A. COURSE INFORMATION

Course number/section: BIOL 3425.001
Class meeting time: Tuesday and Thursday 2:00-3:15 PM
Class location: Bay Hall (BH)-104
Course Website: (Island Online/Blackboard Portal) https://bb9.tamucc.edu/

Laboratory Sections
BIOL-3425.102 Mon., 11:00 AM – 1:50 PM Center for Instruction (CI)-206
BIOL-3425.103 Mon., 2:30 – 5:20 PM Center for Instruction (CI)-206
BIOL-3425.104 Mon., 6:00 – 8:50 PM Center for Instruction (CI)-206

B. INSTRUCTOR INFORMATION

Instructor: Dr. David Moury (Ph.D.)
Office location: Engineering Building (EN)-319E
Office hours: Tuesday and Thursday 3:30-5:00 PM;
Wednesday and Friday 10:00-11:00 AM
Telephone: (361) 825-2358
e-mail: david.moury@tamucc.edu
Appointments: Students may make appointments to see us at times other than those listed above. If we are unavailable or need to relocate during office hours, we will post a note on the appropriate office or laboratory door.
Teaching Assistants: To be announced

C. COURSE DESCRIPTION

Catalog Course Description
General trends in morphological development and adaptation as demonstrated by the anatomy and embryology of living and extinct chordates. Students may not receive credit for both this course and either BIOL 2401 - Anatomy and Physiology I or BIOL 2402 - Anatomy and Physiology II. Prerequisite: BIOL 1407. Safety training given during a laboratory meeting early in the semester is required for continued participation in this course.

Extended Course Description
Functional Anatomy (BIOL 3425) is an upper-division, lecture-laboratory course that introduces students to the gross anatomy (i.e., anatomy of organs and organ systems) of the chordates. This course relates the form and function of “structures” (usually organs and organ systems) in various chordates. The comparative approach (with some knowledge of basic embryology, ecology, physics, and physiology), helps to elucidate many aspects of evolution, but also tends to leave the student with the impression that an organism is a collection of
parts rather than an integrated whole. Students should bear in mind that natural selection acts on whole organisms, *not* on individual structures. Obviously, “structures” *never* exist in isolation, so the focus of this course helps students integrate structures into a functional whole. Functional anatomy can serve students pursuing a wide variety of careers (e.g., pre-medicine, pre-dentistry, pre-optometry, pre-veterinary medicine, biology education, organismal biology, graduate studies in biology). Because of this, it covers a broader array of material than courses that train students for particular careers. Students—in consultation with their academic advisors—must determine whether this course is appropriate for their academic and/or career plans.

D. **PREREQUISITES AND COREQUISITES**

   **Prerequisites:** General Biology I and II (BIOL 1406 and BIOL 1407).

   **Co-requisites:** Each student must be registered for both lecture and laboratory sections and must attend the laboratory section for which he or she registered. Students *must* complete a no-cost, online course, Biological Laboratory Safety Seminar (SMTE 0091) as part of the safety instructions for the laboratory. Students who do not complete this instruction will not be allowed to remain in the laboratory, and will irrecoverably lose all points associated with the laboratory until they complete the safety instruction.

E. **TEXTBOOKS, READINGS AND SUPPLIES**


   **Optional Textbooks or Other References**

   **Supplies**

   A laboratory coat is required for laboratory. Students may wish to buy a binder (in which to keep notes and assignments), and a set of colored pencils and/or pens. (Many students find it helpful to add color to their laboratory drawings and lecture notes.)
F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

The goal of this course is to provide the students with an opportunity to learn about the evolution, form, and function of chordates. Rather than just learning to identify “parts,” students should be able to coherently illustrate, explain, discuss, critique, etc. basic concepts in evolutionary and functional morphology. Within each organ system, students will examine tissues and organs, their interactions, and the unique properties that emerge when simpler entities are organized into more complex levels. Students should attend and participate in lectures and laboratories, read the assigned material, and mentally organize information from their instructors, their readings and their laboratory work.

By the end of this course, and for all components that are examined within each topic in the schedule, students should be able to:
1. correctly use scientific terminology;
2. recognize and identify structures and their components;
3. explain how structures and their components interact to perform one or more functions;
4. discuss the control mechanisms that regulate a particular structure/function, and what—in turn—that particular structure/function regulates;
5. critique basic concepts in evolutionary and functional morphology; and
6. explain the structural and/or functional bases of selected clinical conditions, dysfunctions, and disease states that help to elucidate the normal structure and function of the body by perturbing it.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

Learning is more than just reading, taking notes, and memorizing. Reading and taking notes puts information in short-term memory where it is forgotten quickly unless you do something with it. Memorizing is important. In fact, three of the quizzes in this course are almost entirely based on memorization. However, memorization is only one step (often the first step) in the learning process. As university students, you should be able to link, combine, and synthesize the bits of data that you memorize into useful concepts. The instructors of this course will provide the students with: (1) information in the form of lectures, films, handouts,
assigned readings, and supplemental readings; (2) specimens for hands-on examination; and (3) advice, supervision, and guidance.

In lecture, students will spend most of the course learning about functional anatomy in the context of evolution.

In laboratory, students concentrate on descriptive anatomy, sometimes working individually and sometimes with one or more partners. Students should bring the Laboratory Guide and any handouts that were distributed with it, the textbook, and the laboratory manual to each laboratory period. Laboratories stress recognition, identification and comparison of organs and organ systems in representative chordates through…

- viewing and examining preserved specimens of intact protochordates (non-vertebrate marine organisms), and chordates
- viewing wet and dry preparations of individual organ systems obtained from real animals
- viewing plastic models, drawings, and other artificial displays of animals and individual organ systems
- manipulating dried skeletons and skeletons mounted in plastic
- practicing dissection skills on lampreys, sharks, and cats
- viewing demonstrations of feeding and locomotion by live, unrestrained animals as is appropriate.

The topics covered in lecture may not always coincide with the topics covered in laboratory.

H. MAJOR COURSE REQUIREMENTS AND GRADING

Your final letter grade will be based on the percentage you earn out of a possible 1000 points, which are distributed as follows:

- Lecture: 750 points (75% of final grade)
- Laboratory: 250 points (25% of final grade)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
<th>% of FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Examinations and/or Final</td>
<td>600</td>
<td>60%</td>
</tr>
<tr>
<td>Memorization Quizzes (3)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Laboratory Practical Examinations (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Laboratory Quizzes (2)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>(Bonus Activities)</td>
<td>(20 – or more)</td>
<td>(2% – or more)</td>
</tr>
</tbody>
</table>

Lecture Examinations: In this course, I will give four lecture examinations (totaling 600 possible points—which is 60% of the final course grade). I will take questions for these tests primarily from material covered in the lectures, from handouts, from readings in Kardong (2015).
Lecture examinations may consist of essay, short-answer, compare-contrast, fill-in-the-blank, multiple-choice, matching, making and/or labeling drawings, and/or various types of “flex” questions (i.e., anything is fair game). The first three examinations are worth 200 points each and are sequential (i.e., each examination covers material from one specific section of the course). The final (lecture) examination is worth up to 600 points and is comprehensive (i.e., covers material from the entire course).

For lecture examinations, you will receive the number of points that you score on the...
1) the final examination alone (Possible points = 600)...
2) the sum of the three lecture examinations (Possible points = 600)
3) the sum of the lecture examinations using the (pro-rated) final to replace the lowest lecture examination (Possible points = 600)...
... whichever is highest.

Memorization Quizzes (MQ): Three quizzes (totaling 150 possible points—which is 15% of the final course grade) will be given in the laboratory periods (see schedule for dates). These Memorization Quizzes are worth fifty (50) points each, and will cover the following topics:

- MQ1: muscle origins, insertions, and actions taken from the tables of mammalian (cat) muscles (pp. 42-44) in Laboratory 6 of the Laboratory Guide for this course.
- MQ2: endocrine system—gland names, locations in the body and major hormones taken from the table in Appendix 5 (pp. 103-104) of the Laboratory Guide for this course.
- MQ3: cranial nerves—names, numbers, fiber types and region innervated taken from the table in Laboratory 11 (p. 71) of the Laboratory Guide for this course.

Laboratory Practical Examinations: Two laboratory practical examinations (100 points each) will be given during the laboratory periods. These will follow the laboratory practical format in which students move from station to station (one minute per station), giving short answers to questions (e.g., “Identify the structure,” “Give the function of the structure,” “From which layer of the skin is this structure derived?” etc.). Questions for these laboratory practical examinations will be taken from laboratory exhibits and demonstrations, and from assigned readings in the Laboratory Guide, textbook, and laboratory manual. Answers to all questions in the laboratory are written; there are no multiple choice questions in laboratory. Laboratory practical examinations are sequential (i.e., Laboratory Practical II is not comprehensive).

Laboratory Quizzes: The other 50 laboratory points come from two laboratory quizzes (25 points each, see laboratory schedule for dates). Questions for these laboratory quizzes will be taken from laboratory exhibits and demonstrations, and from assigned readings in the Laboratory Guide, textbook, and laboratory manual. Students are expected to read the laboratory before attending the laboratory. Do not attempt to “cram” the week before a quiz or laboratory practical examination.

Letter Grades: Statistical manipulations (e.g., curving) may be performed once—at the end of the semester—not for each examination. The final grading scale will also be determined at the end of the semester, but the cut-off for each grade will be no higher than the following:
A ≥ 90% > B ≥ 80% > C ≥ 70% > D ≥ 60% > F

- I will rectify any clerical, mathematical, and/or other errors. However, you have one (1) week to notify me of such errors after an assignment, quiz or examination is returned.
- I will not change a legitimate course grade just because you “need” it (for financial aid, to get into professional school, etc.). The grading section of this syllabus describes how I assign grades. Please be sure you earn enough points to get the grade you want. There will always be someone who just missed a D, or a C, or a B, or an A. Although I reserve the right to curve, doing so is usually not necessary. (Curves are based on statistical analysis of the entire class’s performance, not on the needs of individual students.) I have to draw lines between grades, and no matter where I draw them, someone is on the wrong side. Don’t let that someone be you. You have plenty of help in my class. Take advantage of the resources I offer. The reasons for receiving a grade of “I” (incomplete) are clearly defined in the University Catalog; this “grade” cannot be used simply to prevent a student from receiving an unwanted grade in a class.
- I only discuss grades in person (i.e., I do not discuss grades or matters relating to grades over the telephone or by e-mail). If you wish to know your final grade before the official grade report is mailed to you, please see me in person or provide me with a self-addressed, stamped envelope.

I. COURSE CONTENT/SCHEDULE

Tentative Lecture Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs.</td>
<td>21 Jan.</td>
<td>Introduction</td>
<td>1-5</td>
</tr>
<tr>
<td>Tues.</td>
<td>26 Jan.</td>
<td>Integumentary System</td>
<td>6</td>
</tr>
<tr>
<td>Thurs.</td>
<td>28 Jan.</td>
<td>Integumentary System, continued</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>2 Feb.</td>
<td>Skeletal System</td>
<td>7-9</td>
</tr>
<tr>
<td>Thurs.</td>
<td>4 Feb.</td>
<td>Skeletal System, continued</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>9 Feb.</td>
<td>Skeletal System, continued</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>11 Feb.</td>
<td>Skeletal System, continued</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>16 Feb.</td>
<td>Muscular System and Movement</td>
<td>10</td>
</tr>
<tr>
<td>Thurs.</td>
<td>18 Feb.</td>
<td>Muscular System, continued</td>
<td></td>
</tr>
</tbody>
</table>

End of Material for Lecture Examination I

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>23 Feb.</td>
<td>Lecture Examination I</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>25 Feb.</td>
<td>Respiratory System</td>
<td>11</td>
</tr>
<tr>
<td>Tues.</td>
<td>1 March</td>
<td>Respiratory System, continued</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>3 March</td>
<td>Respiratory System, continued</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>8 March</td>
<td>Digestive System</td>
<td>13</td>
</tr>
<tr>
<td>Thurs.</td>
<td>10 March</td>
<td>Digestive System, continued</td>
<td></td>
</tr>
<tr>
<td>14-28 March</td>
<td>Spring Break—No Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>22 March</td>
<td>Circulatory System</td>
<td>12</td>
</tr>
<tr>
<td>Thurs.</td>
<td>24 March</td>
<td>Circulatory System, continued</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>29 March</td>
<td>Circulatory System, continued</td>
<td></td>
</tr>
</tbody>
</table>

End of Material for Lecture Examination II
Tentative Laboratory Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>25 Jan.</td>
<td>Laboratory 1: Microscopes and Integument</td>
<td>3</td>
</tr>
<tr>
<td>Mon.</td>
<td>1 Feb.</td>
<td>Laboratory 2: Vertebrate Origins</td>
<td>1-2</td>
</tr>
<tr>
<td>Mon.</td>
<td>8 Feb.</td>
<td>Laboratory 3: Skeletal System I</td>
<td>4-5</td>
</tr>
<tr>
<td>Mon.</td>
<td>15 Feb.</td>
<td>Laboratory 4: Skeletal System II (MQ1)</td>
<td>6</td>
</tr>
<tr>
<td>Mon.</td>
<td>22 Feb.</td>
<td>Laboratory 5: Muscular System I</td>
<td>7</td>
</tr>
<tr>
<td>Mon.</td>
<td>29 Feb.</td>
<td>Laboratory 6: Muscular System II (Lab Quiz 1)</td>
<td>7</td>
</tr>
</tbody>
</table>

Mon. 7 March Laboratory Practical Examination I

Mon. 14 March Spring Break—No Classes

Mon. 21 March Laboratory 7: Viscera

Mon. 28 March Laboratory 8: Circulatory System I

Mon. 4 April Laboratory 9: Circulatory System II

Mon. 11 April Laboratory 10: Urogenital System (MQ2)

Mon. 18 April Laboratory 11: Nervous System (MQ3)

Mon. 25 April Laboratory 12: Sensory Receptors (Lab Quiz 1)

End of Material for Laboratory Practical Examination I

End of Material for Laboratory Practical Examination II

*Chapters in Kardong (2015); reading these chapters is a standing class assignment.

*Chapters in Homberger and Walker (2004); reading these is a standing class assignment.

Note: Changes in these course schedules may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES

Attendance/Tardiness
My attendance policy is the same as that stated in the University Catalog. Attendance is the student’s responsibility, and students are expected to attend, be on time for and remain the entire period in every class. Attendance is not used to determine grades. In lecture, even when I take roll, I do not give—per se—a bonus for attendance, nor a penalty for absence (except for missing an examination, bonus points, or an assignment). (Note that I may choose to have “pop” quizzes, and/or “attendance” quizzes as part of the bonus points.) Coming to lecture on a regular basis should result in a higher grade, and if you come to class often, it will help you do well in this course.

You are responsible for the material covered and assignments made in every lecture regardless of whether you attend it. “I came in late and didn’t hear about the assignment,” is never an acceptable excuse. It is always your responsibility to determine what happened in class during your absence. If you are absent, tardy, or leave early, I will provide you with copies of assignments (including “bonus point” assignments) and handouts if—and only if—you ask for them. (In other words, I will not, “track down” absentees to make sure that they know about assignments.) You must obtain class notes from other students. Because developing note-taking skills is a necessary skill, I do not “share” or “post” my notes or PowerPoints.

Points missed because of an unexcused absence (including tardiness and leaving early) cannot be recovered. An excused absence allows us to make alternative arrangements for completing assignments; an excused absence is not waiver of assignments, knowledge, skills or experiences necessary to complete a course. The documentation required for an absence to be excused must be...

- from an appropriate source (e.g., doctor, dentist, funeral director) who states the nature of the event that caused (or will cause) your absence;
- in writing, on official stationery, and signed. (I do not return excuses to you.) Telephone calls, FAXes, and e-mails are not acceptable;
- presented prior to the absence for a scheduled event (e.g., university-sponsored activity, recognized religious holiday, military service); and
- presented no more than one week after the date of an unexpected absence.

Any situations for which you cannot provide an acceptable excuse as outlined above (e.g., “I have an excuse, but it is too personal to discuss with you”) will be referred to Dr. Don Albrecht, Vice President for Student Engagement and Success.

Once enrolled in a class, it is the student’s responsibility to arrange his or her schedule (work and personal) so that no regularly scheduled class or examination time is missed. Only unavoidable absences are excused, so routine personal events (e.g., vacations, weddings, birthday celebrations, reunions, non-emergency medical or dental visits, parent-teacher conferences, household or auto repairs) should be scheduled to avoid conflicts with classes. Oversleeping is never an acceptable excuse. Employment conflicts and school (including professional school) or work interviews should be arranged to avoid conflicts with your classes and are not acceptable excuses for absences, tardiness, or leaving class early. Texas waives jury duty for students, so jury duty is not an acceptable excuse.
Late Work and Make-up Examinations
You may always turn in assignments early. Except for excused absences, late assignments will not be accepted. If you know in advance that you will have an excused absence when an assignment is due, you must turn in that assignment before its due date. You should turn in assignments that were missed because of an unexpected, excused absence as soon as possible.

For some scheduled events (athletics, military duty, etc.), you may arrange to take a lecture examination before (but not after) its scheduled date. (You should take a test as close to its originally scheduled time as possible, but you may not take a test more than one week before its originally scheduled time. You must obtain your instructor’s approval at least one week before you wish to take the pre-test.) If you arrange to take any test at an alternate time and do not show for that appointment, then you forfeit the opportunity to take the test except at its originally scheduled time. Students who do not arrange to take examinations in advance will not be eligible for this special consideration. A written excuse from the university department involved or from the Office of Student Engagement and Success is required.

In general, there are NO individual make-up examinations. The grading formulas above give you three chances to earn points from lecture examinations: method 1 or 3 if you miss one lecture examination; method 1 if you miss more than one lecture examination; method 2 if you miss the final examination. The instructor—in consultation with Dr. Don Albrecht, Vice President for Student Engagement and Success—will determine if circumstances warrant giving an individual a make-up test after the original test. A make-up test given after the original test will be all written (i.e., no multiple choice or matching), and it will be administered on the “Reading Day” for the semester.

Extra Credit
Individual extra credit is not possible, but extra points are built into all examinations (as extra questions), and at least 20 bonus points are available in laboratory. In laboratory, a dissection bonus will be given to each member of a dissection group for 1) removal of the inner ear of the shark, intact (10 points); and/or 2) removal of the brain of a mammal with both eyes attached (10 points). Additional opportunities for the entire class to earn extra bonus points may be announced during the semester (e.g., attendance at a special lecture, written reports, library searches, web searches, etc.). Such opportunities may be announced only once, so be in class/laboratory, be on time, and stay for the entire period. Bonus points cannot be made up—period.

Cell Phone Use
Cellular phones, pagers, and other “beepers” must be silenced BEFORE you enter the classroom.

Laboratory Policies
Students should buy (and wear) a laboratory coat. Students must also wear long pants (i.e., leg coverings must reach the ankle; no shorts, cut-offs, or short skirts) and closed-top, closed-
Heel shoes (e.g., no sandals). Gloves, eye protection, and dissecting supplies will be provided when needed. Students must always wear appropriate attire and bring laboratory coats with them to laboratory. A student without a laboratory coat and appropriate attire will not be allowed to enter the laboratory. (Time lost while a student goes home to get a laboratory coat or appropriate attire is always unexcused, and any points lost during that time cannot be recovered.) No food, drink, or cosmetics are allowed in the laboratory.

K. COLLEGE AND UNIVERSITY POLICIES

• Academic Integrity (University)
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.

See Full University Policy at http://catalog.tamucc.edu/content.php?catoid=10&navoid=313#Academic_Integrity

Scholastic dishonesty will not be tolerated. It will be prosecuted to the full extent of university regulations. In addition, the following procedures will be enforced:

• You must be prepared to present a photo ID at all examinations.
• Different test forms may be prepared for a single examination. To ensure that the appropriate key will be used to grade your answer sheet, always follow instructions on the test or answer sheet, or given orally by the instructor.
• If you leave an examination room—for any reason—you must hand in your answer sheet and you will not be allowed to resume the examination. Attend to personal matters (e.g., rest room visits) before the examination.
• Be on time! Anyone arriving after the first test-taker has completed an examination and left the room will not be allowed to take that examination.
• Cheating and plagiarism are unacceptable behaviors.
  • Students are not to give or receive help during testing
  • Students are not to submit any work that is not their own product

• Classroom/Professional Behavior
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit
from the instructional program may be considered a breach of the peace and is subject to
disciplinary sanction outlined in article VII of the Student Code of Conduct. Students
engaging in unacceptable behavior may be instructed to leave the classroom. This
prohibition applies to all instructional forums, including classrooms, electronic
classrooms, labs, discussion groups, field trips, etc.

You are responsible for your own education. You should not expect an instructor to take
you by the hand, show you everything you need to know, and then have you regurgitate
this information on an examination. This is not an effective way for self-motivated adults
to learn. Students are responsible for all class and lecture notes; required assignments in
the textbook and any additional handouts or assignments given by an instructor. This
includes (but is not limited to)…

• Knowing and meeting university-imposed deadlines (e.g., withdrawal dates of various
types). This information is found in the online University Catalog, Course Schedule
or elsewhere on the University website.
• Knowing and meeting assignment dates and times—including any changes that may
occur during the semester.
• Checking your answers against a key as soon as possible. By all means check for any
clerical errors, but a test score is not the end of the learning process. Always review
your tests to determine why you missed questions. Making—and correcting—
mistakes is an effective, natural way to learn material. Educators have a fancy term,
reflective learning, for this simple process.
• Keeping track of your progress (i.e., your grades, points you earn, and averages).
• Asking for help. Instructors are available for consultation and extra help, but it is the
student’s responsibility to request help.

• Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents
the population of the state. Our goal is to provide you with a high quality educational
experience that is free from repression. You are responsible for following the rules of the
University, city, state and federal government. We expect that you will behave in a
manner that is dignified, respectful and courteous to all people, regardless of sex,
ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that
infringe on the rights of another individual will not be tolerated.
You are responsible adult university students. I will treat you as such, and I will expect
you to act as such.

You will act with courtesy and common sense. I will not tolerate disruptive, disrespectful,
or abusive behavior/language (including comments made on class assignments) directed
toward anyone in this class (i.e., student or instructor). Violations range from talking
during class to outright insubordination, and will result in penalties that range from the
student being asked to stop to the student being “escorted” from the class—permanently.
Children are not allowed in the rooms during lecture periods, or when the child’s
guardian is working or studying “after hours.” Use of tobacco products (of any kind) is
forbidden in lecture.
• **Deadline for Dropping a Course with a Grade of W (University)**
The grade of W will be assigned to any student officially dropping a course. Please consult with the instructor before you decide to drop to be sure it is the best thing to do. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. Should dropping the course be the best course of action, visit the Office of the University Registrar for the Course Drop Form that **must** submitted. No student is eligible to receive a W without completing the official drop process by this deadline. Please consult the Academic Calendar ([http://www.tamucc.edu/academics/calendar/](http://www.tamucc.edu/academics/calendar/)) for the last day to drop a course.

• **Grade Appeals (College of Science and Engineering)**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html), and the College of Science and Engineering Grade Appeals webpage at [http://sci.tamucc.edu/students/GradeAppeal.html](http://sci.tamucc.edu/students/GradeAppeal.html). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

• **Disability and Veterans’ Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816 < [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/)>.

• **Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course may
continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

- **Religious Holy Days**
  Any student who will miss class and/or test days because of recognized religious holy days should notify me as soon as possible so we can make alternative arrangements. Prior notification is required for such absences to be excused.

L. OTHER INFORMATION

- **Academic Advising**
  Any student who will miss class and/or test days because of recognized religious holy days should notify me as soon as possible so we can make alternative arrangements. Prior notification is required for such absences to be excused.

- **Words of Wisdom**
  - Follow instructions! The most common mistakes that cost students points result from failure to follow instructions.
  - Bring two #2 pencils to each lecture examination (including the final examination); I neither provide nor sell pencils. (I will provide Scantron sheets for you.)
  - Bring paper and a writing implement to each class period. Handwritten assignments will be accepted only if they are written in pencil, blue ink, or black ink. (You will get a permanent “zero” on the assignment if you write with anything else.)
  - Grammar counts—period! Poor grammar will cost you points—especially on assignments and presentations.
  - Spelling counts! To even be considered for partial credit, your answer must phonetically sound like the word that you are trying to spell. Examples of answers that are incorrect:
    - Grossly misspelled words (e.g., “crevurfian pleat” for “cribriform plate”).
    - Ambiguous words (e.g., “tibula”—could be “tibia,” could be “fibula”).
    - Illegible words (e.g., “ep-squiggle-squiggle-squiggle” for “epididymis”).

GENERAL DISCLAIMER

I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.