

Spring 2018

# Anatomy and Physiology I & II (UNG)

Larry Gibson

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## Recommended Citation

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# Grants Collection

University of North Georgia



UNIVERSITY SYSTEM  
OF GEORGIA



Larry Gibson and Valerie Fambrough

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# Anatomy and Physiology I & II

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.



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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants Round 8

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**Award Cycle:** Round 8

**Internal Submission Deadline:** Sunday, December 11, 2016

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**Application Title:** 274

**Application ID:** #001283

**Submitter First Name:** Larry

**Submitter Last Name:** Gibson

**Submitter Title:** Lecturer of Biology

**Submitter Email Address:** larry.gibson@ung.edu

**Submitter Phone Number:** 706-867-3095

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Larry

**Applicant Last Name:** Gibson

**Co-Applicant Name(s):** --

**Applicant Email Address:** larry.gibson@ung.edu

**Applicant Phone Number:** 706-867-3095

**Primary Appointment Title:** Lecturer of Biology

**Institution Name(s):** University of North Georgia

**Submission Date:** Monday, December 12, 2016

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**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

Valerie Fambrough

Biology Program Specialist

Biology Department

valerie.fambrough@ung.edu

**Sponsor, (Name, Title, Department, Institution):**

Nancy Dalman, Chair, Department of Biology, University of North Georgia

**Proposal Title:** 274

**Course Names, Course Numbers and Semesters Offered:**

Course: BIOL 2120K; Anatomy & Physiology I

Course: BIOL 2130K; Anatomy & Physiology II

Both courses are offered fall, spring, and summer semesters of the academic year.

**Average Number of Students per Course Section:** 24

**Number of Course Sections Affected by Implementation in Academic Year:** 8

**Total Number of Students Affected by Implementation in Academic Year:** 192

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Current Required Materials: Required Materials: Anatomy & Physiology textbook packet by Marieb & Hoehn; 5<sup>th</sup> edition; \$285.58. TOTAL COST: \$285.58

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** \$285.58

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** \$285.58

**Projected Total Annual Student Savings:** \$54,831.36

**Creation and Hosting Platforms Used ("n/a" if none):**

n/a

**Proposal Category:** OpenStax Textbooks

**Final Semester of Instruction:** Fall 2017

**Project Goals:**

## **Goal I**

The first goal of this project is to provide my projected 192 students taking Anatomy & Physiology I (2120K) and Anatomy & Physiology II (2130K) during the grant period at the University of North Georgia, Dahlonega campus, a free quality required A&P textbook from OpenStax, thereby, removing one of the major barriers that students encounter in pursuing higher education in general, and their specific career aspiration of being a member of the healthcare professions in particular by saving each student \$285.58.

## **Goal II**

The second goal of this project is to offer to other UNG anatomy & physiology I and II instructional colleagues evidence of the equal quality and pedagogic efficacy of the free OpenStax A&P textbook as compared to the required high-cost traditional commercial A&P textbook. Therefore, hopefully, they will choose to adopt the free OER textbook and thereby help approximately an additional 1,508 UNG students per year save \$430,654.64.

The quantitative and qualitative data and analyzed results of this textbook transformation will be actively communicated to all A&P instructors across all five UNG campuses for their review.

## **Statement of Transformation:**

Anatomy & Physiology I and II are two of the largest enrollment courses in the Department of Biology at the University of North Georgia (UNG). The team's transformation is to replace the required existing high-cost commercial textbook with the free online version of OpenStax's anatomy & physiology textbook.

There are between 1,500 to 1,700 students who take these courses every academic year at the five UNG campuses, with between 900 to 1,000 of those students taking the courses at Dr. Gibson's home campus of Dahlonega, and approximately 17 faculty members who teach them across all five campuses. A common statement made by many of these students to the faculty is that the cost of required materials for these courses cause them a significant financial burden. In my experience, there are many students who do not purchase, because of this financial hardship, all the required course materials, especially the textbook. They are at a cognitive disadvantage and thus are more disposed to performing below their intellectual capability.

The transformative impact of this project will be to make these high enrollment courses more affordable, and thereby, greatly reducing the emotional and intellectual drain on students; thus permitting them to engage more intellectually in the course and be more likely to successfully complete the course (U.S. Public Interest Research Group, 2014).

## **Transformation Action Plan:**

Dr. Larry Gibson: Principle Investigator; will oversee the project from start to its completion including: submission of the ALG transformation proposal, working with OpenStax personnel to

assure the availability of its anatomy & physiology textbook for the students, identification and adoption of any other course appropriate open educational resources (OERs), development of related course materials such as PowerPoints and a test bank that supports the OpenStax A&P textbook. The team will work to inform the other faculty members that teach these courses of the pedagogic quality, availability, and student benefits of the free OpenStax A&P textbook and other developed support materials that result from this project. Dr. Gibson will actively share his resultant syllabus and instructional redesigns.

Mrs. Fambrough will proofread, edit, and transcribe test questions, lecture outlines, and study notes compiled by Dr. Gibson, and other faculty members who wish to provide this type of material.



**Quantitative & Qualitative Measures:** Both quantitative and qualitative methods will be utilized to measure and evaluate the success of the transition from the use of a high-cost-to-student A&P commercial textbook to free-to-student OER OpenStax A&P textbook.

The data collection for this project will begin with the Spring 2017 semester and the results collected from the Spring, Summer, and Fall 2017 semesters will be analyzed and utilized to evaluate the success of this textbook transformation project.

Quantitative data: All quantitative data from the pre- and post-transformation courses taught by Dr. Gibson will be analyzed by the paired t-test.

1. DFW rates  
I expect the DFW rate to significantly decrease because of anticipated increased student utilization (completing reading assignments) of the OER textbook.
2. Students' Exam Scores and Final Course Grade  
This is to evaluate if the adoption of a free and immediately accessible online textbook can improve students' learning and performance on exams and final course completion because they will have access to the required A&P textbook even before the first day of classes.

Qualitative data: All qualitative data will be collected via online surveys developed by the Qualtrics web-based survey software. The surveys' results will be analyzed and compared between pre-transformation and post-transformation classes.

The qualitative data obtained via these student surveys will help measure students' perception and opinions about the quality, readability, design, helpfulness, and overall evaluation of the OER textbook.

**Timeline:**

January 9, 2017 – April 28, 2017: Teach two courses of A&P I (BIOL 2120K) and two course of A&P II (2130K) – 96 students – using the OpenStax anatomy and physiology textbook.

May 22, 2017 – May 26, 2017: Assess collected data and create a summary report.

August 2017 – December 2017: Teach two courses of A&P I (BIOL 2120K) and two course of A&P II (2130K) – 96 students – using the OpenStax anatomy and physiology textbook.

December 4, 2017 --- December 22, 2017: Assess collected data and create a summary report

December 28, 2017: Complete and submit a final report.

**Budget:**

Supplemental (extra) Salary for Dr. Gibson: \$5,000

Support for travel for Dr. Gibson to attend Grant Kick-Off Meeting: \$400

Supplemental (extra) Salary for Mrs. Fambrough: \$5,000

Support for travel for Mrs. Fambrough to attend Grant Kick-Off Meeting: \$400.00

TOTAL: \$10,800

**Sustainability Plan:**

These two courses are high-demand courses that are offered every semester. Dr. Gibson, an A&P instructor for UNG's Dahlonega campus, and other interested faculty members will be able to access student feedback and make improvements to the OER material every semester. Assessments and recommendations will be shared with other colleagues who also teach these courses. It is the team's intent to continue the use of these OER materials and to increase the adoption of these materials by other faculty members who teach the courses.

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## Grant Proposal Narrative:

This grant proposal is for \$10,800 that will be used by the team members to facilitate the transition of using a required high-cost commercial anatomy & physiology textbook to adopting an OpenStax's free online version anatomy & physiology textbook.

Initially, eight sections (192 students), will be involved in this transition. This small initial transition will save UNG students approximately \$54,831 per academic year. If in the future, this transition was implemented across the five UNG campuses by all the faculty members that teach BIOL 2120K and 2130K (Anatomy & Physiology I & II respectively), it would result in an approximate \$430,655 educational cost savings per academic to UNG students.

## Resources:

Allen, I.E. & Seaman, J. (2014). Opening the curriculum: opening educational resources in US Higher education. Babson Survey Research Group/Pearson. Retrieved from: <http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf>

Bliss, T.J. Hilton III, J. Wiley, D. & Thanos, K. (2013). The cost and quality of open textbooks: Perceptions of community college faculty and students. *First Monday*, 18(1). Retrieved from: <http://journals.uic.edu/ojs/index.php/fm/article/view/3972/3383>

Bonner, B. (2014). Neebo survey finds college students worry more about textbook costs than College tuition for spring semester. Nebraska Book Company/Neebo. Retrieved from: <http://www.nebook.com/wp-content/uploads/2014/12/Neebo-Survey-Press-Release.pdf>

Petrides, L. Jimes, C. Middleton-Detzner, C. Walling. J. & Weiss, S. (2011). Open textbook Adoption and use: Implications for teachers and learners. *Open Learning: The Journal of Open, Distance and e-Learning*. 26(1). Retrieved from: <http://www.tandfonline.com/doi/full/10.1080/02680513.2011.538563>

Senack, E. (2014). Fixing the broken textbook market: How students respond to high textbook costs and demands alternatives. U.S. PIRG Education Fund & The Student PIRGs. Retrieved from: <http://www.studentpirgs.org/sites/student/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>



8 December, 2016

Dear ALG Review Board,

I am writing this letter to support Dr. Larry Gibson's *Affordable Learning Georgia Textbook Transformation Grant* proposal. University of North Georgia (UNG) formed 3.5 years ago through the consolidation of North Georgia College & State University and Gainesville State College. The new institution now serves over 18,000 students, from 132 Georgia counties and 98 different countries, spread across five distinct campuses. Unlike many USG institutions, enrollment at UNG has continually risen over the past several years and retention and 6 year graduation rates are among the highest in the state.

Dr. Gibson teaches our Human Anatomy and Physiology (A&P) courses at the Dahlonega campus. These high – demand courses are required for all pre – nursing and exercise science majors, and typically serve approximately 1,000 student per year, just on the Dahlonega campus. Dr. Gibson is planning on developing No – Cost – To – Students learning materials by using a rigorously peer – reviewed OpenStax textbook. Dr. Gibson has already begun vetting the OpenStax Human Anatomy and Physiology textbook and found it comparable in scope and rigor to the existing traditional textbook currently used at UNG. I feel confident that implementing this book will provide students with the same quality resource that they get with the hard – copy book, without the hefty price – tag. Further, I suspect that once other A&P instructors see the anticipated success of Dr. Gibson with this resource, they will be eager to adopt it as well; our goal is to implement this resource throughout all sections of A&P.

Finally, Dr. Gibson plans on qualitatively and quantitatively assessing student learning and perceptions using these new course materials, which will be compared against students using a traditional textbook in the course. The biology department will provide financial support to allow Dr. Gibson the opportunity to present his findings at a teaching and learning conference and will also underwrite the cost of any materials needed to conduct analyses of learning outcomes.

Thank you very much for your consideration of this proposal and please do not hesitate to contact me at (706)867-2831 if you have any more questions.

Sincerely,

Nancy Dalman, Ph.D.  
Professor and Department Head of Biology

# Syllabus

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# Biology 2120K: Human Anatomy & Physiology I

Fall 2017: CRN: 4989 Section DC & CRN: 4990 Section DD --- August 21<sup>st</sup> – Dec 8<sup>th</sup>

## Course Syllabus

*University of North Georgia*

**Instructor:** Dr. Larry E. Gibson, D.C.

**E-mail Address:** larry.gibson@ung.edu

**Office Location:** 119/E: Health & Natural Sciences Bldg.

**Office Hours:** M-3:00-4:00pm; T- 10:00-12:00am; W- 1:00-1:50pm & 3:00-4:00pm; TR- 10:00-12:00am & 3:30-4:00am;  
F- 1:00-1:50 pm

**Office Phone:** 706-867-3095 **Personal Cell:** 770-366-9045

### Course Information

**Biology 2120K: Human Anatomy & Physiology I**

**4 semester hours**

**Meeting times:** **Section DC:** M-W-F 2:00 p.m. – 2:50 p.m. (**LECTURE**); HNS 149

Wednesdays 8:00 – 9:50 a.m. (**Lab**); HNS 207

**Section DD:** M-W-F 2:00 p.m. – 2:50 p.m. (**LECTURE**); HNS 149

Wednesdays 10:00 – 11:50 a.m. (**Lab**); HNS 207

### Course Description

A&P I is the first of two courses addressing the structure and function of the human body. Topics include a review of basic cytology and biochemistry, general histology, the Integumentary system, the musculoskeletal system, and the nervous system. The level of course content is designed to be applicable to all majors and will focus not only on understanding the anatomy and physiology of the human body but applying that to common injuries, diseases and stages of life. The content of this course meets standards appropriate for an undergraduate learning level experience.

**SPECIAL NOTATION: Withdrawal from this class.**

**W limit:** A student can withdraw once from this course and then take the course a second time. A student can withdraw the second time, but **will not be allowed to register for the course again**. In other words, you only get one withdrawal and one re – register opportunity. If you get a failing grade the second time, you can register again. **Medical or other hardship withdrawals are exempt from this policy, and you can appeal to Dr. Nancy Dalman, Biology Department Chair, for an override.**

## **Course Objectives**

1. Students will analyze anatomical structures in relationship to their physiological functions. This includes but is not limited to:
  - a. Applying correct terminology when explaining the orientation of body parts and regions.
  - b. Investigating the interdependence of the various body systems to each other and to the body as a whole.
  - c. Explaining the role of homeostasis and its mechanisms as these related to the body as a whole and predict the consequences of the failure to maintain homeostasis.
  - d. Relating cellular metabolism and transport to homeostasis and cellular reproduction.
  - e. Describing how structure and function are related in terms of cell and tissue types.
2. Students will analyze the interdependence of the Integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body. This includes but is not limited to:
  - a. Relating the structure of the Integumentary system to its functional role in protecting the body and maintaining homeostasis.
  - b. Explaining how the skeletal structures provide support and protection for tissues.
  - c. Describing how muscle and skeletal structures function together to make movements possible
3. Students will assess the integration and coordination of body functions and their dependence on the nervous system to regulate physiological activities. This includes but is not limited to:
  - a. Interpreting the interactions of senses and nerves which make possible the coordination of functions of the body.
  - b. Investigating the physiology of electrochemical impulses and neural integration, tracing the pathway of an impulse, and relating biochemical changes involved in the conduction of the impulse.
  - c. Describing how the body perceived internal and external stimuli and responds to maintain a stable internal environment as it relates to biofeedback.

## **Required Material**

*Anatomy and Physiology*. OpenStax College, Rice University, 2013. ISBN-13:978-1-938168-13-0. This text is obtainable **FREE** online at <https://openstax.org/details/anatomy-and-physiology>. **See bookstore for hardcopy.**

Marieb, Elaine N. *Essentials of Human Anatomy & Physiology Laboratory Manual*. 7th ed. Pearson Education, 2015. ISBN-13: 978-0-321-94791-8.

A set of **colored pencils** and a supply of 8.5 X 11 inch copier paper.

## **Methods of Instruction**

There is a lecture portion and a lab portion of this course. The lecture portion will consist of a combination of PowerPoint's, discussions, and short movies that will help you gain a basic understanding of the form and function of the human body. The lab portion is then your opportunity to have hands-on experience with models and dissections in order to "experience" what was discussed in lecture. In most cases the lab will complement the lecture fairly well. However, due to scheduling and time constraints some weeks they may cover different material.

## Evaluation Methods

You will have lecture exams, in-class & in-lab quizzes, lab reports, homework assignments, and lab exams that will contribute to your final grade. **If you miss an in-class or in-lab quiz or assignment because of an unexcused absence, you will not be able to make those points up.** Lecture exams consists of multiple choice, true/false, and fill in the blank questions, and may include diagram labeling and/or identification, short answer, and short essay questions designed to test your understanding of more difficult concepts and your ability to apply knowledge to novel situations. **3 to 5 (chapters specific) lecture exams** will be given throughout the semester. Dates of exams will be announced at least one week before the exam date. In addition to those exams, a **cumulative FINAL EXAM** will be administered during finals week (see “Course Content” for date/time). **Each Lecture and Lab exam, quiz, report, homework assignments, and Final exam is worth 100 points.**

In addition to lecture assessments, your final grade will also include **LAB ASSESSMENTS**. You will have **2 laboratory exams**. Due to the amount of time it requires to set these exams up, **laboratory exams CANNOT be made-up. NO EXCEPTIONS!** Chapters in the lab manual will be assigned for each lab topic. I will let you know what portions to complete. Important: If you were absent at a lab for an unexcused reason, you cannot turn that particular chapter in for credit – **by being absent you forfeit the points.**

**DO NOT MISS EXAMS** – missing one without serious/unavoidable circumstances AND proper documentation will result in a grade of zero for the exam. If such a situation does arise (I hope not), proper documentation must be provided to me *within two days* of the absence; decisions of how to deal with the situation will be decided on a case-by-case basis. **You may be permitted to make up a lecture exam; but once again, lab exams cannot be made up.**

**Note:** *It is essential that you keep your own record of your grades. Keep all graded assignments as well should any discrepancy arise. You should be able to calculate your own grade at any time during the semester based on the following:*

### Grading Policy

#### **Grade Breakdown:**

Lecture Exams (3-5)	45% of grade
Final Exam-	15%
Lab Exams (2)	25%
Lab & Lecture assignments/quizzes/ & homework assignments	15%

#### **Grading Scale:**

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

**NOTE: I will use D2L to record and report your grades.**

### General Expectations, Rules and Policies

#### **Class Preparation**

Chapters listed under “Course Content” constitute the assigned readings. We will not cover in lecture everything in the chapters; however, you are responsible for everything in the chapters and could be tested on anything in the chapters. **I strongly recommend that you read each chapter, or intended lecture material, BEFORE LECTURE and then AGAIN AFTER LECTURE.**



## Cell Phones

Due to emergency notification purposes, you MAY have your cell phone on during regular class, but it must be on vibrate. **NO TEXTING ALLOWED IN LECTURE OR LAB.**

## Safety Issues

Food/drinks: for health reasons, these items are prohibited in lab.

## Communication ( e-mails )

Communication between the instructor and the students will be made through e-mail. I may send class reminders/announcements through e-mail to your school email account so please check your northgeorgia email or you may be missing out on potentially important information.

## Late Assignments

I will accept late assignments, but only up to one week from the due date and the highest grade you can make on any late assignment is a 70. In order to receive a 70, you must turn in a perfect paper (what would have been a 100)

## Attendance/Class Participation

Attendance is **MANDATORY** in both lab and lecture for successful completion of the course. Lecture and Lab starts at the stated times. You are expected to be on time for both.

## ACADEMIC SUCCESS PLAN PROGRAM

UNG has implemented an Academic Success Plan Program to identify and provide assistance to at-risk undergraduate students. Refer you to your campus Academic Advising Center for the development of strategies that will enhance your academic success. You will be expected to take advantage of advising and other campus resources to achieve your academic goals.

## STUDENTS WITH DISABILITIES

University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

### **Contact Information for Disability Services:**

§ Gainesville Campus: Carolyn Swindle, Assistant Director, carolyn.swindle@ung.edu, Dunlap-Mathis Building, Room 107, 678-717-3855

§ Dahlonega Campus: Thomas McCoy, Assistant Director, thomas.mccoy@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782

§ Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202

§ Cumming Instructional Site: Nicola Dovey, Director nicola.dovey@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470239-3119.

## ACADEMIC INTEGRITY POLICY

**Student Code of Conduct:** Please review the [Student Code of Conduct](#) located on the [Dean of Students](#) website.

**Plagiarism and Turnitin.com:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Copyright:** Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

## DISRUPTIVE BEHAVIOR POLICY

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal behavior that is disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

## CLASS EVALUATIONS

Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

## ACADEMIC EXCHANGE

Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others' convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities.

If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

## INCLEMENT WEATHER

TV and radio stations will announce if the college is closed. Information on closing will also be available on our website <http://www.ung.edu>. Students, faculty and staff who have registered under Blackboard Connect Emergency Notification System will receive information not only about college and individual campus closures but also about the status of college and campus hours, including late openings.

## ***Blackboard Connect Emergency Notification System***

Emergency situations - from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system.

If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to [emeralert@ung.edu](mailto:emeralert@ung.edu).

## **COURSE GRADES AND WITHDRAWAL PROCESS**

### **Grades: A, B, C, D, F, W, WF, MW**

**Incomplete grades (I)** - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

**IP (In Progress)** - This grade is appropriate for thesis hours, project courses, Learning Support (LS) and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a LS course or an ESL will retain this grade due to the nature of the course.

**K** - This symbol indicates that a student was given credit for the course via a credit by examination program.

**MW** – Withdrawal for military exigencies

**CR** – Credit (for Military experience)

**NR** - This symbol indicates that the grade was not reported by the instructor.

**S**- This symbol indicates that a student completed the course with satisfactory work.

**U**- This symbol indicates that a student did not complete the course with satisfactory work.

**V** - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a grade of W will be assigned as the course grade rather than a grade of V. Any audit student who is dropped by the instructor for excessive absences will be assigned a grade of W.

**W or WF** – A W grade indicates that a student was permitted to withdraw from the course without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except, in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.

### **TENTATIVE COURSE (LECTURE) CONTENT**

#### **LECTURE EXAM I**

- An Introduction to the Human Body Ch. 1
- The Chemical Level of Organization Ch. 2
- The Cellular Level of Organization Ch. 3

#### **LECTURE EXAM II**

- The Tissue Level of Organization Ch. 4
- The Integumentary System Ch. 5

#### **LECTURE EXAM III**

- Skeletal system
  - Bone Tissue and the Skeletal System Ch. 6
  - Axial Skeleton Ch. 7
  - Appendicular Skeleton Ch. 8
- Joints Ch. 9

#### **LECTURE EXAM IV**

- Muscular system
  - Muscle Tissue Ch. 10
  - The Muscular System Ch. 11

#### **LECTURE EXAM V**

- Nervous system
  - The Nervous System and Nervous Tissue Ch. 12
  - Anatomy of the Nervous system Ch. 13

#### **FINAL EXAM**

- **50 questions cumulative out of 100 questions**
- The Brain and Cranial Nerves Ch. 14
- The Autonomic Nervous System Ch. 15

**DATES to Remember:**

**Labor Day Holiday: No classes Monday, September 4<sup>th</sup>**

**Last date to withdraw with a W: Friday, October 13<sup>th</sup>**

**Thanksgiving Holiday: November 20<sup>th</sup> --- 24<sup>th</sup> 😊**

**Final Exam: December 13<sup>th</sup>: 12:40 – 2:40 p.m.**

**TENTATIVE LAB SCHEDULE**

**Section DC; Wednesdays: 8:00 a.m. to 9:50 a.m.**

**Section DD; Wednesdays: 10:00 a.m. to 11:50 a.m.**

<b><u>Week</u></b>	<b><u>Dates</u></b>	<b><u>Topic</u></b>	<b><u>Exercises</u></b>
<b><u>1</u></b>	<b><u>August 23</u></b>	<u>Lab Safety Rules</u> <u>Introduction to Microscopy</u> <u>The Language of Anatomy</u> <u>Organ System Overview</u>	<b>Exercises: 1 and 2 and Appendix A</b>
<b><u>2</u></b>	<b><u>August 30</u></b>	<b><u>Cell Anatomy &amp; Histology</u></b>	<b>Exercise: 3</b>
<b><u>3</u></b>	<b><u>Sept 6</u></b>	<b><u>Over of the Skeleton &amp; Axial Skeleton</u></b>	<b>Exercises: 7 and 8</b>
<b><u>4</u></b>	<b><u>Sept 13</u></b>	<b><u>The Appendicular Skeleton</u></b>	<b>Exercise: 9</b>

<u>5</u>	<u>Sept 20</u>	<u>Joints &amp; Body Movements</u> <u>Microscopic Anatomy and Organization of</u> <u>Skeletal Muscle</u>	Exercises: 10 and 11
<u>6</u>	<u>Sept 27</u>	<u>CONTINUATION of the:</u> <u>Microscopic Anatomy and Organization of</u> <u>Skeletal Muscle</u> <u>Gross Anatomy of the Muscular System</u>	Exercises: 11 and 12
<u>7</u>	<u>Oct 4</u>	<u>CONTINUED</u> <u>Microscopic Anatomy and Organization of</u> <u>Skeletal Muscle</u>	Exercise: 12
<u>8</u>	<u>Oct 11</u>	<u>REVIEW</u> <u>The Muscular System</u> <u>Gross Anatomy of the Muscular System</u>	
<u>9</u>	<u>October</u> <u>18</u>	<u>LAB EXAM I</u>	<u>LAB EXAM I</u>
<u>10</u>	<u>Oct 25</u>	<u>Neuron Anatomy &amp; Physiology</u> <u>Gross Anatomy of the Brain &amp; Cranial</u> <u>Nerves</u>	<u>Exercises 13 and 14</u>
<u>11</u>	<u>Nov 1</u>	<u>CONTINUED:</u> <u>Gross Anatomy of the Brain &amp; Cranial Nerves</u>	Exercises: 13 and 14
<u>12</u>	<u>Nov 8</u>	<u>Spinal Cord and Spinal Nerves</u>	Exercise: 15
		Page 9 of 11: Bio 2120K Sections DC & DD	

<u>13</u>	<u>Nov 15</u>	<p style="text-align: center;"><b>CONTINUED:</b></p> <p style="text-align: center;"><u>Spinal Cord and Spinal Nerves</u></p> <p style="text-align: center;"><u>Human Reflex Physiology</u></p>	<b>Exercises: 15 and 16</b>
<u>14</u>	<u>Nov 21</u>	<u>Thanksgiving Holiday</u>	<u>Thanksgiving Holiday</u>
<u>15</u>	<u>Nov 29</u>	<u>Review</u>	<u>Review</u>
<u>16</u>	<u>Dec 6</u>	<u>LAB EXAM II</u>	<u>LAB EXAM II</u>

## ***UNG's Honor Code***

**“On *my honor*, I will not lie,  
 cheat, steal, plagiarize, evade the truth,  
 conspire to deceive,  
 or tolerate those who do.”**

## **STUDY TIPS:**

### **1. Readings:**

- a. Prepare for both lecture and lab classes by doing assigned readings.
- b. Read the stated chapter's Outlines/Concepts, Learning Objectives, and do the Check Your Understanding sections.
- c. Break the chapter up into manageable sections and focus on one section at a time.
- d. When you have read the entire chapter, look at the chapter's Key Concepts again and make sure that you fully comprehend them. Then complete the "Review Questions" at the end of the chapter.
- e. Utilize the MasteringA&P website and the Focus Figures presented in the chapters.

### **2. Time Management:**

It is critical that you do not permit yourself to get behind in the material. I urge you allow yourself at least TWO HOURS per day to read, study, and review the material.

**3. Choose a time when you are fresh and a place where you will not be disturbed.**

**4. DO NOT WAIT TO GET HELP! I will make time to help you. I want you to SUCCEED.**

### **5. Note Taking:**

- a. **Familiarize yourself with the lecture topic BEFORE each lecture. This means doing the reading assignment BEFORE you come to class.**
- b. It is not possible to take down everything I say during lecture. Therefore, take notes on material that seem complicated to you or topics that you may need to refer to later. My lectures will always be over the material in your textbook. **READ YOUR TEXTBOOK!**
- c. Study the notes as soon as possible and fill in any gaps of information by consulting the text or seeing me.

### **6. Review:**

- a. Remember that **YOU MUST FIRST LEARN THE MATERIAL BEFORE YOU CAN REVIEW IT.**
- b. **DO NOT MEMORIZE WITHOUT UNDERSTANDING!** Try to figure things out based upon your understanding.

**GOOD LUCK! HAVE FUN! And remember, I'm here to help you succeed in this course. You should never hesitate to ask questions or ask me for help.**

**DR. GIBSON**

**NOTE: This syllabus may be adjusted if I deem it necessary.**



## Biology 2130K: Human Anatomy & Physiology II

Spring 2017: **CRN: 4982** Section **DA** & **CRN: 4985** Section **DB** --- August **21** – Dec **8<sup>th</sup>**

### Course Syllabus

*University of North Georgia*

**Instructor:** Dr. Larry E. Gibson, D.C.

**E-mail Address:** larry.gibson@ung.edu

**Office Location:** 151 Health & Natural Sciences Bldg.

**Office Hours:** **M**-3:00-4:00pm; **T**- 10:00-12:00am; **W**- 1:00-1:50pm & 3:00-4:00pm; **TR**- 10:00-12:00am & 3:30-4:00am;  
**F**- 1:00-1:50 pm

**Office Phone:** 706-867-3095 **Personal Cell:** 770-366-9045

#### Course Information

**Biology 2130K Human Anatomy & Physiology II**

**4 semester hours**

**Meeting times:** **Section DA:** Tuesdays & Thursdays: **12:30 p.m. – 1:45 p.m. (LECTURE); HNS 226**

**Mondays: 9:00 – 10:50 a.m. (Lab); HNS 207**

**Section DB:** Tuesdays & Thursdays: **2:00 p.m. – 3:15 p.m. (LECTURE); HNS 226**

**Mondays 11:00 a.m. – 12:50 p.m. (Lab); HNS 207**

**Prerequisites:** BIOL 2120K with a grade of C or higher.

#### Course Description

A&P II is the second of two courses addressing the structure and function of the human body. Topics include the special senses, and the endocrine, cardiovascular, respiratory, gastrointestinal, renal, reproductive, and lymphatic & immune systems, and an overview of nutrition, metabolism, & body temperature regulation, and fluid, electrolyte, & acid-base balance. The level of course content is designed for pre-nursing and allied health students. The content of this course meets standards appropriate for an undergraduate learning level experience as well as the standards set by nursing board exams and nursing programs.

**SPECIAL NOTATION: Withdrawal from this class.**

**W limit:** A student can withdraw once from this course and then take the course a second time. **A student can withdraw the second time, but will not be allowed to register for the course again.** In other words, **you only get one withdrawal and one re – register opportunity.** If you get a failing grade the second time, you can register again. **Medical or other hardship withdrawals are exempt from this policy, and you can appeal to Dr. Nancy Dalman, Biology Department Chair, for an override.**

## Course Objectives

Students will analyze anatomical structures in relationship to their physiological functions. This includes but is not limited to:

- a. Develop a vocabulary of appropriate terminology to effectively communicate information related to human anatomy & physiology.
- b. Recognize the anatomical structures and explain their physiological functions.
- c. Investigating the interdependence of the various body systems to each other and to the body as a whole.
- d. Explaining the role of homeostasis and its mechanisms as these related to the body as a whole and predict the consequences of the failure to maintain homeostasis.
- e. Describing how structure and function are related in terms of cell and tissue types.

## Required Material

*Anatomy and Physiology*. OpenStax College, Rice University, 2013. ISBN-13:978-1-938168-13-0. This text is obtainable **FREE** online at <https://openstax.org/details/anatomy-and-physiology>. **See bookstore for hardcopy.**

Marieb, Elaine N. *Essentials of Human Anatomy & Physiology Laboratory Manual*. 7th ed. Pearson Education, 2015. ISBN-13: 978-0-321-94791-8.

A set of **colored pencils** and a supply of 8.5 X 11 inch copier paper.

## Methods of Instruction

There is a lecture portion and a lab portion of this course. The lecture portion will consist of a combination of PowerPoint's, discussions, and short movies that will help you gain a basic understanding of the form and function of the human body. The lab portion is then your opportunity to have hands-on experience with models and dissections in order to "experience" what was discussed in lecture. In most cases the lab will complement the lecture fairly well. However, due to scheduling and time constraints some weeks they may cover different material.

## Evaluation Methods

You will have lecture exams, in-class & in-lab quizzes, lab reports, homework assignments, and lab exams that will contribute to your final grade. **If you miss an in-class or in-lab quiz or assignment because of an unexcused absence, you will not be able to make those points up.** Lecture exams consists of multiple choice, true/false, and fill in the blank questions, and may include diagram labeling and/or identification, short answer, and short essay questions designed to test your understanding of more difficult concepts and your ability to apply knowledge to novel situations. **3 to 5 (chapters specific) lecture exams** will be given throughout the semester. Dates of exams will be announced at least one week before the exam date. In addition to those exams, a **cumulative Final Exam** will be administered during finals week (see "Course Content" for date/time). **Each Lecture and Lab exam, quiz, report, homework assignment, and the Final exam is worth 100 points. Grades will be posted on D2L.**

In addition to lecture exam assessments, quizzes, and homework, your final grade will also include **LAB ASSESSMENTS**. You will have lab reports and/or quizzes for each lab and **2 laboratory exams**. Due to the amount of time it requires to set these exams up, **laboratory exams CANNOT be made-up. NO EXCEPTIONS!** Chapters in the lab manual will be assigned for each lab topic. I will let you know what portions to complete. Important: If you were absent at a lab for an unexcused reason, you cannot turn that particular chapter in for credit – by being absent you forfeit the points.

**DO NOT MISS LECTURE EXAMS** – missing one without proper documentation of an excused absence will result in a grade of zero (0) for the exam. If you do miss a lecture exam because of a documented excused absence, you must take a makeup test during my next scheduled office hours. **You will only be permitted to make up a lecture exam; once again, lab exams cannot be made up.**

## **Grading Policy**

### **Grade Breakdown:**

Lecture Exams (3-5)	45% of grade
Final Exam	15%
Lab Exams (2)	25%
Lab & Lecture quizzes & homework/assignments	15%

### **Grading Scale:**

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

## **General Expectations, Rules and Policies**

### **Class Preparation**

Chapters listed under “Course Content” constitute the assigned readings. We will not cover in lecture everything in the chapters; however, you are responsible for everything in the chapters and could be tested on anything in the chapters. **I strongly recommend that you read the chapter, or intended lecture material, BEFORE LECTURE and then AGAIN AFTER LECTURE.**

### **Cell Phones**

Due to emergency notification purposes, you MAY have your cell phone on during regular class, but it must be on vibrate. **NO TEXTING ALLOWED IN LECTURE OR LAB.**

### **Safety Issues**

Food/drinks: for health reasons, these items are prohibited in lab.

### **Communication (e-mails)**

Communication between the instructor and the students will be made through e-mail. I may send class reminders/announcements through e-mail to your school email account **so please check your UNG email or you may be missing out on potentially important information.**

### **Late Assignments**

I will accept late assignments, but only up to one week from the due date and the highest grade you can make on any late assignment is a 70. In order to receive a 70, you must turn in a perfect paper (what would have been a 100)

### **Attendance/Class Participation**

Attendance is **MANDATORY** in both lab and lecture for successful completion of the course. Lecture and Lab starts at the stated times. You are expected to be on time for both.

## ACADEMIC SUCCESS PLAN PROGRAM

UNG has implemented an Academic Success Plan Program to identify and provide assistance to at-risk undergraduate students. Refer you to your campus Academic Advising Center for the development of strategies that will enhance your academic success. You will be expected to take advantage of advising and other campus resources to achieve your academic goals.

## STUDENTS WITH DISABILITIES

University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

### **Contact Information for Disability Services:**

§ Gainesville Campus: Carolyn Swindle, Assistant Director, carolyn.swindle@ung.edu, Dunlap-Mathis Building, Room 107, 678-717-3855

§ Dahlonega Campus: Thomas McCoy, Assistant Director, thomas.mccoy@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782

§ Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202

§ Cumming Instructional Site: Nicola Dovey, Director nicola.dovey@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470239-3119.

## ACADEMIC INTEGRITY POLICY

**Student Code of Conduct:** Please review the [Student Code of Conduct](#) located on the [Dean of Students](#) website.

**Plagiarism and Turnitin.com:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Copyright:** Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

## DISRUPTIVE BEHAVIOR POLICY

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal behavior that is disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

## CLASS EVALUATIONS

Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

## ACADEMIC EXCHANGE

Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others' convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities.

If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

## INCLEMENT WEATHER

TV and radio stations will announce if the college is closed. Information on closing will also be available on our website <http://www.ung.edu>. Students, faculty and staff who have registered under Blackboard Connect Emergency Notification System will receive information not only about college and individual campus closures but also about the status of college and campus hours, including late openings.

### ***Blackboard Connect Emergency Notification System***

Emergency situations - from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system.

If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to [emeralert@ung.edu](mailto:emeralert@ung.edu).

## COURSE GRADES AND WITHDRAWAL PROCESS: **Grades; A, B, C, D, W, WF, MW**

**(I)** Incomplete grades - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

**IP** (In Progress) - This grade is appropriate for thesis hours, project courses, Learning Support (LS) and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a LS course or an ESL will retain this grade due to the nature of the course.

**K** - This symbol indicates that a student was given credit for the course via credit by examination program.

**MW** – Withdrawal for military exigencies

**NR** - This symbol indicates that the grade was not reported by the instructor.

**S** - This symbol indicates that a student completed the course with satisfactory work.

**U** - This symbol indicates that a student did not complete the course with satisfactory work.

**V** - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a grade of W will be assigned as the course grade rather than a grade of V. Any audit student who is dropped by the instructor for excessive absences will be assigned a grade of W.

**W** or **WF** – A W grade indicates that a student was permitted to withdraw from the course without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except, in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.

# TENTATIVE COURSE (LECTURE) CONTENT

## LECTURE EXAM I

- Special Senses Ch. 14: **Special Senses Part**
- Endocrine System Ch. 17
- Blood/Hematology Ch. 18

## LECTURE EXAM II

- Cardiovascular System: Heart Ch. 19
- Cardiovascular System: Blood Vessels Ch. 20

## LECTURE EXAM III

- Lymphatic System & Lymphoid Organs and Tissues Ch. 21
- Immune System: Innate & Adaptive Body Defenses Ch. 21

## LECTURE EXAM IV

- Respiratory System Ch. 22
- Digestive System Ch. 23
- Nutrition, Metabolism, & Body Temperature Regulation Ch. 24

## LECTURE EXAM V

- Urinary System Ch. 25
- Fluid, Electrolyte, and Acid-Base Balance Ch. 26

## FINAL EXAM

- Cumulative 25 questions & Reproductive System 75 questions Ch. 27

## **DATES to Remember:**

**Labor Day Holiday: No classes Monday, September 4<sup>th</sup>**

**Last date to withdraw with a W: Friday, October 13<sup>th</sup>**

**Thanksgiving Holiday: November 20<sup>th</sup> --- 24<sup>th</sup> 😊**

**Section DA: Final Exam: December 14<sup>th</sup> 10:20 a.m. – 12:20 p.m.**

**Section DB: Final Exam: December 12<sup>th</sup> 12:40 p.m. – 2:40 p.m.**

**“TENTATIVE” LAB SCHEDULE**

Section DA: Mondays 9:00 a.m. – 10:50 a.m. (Lab); HNS 207

Section DB: Mondays 11:00 a.m. – 12:50 p.m. (Lab); HNS 207

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>LAB Exercises</u>
<u>1</u>	August 21	<u>Special Senses Lecture: Lab Safety</u>	<u>Special Senses Lecture: Lab Safety</u>
<u>2</u>	August 28	<u>Special Senses</u>	<u>Exercise 17</u>
<u>3</u>	Sept 4	<b><u>NO LAB</u></b> <b><u>LABOR DAY HOLIDAY</u></b>	<b><u>NO LAB</u></b> <b><u>LABOR DAY HOLIDAY</u></b>
<u>4</u>	Sept 11	<u>Functional Anatomy of the Endocrine Glands</u>	<u>Exercise 18</u>
<u>5</u>	Sept 18	<u>Blood</u>	<u>Exercise 19</u>
<u>6</u>	Sept 25	<u>Heart Anatomy</u>	<u>Exercise 20</u>
<u>7</u>	October 2	<u>Anatomy of Blood Vessels</u>	<u>Exercise 21</u>



<u>8</u>	October 9	<u>Cardiovascular Physiology</u>	<u>Exercise 22</u>
<u>9</u>	Oct 16	<b><u>LAB EXAM I</u></b>	<b><u>LAB EXAM I</u></b>
<u>10</u>	Oct 23	<u>Anatomy of the Respiratory System</u>	<u>Exercise 23</u>
<u>11</u>	Oct 30	<u>Anatomy of the Respiratory System &amp; Respiratory Physiology</u>	<u>Exercise: 24</u>
<u>12</u>	Nov 6	<u>Functional Anatomy of the Digestive System</u>	<u>Exercise 25</u>
<u>13</u>	Nov 13	<u>Functional Anatomy of the Reproductive System</u>	<u>Exercise 26</u>
<u>14</u>	Nov 20	<b><u>NO LAB</u></b> <b><u>THANKSGIVING HOLIDAY</u></b>	<b><u>NO LAB</u></b> <b><u>THANKSGIVING HOLIDAY</u></b>
<u>15</u>	Nov 27	<u>Functional Anatomy of the Reproductive System</u>	<u>Exercise 27</u>
<u>16</u>	December 4	<b><u>LAB EXAM II</u></b>	<b><u>LAB EXAM II</u></b>

# UNG's Honor Code

**“On *my honor*, I will not lie,  
cheat, steal, plagiarize, evade the truth,  
conspire to deceive,  
or tolerate those who do.”**

## **STUDY TIPS:**

### **1. Readings:**

- a. Prepare for both lecture and lab classes by doing assigned readings.
- b. Read the stated chapter's Key Concepts at the beginning of each chapter.
- c. Break the chapter up into manageable sections and focus on one section at a time.
- d. When you have read the entire chapter, look at the chapter's Key Concepts again and make sure that you fully comprehend them. Then complete the "Review Questions" and "Self-Quiz" at the end of the chapter.

### **2. Time Management:**

It is critical that you do not permit yourself to get behind in the material. I urge you allow yourself at least TWO HOURS per day to read, study, and review the material.

### **3. Choose a time when you are fresh and a place where you will not be disturbed.**

### **4. DO NOT WAIT TO GET HELP! I will make time to help you. I want you to SUCCEED.**

### **5. Note Taking:**

- a. **Familiarize yourself with the lecture topic BEFORE each lecture. This means doing the reading assignment BEFORE you come to class.**
- b. It is not possible to take down everything I say during lecture. Therefore, take notes on material that seem complicated to you or topics that you may need to refer to later. My lectures will always be over the material in your textbook. **READ YOUR TEXTBOOK!**
- c. Study the notes as soon as possible and fill in any gaps of information by consulting the text or seeing me.

### **6. Review:**

- a. Remember that **YOU MUST FIRST LEARN THE MATERIAL BEFORE YOU CAN REVIEW IT.**
- b. **DO NOT MEMORIZE WITHOUT UNDERSTANDING!** Try to figure things out based upon your understanding.

**GOOD LUCK! HAVE FUN! And remember, I'm here to help you succeed in this course. You should never hesitate to ask questions.**

**DR. GIBSON**

**NOTE: This syllabus may be adjusted if I deem it necessary.**

# Biology 2120K: Human Anatomy & Physiology I

Spring 2017: CRN: 5160 Section DB & CRN: 5161 Section DD --- January 9<sup>th</sup> – April 28<sup>th</sup>

## Course Syllabus

### University of North Georgia

**Instructor:** Dr. Larry E. Gibson, D.C.

**E-mail Address:** larry.gibson@ung.edu

**Office Location:** 119/E: Health & Natural Sciences Bldg.

**Office Hours:** M-3:15-4:00pm; T- 8:30-9:15am & 12-2:30pm; W- 12:00-2:00pm; TR- 8:30-9:00am; F- 11:00-12:00 pm

**Office Phone:** 706-867-3095 **Personal Cell:** 770-366-9045

#### Course Information

Biology 2120K: Human Anatomy & Physiology I

4 semester hours

**Meeting times:** **Section DB:** M-W-F 8:00 a.m. – 8:50 a.m. (**LECTURE**); HNS 149

Mondays 1:15 – 3:05 p.m. (**Lab**); HNS 207

**Section DD:** M-W-F 8:00 a.m. – 8:50 a.m. (**LECTURE**); HNS 149

Tuesdays 9:30 – 11:20 a.m. (**Lab**); HNS 207

#### Course Description

A&P I is the first of two courses addressing the structure and function of the human body. Topics include a review of basic cytology and biochemistry, general histology, the Integumentary system, the musculoskeletal system, and the nervous system. The level of course content is designed to be applicable to all majors and will focus not only on understanding the anatomy and physiology of the human body but applying that to common injuries, diseases and stages of life. The content of this course meets standards appropriate for an undergraduate learning level experience.

**SPECIAL NOTATION: Withdrawal from this class.**

**W limit:** A student can withdraw once from this course and then take the course a second time. A student can withdraw the second time, but **will not be allowed to register for the course again**. In other words, you only get one withdrawal and one re – register opportunity. If you get a failing grade the second time, you can register again. **Medical or other hardship withdrawals are exempt from this policy, and you can appeal to Dr. Nancy Dalman, Biology Department Chair, for an override.**

## Course Objectives

1. Students will analyze anatomical structures in relationship to their physiological functions. This includes but is not limited to:
  - a. Applying correct terminology when explaining the orientation of body parts and regions.
  - b. Investigating the interdependence of the various body systems to each other and to the body as a whole.
  - c. Explaining the role of homeostasis and its mechanisms as these related to the body as a whole and predict the consequences of the failure to maintain homeostasis.
  - d. Relating cellular metabolism and transport to homeostasis and cellular reproduction.
  - e. Describing how structure and function are related in terms of cell and tissue types.
2. Students will analyze the interdependence of the Integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body. This includes but is not limited to:
  - a. Relating the structure of the Integumentary system to its functional role in protecting the body and maintaining homeostasis.
  - b. Explaining how the skeletal structures provide support and protection for tissues.
  - c. Describing how muscle and skeletal structures function together to make movements possible
3. Students will assess the integration and coordination of body functions and their dependence on the nervous system to regulate physiological activities. This includes but is not limited to:
  - a. Interpreting the interactions of senses and nerves which make possible the coordination of functions of the body.
  - b. Investigating the physiology of electrochemical impulses and neural integration, tracing the pathway of an impulse, and relating biochemical changes involved in the conduction of the impulse.
  - c. Describing how the body perceived internal and external stimuli and responds to maintain a stable internal environment as it relates to biofeedback.

## Required Material

*Anatomy and Physiology*. OpenStax College, Rice University, 2013. ISBN-13:978-1-938168-13-0. This text is obtainable **FREE** online at <https://openstax.org/details/anatomy-and-physiology>. See bookstore for hardcopy.

Marieb, Elaine N. *Essentials of Human Anatomy & Physiology Laboratory Manual*. 6th ed. Pearson Education, 2015. ISBN-13: 978-0-321-94791-8.

*Anatomy & Physiology* digital app by Visible Body: Purchase at: <http://www.visiblebody.com/prof-gibson>

A set of **colored pencils** and a supply of 8.5 X 11 copier paper.

## Methods of Instruction

There is a lecture portion and a lab portion of this course. The lecture portion will consist of a combination of PowerPoint's, discussions, and short movies that will help you gain a basic understanding of the form and function of the human body. The lab portion is then your opportunity to have hands-on experience with models and dissections in order to "experience" what was discussed in lecture. In most cases the lab will complement the lecture fairly well. However, due to scheduling and time constraints some weeks they may cover different material.

## Evaluation Methods

You will have lecture exams, in-class & in-lab quizzes, lab reports, homework assignments, and lab exams that will contribute to your final grade. **If you miss an in-class or in-lab quiz or assignment because of an unexcused absence, you will not be able to make those points up.** Lecture exams consists of multiple choice, true/false, and fill in the blank questions, and may include diagram labeling and/or identification, short answer, and short essay questions designed to test your understanding of more difficult concepts and your ability to apply knowledge to novel situations. **3 to 5 (chapters specific) lecture exams** will be given throughout the semester. Dates of exams will be announced at least one week before the exam date. In addition to those exams, a **cumulative FINAL EXAM** will be administered during finals week (see “Course Content” for date/time). **Each Lecture and Lab exam, quiz, report, homework assignments, and Final exam is worth 100 points.**

In addition to lecture assessments, your final grade will also include **LAB ASSESSMENTS**. You will have **2 laboratory exams**. Due to the amount of time it requires to set these exams up, **laboratory exams CANNOT be made-up. NO EXCEPTIONS!** Chapters in the lab manual will be assigned for each lab topic. I will let you know what portions to complete. Important: If you were absent at a lab for an unexcused reason, you cannot turn that particular chapter in for credit – **by being absent you forfeit the points.**

**DO NOT MISS EXAMS** – missing one without serious/unavoidable circumstances AND proper documentation will result in a grade of zero for the exam. If such a situation does arise (I hope not), proper documentation must be provided to me *within two days* of the absence; decisions of how to deal with the situation will be decided on a case-by-case basis. **You may be permitted to make up a lecture exam; but once again, lab exams cannot be made up.**

**Note:** *It is essential that you keep your own record of your grades. Keep all graded assignments as well should any discrepancy arise. You should be able to calculate your own grade at any time during the semester based on the following:*

### Grading Policy

#### **Grade Breakdown:**

Lecture Exams (3-5)	45% of grade
Final Exam-	15%
Lab Exams (2)	25%
Lab & Lecture assignments/quizzes/ & homework assignments	15%

#### **Grading Scale:**

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

**NOTE: I will use D2L to record and report your grades.**

### General Expectations, Rules and Policies

#### **Class Preparation**

Chapters listed under “Course Content” constitute the assigned readings. We will not cover in lecture everything in the chapters; however, you are responsible for everything in the chapters and could be tested on anything in the chapters. **I strongly recommend that you read each chapter, or intended lecture material, BEFORE LECTURE and then AGAIN AFTER LECTURE.**

## Cell Phones

Due to emergency notification purposes, you MAY have your cell phone on during regular class, but it must be on vibrate. **NO TEXTING ALLOWED IN LECTURE OR LAB.**

## Safety Issues

Food/drinks: for health reasons, these items are prohibited in lab.

## Communication ( e-mails )

Communication between the instructor and the students will be made through e-mail. I may send class reminders/announcements through e-mail to your school email account so please check your northgeorgia email or you may be missing out on potentially important information.

## Late Assignments

I will accept late assignments, but only up to one week from the due date and the highest grade you can make on any late assignment is a 70. In order to receive a 70, you must turn in a perfect paper (what would have been a 100)

## Attendance/Class Participation

Attendance is **MANDATORY** in both lab and lecture for successful completion of the course. Lecture and Lab starts at the stated times. You are expected to be on time for both.

## ACADEMIC SUCCESS PLAN PROGRAM

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## STUDENTS WITH DISABILITIES

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§ Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202

§ Cumming Instructional Site: Nicola Dovey, Director nicola.dovey@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470239-3119.

## ACADEMIC INTEGRITY POLICY

**Student Code of Conduct:** Please review the [Student Code of Conduct](#) located on the [Dean of Students](#) website.

**Plagiarism and Turnitin.com:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Copyright:** Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

## DISRUPTIVE BEHAVIOR POLICY

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal behavior that is disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

## CLASS EVALUATIONS

Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

## ACADEMIC EXCHANGE

Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others' convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities.

If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

## INCLEMENT WEATHER

TV and radio stations will announce if the college is closed. Information on closing will also be available on our website <http://www.ung.edu>. Students, faculty and staff who have registered under Blackboard Connect Emergency Notification System will receive information not only about college and individual campus closures but also about the status of college and campus hours, including late openings.



## ***Blackboard Connect Emergency Notification System***

Emergency situations - from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system.

If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to [emeralert@ung.edu](mailto:emeralert@ung.edu).

## **COURSE GRADES AND WITHDRAWAL PROCESS**

### **Grades: A, B, C, D, F, W, WF, MW**

**Incomplete grades (I)** - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

**IP (In Progress)** - This grade is appropriate for thesis hours, project courses, Learning Support (LS) and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a LS course or an ESL will retain this grade due to the nature of the course.

**K** - This symbol indicates that a student was given credit for the course via a credit by examination program.

**MW** – Withdrawal for military exigencies

**CR** – Credit (for Military experience)

**NR** - This symbol indicates that the grade was not reported by the instructor.

**S**- This symbol indicates that a student completed the course with satisfactory work.

**U**- This symbol indicates that a student did not complete the course with satisfactory work.

**V** - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a grade of W will be assigned as the course grade rather than a grade of V. Any audit student who is dropped by the instructor for excessive absences will be assigned a grade of W.

**W or WF** – A W grade indicates that a student was permitted to withdraw from the course without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except, in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.

### **TENTATIVE COURSE (LECTURE) CONTENT**

#### **LECTURE EXAM I**

- An Introduction to the Human Body Ch. 1
- The Chemical Level of Organization Ch. 2
- The Cellular Level of Organization Ch. 3

#### **LECTURE EXAM II**

- The Tissue Level of Organization Ch. 4
- The Integumentary System Ch. 5

#### **LECTURE EXAM III**

- Skeletal system
  - Bone Tissue and the Skeletal System Ch. 6
  - Axial Skeleton Ch. 7
  - Appendicular Skeleton Ch. 8
- Joints Ch. 9

#### **LECTURE EXAM IV**

- Muscular system
  - Muscle Tissue Ch. 10
  - The Muscular System Ch. 11

#### **LECTURE EXAM V**

- Nervous system
  - The Nervous System and Nervous Tissue Ch. 12
  - Anatomy of the Nervous system Ch. 13

#### **FINAL EXAM**

- **25 questions cumulative out of 100 questions**
- The Brain and Cranial Nerves Ch. 14
- The Autonomic Nervous System Ch. 15

**DATES to Remember:**

**MLK Day: January 16<sup>th</sup> No Classes**

**Last date to withdraw with a W: March 6<sup>th</sup>**

**Spring Break: March 13<sup>th</sup> --- 19<sup>th</sup> 😊**

**Final Exam: Monday, May 1<sup>th</sup>: 8:00 a.m. to 10:00 a.m.**

**TENTATIVE LAB SCHEDULE**

**Section DB; Mondays: 1:15 p.m. to 3:05 p.m.**

**Section DD; Tuesdays: 9:30 a.m. to 11:20 p.m.**

<b><u>Week</u></b>	<b><u>Dates</u></b>	<b><u>Topic</u></b>	<b><u>Exercises</u></b>
<b><u>1</u></b>	<b><u>January 9 &amp; 10</u></b>	<u>Lab Safety Rules</u> <u>Introduction to Microscopy</u> <u>The Language of Anatomy</u> <u>Organ System Overview</u>	Exercises: 1 and 2 and Appendix A
<b><u>2</u></b>	<b><u>January 16 &amp; 17</u></b>	<b><u>NO LAB: MLK Holiday</u></b>	<b><u>NO LAB: MLK Holiday</u></b>
<b><u>3</u></b>	<b><u>January 23 &amp; 24</u></b>	<b><u>Cell Anatomy &amp; Histology</u></b>	Exercise: 3
<b><u>4</u></b>	<b><u>January 30 &amp; 31</u></b>	<u>The Skeletal System</u> <u>The Axial Skeleton</u>	Exercises: 7 and 8

<u>5</u>	<u>February</u> <u>6 &amp; 7</u>	<u>The Skeletal System</u> <u>The Appendicular Skeleton</u>	Exercises: 9
<u>6</u>	<u>February</u> <u>13 &amp; 14</u>	<u>Joints &amp; Body Movements</u>	Exercise: 10
<u>7</u>	<u>February</u> <u>20 &amp; 21</u>	<u>The Muscular System</u> <u>Microscopic Anatomy and Organization of</u> <u>Skeletal Muscle</u>	Exercise: 11
<u>8</u>	<u>February</u> <u>27 &amp; 28</u>	<u>The Muscular System</u> <u>Gross Anatomy of the Muscular System</u>	Exercise: 12
<u>9</u>	<u>March</u> <u>6 &amp; 7</u>	<b><u>LAB EXAM I</u></b>	<b><u>LAB EXAM I</u></b>
<u>10</u>	<u>March</u> <u>13 &amp; 14</u>	<b><u>NO LAB: Spring Break</u></b>	<b><u>NO LAB: Spring Break</u></b>
<u>11</u>	<u>March</u> <u>20 &amp; 21</u>	<u>Neuron Anatomy &amp; Physiology</u> <u>Gross Anatomy of the Brain &amp; Cranial Nerves</u>	Exercises: 13 and 14
<u>12</u>	<u>March</u> <u>27 &amp; 28</u>	<b><u>CONTINUED:</u></b> <u>Gross Anatomy of the Brain &amp; Cranial Nerves</u>	Exercise: 14
<u>13</u>	<u>April</u> <u>3 &amp; 4</u>	<u>Spinal Cord and Spinal Nerves</u>  (Page 10 of 11: Bio 2120K Sections DB & DD)	Exercise: 15

<u>14</u>	<u>April 10 &amp; 11</u>	<u>Human Reflex Physiology</u>	Exercise: 16
<u>15</u>	<u>April 17 &amp; 18</u>	<u>Review</u>	<u>Review</u>
<u>16</u>	<u>April 24 &amp; 25</u>	<u>LAB EXAM II</u>	<u>LAB EXAM II</u>

## ***UNG's Honor Code***

**“On *my honor*, I will not lie,  
cheat, steal, plagiarize, evade the truth,  
conspire to deceive,  
or tolerate those who do.”**

## **STUDY TIPS:**

### **1. Readings:**

- a. Prepare for both lecture and lab classes by doing assigned readings.
- b. Read the stated chapter's Outlines/Concepts, Learning Objectives, and do the Check Your Understanding sections.
- c. Break the chapter up into manageable sections and focus on one section at a time.
- d. When you have read the entire chapter, look at the chapter's Key Concepts again and make sure that you fully comprehend them. Then complete the "Review Questions" at the end of the chapter.
- e. Utilize the MasteringA&P website and the Focus Figures presented in the chapters.

### **2. Time Management:**

It is critical that you do not permit yourself to get behind in the material. I urge you allow yourself at least TWO HOURS per day to read, study, and review the material.

**3. Choose a time when you are fresh and a place where you will not be disturbed.**

**4. DO NOT WAIT TO GET HELP! I will make time to help you. I want you to SUCCEED.**

### **5. Note Taking:**

- a. **Familiarize yourself with the lecture topic BEFORE each lecture. This means doing the reading assignment BEFORE you come to class.**
- b. It is not possible to take down everything I say during lecture. Therefore, take notes on material that seem complicated to you or topics that you may need to refer to later. My lectures will always be over the material in your textbook. **READ YOUR TEXTBOOK!**
- c. Study the notes as soon as possible and fill in any gaps of information by consulting the text or seeing me.

### **6. Review:**

- a. Remember that **YOU MUST FIRST LEARN THE MATERIAL BEFORE YOU CAN REVIEW IT.**
- b. **DO NOT MEMORIZE WITHOUT UNDERSTANDING!** Try to figure things out based upon your understanding.

**GOOD LUCK! HAVE FUN! And remember, I'm here to help you succeed in this course. You should never hesitate to ask questions or ask me for help.**

**DR. GIBSON**

**NOTE: This syllabus may be adjusted if I deem it necessary.**

# Biology 2130K: Human Anatomy & Physiology II

Spring 2017: **CRN: 5162** Section **DB** & **CRN: 5163** Section **DC** --- **January 9<sup>th</sup>** – **April 28<sup>th</sup>**

## Course Syllabus

### University of North Georgia

**Instructor:** Dr. Larry E. Gibson, D.C.

**E-mail Address:** larry.gibson@ung.edu

**Office Location:** 151 Health & Natural Sciences Bldg.

**Office Hours:** **M**-3:15-4:00pm; **T**- 8:30-9:15am & 12-2:30pm; **W**- 12:00-2:00pm; **TR**- 8:30-9:00am; **F**- 11:00-12:00 pm

**Office Phone:** 706-867-3095 **Personal Cell:** 770-366-9045

#### Course Information

**Biology 2130K Human Anatomy & Physiology II**

**4 semester hours**

**Meeting times:** **Section DB:** **M-W-F** 10:00 a.m. – 10:50 a.m. (**LECTURE**); **HNS 149**

**Thursdays 9:30 – 11:20 p.m. (Lab); HNS 207**

**Section DC:** **M-W-F** 10:00 a.m. – 10:50 a.m. (**LECTURE**); **HNS 149**

**Thursdays 12:30 – 2:20 p.m. (Lab); HNS 207**

**Prerequisites:** BIOL 2120K with a grade of C or higher.

#### Course Description

A&P II is the second of two courses addressing the structure and function of the human body. Topics include the special senses, and the endocrine, cardiovascular, respiratory, gastrointestinal, renal, reproductive, and lymphatic & immune systems, and an overview of nutrition, metabolism, & body temperature regulation, and fluid, electrolyte, & acid-base balance. The level of course content is designed for pre-nursing and allied health students. The content of this course meets standards appropriate for an undergraduate learning level experience as well as the standards set by nursing board exams and nursing programs.

**SPECIAL NOTATION: Withdrawal from this class.**

**W limit:** A student can withdraw once from this course and then take the course a second time. **A student can withdraw the second time, but will not be allowed to register for the course again.** In other words, **you only get one withdrawal and one re – register opportunity.** If you get a failing grade the second time, you can register again. **Medical or other hardship withdrawals are exempt from this policy, and you can appeal to Dr. Nancy Dalman, Biology Department Chair, for an override.**

## Course Objectives

Students will analyze anatomical structures in relationship to their physiological functions. This includes but is not limited to:

- a. Develop a vocabulary of appropriate terminology to effectively communicate information related to human anatomy & physiology.
- b. Recognize the anatomical structures and explain their physiological functions.
- c. Investigating the interdependence of the various body systems to each other and to the body as a whole.
- d. Explaining the role of homeostasis and its mechanisms as these related to the body as a whole and predict the consequences of the failure to maintain homeostasis.
- e. Describing how structure and function are related in terms of cell and tissue types.

## Required Material

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Marieb, Elaine N. *Essentials of Human Anatomy & Physiology Laboratory Manual*. 6th ed. Pearson Education, 2015. ISBN-13: 978-0-321-94791-8.

*Anatomy & Physiology* digital app by Visible Body: Purchase at: <http://www.visiblebody.com/prof-gibson>

A set of **colored pencils** and a supply of 8.5 X 11 copier paper.

## Methods of Instruction

There is a lecture portion and a lab portion of this course. The lecture portion will consist of a combination of PowerPoint's, discussions, and short movies that will help you gain a basic understanding of the form and function of the human body. The lab portion is then your opportunity to have hands-on experience with models and dissections in order to "experience" what was discussed in lecture. In most cases the lab will complement the lecture fairly well. However, due to scheduling and time constraints some weeks they may cover different material.

## Evaluation Methods

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In addition to lecture exam assessments, quizzes, and homework, your final grade will also include **LAB ASSESSMENTS**. You will have lab reports and/or quizzes for each lab and **2 laboratory exams**. Due to the amount of time it requires to set these exams up, **laboratory exams CANNOT be made-up. NO EXCEPTIONS!** Chapters in the lab manual will be assigned for each lab topic. I will let you know what portions to complete. Important: If you were absent at a lab for an unexcused reason, you cannot turn that particular chapter in for credit – by being absent you forfeit the points.



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§ Dahlonega Campus: Thomas McCoy, Assistant Director, thomas.mccoy@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782

§ Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202

§ Cumming Instructional Site: Nicola Dovey, Director nicola.dovey@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470239-3119.

## ACADEMIC INTEGRITY POLICY

**Student Code of Conduct:** Please review the [Student Code of Conduct](#) located on the [Dean of Students](#) website.

**Plagiarism and Turnitin.com:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Copyright:** Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

## DISRUPTIVE BEHAVIOR POLICY

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal behavior that is disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

## CLASS EVALUATIONS

Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

## ACADEMIC EXCHANGE

Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others' convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities.

If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

## INCLEMENT WEATHER

TV and radio stations will announce if the college is closed. Information on closing will also be available on our website <http://www.ung.edu>. Students, faculty and staff who have registered under Blackboard Connect Emergency Notification System will receive information not only about college and individual campus closures but also about the status of college and campus hours, including late openings.

### ***Blackboard Connect Emergency Notification System***

Emergency situations - from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system.

If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to [emeralert@ung.edu](mailto:emeralert@ung.edu).

## COURSE GRADES AND WITHDRAWAL PROCESS: ***Grades; A, B, C, D, W, WF, MW***

**(I)** Incomplete grades - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

**IP** (In Progress) - This grade is appropriate for thesis hours, project courses, Learning Support (LS) and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a LS course or an ESL will retain this grade due to the nature of the course.

**K** - This symbol indicates that a student was given credit for the course via credit by examination program.

**MW** – Withdrawal for military exigencies

**NR** - This symbol indicates that the grade was not reported by the instructor.

**S** - This symbol indicates that a student completed the course with satisfactory work.

**U** - This symbol indicates that a student did not complete the course with satisfactory work.

**V** - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a grade of W will be assigned as the course grade rather than a grade of V. Any audit student who is dropped by the instructor for excessive absences will be assigned a grade of W.

**W** or **WF** – A W grade indicates that a student was permitted to withdraw from the course without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except, in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.

# TENTATIVE COURSE (LECTURE) CONTENT

## LECTURE EXAM I

- Special Senses Ch. 14: pages 601 thru 636
- Endocrine System Ch. 17
- Blood/Hematology Ch. 18

## LECTURE EXAM II

- Cardiovascular System: Heart Ch. 19
- Cardiovascular System: Blood Vessels Ch. 20

## LECTURE EXAM III

- Lymphatic System & Lymphoid Organs and Tissues Ch. 21
- Immune System: Innate & Adaptive Body Defenses Ch. 21

## LECTURE EXAM IV

- Respiratory System Ch. 22
- Digestive System Ch. 23
- Nutrition, Metabolism, & Body Temperature Regulation Ch. 24

## LECTURE EXAM V

- Urinary System Ch. 25
- Fluid, Electrolyte, and Acid-Base Balance Ch. 26

## FINAL EXAM

- Cumulative 25 questions & Reproductive System 75 questions Ch. 27

## **DATES to Remember:**

**MLK Day: January 16<sup>th</sup> No Classes**

**Last date to withdraw with a W: March 6<sup>th</sup>**

**Spring Break: March 13<sup>th</sup> --- 19<sup>th</sup> 😊**

**Final Exam: Monday, May 1<sup>th</sup>: 10:20 a.m. to 12:20 p.m.**

**“TENTATIVE” LAB SCHEDULE**

**Section DB:** Thursdays 9:30 a.m. – 11:20 a.m. ([Lab](#)); HNS 207

**Section DC:** Thursdays 12:30 p.m. – 2:20 p.m. ([Lab](#)); HNS 207

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>LAB Exercises</u>
<u>1</u>	Jan 12	<u>Special Senses Lecture: Lab Safety</u>	<u>Special Senses Lecture: Lab Safety</u>
<u>2</u>	January 19	<u>Special Senses</u>	<u>Exercise 17</u>
<u>3</u>	January 26	<u>Functional Anatomy of the Endocrine Glands</u>	<u>Exercise: 18</u>
<u>4</u>	February 2	<u>BLOOD</u>	<u>Exercise 19</u>
<u>5</u>	February 9	<u>Anatomy of the Heart</u>	<u>Exercise 20</u>
<u>6</u>	February 16	<u>Human Cardiovascular Physiology:</u> <u>Blood Pressure &amp; Pulse Determinations</u>	<u>Exercise 22</u>
<u>7</u>	February 23	<u>Anatomy of Blood Vessels</u>	<u>Exercise 21</u>
<u>8</u>	March 2	<u>CARDIOVASCULAR REVIEW</u>	<u>CARDIOVASCULAR REVIEW</u>

<b><u>9</u></b>	<b>March 9</b>	<b><u>LAB EXAM I</u></b>	<b><u>LAB EXAM I</u></b>
<b><u>10</u></b>	<b>March 16</b>	<b><u>NO LAB: Spring Break</u></b>	<b><u>NO LAB: Spring Break</u></b>
<b><u>11</u></b>	<b>March 23</b>	<b><u>Anatomy of the Respiratory System &amp; Respiratory Physiology</u></b>	<b><u>Exercise: 23</u></b>
<b><u>12</u></b>	<b>March 30</b>	<b><u>Functional Anatomy of the Digestive System</u></b>	<b><u>Exercise 25</u></b>
<b><u>13</u></b>	<b>April 6</b>	<b><u>TBA</u></b>	<b><u>TBA</u></b>
<b><u>14</u></b>	<b>April 13</b>	<b><u>Functional Anatomy of the Urinary System</u></b>	<b><u>Exercise: 26</u></b>
<b><u>15</u></b>	<b>April 20</b>	<b><u>Functional Anatomy of the Reproductive System</u></b>	<b><u>Exercise 27</u></b>
<b><u>16</u></b>	<b>April 27</b>	<b><u>LAB EXAM II</u></b>	<b><u>LAB EXAM II</u></b>

# UNG's Honor Code

**“On *my honor*, I will not lie,  
cheat, steal, plagiarize, evade the truth,  
conspire to deceive,  
or tolerate those who do.”**



## **STUDY TIPS:**

### **1. Readings:**

- a. Prepare for both lecture and lab classes by doing assigned readings.
- b. Read the stated chapter's Key Concepts at the beginning of each chapter.
- c. Break the chapter up into manageable sections and focus on one section at a time.
- d. When you have read the entire chapter, look at the chapter's Key Concepts again and make sure that you fully comprehend them. Then complete the "Review Questions" and "Self-Quiz" at the end of the chapter.

### **2. Time Management:**

It is critical that you do not permit yourself to get behind in the material. I urge you allow yourself at least TWO HOURS per day to read, study, and review the material.

### **3. Choose a time when you are fresh and a place where you will not be disturbed.**

### **4. DO NOT WAIT TO GET HELP! I will make time to help you. I want you to SUCCEED.**

### **5. Note Taking:**

- a. **Familiarize yourself with the lecture topic BEFORE each lecture. This means doing the reading assignment BEFORE you come to class.**
- b. It is not possible to take down everything I say during lecture. Therefore, take notes on material that seem complicated to you or topics that you may need to refer to later. My lectures will always be over the material in your textbook. **READ YOUR TEXTBOOK!**
- c. Study the notes as soon as possible and fill in any gaps of information by consulting the text or seeing me.

### **6. Review:**

- a. Remember that **YOU MUST FIRST LEARN THE MATERIAL BEFORE YOU CAN REVIEW IT.**
- b. **DO NOT MEMORIZE WITHOUT UNDERSTANDING!** Try to figure things out based upon your understanding.

**GOOD LUCK! HAVE FUN! And remember, I'm here to help you succeed in this course. You should never hesitate to ask questions.**

**DR. GIBSON**

**NOTE: This syllabus may be adjusted if I deem it necessary.**

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

**Date: December 19, 2017**

**Grant Number: 274**

**Institution Name: University of North Georgia**

**Team Members:**

Larry E. Gibson, Lecturer, Biology, [larry.gibson@ung.edu](mailto:larry.gibson@ung.edu)

Valerie Fambrough, Biology Program Specialist, Biology, [Valerie.fambrough@ung.edu](mailto:Valerie.fambrough@ung.edu)

**Project Lead: Larry E. Gibson**

**Course Name(s) and Course Numbers: Anatomy & Physiology I & II; BIOL 2120K & 2130K**

**Semester Project Began: Spring 2017**

**Semester(s) of Implementation: Spring 2017 and Fall 2017**

**Average Number of Students Per Course Section: 24**

**Number of Course Sections Affected by Implementation: 8**

**Total Number of Students Affected by Implementation: 173**

### 1. Narrative

I exclusively used the free OpenStax Anatomy & Physiology textbook for both my A&P I and II classes during the Spring and Fall 2017 semesters as I have do so in the past while requiring a high-cost commercial textbook. The vast majority of the students rated the free textbook as being an acceptable and good textbook for the course. The vast majority of the students also stated that having a free textbook was a big financial help to them.

Therefore, I can without reservation state that using the free OpenStax A&P textbook was a positive thing for both my students and in the matter of making my institution a more affordable place for a student to obtain an education goal. I had several colleagues who also teach A&P waiting for the results of me using the free OpenStax textbook to help them decide if they would like to utilize the same textbook, especially since I have developed comprehensive PowerPoints and a test bank for the text. I think several will soon adopt the textbook for their respective A&P courses, thus helping financially many more UNG students to obtain their educational goals.

I must say that some students did find using a digital based textbook somewhat a challenge as they had been accustomed to using a hard copy textbook. However, it appears that most transition to the digital-base text with minimal problems and a very few bought a low-cost hard copy of the textbook as an adjunct to the digital version.

The fact that I could email my students in advance of the commencement of a new semester the instructions on how to obtain their required textbook for the coming course which permitted them early reading of the material had positive effects, in my opinion, on the students' early course performance.

## 2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
- 1. "It was a good quality online pdf that was easy to read and follow along."
- 2. "I loved the book itself, but I am terrible at reading online. I ended up purchasing the textbook and had no problem what-so-ever reading it."
- 3. "Thank you for finding a great textbook for very cheap that is actually useful."

## 3. Quantitative and Qualitative Measures

### 3a. Overall Measurements

#### Student Opinion of Materials

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 173:

- Positive: 92.66 % of 150 number of respondents
- Neutral: 5.33 % of 150 number of respondents
- Negative: 2.01 % of 150 number of respondents

#### Student Learning Outcomes and Grades

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

#### **Drop/Fail/Withdraw Rate:**

13.5% of students, out of a total 96 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### 3b. Narrative

**During both semesters of the implementation of this project there was a 6.35% DFW rate and the average GPA for the two semester was 3.51. The pre and post-transformation DFW were very similar. However, the post-transformation average GPA was better.**

**The following 11 questions were utilized to obtain students' thoughts and opinions concerning using the textbook.**

1. What is your overall opinion of the free online version of the OpenStax Anatomy & Physiology textbook that I required for this A&P course? **(Please check only one of the following responses)**

I like it a lot.

I like it somewhat.

I do not really like it that much.

I absolutely do not like it.

2. Please explain why you chose the answer you did for the prior question.

3. Did you also purchase a low-cost printed version of the textbook?

Yes.

No.

4. If you did purchase a low-cost printed version, please explain why you did so.

5. Would you recommend a friend take an A&P course that required the OpenStax A&P textbook?

Yes.

No.

6. Please explain why you chose your answer, Yes or No, to the prior question

7. What are the factors that determine your decisions on when and what edition of the textbook you purchase for a course? **(Check ALL that apply)**

Required

Cost

Subject matter of the course.

Expected difficulty of the course.

8. How many credit hours are you taking this semester?

< 9 hours.

9-12 hours.

12-15 hours

> 15 hours

9. Did your saving over \$250.00 by using this free online version of the required course textbook have an impact on your personal finances?

Yes, somewhat.

No, not that much.

Yes, a lot.

No, not in the least.

10. Do you prefer that I had required the A&P textbook that the A&P instructors required this semester --- Marieb's *Anatomy & Physiology*, 6th edition?

Yes

No

11. Please provide any additional comments.

#### 4. Sustainability Plan

**I will continue to use the OpenStax A&P textbook in all of my future A&P courses. I will conduct seminars to my departmental colleagues about the benefits to the students in utilizing this textbook. I will offer to my colleagues the PowerPoints and test banks that I have developed to the textbook. My department chair supports these efforts to encourage other A&P instructors to use the textbook.**

#### 5. Future Plans

**As stated above, I will conduct seminars to my departmental colleagues about the benefits to the students in utilizing this textbook. After using the OpenStax OER textbook, I firmly believe that such teaching material such be widely used by all instructors. I hope to find an OER A&P lab manual.**

#### 6. Description of Photograph

**Dr. Larry E. Gibson, project lead and A&P Instructor.**

**Mrs. Valerie Fambrough, proofreader, editor, and transcriber of the newly developed test question bank and PowerPoints presentations.**