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**Calumet College**

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**of Saint Joseph**

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**You Belong!**  
ccsj.edu**COURSE SYLLABUS, Spring 2018****Course: BIOL 305 Human Anatomy & Physiology 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>Hours Available:</b>	Monday 9:00-11:45a, Mon/Wed 1:45p to 4:30p, Friday by appointment
<b>Instructor Background:</b>	<p>Tracy Stone started her career in fitness in 1997 as a group exercise instructor and personal trainer. Her love of health and wellness led her to earn a B.S. in Exercise Science &amp; Health Promotion from Miami University of Ohio and an M.S. in Kinesiology from the University of Illinois at Chicago (UIC). Mrs. Stone is a Certified Personal Trainer (CPT) and Fitness Nutrition Specialist (FNS) through the National Academy of Sports Medicine (NASM) and a Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association (NSCA). In 2003, she was given her first opportunity to teach in the classroom setting as a Graduate Assistant at UIC. From there she went on to serve as the Lead Instructor for the National Personal Training Institute (NPTI) in Chicago for 12 years. Her future education goals include completing the ACSM Certified Exercise Physiologist program in July 2018 and earning a Doctoral Degree by 2022.</p>

**Course Information**

<b>Course Time:</b>	Lecture: Monday & Wednesday 12:00pm – 1:30pm	Lab: Wednesday 10:15am – 11:45am
<b>Classroom:</b>	Computer Lab 260	
<b>Prerequisites:</b>	Placement into MATH 103 or higher, C or better in BIOL 115, BIOL 115L, BIOL 300, and BIOL 300L and concurrent enrollment in BIOL 305L.	
<b>Required Books and Materials:</b>	Mader's Understanding Human Anatomy & Physiology, 9 <sup>th</sup> Edition, 2017, McGraw Hill Publishing ISBN: 9781259296437	
<b>Learning Outcomes/Competencies:</b>	<p>By the end of this course the student will have demonstrated the ability to:</p> <ul style="list-style-type: none"><li>• Identify and describe the levels of organization of the human body</li><li>• Identify and describe the human muscular System</li><li>• Identify, and describe the human Nervous System</li><li>• Identify, and describe the human Sensory System</li><li>• Identify, and describe the human Endocrine System</li><li>• Identify, and describe the human Cardiovascular System</li><li>• Identify, and describe the human Respiratory System</li><li>• Identify, and describe the human Digestive System</li></ul>	

**Course Description:**

A 3-credit course. BIOL 305 is the second course in the sequence where the students review the 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 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.

**Learning Strategies:**

Active learning, Blackboard, group discussions, team projects, collaborative learning, laboratory exercises, demonstrations.

**Experiential Learning Opportunities:**

Laboratory experience is essential for a fundamental understanding of the scientific method. 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.

**Assessments:**

<b>Major Assignments:</b>	End of Chapter Study & Learning Outcome Questions, 10 total, completed weekly, No scores dropped	50pts each
	Subject Case Studies, 1 per exam, No scores dropped	50 pts each
	4 Exams, Lowest score dropped	100 pts each
<b>Attendance:</b>	(See "Attending Class" below for details)	
<b>Grading Scale:</b>		
100 – 92: A	81 – 80: B-	69 – 68: D+
91 – 90: A-	79 – 78 : C+	67 – 62: D
89 – 88: B+	77 – 72: C	61 – 60: D-
87 – 82: B	71 – 70 : C-	59 and below: F

**Course Schedule**

Class Date	Class Discussion/Activities	Assignments
<b>Martin Luther King Jr. Birthday, No Class Monday, January 15, 2017</b>		
<b>January 17</b>	Welcome Back! Overview/Syllabus Homework	Chapter 7 Study Questions #6-10 All Learning Outcome Questions
<b>22 &amp; 24</b>	Chapter 7 The Muscular System	Chapter 10 SQ & LOQ (all)
<b>29 &amp; 31</b>	Chapter 10 The Endocrine System	<b>Case Study #1</b>
<b>February 5</b>	Case Study Discussions & Review for Exam (SQ & LOQ assignments due)	
<b>7</b>	<b>Exam 1</b>	Chapter 8 SQ & LOQ (all)
<b>12 &amp; 14</b>	Chapter 8 The Nervous System	Chapter 9 SQ & LOQ (all)
<b>19 &amp; 21</b>	Chapter 9 The Sensory System	<b>Case Study #2</b>
<b>26</b>	Case Study Discussions & Review for Exam (SQ & LOQ assignments due)	
<b>28</b>	<b>Exam 2</b>	Chapter 11 SQ & LOQ (all)
<b>SPRING BREAK WEEK, No Class March 5-9, 2017</b>		
<b>March 12 &amp; 14</b>	Chapter 11 Blood	Chapter 12 SQ & LOQ (all)
<b>19 &amp; 21</b>	Chapter 12 The Cardiovascular System	Chapter 14 SQ & LOQ (all)
<b>26 &amp; 28</b>	Chapter 14 The Respiratory System	<b>Case Study #3</b>
<b>April 2</b>	Case Study Discussions & Review for Exam (SQ & LOQ assignments due)	
<b>3</b>	<b>Exam 3</b>	Chapter 13 SQ & LOQ (all)

<b>9 &amp; 11</b>	Chapter 13 The Lymphatic System and Body Defenses	Chapter 15 SQ & LOQ (all)
<b>16 &amp; 18</b>	Chapter 15 The Digestive System	Chapter 16 SQ & LOQ (all)
<b>23 &amp; 25</b>	Chapter 16 The Urinary System Review for Exam (SQ & LOQ assignments due)	<b>Case Study #4</b>
<b>30 &amp; May 2</b>	<b>Exam 4 during finals week. Schedule TBD.</b>	
<b>I reserve the right to change this schedule to meet the needs of the class.</b>		

## Responsibilities

<b>Attending Class</b>	<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 (Subject: Last name, First name, Class Name, Absent, Date)</b> with a brief explanation.</p> <p><b>Attendance and Your Grade</b> Missing class will have a negative effect 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>. (See above for communication requirements.) Each additional absence will drop your final grade by 0.3 grade points per absence unless you take the necessary steps to make it up. See example and make-up details below:</p> <ul style="list-style-type: none"> <li>• Midterm grade in class: <b>A-</b> GPA: <b>3.7</b></li> <li>• Midterm attendance record: 3 absences <ul style="list-style-type: none"> <li>○ No change to midterm grade</li> </ul> </li> <li>• Final grade in class: <b>A</b> GPA: <b>4.0</b></li> <li>• Final attendance record: 5 total absences for the semester <ul style="list-style-type: none"> <li>○ Adjusted Final grade in class: <b>B+</b> GPA: <b>3.3</b></li> </ul> </li> </ul> <p><b>NOTE:</b> Absences can be made up <i>within the same calendar month</i> during Prof. Stone's <b>Friday office hours ONLY</b>. (Excluding holidays and finals week.) You must submit your make-up day request via email and receive an approval email in return. You will be required to stay the equivalent duration of 1 class for each absence you wish to make up. This time can be used to work on classwork, tutoring, make-up exams or general studying.</p> <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> according to the communication guidelines above, 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><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</p>
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	end of the week to schedule your make-up exam. 10 pts will be deducted from exams not made up in the same week of the original exam date.
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p><u>Study Questions &amp; Learning Outcome Questions:</u> Must be completed in a notebook or typed up and submitted on blackboard no later than 11:59pm on the due date. 5 pts deducted from the final grade of all assignments turned in late.</p> <p><u>Case Studies:</u> Must be completed during class discussion or submitted on blackboard no later than 11:59pm on the due date. If you miss class discussion, it is your responsibility to complete the case study independently. 5 pts deducted from the final grade of all assignments turned in late.</p> <p><u>Chapter Quizzes:</u> Are only available on BB during the week we are covering that chapter in class. You will not have an opportunity to make up chapter quizzes after they expire.</p>
<b>CCSJ Student Honor Code</b>	<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>
<b>Using Electronic Devices</b>	<p>Electronic devices can only be used in class for instructor-lead, course-related purposes. If you are seen on your phone for extended periods during class, you will be marked absent.</p> <p>Electronic devices are not permitted during quizzes and exams. All devices should be powered off and stored in your bag. Anyone seen on their device during a quiz or exam will earn an automatic "0" grade.</p>
<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/actively participate in class discussion, 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>Tracking Your Progress</b>	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor. To discuss questions or concerns regarding your grade, please see the note in the grading scale above for instructions.
<b>Sharing Your Class Experience</b>	<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"> <li>• Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</li> <li>• Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</li> <li>• Learning appropriate methods for collecting, analyzing, and interpreting numerical information</li> <li>• Gaining a broader understanding and appreciation of intellectual activity</li> <li>• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</li> </ul> <p>Take the time to complete your course evaluations – we value your feedback!</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.

## Resources

<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>

## EMERGENCY PROCEDURES

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### 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.