biomedical, translational, or clinical research.
 - b. Students will demonstrate the ability to accurately and critically evaluate their own scientific work and the work of others.
2. Research Skills and Problem-Solving Ability:
 - a. Students will demonstrate advanced understanding of a range of technical and conceptual approaches used in biomedical research.
 - b. Students can design, carry out, and interpret research projects that generate new knowledge that advances the biomedical sciences and human health.
3. Specific Expertise:
 - a. Students can articulate the significance of their own work to their chosen research area in both historical and forward-looking contexts.
 - b. Students will demonstrate mastery of a range of technical and conceptual approaches used in their selected research area.
4. Communication:
 - a. 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
5. Ethics and Advocacy:
 - a. Students will apply highest standards of ethics to their research (data management, research subjects, stewardship of research funds)
 - b. Students will improve their confidence and interactions with colleagues and the public.
 - c. Students will be able to advocate for the role of science in medicine and society
6. Career Preparation:
 - a. Students can articulate an appropriate set of desired potential career paths, and are aware of the preparation and initiative required to pursue these paths

Course Description:

BIOL 300L is the lab in which students will reinforce their learning 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. The structure and function of mammalian cells and tissues and the human skeletal, muscular and nervous systems are discussed. The integration of the functions of the various systems is also emphasized.

Laboratory Fee: See current fee schedule.

Learning Strategies:

Students will conduct a variety of hands-on activities that will incorporate different modes of learning including, but not limited to, labeling, sketching, touching, dissecting, observing, conducting experiments, interacting with groups and making predictions. Laboratory assignments will coincide with, and successfully prepare the student for, each of the 5 unit exams in BIOL 300.

Experiential Learning Opportunities:

Laboratory experience is essential for a fundamental understanding of the scientific method. This course is the required laboratory portion of BIOL 300 that provides students with experiential learning through experimental design, hypothesis development, data interpretation, and communication of results through laboratory reports.

Assessments:		
Major Assignments:	Laboratory Pre- & Post-Lab Reports	75% of total grade
Assessments:		
Class Participation:	An overall midterm and final grade will be given based on the grading rubric found toward the end of this syllabus.	25% of total grade
Total:		100% of total grade
Grading Scale:		
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 Schedule		
Class Date	Lecture/Class Discussion/Activities	Assignments
Aug 29	Lab 1: #1 Intro to A & P & #2 Intro to Organ Systems	<i>All Pre/Post- Lab reports due Sept 12</i>
Sept 5	Lab 2: #7 The Integumentary System	
12	Review for Lecture EXAM 1	
19	Lab 3: #8 Intro to the Skeletal System	<i>All Pre/Post- Lab reports due Oct 3</i>
26	Lab 4: #11 Joints	
Labs 1-4 will not be accepted after October 11, 2018		
Oct 3	Review for Lecture EXAM 2	
10	Lab 5: #13 Part 1, Gross Anatomy of Axial Skeletal Muscles	<i>All Pre/Post- Lab reports due Oct 24</i>
17	Lab 6: #13 Part 2, Gross Anatomy of Appendicular Skeletal Muscles	
24	Review for Lecture EXAM 3	
31	Lab 7: #15 Part 1, The CNS: Brain and Spinal Cord	<i>All Pre/Post- Lab reports due Nov 14</i>
Nov 7	Lab 8: #15 Part 2, Sheep Brain Dissection	
14	Review for Lecture EXAM 4	
Labs 5-8 will not be accepted after November 25, 2018		
Thanksgiving Break, No Class November 19 to 24, 2018		
28	Lab 9: #16 The PNS: Nerves and Autonomic Nervous System	<i>All Pre/Post- Lab reports due Dec 12</i>
Dec 5	Lab 10: #18 Special Senses	
Labs 9 & 10 will not be accepted after December 13, 2018		
12	Review for Lecture EXAM 5	
I reserve the right to change this schedule to meet the needs of the class.		

Responsibilities

<p>Attending Class</p>	<p>General Absences You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. In all things, communication is KEY. All planned and unplanned absences must be communicated to your instructor via email with a brief explanation.</p> <p>Attendance and Your Grade Missing class will have a negative affect on your final grade. You are allowed no more than 3 absences with no change in your grade, so long as each absence is properly communicated <i>ahead of time</i>. Additional absences will drop your final grade by 0.3 grade points.</p> <p>Example:</p> <ul style="list-style-type: none"> • Final grade in class: A GPA: 4.0 • Final attendance record: 4 total absences for the semester • Adjusted Final grade in class: A- GPA: 3.7 <p>Absence due to college events 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.</p>
<p>Turning in Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Missing Assignments 10% will be deducted from all assignments turned in after the posted due date. No late work will be accepted after the dates posted on the syllabus. See syllabus for dates to plan-ahead.</p> <p>Missing Exams All exams are required to complete this course. You must take all exams for a low score to be dropped (if applicable). If you are absent on exam day, you must email the instructor by the end of the week to schedule your make-up exam. 10% will be deducted from all make-up exams.</p>
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
<p>Using Electronic Devices</p>	<p>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.</p>

<p>Participating in Class</p>	<p>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.</p> <p><u>Laboratory Rules:</u> If you fail to adhere to the safety rules delineated below you will not be allowed to remain in lab. Behavior that is deemed by the instructor to be unsafe to yourself or to others will result in your dismissal from that week's experiment. You will not be allowed to finish the lab later.</p> <ul style="list-style-type: none"> • The use of cell phones in the laboratory is strictly forbidden. Your cell phone must be turned off for the duration of the laboratory period. • If you are pregnant, you must obtain a letter from your obstetrician that states that it is safe for you to conduct experiments during the quarter and you must submit this letter to your lab instructor. • Safety glasses/goggles must be worn always in the lab. Contact lenses are not recommended; wear prescription glasses instead. • Open-toes shoes, shorts, skirts, short-sleeved shirts, tank-tops, and excessively loose or flowing clothes are forbidden in the lab. You must adhere to the lab attire rules or you will be asked to leave the lab. • Smoking, eating, drinking, gum chewing, and applying cosmetics in the lab are prohibited. • Long hair must be tied back. • Gloves must be worn when handling chemicals. You must remove your gloves before exiting the laboratory. Always wash your hands after each lab. • Never use your mouth to pipette a liquid; use a pipette bulb. • Never leave experiments unattended. • Never return excess chemicals to the stock bottle. • Dispose of waste in the appropriately-labeled containers ONLY. • Always return equipment in its original condition and to its original location. • Clean up after yourself. Clean your part of the laboratory bench at the end of your stay in the lab. Points will be taken off the lab report grade if the balance room or the laboratory is left untidy. General Laboratory Guidelines: • Know the locations of the safety shower, eye wash stations, and first aid kit in the lab. • Report all personal injuries to the instructor who will assess the wound and summon professional help if necessary. • Assume the chemicals are dangerous unless you are told otherwise. • Work only with clean equipment and glassware (dry) on a clean bench top. • Carefully handle and measure appropriate quantities of the reagents needed in the experiment • Use the right chemicals – pay attention to the names of the chemicals you plan to use. You could cause a serious accident if you mix the wrong chemicals
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	<ul style="list-style-type: none"> • Save all solutions and solids until you have successfully completed the experiment. • Manage your time wisely so that you do not rush or take short cuts • Record all data in ink in your laboratory notebook while you work! Do not write data, even temporarily, on scraps or other pieces of paper. Make sure your data is complete. Make sure to record the date or the unknown number, if any. • If you do not know or are unsure about any aspect of your experiment, ask the instructor. <p>Your preparedness and behavior in lab will be evaluated as part of your lab report grade. If you follow the rules and guidelines stated above, earning these points should be straightforward.</p>
<p>Doing Your Own Work</p>	<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>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
<p>Sharing Your Class Experience</p>	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Your instructor will be using CCSJ's new Diagnostic Feedback Instrument, which will ask you to describe the progress you feel you have made on the following learning objectives for this course:</p> <ul style="list-style-type: none"> • Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) • Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) • Learning appropriate methods for collecting, analyzing, and interpreting numerical information • Gaining a broader understanding and appreciation of intellectual activity • Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course <p>Take the time to complete your course evaluations – we value your feedback!</p>
<p>Withdrawing from Class</p>	<p>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.</p>

Resources

CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center:	<p>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.</p>
Disability Services:	<p>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.</p>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
CCSJ Alerts:	<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: http://www.ccsj.edu/alerts/index.html.</p>

Prof. Stone 2018-2019 Rubric for classwork, homework, presentations and labs

	5	4	3.5	3
Presentation	You have completed the assignment on time. It is readable and neat with no grammatical or spelling errors. All directions were followed, and assignment requirements met.	You have completed the assignment on time. It is readable and neat with minimal grammatical or spelling errors. Majority of directions were followed, and assignment requirements met.	Assignment was turned in late. Assignment is mostly complete. It is readable and neat. Some grammatical and spelling errors present. Most directions were followed, and requirements met.	Assignment was turned in late. Assignment is not complete. It is readable. Contains several errors. Directions were not followed, requirements not met.
Content	Your work is well thought out, answers are unique and are your own words. (No text copying.) There is evidence you have sought out valid resources beyond the textbook.	Your work shows thought and answers are mostly in your own words. (Minimal text copying.) You attempted to seek out resources beyond the textbook.	Answers show a valid attempt to complete the assignment, but not much written in your own words. Some of your work is coming from the text, word for word. No outside resources were used.	Barely tried to complete the assignment. Your answers are not in your own words. Work is copied from the text word for word. No outside resources were used.
Effort Applied	You show a personal interest in how the material relates to your future as a professional in the field. You make real-life connections and connections to lecture and other material.	You put forth effort to make real life connections OR connections to lecture and other material.	Few or no connections made to real life, lecture and other material.	No connections made
Understanding	Shows mastery of the material.	Demonstrates a general understanding of the material	Shows very basic understanding of the material. (tutoring, fine tune study skills, suggested)	Little to no understanding of the material. (Tutoring, fine tune study skills, required.)
Calculations	Answers and calculations are correct, and work was shown.	Most (more than $\frac{3}{4}$) answers and calculations are correct. Work was shown.	Some (less than $\frac{1}{2}$) of all answers and calculations are incomplete and/or incorrect. No work was shown.	Most (more than $\frac{1}{2}$) answers and calculations are incomplete and incorrect. No work was shown.
Participation Rubric				
Participation	Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Focuses on in-class work and what needs to be done most of the time.	Often must be reminded by the teacher about what needs to get done.	Has difficulty focusing on class work and procedures.
Additional criteria for oral presentation assignments.				
Source: Association of American Colleges and Universities. (2009). <i>VALUE rubrics</i>				
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation/paper cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation/paper
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Use of Information	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved

