Physiology Biol 3430.001  
Department of Life Sciences  
SUMMER 2017  
05/30-06/30

A. COURSE INFORMATION

Course number/section: Biol 3430.001  
Class meeting time: MTWR 12:00-03:50 PM  
Class location: CI-109  
Course Website: (Island Online/Blackboard Portal) https://bb9.tamucc.edu  

Laboratory Section: BIOL-3430.101  
Meeting Times: MTR 04:00-05:50 PM  
Laboratory Location: ECMS-210

B. INSTRUCTOR INFORMATION

Instructor: Dr. Christine Gerin-(Ph.D.)-Lecture and Lab  
Office location: Engineering Building (EN)-319F  
Office hours: MT 6-7 PM; TR 10-11 am; R 6-7 PM  
Telephone: (361) 825-3959  
e-mail: Christine.Gerin@tamucc.edu  

Appointments: A student may make an appointment to see me at times other than the scheduled 
office hours. I am available for consultation and extra help, but it is the student’s responsibility to 
request such help. If we are unavailable or need to relocate during office hours, we will post a 
notice on the appropriate office or laboratory door.  
SI: TBD

C. COURSE DESCRIPTION

Catalog Course Description  
The study of physiological processes that are the product of complex interactions between tissues, organs 
and organ systems, with emphasis on the circulatory, respiratory, endocrine, muscular, digestive, and 
urogenital systems. Particular focus on homeostasis, and the role of the environment and evolution on organ 
systems.  

Extended Course Description: Some focus will be on homeostasis and the role of the environment 
on organ systems.  
This course is suitable for students who plan to go to medical, dental, veterinary and pharmacy 
school. It is also suitable for those interested in all biological sciences.
**Suggestions:**
It is suggested that student take BIOL/BIMS 2200 prior to this class.
Biol 2401 or BIMS 2171 are strongly suggested-
It is also suggested that students took either ChemII or Microbiology or Genetics prior to this class.
Suggestions are NOT pre-requisites

**D. PREREQUISITES AND COREQUISITES**

**Prerequisites:** 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 - Biology II.
Corequisite: Safety training given in SMTE 0091 - Biological Laboratory Safety Seminar is required for continued participation in this course.

**E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES**

1) Human physiology an integrated approach
   Authors: Dee Unglaub Silverthorn
   Seven Edition
   Pearson

2) Human Physiology Silverthorn 7th including the Edition Acess Code to the online shell
   Mastering A&P- Book with code- 0134269225
   The online access might be bought separately- Code Only- 0134067886

REQUIRED LABORATORY MATERIALS: A white laboratory coat is required. You may not attend the laboratory without a proper laboratory coat. Proper laboratory attire must be worn at all times, including during laboratory exams. If you do not have the proper attire, you can’t attend the laboratory. All learning and experimental laboratory documents will be provided to students.

**RECOMMENDED BOOKS:**

1) Ganong Review of Medical Physiology, 27th Edition
   Kim E. Barrett
   ISBN 9780071825108
   Electronic Version: ISBN 9780071826457
   Publisher: McGraw-Hill Professional Publishing

OTHER MATERIALS:
Each student is required to have a stick/flash/thumb drive and one notebook for the lab. All students will need lab coats and must comply with all dress code regulations which includes wearing: long pants, closed toed and closed heel shoes, and putting up/back long hair.
REQUIRED E-MAIL: All students must have a Texas A&M University-Corpus Christi e-mail account. Make sure that you can access and use it because, for students in my classes, it is the only e-mail address to which I will reply. Please go to http://www.tamucc.edu/ise.html to obtain a new islander account.

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.

Students will learn and use the vocabulary of physiology; students will learn and use the data of physiology as demonstrated by their ability to remember homeostatic values for cellular ions, membrane potential, hormones, blood pressure, pulse rate, body temperature, hematocrit, oxygen and carbon dioxide partial pressures, osmolarity, pH, sodium and potassium concentrations, glucose concentration, white blood cell count, etc.; students will learn the functions of: physiological systems, food, energy, temperature, muscle, internal transport, oxygen, carbon dioxide, excretion, water and salts; students will learn the integrative nature of physiology by studying the interaction of the various animal body’s systems to produce homeostasis; students will develop a hypothesis and an experimental design for testing their hypothesis; students will conduct research and collect data according to their experimental design; students will present their research in written form according to standards used by typical scientific, peer-reviewed journal articles; students will present their research in oral form using Power Point slides and standard scientific meeting protocol. For all components that are examined within each topic in the schedule, the student will be expected to:

1. Understand and correctly use scientific and clinical terminology.
2. Recognize and identify structures in different species including their components.
3. Understand and explain how structures and their components interact to perform one or more functions.
4. Discuss homeostatic control mechanisms that regulate a particular structure/function, and what in turn that particular structure/function regulates.
5. Explain the structural and/or functional bases of selected clinical conditions, dysfunctions and
disease states that help to explain the normal structure and function of the body by perturbing it.

6. Compare and contrast adaptations to extreme environments - Special topics-

By the end of this course, students should be able to:
1. Understand and correctly use scientific and clinical terminology.
2. Recognize and identify structures in different species including their components.
3. Understand and explain how structures and their components interact to perform one or more functions.
4. Discuss homeostatic control mechanisms that regulate a particular structure/function, and what in turn that particular structure/function regulates.
5. Explain the structural and/or functional bases of selected clinical conditions, dysfunctions and disease states that help to explain the normal structure and function of the body by perturbing it.
6. Compare and contrast adaptations to extreme environments- special topics.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

The instructor of this course will provide the students with: (1) information in the form of PowerPoint lecture notes posted on Blackboard, in-class lectures, films, handouts, in-class exercises, assigned readings, hands-on exercises, quizzes and supplemental readings; (2) specimens and models for hands-on examination in the laboratory; and (3) advice, supervision and guidance. The laboratories are designed to augment and promote the overall learning process. However, topics currently being covered in lecture may not always coincide with the topics currently being covered in laboratory.

H. MAJOR COURSE REQUIREMENTS AND GRADING

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

A ≥ 90% > B ≥ 80% > C ≥ 70% > D ≥ 60% > F

Please note: For privacy reasons I cannot reveal grades over the telephone or by e-mail. If you wish to know your grade before the official grade reports are posted, or wish to discuss your grade, please see me in person.

This course is designed so that lecture contributes 75% of your grade, and laboratory contributes 25% of your grade. The laboratory grade is part of your final grade; it does NOT stand on its own:

Lecture: 70%
Laboratory: 30%
TOTAL PERCENTAGE POSSIBLE: 100%
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
<th>% OF FINAL GRADE</th>
</tr>
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<tbody>
<tr>
<td>Lecture Examinations (3) and/or Final(1)</td>
<td>550</td>
<td>55%</td>
</tr>
<tr>
<td>Lecture Quizzes (3)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Laboratory Examination (2)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Laboratory Pre-Lab Reports (10)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Laboratory Reports and Presentation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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**Lecture Examinations:** I will give three examinations (100 percentage points each), taking questions for these tests primarily from material covered in the lectures, from handouts and other assignments, and from readings in the Human physiology an integrated approach. 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 sequential (i.e., each examination covers material from one specific section of the course). The FINAL is comprehensive (250 points) (i.e., covers material from the entire course).

**Lecture Quizzes (Q):** Three quizzes worth 50 points each will cover the “memorization” topics.

**Laboratory Examinations:** There will be 2 laboratory examinations of 50 points each for a total of 100 points representing 10% of the overall grade. The laboratory examinations that will test your ability to set up one of the laboratory previously done in class and obtain data. Laboratory examinations can also include reports of results or/and response to questions.

**Laboratory Reports and Presentations:** There will be laboratory reports due the following week of the laboratory as well as laboratory explorative presentations. The content and the format will be defined during the laboratory. The average from these evaluations will be your grade on the Laboratory Reports for a total of 150pts or 15% of your overall grade.

**Laboratory Pre-Lab Reports:** There will be Pre-Laboratory synoptic short reports of 5 points each to be typed and provided to the instructor at the beginning of each laboratory. The format will be: 1) Title of the Experiment; 2) Background; 3) Hypothesis; 4) Materials (and Methods) [Example: 1) Title: Human Electromyography; 2) Background: The body conduct electricity, and bodily electrical changes can be measured; 3) We hypothesize that global muscle electrical activity can be measured. 3bis) (when required by instructor) Aim: We aim to demonstrate that skin surface electrodes allow to measure global muscle electrical activity; 4) Materials (and methods): Here just list the main equipment you are using]. The total amount of points for the pre-lab reports will be of 50 pts which is 5% of the overall grade.
## I. COURSE CONTENT/TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE (BY DAY OR WEEK)</th>
<th>TOPIC</th>
<th>REVIEWS</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (May 30)</td>
<td>Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Endocrine System</td>
<td></td>
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<tr>
<td></td>
<td>Endocrine System (ed)</td>
<td></td>
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<tr>
<td></td>
<td>Nervous System</td>
<td>Group Review 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Nervous System (ed1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nervous System (ed2)</td>
<td></td>
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<tr>
<td></td>
<td>Nervous System (ed3)</td>
<td>Group Review 2</td>
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<tr>
<td></td>
<td>Respiration- TEST 1</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Respiration (ed)</td>
<td>Group Review 3</td>
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<tr>
<td></td>
<td>Cardio Vascular System</td>
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<tr>
<td></td>
<td>Cardio Vascular System (ed)</td>
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<td></td>
<td>Cardio Vascular System (ed)</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Cardio Vascular System (ed)</td>
<td>Group Review 4</td>
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<td></td>
<td>Water Balance, osmoregulation, Excretion- TEST 2</td>
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<tr>
<td></td>
<td>Water Balance, osmoregulation, Excretion (ed)</td>
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<td></td>
<td>Water Balance, osmoregulation, Excretion (ed)</td>
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<tr>
<td>Week 5</td>
<td>Metabolism, Energy- TEST 3</td>
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<tr>
<td></td>
<td>Metabolism, Energy</td>
<td></td>
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<tr>
<td></td>
<td>Thermoregulation, Extreme Ambiances, Homeostasis</td>
<td>Group Review 6 and Presentations</td>
</tr>
<tr>
<td>W5- 06/30</td>
<td>FINALS</td>
<td></td>
</tr>
</tbody>
</table>
Note: Changes in this course schedule 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.

Attendance to laboratory sessions is mandatory and tardiness is unacceptable. You will be counted absent if you arrive more than 15 minutes late at a laboratory class, or if you leave early. If you are counted absent you will not be allowed to do the quiz for that day resulting in a zero.

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 \textit{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.

\textbf{There are \textit{NO} individual make-up examinations.}

\textbf{Extra Credit}

Individual extra credit is \textit{not} possible, but extra points are built into all examinations (as extra questions). Additional opportunities for the entire class to earn extra bonus points \textit{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—\textit{period}.

\textbf{Cell Phone Use}

Cellular phones, pagers, and other “beepers” must be silenced BEFORE you enter the classroom and in your bag.

\textbf{Food in Class}

No food is allowed in the classroom or laboratory. Water is allowed in the lecture (providing you keep the classroom clean), but not in the laboratory.

\textbf{Classroom/Professional Behavior}

\textit{You are responsible adult university students. I will treat you as such, and I will expect you to act as such.}

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

\begin{itemize}
  \item You must be prepared to present a photo ID at all examinations.
  \item 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.
  \item If you leave an examination room—for any reason—you must hand in your answer sheet and you will \textit{not} be allowed to resume the examination. Attend to personal matters (e.g., rest room visits) before the examination.
  \item Be on time! \textit{Anyone arriving after the first test-taker has completed an examination and left the room will not be allowed to take that examination.}
  \item Cheating and plagiarism are unacceptable behaviors.
    \begin{itemize}
      \item Students are not to give or receive help during testing
      \item Students are not to submit any work that is not their own product
    \end{itemize}
\end{itemize}

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.

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.

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.

• 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.

• **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.

• **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/) 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, and the College of Science and Engineering Grade Appeals webpage at 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 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/

• 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.

L. OTHER INFORMATION

• Supplemental instruction (SI), Tutoring, and Other Services: To be successful in this course, and most others, you must cultivate good note-taking skills, organization skills, study habits, and test-taking strategies from the very beginning. Your lecture and laboratory instructors are always available for help, but don’t wait until it is too late! Students who have done well in this class in the past may have been hired to lead Supplemental Instruction (SI) sessions outside of class meeting times. You will receive a schedule of SI sessions separately from this syllabus. Please take advantage of your SI leader’s expertise. Attend SI sessions on a regular basis; don’t wait until the session before an examination to start attending SI sessions. A great way to prepare for the comprehensive final is to attend the SI session just after an examination. At these sessions, your SI leader can review any questions you had difficulty answering correctly. Asking questions about the questions you did not answer correctly will help you answer other questions about that concept correctly if they appear on the comprehensive final. The Center for Academic Student Achievement (CASA) (825-5933) provides free tutoring, test-taking strategies, and extra help. Take advantage of this service! The center is an invaluable source for help. Should you have test anxiety, stress problems or need help with study skills, the University Counseling Center (University Center, 825-2703) also provides a free service.

• Academic Advising: The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor,
and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

- 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.