Anatomy & Physiology I  
Biology 2401 Learning Communities  
Department of Life Sciences  
Fall 2020

COURSE INFORMATION
Class meeting time: Online  
Class location: Blackboard & Connect  
Course Website: https://bb9.tamucc.edu/

INSTRUCTOR INFORMATION
Instructor: Dr. Judy Metcalf  
Office location: TH 134  
Office hours: Webex by appointment (email to schedule an appointment)  
Telephone: 361-825-3959  
e-mail: ivy.jones@tamucc.edu  
Appointments: I am available for consultation and extra help, but it is the student’s responsibility to request such help. If I am unavailable during office hours, I will post a note on my office door.

All communication with me via email must be through your school email address (yourname@islander.tamucc.edu). I will communicate with you through this email, so you must set up your account and check it regularly. It is your responsibility to check email frequently for important course announcements and updates. Confidential information will not be shared to any non-TAMU-CC email addresses.

COURSE DESCRIPTION
Catalog Course Description
Not recommended for majors in the College of Science and Engineering. To count this course toward a major in the Department of Life Sciences, a 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 or BIOL 3430 - Physiology.  
Prerequisite: None. Corequisite: None

Not recommended for Biology or Biomedical Science majors. Offered fall, spring and summer semesters every year.
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.

PREREQUISITES AND COREQUISITES
Prerequisites – None
Corequisites - None

REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Required Textbook(s)
- **NOTE:** You MUST access the connect assignments through blackboard, NOT by going to the MHE connect website directly. This will guarantee that the grades from your assignments will post directly to blackboard. Failure to follow this instruction may result in grades NOT transferring to blackboard. Grades that do not transfer to blackboard will be assigned a zero.

REQUIRED LABORATORY MANUAL:
- **2401/2402 Lab Manual** Fall 2020/Spring 2021 – ebook: www.mcgrawhillcreate.com/shop – **NOTE:** If you purchased the full bundle from the bookstore, you already have everything you need. If not, this is a SEPARATE code from the MHE Connect code. You need BOTH to successfully navigate the lab.

RECOMMENDED:
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.

This course seeks to give students an understanding of the human organism by examining its components and their interactions. Broadly, students will study the structure and function of the human body emphasizing on biological chemistry, cell biology, tissues level and organ systems. The lectures we will cover topics that range from transport across membranes, passive membrane properties, as well as neuron structure and function and muscle structure and functions. 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 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. 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 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.

INSTRUCTIONAL METHODS AND ACTIVITIES

This course is 100% online and asynchronous. There will be Webex question and answer sessions scheduled for each chapter during which time I will be available to answer questions about the readings and powerpoints. These will be recorded and posted on blackboard to allow you to review them. If you are unable to attend scheduled Webex sessions but have questions to want to be sure are addressed, you should post them in the designated discussion board prior to the Webex session.

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, Webex discussions, videos, handouts, exercises, assigned readings, quizzes and supplemental readings; (2) specimens and models are available via connect and will be used in lab quizzes and exams; 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.

**MAJOR COURSE REQUIREMENTS AND GRADING**

Your final letter grade is based on the following grade distribution.

* Lecture grade is worth 75% of your final BIOL 2401 grade; Lab grade is worth 25% of your final BIOL 2401 grade

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% OF FINAL GRADE</th>
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</thead>
<tbody>
<tr>
<td>Lecture Examinations and/or Final</td>
<td>35%</td>
</tr>
<tr>
<td>Connect Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Connect assignments (Pre-reading &amp; Homework)</td>
<td>10%</td>
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<tr>
<td>Shared Project with Seminar</td>
<td>10%</td>
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<tr>
<td>Lab Practical’s</td>
<td>10%</td>
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<tr>
<td>Lab Quizzes (APR / models)</td>
<td>10%</td>
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<tr>
<td>Virtual Labs</td>
<td>5%</td>
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<tr>
<td>TOTAL</td>
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Lecture Examinations:

All lecture exams will be proctored using Proctorio through MHE Connect. You will need either a camera in your computer or an inexpensive webcam for this service. You can also choose to take your exams in the computer labs on campus but you must schedule the use of these ahead of time so they can maintain social distancing measures.

I will give four regular examinations, taking questions for these tests primarily from material covered in the powerpoints, from handouts and other assignments, and from readings in Van Putte. Examinations will be online via MHE Connect and will be fill-in-the-blank, multiple-choice, matching, labeling drawings, and/or various types of “flex” questions (i.e., anything is fair game). The three examinations are sequential (i.e., each examination covers material from one specific section of the course).

The final examination is optional, comprehensive (i.e., covers material from the entire course) and is redemptive (i.e., it can replace single examination; or it can be your entire Lecture examination grade). Thus, your examination grade can come from a percentage derived from…

1) the average of the four examinations…

   or 2) the average of the four highest examinations with the final used to replace the lowest examination…

   or 3) the final examination alone…

… whichever method gives you the highest percentage.
Lecture Assignments and Quizzes

You will be provided with powerpoint files to accompany the reading and homework assignments. It is important that you review the powerpoint as this is the framework for the material you are expected to know for exams.

For each chapter I will host a Webex question and answer session where I will cover any material that you have concerns or questions about. Because not everyone will be available at the same time to participate in the Webex sessions, Webex Discussion boards will be created to accompany each powerpoint uploaded. Questions from these boards will be used as supplemental questions for the Webex Q&A sessions. If you are unable to attend those sessions but have questions you want addressed, you should post them in the discussion board prior to the Webex session. It is important that you participate in the live Webex sessions and/or post questions on the discussion board so that I can address those issues. Failure to do so will mean you will have to “teach yourself” this material and that is extremely difficult in a course like this.

Lecture Assignments and quizzes will be assigned through MHE Connect. You have unlimited attempts on assignments and 3 attempts on quizzes. The goal of the assignments is to allow you to study and interact with the material. You can and should use your textbook to help you look up the correct answers to homework questions. Quizzes are designed to allow you to test yourself on your knowledge prior to the exam. I encourage you to take the quiz at least once without the use of your notes or textbook to see where your weaknesses are and to help you see where you need to study further prior to the exam.

Laboratory Practical Examinations: Two laboratory practical examinations will be given during semester.

These will include questions from APR and Labeling and identification of structures. There may also be questions related to lab activities that you participate in through virtual labs. All labeling/identification questions will link directly to the terms lists that you will be provided with for each lab section. Questions for these laboratory practical examinations will be taken from laboratory exhibits and demonstrations, and from assigned readings in the lab manual, textbook, and connect assignments.

The Laboratory practical examination I covers the material from the first half of the semester only. The final lab practical will cover information from the second half of the course.

Laboratory Quizzes (LQ): Quizzes will be given via McGraw Hill Connect. Questions for these laboratory quizzes will be taken from the terms list and APR as well as assigned readings in the lab manual and associated material in the textbook every week. The lowest quiz score will be dropped from your final grade calculation; however, you are still responsible for that material and may be tested over that material on lab practical’s.

Laboratory Virtual Labs: Activities will be assigned through Connect and will allow you to participate in activities that These can take a variety of forms (e.g., exercises from the laboratory manual, “lab reports” on “physiology” experiments or demonstrations, case studies and online connect assignments). The lowest assignment score will be dropped from your final lab grade calculation; however, you are still responsible for that material and may be tested over that material on lab practical’s.

Letter Grades: Your final letter grade will be based on your average in lecture and laboratory. 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.

• NOTE: I round grades mathematically as a rule – so in order to be rounded to the next higher letter grade you will need to be 0.5 points from that letter grade. IF all assignments are completed (including extra credit opportunities), grades will be rounded from 1.5 points away. (Example – a student with an 89.5% would automatically receive an a, but a student who completed every assignment and extra credit who earned an 88.5% would be rounded to the next letter grade – missing even 1 assignment or extra credit eliminates this opportunity).

• I only discuss grades in person during office hours (i.e., I do not discuss grades or matters relating to grades over the telephone or by e-mail). I will not under any circumstances discuss grades, or grading issues during class time. If you have an issue with the way something was graded or want to know why a question was not correct, you will need to see me in my office. If you wish to know your final grade before the official grade report is available on Sail, please see me in person.

• We are required by the university to provide you with midterm grades at the midterm. An announcement will be made by your professor when grades have been posted. You are encouraged to discuss that grade with your professor either during office hours or by scheduling an appointment.

COURSE POLICIES

• Attendance/Tardiness

  Attendance is mandatory. This course is 100% online – you MUST make time to review the material and do the online assignments. You will be given a full week to complete each set of assignments – there will be no extensions or assignment deadline changes.

  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. 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 Exams

  Barring a doctor’s note indicating that you were physically unable to complete the work in that time, no extensions will be granted. It is ESSENTIAL that you stay on top of the work in your classes this semester – particularly in an online class.
You may always turn in assignments early. A missed grade due to absence or lateness will result in a score of ‘0’ for that assignment. Late work will not be accepted. There will be no make-ups for missed exams. If you know in advance that you will have an absence when an assignment is due, you must turn in that assignment before its due date.

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.

- **Extra Credit**
  No individual extra credit assignments will be available in this class. The grading scale is NOT subject to discussion. In other words, begging for points or last-minute extra credit will get you nowhere. There are ample opportunities for improving your grade throughout the course.

  If you find yourself struggling with class, please come talk to me during office hours and we will review concepts that may be challenging. The sooner you see me, the better.

- **Cell Phone Use** – N/A
- **Laptop Use** – N/A
- **COVID-19** – This does not apply to our class as it is online.
  Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Extra masks will be made available if needed.

**Classroom/Professional Behavior**

An online course does NOT mean open note/open book exams. I expect you will treat this course with the same level of professionalism you would in a face to face classroom. Proctorio will be used to proctor your exams and I will receive reports from them indicating potential issues. If a negative report is received for a student, that student will be emailed a copy of the report along with a warning that a repeat of the same issues in subsequent reports will result in the following:

- 10% exam grade reduction with second report
- 30% exam grade reduction with third report
- Grade of 0 on exam with fourth report

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.
- 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.

**COLLEGE AND UNIVERSITY POLICIES**

- **Academic Integrity/Plagiarism.**
  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 grade of 0 for all involved on the first instance, subsequent issues could result in an automatic failing grade and reporting to appropriate university officials.
• **Dropping a Class**
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. **July 27, 2020** is the last day to drop a class with an automatic grade of “W” this term.

• **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.

• **Grade Appeals (College of Science and Engineering)**
As stated in University Procedure 13.02.99.C0.03, 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 required 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf). 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.

• **Civil Rights Complaints**
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all
affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x5826, or visit website at Title IX/Sexual Assault/Pregnancy.

**Limits to Confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

- **Disabilities Accommodations**
  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 or visit Disability Services at (361) 825-5816 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 would 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.

**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. If SI is available, 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.)

**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.

**Tentative Lecture Schedule**

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<thead>
<tr>
<th>START DATE</th>
<th>DUE DATE</th>
<th>TOPIC</th>
<th>LAB SECTION</th>
</tr>
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<tbody>
<tr>
<td>08/19/20</td>
<td>8/22/2020</td>
<td>Ch 1 Intro</td>
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<tr>
<td>08/23/2020</td>
<td>08/29/2020</td>
<td>Ch 2 Chemistry</td>
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<td>8/30/2020</td>
<td>09/5/2020</td>
<td>Ch 3 Cell/mitosis / transport (lab 1 intro/cells) EXAM 1</td>
<td>Intro Cells</td>
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<td>09/06/2020</td>
<td>09/12/2020</td>
<td>Ch 4 Histology</td>
<td>Histology (Epithelia &amp; Conn)</td>
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<td>Ch 5: Integumentary System</td>
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<td>09/26/2020</td>
<td>Nervous – EXAM 2</td>
<td>Nervous Cranial</td>
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<td>10/03/2020</td>
<td>Nervous</td>
<td>Nervous – Post cranial</td>
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<td>Appendicular Skeleton/Joints</td>
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<td>11/01/2020</td>
<td>11/07/2020</td>
<td>Muscular tissues</td>
<td>Muscle Histo (EMG)</td>
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<tr>
<td>11/08/2020</td>
<td>11/14/2020</td>
<td>Muscular tissues</td>
<td>Muscular Upper</td>
</tr>
<tr>
<td>11/15/2020</td>
<td>11/21/2020</td>
<td>Muscular tissues EXAM 4</td>
<td>Muscular Lower</td>
</tr>
<tr>
<td>11/23/2020</td>
<td></td>
<td></td>
<td>PRACTICAL 2</td>
</tr>
<tr>
<td>12/1/2020</td>
<td>12/7/2020</td>
<td>Optional FINAL EXAMINATION (1:45PM – 4:15PM)</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>
*Chapters in Van Putte (2019); reading these chapters is always a standing class assignment. 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.