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**Calumet College**

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**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.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

## COURSE SYLLABUS, Fall 2019

### **BIOL 300A Human Anatomy & Physiology I Lecture**

#### **Instructor Information:**

<b>Instructor Name:</b>	Professor Tracy Stone
<b>Office Number:</b>	Room 520
<b>Phone Number:</b>	219-473-4357
<b>Email:</b>	<a href="mailto:tstone@ccsj.edu">tstone@ccsj.edu</a>
<b>Office Hours</b>	<b>Tues 8:30a – 10a &amp; 12p – 1:30p; Wed 1:30p – 3:30p; Thurs 12p – 1:30p; Fri 12p – 3:30p</b>
<b>Instructor Background:</b>	
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 &amp; 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 &amp; Safety Institute (ECSI)</i>

#### **Course Information**

<b>Course Time:</b>	Lecture: T & TH 10:15a to 11:45a	Lab: Monday, 1:45p to 3:15p
<b>Classroom:</b>	Room 334	Room 334
<b>Prerequisites:</b>	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.	
<b>Required Books and Materials:</b>	Human Anatomy & Physiology, 2 <sup>nd</sup> Edition, 2018, Pearson Publishing ISBN: 9780134553511	
<b>Learning Outcomes/Competencies:</b> By the end of this course the student 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 the human Integumentary System</li><li>3. Identify, and describe the human Skeletal System</li><li>4. Identify, and describe the human Muscular System</li><li>5. Identify, and describe the human Nervous System</li><li>6. Identify, and describe the human Autonomic Nervous System &amp; Special Senses</li></ol>		

**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 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:**

All students are provided access codes for the MasteringA&P on-line homework and assessment program. Online Homework assignments include, but are not limited to:

- Concept Boost & Study Boost coaching activities
- Apply What You Learned questions for each chapter module
- A&P in the real world discussion questions
- Chapter case studies
- Figure based questions and labeling
- Clinical Case Study coaching activities

Each component of the chapter homework assignments lasts a minimum of 30 minutes and there are 7-10 components per chapter. MasteringA&P also offers practice activities that are used during lecture, along with the Power point lecture. Students are able to assess their progress through supplemental chapter quizzes offered on Blackboard.

**Experiential Learning Opportunities:**

This course has a required laboratory portion that provides students with experiential learning through experimental design, hypothesis development, data interpretation, and communication of results through laboratory reports.

<b>Assessments:</b>		
<b>Major Assignments:</b>	MasteringA&P Online Chapter Homework Assignments	30% of total grade
<b>Assessments:</b>	In-Class Exams	45% of total grade
	Chapter Blackboard Quizzes	15% of total grade
<b>Class Participation:</b>	In-Class Activities & Discussions	10% of total grade
<b>Total:</b>		100% of total grade
<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		

<b>Course Schedule</b>				
Class Date	Lecture/Class Discussion/Activities	LO's	On-line HW	BB Quiz
<b>Aug 27 &amp; 29</b>	Intro's, MasteringA&P Enrollment, Course Overview	1	Ch 1	Ch 1
<b>Sept 3</b>	Chapter 1 Intro to Anatomy			
<b>Sept 5</b>	Chapter 5 Integumentary System	2	Ch 5	Ch 5
<b>10</b>			Review for Exam	
<b>12</b>			<b>EXAM 1: Chapters 1 &amp; 5</b>	
<b>17 &amp; 19</b>	Chapter 6 Bone & Bone Tissue Chapter 7 The Skeletal System Chapter 8 Articulations	3	Ch 6	Ch 6
<b>24 &amp; 26</b>			Ch 7	Ch 7
<b>Oct 1</b>			Ch 8	Ch 8
<b>3</b>			Review for Exam	
	<b>EXAM 2: Chapters 6, 7 &amp; 8</b>			
<b>Chapter 1, 5-8 homework and quizzes will not be accepted after October 10, 2019</b>				
<b>8 &amp; 10</b>	Chapter 10 Muscle Tissue and Physiology	4 & 5	Ch 10	Ch 10
<b>15 &amp; 17</b>	Chapter 11 Introduction to the Nervous System &		Ch 11	Ch 11
<b>22</b>	Nervous Tissue		Review for Exam	
<b>24</b>	<b>EXAM 3: Chapters 10 &amp; 11</b>			
<b>29 &amp; 31</b>	Chapter 12 The Central Nervous System Chapter 13 The Peripheral Nervous System	5	Ch 12	Ch 12
<b>Nov 5 &amp; 7</b>			Ch 13	Ch 13
<b>12 &amp; 14</b>			Review for Exam	
<b>19</b>				
<b>21</b>	<b>EXAM 4: Chapters 12 &amp; 13</b>			
<b>Thanksgiving Break, No Class November 25 to 30, 2019</b>				
<b>Classwork over break: Chapter 14 The Autonomic Nervous System reading, HW &amp; Quiz</b>				
<b>Dec 3 &amp; 5</b>	Chapter 15 The Special Senses	6	Ch 15	Ch 15
<b>10</b>			Review for Exam	
<b>12</b>			<b>EXAM 5: Chapters 14 &amp; 15</b>	
<b>Remaining homework and quizzes will not be accepted after December 13, 2019</b>				
<b>I reserve the right to change this schedule to meet the needs of the class.</b>				

## Responsibilities

<p><b>Attending Class</b></p>	<p><b>General Absences</b>            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 <b>via email</b> with a brief explanation.</p> <p><b>Attendance and Your Grade</b>            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"> <li>• Final grade in class: <b>A</b> GPA: <b>4.0</b></li> <li>• Final attendance record: 4 total absences for the semester</li> <li>• Adjusted Final grade in class: <b>A-</b> GPA: <b>3.7</b></li> </ul> <p><b>Absence due to college events</b>            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 <b>in advance</b> and you are responsible for all missed work.</p>
<p><b>Turning in Your Work</b></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><b>Missing Assignments</b>            15% will be deducted from all assignments turned in after the posted due date. The highest grade you will be able to earn on late work will be 85%. <b>No late work will be accepted after the dates posted on the syllabus.</b> See syllabus for dates to plan-ahead.</p> <p><b>Missing Exams</b>            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 <b>email</b> the instructor by the end of the week to schedule your make-up exam. 15% will be deducted from all make-up exams. The highest grade you will be able to earn on make-up exams will be 85%.</p>
<p><b>Meeting Standards for Classroom Behavior</b></p>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions. Headphones and cellphones should remain in your bags during class time. Students who appear to be constantly distracted by their electronic devices will be marked absent. (See attendance policy for information on attendance and your grade.)</li> </ul>
<p><b>CCSJ Student Honor Code</b></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"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<p><b>Doing Your Own Work</b></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><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<p><b>Sharing Your Class Experience</b></p>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<p><b>Withdrawing from Class</b></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

<b>CCSJ Book Rental Program</b>	<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 <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a>. <b>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.</b></p>
<b>Student Success Center:</b>	<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>
<b>Disability Services:</b>	<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>
<b>Student Assistance Program</b>	<p>Through a partnership with <b>Crown Counseling</b>, 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, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</p>
<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>

**Prof. Stone 2019-2020 Rubric for classwork, homework, presentations and labs**

	5	4	3.5	3
<b>Presentation</b>	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.
<b>Content</b>	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.
<b>Effort Applied</b>	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
<b>Understanding</b>	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.)
<b>Calculations</b>	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.
<b>Participation Rubric</b>				
<b>Participation</b>	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.
<b>Additional criteria for oral presentation assignments.</b>				
Source: Association of American Colleges and Universities. (2009). <i>VALUE rubrics</i>				
<b>Organization</b>	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
<b>Delivery</b>	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.
<b>Use of Information</b>	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

