



SYLLABUS

BIOL 1064 Anatomy and Physiology II Fall 2019

Instructor: Enowachou, Jean Simon., PhD.
Section # and CRN: P05 (14517)/P85 (14518)
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Office Hours: MTWTH 4:00-5:00 pm. By appointment
Mode of Instruction: Face to Face

Course Location: P05: Room 101, P85: Room 311
Class Days & Times: P05: TR, 10-10:50 pm P85, TR, 8:00-9:50 pm
Catalog Description: BIOL 1064 Anatomy and Physiology II: 4 semester hours. An introductory course examining the organization of a human body and the mechanisms for maintaining homeostasis. Topics include metabolism, the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Designed for students who will pursue a career in nursing.

Prerequisites:
Co-requisites:

Required Texts: Bundle
 Anatomy & Physiology (Saladin, 8th ed.)
 Anatomy & Physiology Lab
 On line access code (Connect)

Recommended Texts:

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Identify the important anatomical structures in each of the state organ systems.	#1	Critical Thinking, Communication
2	Demonstrate a critical understanding of all-important physiological processes of the stated systems as well as fluid and electrolyte balance, nutrition, metabolism, pregnancy, human embryology, fetal development and human genetics.	#1	
3	Explain basic cellular functions such as protein synthesis, cellular respiration, DNA replication, and cell division.	#2, #3	Communication
4	Recognize the anatomical structures, explain physiological functions, and recognize and explain the principle of homeostasis applied to the cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive.	#4	
5	Perform Oral and Written communication of biomedical terms relative to the human body	#5	Communication

6	Collaboratively work through physiological case studies	#5	Teamwork
7	Demonstrate a critical understanding of biological physiological processes	#4	
8	Analyze quantitative and empirical biomedical datasets and graphs	#5	Empirical and Quantitative

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Each lecture and laboratory exam will focus on measuring the students understanding of the physiological processes and anatomical structures of the human anatomy.

Lecture: Minimum of four lecture exams will be given during the semester. Exams will consist of multiple-choice and short answer questions. The exams will measure the student's ability to process anatomy and physiology lexicon, identify the structural similarities and differences, process physiological processes. In addition relate concepts to clinical application and communicate their thoughts in written format. **The lecture exams count for 30% of your grade.**

Laboratory: Minimum of four practical laboratory exams will be given during the semester. One laboratory practical will be oral format. The practical examinations consist of identification of anatomical parts and physiological functions. Models and animal specimen will be utilized to test your knowledge of these systems.

The laboratory exams accounts for 30% of your grade.

Learnsmarts

LearnSmart helps students succeed by providing a personalized learning path that's based on responses to questions (right or wrong), as well as how confident they feel about the answers they provide. The program also encourages the retention of the material by identifying concepts that students are likely to forget, and directing them back to portions of the e-book to help them solidify concepts. **The Learnsmarts will be due each week and count 10% of your grade.**

Exercises – written assignments designed to supplement and reinforce course material

On-line Assignments: will be answering a collection of questions discussing scientific concepts on the chapter by using composition, labeling, classification, sequencing, true and false, matching and essay question.

Biopac Laboratory Assignments: Students are engaged in scientific inquiry by performing in group data collection, analysis and write-ups. The students will perform exercises targeting respiration, cardiovascular and muscular function. **This will count 10% of your grade.**

Case studies/Biological Topic:

Students will collaboratively engage an assigned scientific topic discussed in the course. The group is expected to written and oral presentation of their case study to the class on the assigned day. **This will count 10% of your grade.**

Comprehensive Final Exam is given at the end of each semester. The final exam accounts for 10% of your grade. The final exam schedule is set by the University. See attached final exam schedule for exact date.

***Do not schedule any activity during the final exam period (*see above dates).**

Critical Thinking, Empirical and Quantitative Core Assessment

Respiration (Lesson 12) assignment : Students observe physiologic modifications of the respiratory cycle associated with voluntarily increasing and decreasing blood carbon dioxide content by holding breath and hyperventilating. Students will qualitatively determine changes in respiratory minute volume by recording and analyzing EMGs from respiratory muscles of the thorax. This assignment will be referenced against the Association of American College and Universities Empirical and Quantitative rubric.

Teamwork, Oral and Written Communication

Case Study/Scientific Topic Core Assessment will measure the student’s ability to research, analyze and communicate information for a given case study/scientific topic. Each student will be assigned to a group to discuss the requirements of the case study. Each member of the group will be responsible for a written portion of the case study and providing a part for the oral presentation. The topics will require students to research information and compare data. After which, they will collaboratively assemble an oral presentation using Prezi to be assessed by their peers and professor. This assignment will be referenced against the Association of American College and Universities Written and Oral communication rubric, Teamwork rubric and Peer Evaluation Rubric (Herreid, C.F., 2007).

Example of Scientific Topic is a comparison of cardiovascular system disorders the students will be responsible for knowing and communicating the history, effected population, discovery and treatment of the disorder.

Grading Matrix

Instrument	Value (points or percentages)	Total
Lecture Exams	4 Lecture exams at 100 points ea.	30%
Laboratory Practical Exams	4 Practical exams at 100 pts each	30%
Learnsmart	16 Learnsmarts	10%
Assignment (Online, Laboratory Assignments, Biopacs)	10 Assignments	10%
CASE-STUDY PRESENTATION	GROUP	5%
CASE-STUDY	Individual	5%
Comprehensive Final Exam	100 points	10%

Grade Determination:
 A = 100 – 90pts;
 B = 89 – 80pts;
 C = 79 – 70pts;
 D = 69 – 60pts;
 F = 59pts or below

BIOL 1064 Tentative Schedule

<u>Week</u>	<u>Laboratory</u>	<u>Lecture</u>	<u>Online Assignments</u>
1		Syllabus	LearnSmart Chapter 18
	Safety For Syllabus/Register for Connect/ Pretest	Chapter 18 Circulatory System: Blood	
2	Exercise 29/30	Chapter 18 Circulatory System: Blood	Assignment 1 Chapter 18
	General Assembly	Chapter 19 Circulatory System: Heart	Learnsmart Chapter 19
3	Exercise 31,33, 34	Chapter 19 Circulatory System: Heart	
	Exercise 32 , BIOPAC Lesson 5 ECG	Chapter 20 Circulatory System: Vessels and Circulation	Learnsmart Chapter 20
4	Exercise 35,36	Chapter 20 Circulatory System: Vessels and Circulation	Assignment 2 Chapter 19 and 20
	Exercise 38 , BIOPAC Lesson 16 Blood Pressure	Chapter 21 Lymphatic System	Learnsmart Chapter 21
5	Lab Exam I	Lecture Exam I (18,19,20)	
	Exercise 37	Chapter 22 Respiratory System	Learnsmart Chapter 22
6	Exercise 39	Chapter 22 Respiratory System	
	Exercise 40, <i>BIOPAC Lesson 12 Pulmonary Function I</i>	Chapter 23 Urinary systems Chapter 24 Water, Electrolyte and Acid-Base Balance	Learnsmart Chapter 23/24
7	Lab Exam II	Lecture Exam II (21,22)	
	Exercise 44	Chapter 23/24	Assignment 3 Chapter 21 and 22
8	Exercise 10	Chapter 23/24	
	Dissection Chapter 23/24	Midterm Lecture Exam (23/24)	
9	Exercise 38	Chapter 25 Digestive System	
	39	Exercise 25	
10	Exercise 42	Chapter 26 Nutrition and Metabolism	Learnsmart Chapter 25/26
	Exercise 16,17	Chapter 25/26	Assignment 4 Chapter 25 and 26
11	Lab Exam III	Lecture Exam IV (25/26)	
	Honors Convocation	Chapter 27 Male Reproduction	Learnsmart Chapter 27
12	Male reproduction	Chapter 27	

	Male reproduction		Chapter 28 Female Reproduction	Learnsmart Chapter 28
13	Female Reproduction		Chapter 28	Assignment 5 Chapter 27 and 28
	Female Reproduction		Chapter 29 Human development and Aging	Learnsmart Chapter 29
14	Embryo Development		Chapter 29	Assignment 6 Chapter 29
	<i>Case Studies</i>		<i>Case Studies</i>	
15	Lab Exam IV		Exam V (27,28,29)	
	<i>Case Studies</i>		<i>Case Studies</i>	
16 <u>Final Exams</u>	<u>Final Exams:</u>			

- **Items in italics will be used for assess for compliance in foundational core areas**

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support

The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: T1-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Disability statement (See Student Handbook):

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TECHNICAL CONSIDERATIONS**Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space

- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.