ANATOMY AND PHYSIOLOGY II  
BIOL 2402.041/.042/.051/.052  
Department of Life Sciences  
SPRING – 2018

A. COURSE INFORMATION

Course number/section: BIOL 2402.041-042-051-052 CRN 50143-53643-53644-53645  
Class meeting time: TR 03:30-04:45PM

Class location: EN 106  
Course Website: (Island Online/Blackboard Portal) https://bb9.tamucc.edu  
Multiple Laboratory Sections meet in ECMS-107 (different times, days, instructors)

B. INSTRUCTOR INFORMATION

Instructor: Dr. Christine Gerin (Ph.D.)  
Office location: Engineering Building (EN)-319F  
Office hours: M 5 pm to 6 pm – TR 1-3pm  
Telephone: (361) 825-3489  
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 note on the appropriate office or laboratory door.  
Teaching Assistants: TBA  
SI: TBA

C. COURSE DESCRIPTION

Catalog Course Description
Structure and function of the human body emphasizing biological chemistry, cell biology, tissues, and integumentary, skeletal, muscular and, nervous systems. Not recommended for majors in the College of Science and Engineering. To count this course toward a major in the Department of Life Sciences, student must demonstrate that it is required by professional schools in his or her career track and obtain approval for a substitution from his or her faculty mentor. Students may not receive credit for both this course and either BIOL 3425-Functional Anatomy or BIOL 3430-Physiology. Semester Credit Hours (SCH) from this course may count toward the 6 SCH in the Life and Physical Sciences Foundational Component Area and/or the 6 SCH in the Component Area Option of the University Core Curriculum. Co-requisite: Safety training given in SMTE 0091 - Biological Laboratory Safety Seminar is required for continued participation in this course. Not recommended for Biology or Biomedical Sciences majors.
Expanded Course Description
This course seeks to give students an understanding of the human organism by examining its components and their interactions. Anatomy meaning: “ana”: separate from; “tomy”: cut open. Physiology is the study of the function of living organisms, the study of how the human body function. Broadly, students will study the structure and function of the human body through the study of different organ systems. The lectures we will cover topics that range from microscopic anatomy to gross anatomy and from cellular function to organ systems physiology. Although the main emphasis of this course is an understanding of the structure and function of the normal human body, we will also discuss how abnormal conditions to serve as natural experiments that help to elucidate normal structure and function. To do well in the course, students must attend and participate in lectures and laboratories, read the assigned material and mentally organize information from their instructors, their readings and their laboratory work.

General Description of the Lab:
Lecture and Lab combine to form your overall grade (Lecture=75%; Lab=25%)
Labs are:
- **Complementary to the lecture** – meaning the material will relate to lecture, but will not duplicate lecture material (neither will lecture material duplicate lab content)
- **Hands on training** – labs provide an opportunity for you to interact more directly with anatomical structure and function than is possible in the lecture – you should take the lab component seriously
- **Independent learning opportunities** – you will not receive “lectures” in lab. Your TA will not “give” you the answers. Your job is to use the lab guide and the guidance of your TA to explore the structures and systems that you have been assigned for the day.

Labs are NOT:
- **SI sessions for Lecture** – you have SI instructors that are there to help you with the lecture material. Your lab TA’s job is to guide you through the lab and help you answer questions about the lab material, they are not there to explain lecture material.
- **Duplications of lecture material** – you should expect material in the lab to be very different from that of lecture. Certain topics are better covered with three dimensional models and dissections that with lectures, and those topics are left to the lab.

D. PREREQUISITES AND COREQUISITES
**Prerequisites**- BIOL 2401 (Anatomy and Physiology I)
**Corequisites:** 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


Required Laboratory Manual:
* Biol 2401 Lab Guide – will be provided via blackboard

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.)

Optional Textbooks or Other References
Also, several “wikibooks”:

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.

Student Learning Outcomes: Upon completion of this course, for all components that are examined within each topic in the schedule, the student will be able to:
1. Understand and correctly use scientific and clinical terminology.
2. Recognize and identify structures in the human body 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.

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. 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 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 percentage you earn out of a possible 1000 points, which are distributed as follows:

   * Lecture grade is worth 75% of your final BIOL 2402 grade; Lab grade is worth 25% of your final BIOL 2402 grade

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% OF FINAL GRADE</th>
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<tbody>
<tr>
<td>Lecture Examinations</td>
<td>60%</td>
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<tr>
<td>Lecture Quizzes (Including Mastering)</td>
<td>7%</td>
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<tr>
<td>LC seminar grade</td>
<td>3%</td>
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<tr>
<td>Pop Up Challenge Questions</td>
<td>5%</td>
</tr>
<tr>
<td>Laboratory Grade</td>
<td>25%</td>
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Lecture Examinations: I will give four examinations (100 percentage points for the 3 first and 300pts for the final however see below dropping options), taking questions for these tests primarily
from material covered in the lectures, from handouts and other assignments, and from readings in *Fundamentals of Anatomy & Physiology*. 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. 100pts each = 300pts; each examination covers material from one specific section of the course). The final examination is comprehensive (i.e., 300pts; covers material from the entire course), and redemptive (i.e., it can count as nothing 0 pts; it can replace a single examination; 100pts; or it can be your *entire* examination grade; 600pts). Thus, your examination grade can come from a percentage derived from…

1) the final examination alone…

*or* 2) the average of the three examinations …

*or* 3) the average of the two highest examinations with the final used to replace the lowest examination…

… whichever method gives you the highest percentage.

*All examinations are taken without documents including without electronic devices including, phones and watches. This means that for examinations you will be allowed a pen and/or a pencil, that is it. Talking during examination is prohibited, doing so will terminate your ability to continue on working on your examination and you will be asked to leave.*

*At all examinations, you will be placed in the room by the instructor. This might not be your preferred place.*

**Lecture Quizzes**: Four quizzes (Review Quiz 1, 2, 3, 4) worth 10% of the total grade each will cover the “memorization” topics (for example—from A&P II—hormones names and gland of secretion…) and understanding of the physiology, and they will cover several chapters. Those review quizzes will be posted on Wiley Plus.

**Other non graded lecture quizzes** *might* be given/posted on Wiley Plus for training purpose after individual chapters or when judged appropriate. There is no advance schedule for those quizzes. Those quizzes will be on Wiley Plus as well.

**Pop Up Challenge Questions**: There will be group challenge questions to work on for 10 minutes during class time- Those will be graded- (5% of your overall grade)

**Pop Up In Class Fun Quizzes**: The whole class participate-

**Laboratory**: Laboratory activities and grading criteria will be explained via a separate laboratory syllabus provided to you by the Lab Instructor. The lab will account for 25% of your overall grade.

**Letter Grades**: Your final letter grade will be based on your average in lecture and laboratory. 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:
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>WEEK/DAY</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>01/16</td>
<td>Introduction</td>
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<tr>
<td>T</td>
<td></td>
<td>Endocrine System (1) Chap18</td>
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<td><strong>WEEK 2</strong></td>
<td>01/23</td>
<td>Endocrine System (2))</td>
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<td>R</td>
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<td>Endocrine System (3))</td>
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<tr>
<td><strong>WEEK 3</strong></td>
<td>01/30</td>
<td>Respiratory System Chap23</td>
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<tr>
<td>T</td>
<td></td>
<td>Respiratory System (2)-</td>
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<tr>
<td></td>
<td></td>
<td>(Home- GRADED-QUIZ - Endocrine +Respiratory)-</td>
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<tr>
<td><strong>WEEK 4</strong></td>
<td>02/06</td>
<td>Class Group Review 1- Endocrine +Respiratory</td>
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<tr>
<td>R</td>
<td>02/08</td>
<td><strong>EXAM1</strong></td>
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<td><strong>WEEK 5</strong></td>
<td>02/13</td>
<td>Cardio (1) BLOOD Chap19</td>
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<td>Cardio Vascular System- Blood Vessels (2) Chap 21</td>
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<td>R</td>
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<td>Cardiovascular System (3) (Heart)</td>
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<td><strong>WEEK 6</strong></td>
<td>02/20</td>
<td>Heart (continued) –(4)</td>
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<td>T</td>
<td></td>
<td>Lymphatics Chap 22</td>
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<td><strong>WEEK 7</strong></td>
<td>02/27</td>
<td>Digestive System (1)- Metabolism – Nutrition Chap 24, 25</td>
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<tr>
<td>T</td>
<td></td>
<td>(Home-GRADED QUIZ - Cardiovascular-Blood-Lymphatic)</td>
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<tr>
<td>R</td>
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<td>Class Group Review 2- Cardiovascular-Blood-Lymphatic)</td>
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<tr>
<td></td>
<td>03/01</td>
<td><strong>EXAM2</strong> (Cardiovascular-Blood-Lymphatic)</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td>03/06</td>
<td>Digestive System (2)- Metabolism – Nutrition</td>
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<td>T</td>
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Digestive System (3)- Metabolism – Nutrition

**WEEK 9** 03/20

T  Urinary System (1) Chap 26
R  Urinary System (2)

**WEEK 10** 03/27

T  Fluid, Electrolyte and Acid/Base Homeostasis (1) Chap 27
R  Fluid, Electrolyte and Acid/Base Homeostasis (2)

**WEEK 11** 04/03

T  Fluid, Electrolyte and Acid/Base Homeostasis (3)
R  04/05  **EXAM 3** (Digestive-Metabolism-Nutrition-Urinary-Electrolyte-Acid/Base)

(Remember to bring all necessary materials for your exam on 4/05. Review your notes and practice test questions to prepare for the exam.)
| WEEK 12 | T      | 04/10 | Reproductive System1 Chap 28 |
|        | R      |       | Reproductive System2         |
| WEEK 13| T      | 04/17 | Meiosis Chap 29              |
|        | R      |       | Homeostasis (1)              |
| WEEK 14| T      | 04/24 | Homeostasis (2)              |
|        | R      |       | Catch up class-General Review|
| WEEK 15| T (only)| 05/01| Catch up class-General Review|
|        |        |       | Post test-                   |

**2402-LC THURSDAY**

**FINALS**

05/10  **FINAL LECTURE EXAMINATION (1:45 pm to 4:15 pm)**

*Reading these chapters in the book is *always* 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 Section.
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 always “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.

You can only have ONE CLASS TIME PERIOD excused absence.

Any situation that necessitates longer absences should and will be addressed through the Student Engagement and Success. 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.

Examinations are taken WITHOUT any document, including without any electronic devices

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 in-class assignments that were missed because of an unexpected, excused absence as soon as possible. Online assignments are not accepted past due date whether or not you have an excused absence. Emailed assignments are not accepted.

For some university approved, 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. Again only ONE CLASS TIME PERIOD excuse is allowed. Any situation that necessitates longer absences should and will be addressed through the Student Engagement and Success.

There are No individual make-up examinations.

Extra Credit
Individual extra credit is not possible, but extra points (bonus) might be built into all examinations (as extra questions). 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 at class time, so be in class/laboratory, be on time, and stay for the entire period. Bonus points/Extra credit point cannot be made up—period.
Cell Phone Use
Cellular phones (including text messaging), pagers, and other “beepers” must be silenced BEFORE you enter the classroom and in your bag.

Laptop Use
You may use your laptop to take notes. Any disruptive behavior on your computer (facebook, games, etc) will result in loss of points. Any other material than the current lecture is considered disruptive-

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.

Classroom/Professional Behavior
You are responsible adult university students. I will treat you as such, and I will expect you to act as such.

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

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)**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. 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. **November 15, 2017** is the last day to drop a class with an automatic grade of “W” this term.

**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 chairperson, Dr. Ed Proffitt EN319, 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/](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. Most if not all assignments must be typed, exceptionally when stated by the instructor some handwritten assignments will be accepted but 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.) Most assignment
must be typed
• Grammar counts—period! Poor grammar will cost you points—especially on assignments
and presentations.
• Spelling counts! Wrong spelling is not granted of any point. To even be considered for
partial credit, your answer must phonetically sound like the word that you are trying to
spell and not be confusable with any other word of a different anatomical structure.
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.