Syllabus for Spring 2018
BI333 – Advanced Human Anatomy & Physiology Lecture (3 credits)
Sec 001: TR 8:30-9:50 am LInC 228

Pre Reqs: BI 332 [C-] and BI 343* [C-] and BI 331, BI 332, BI 333 must be taken in order. Concurrent or previous enrollment in BI 343 lab; The BI33X, BI34X lecture lab series must be taken in order

The key to studying anatomy: Be interested in the process & information and apply your understanding to your own body.

Instructor:
Dr. Devon Quick
quickd@science.oregonstate.edu
Cordley 1026/28 (across from A&P lab) & outside LInC 228Cell Phone: 541-905-2115 (please use carefully, this is my personal number)
Office phone: 541-737-1702
905-2115 (please use carefully, this is my personal number)
Office Hours: T 10-10:50 am outside LInC 228
W 9:30-10:30 am, Cord 1028, or by appt
Extra Sessions: TBA (Friday afternoons)

This is a big class and if you ever need help, as a matter of practicality, you need to ask for it. If you are having any problems or you are not performing well in the class or you feel lost, please come and see me. I want to see you all succeed, both here and in life.

Teaching Team:
Advanced Human A&P is led by Dr. Quick (me). I teach the lecture, develop course curriculum, direct learning activities and oversee all aspects of our course and the accompanying lab. Assisting with learning in the course are former undergraduate students who now facilitate student learning both in and outside of the classroom; these are the Learning Assistants (LAs), Supplemental Instruction Leaders (SI leaders or tutors) and lab Teaching Interns (TIs). LAs, SI leaders and TIs all assist students with learning via facilitated activities. Lab instructors are graduate students who direct learning in the lab. All members of the teaching team collaborate and work extensively to foster student learning, success and development.

Email:
Please email me if you have any questions, see above for my address and please allow at least 24 hours for response. Due to the large class size and the potential large volume of email, emails will be answered at the instructor's convenience in the order that they were received. I greatly appreciate courteous emails as well as a greeting and a closing (including your name) in any emails that you send. Lengthy answers to A&P questions are impractical and often ineffective in email format. If you have questions of this nature, it is best to discuss them with me at office hours, before lecture or at weekly extra sessions. I also welcome questions at lecture.

Office Hours:
Please see above for regular office hours. As life is somewhat unpredictable for all of us, I understand that you may not be able to make my designated office hours. I have an open door policy so that you can come and talk to me at anytime that is convenient for you. You can usually find me in my offices on the first floor in Cordley during the morning. Please communicate with me if you would like something more formal and we can schedule an appointment. You can talk to me at class, reach me by email, or call me on the phone. I am always willing to meet with you individually or as a group. Please realize that should you stop by unexpectedly, I may not be immediately available, but that I will happily coordinate a mutually convenient and timely meeting.

Class Activities:
Our classroom is a cooperative classroom in which we all work together to achieve learning. To reach this goal, instructors, students, LAs, SI leaders, TIs and lab instructors must interact with one another in scientific discourse. Each lecture class will have open ended questions or activities that involve student work – both with one another and with the room at large. Most days, students will work in small groups, facilitated by LAs to complete more lengthy activities. Participation is required for learning and participation is required for success in our course.
Peer Team Work:
Students of this course are expected to work together cooperatively both in and out of class. Early on in the term, you will be assigned into groups of three-four at random and will be asked to accomplish various tasks in a group effort. Working with others requires mutual respect and common agreement on group policies. Groups will work together to establish these policies and follow them. If you are having difficulties with working in groups, please discuss this with me.

Extra Sessions:
Starting the second week of term and continuing throughout the term, we will be holding additional non-required extra sessions (please see BB for the time & location of these extra sessions). We will not have pre-planned material for these sessions, but we will be reviewing material from lecture, questions that students ask or discussing the answers to Exam or Study Questions (see below for explanation of Study Questions). This is an opportunity for a smaller learning environment than lecture and more individualized attention from your instructor; many people find these sessions helpful and discover that regularly attending one session each week improves their understanding of course material and their performance on exams. We are making this time available to help you better understand the course material.

Required Materials:
Available at the O.S.U. Bookstore (shown are bookstore prices)

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<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>Human Anatomy and Physiology, 10th edition, by Elaine Marieb &amp; Katja Hoehn, 2015.*</td>
<td>$120.50</td>
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<tr>
<td>A new purchase also includes access code for Mastering A&amp;P, Interactive physiology ^ and study atlas.</td>
<td></td>
</tr>
<tr>
<td>QT Turning Point clicker (with license)</td>
<td>$65.50</td>
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* The 9th & 8th edition Marieb/Hoehn book is available used from many on-line retailers and these lower cost copies are fine choices. The 8th & 9th editions are slightly different from the 10th – the 10th contains some improved and additional figures. All these books have the same basic information, usually only details about clinical correlations or story telling are different. I switch books as publishers edit their content and media available, but they are all good choices. If you wish to use an alternate text or edition to that required for this course, you do so at your own risk. Any discrepancies between what is written in those books and what is discussed in class/lab or in the required text are your responsibility to resolve.

^ A very valuable resource included in all new 10th edition purchases of your textbook is the Interactive Physiology access (through Mastering A&P). This website access has excellent animated demonstrations and exercises that can help you to visualize the physiological processes that you will be studying (and tested on!).

MasteringA&P (includes ebook):
Also bundled with a new textbook is access to MasteringA&P. Mastering A&P offers animations, clinical correlations, fun and creative study tools, study guides, practice test-esque questions, flash cards and the complete textbook online with links to animations or audio download explanations of figures. I believe that MasteringA&P offers excellent learning tools that can appeal to diverse learning styles. Although nothing on MasteringA&P will be assigned for required credit, I will “assign” homework for extra credit. Please see the extra credit section of the syllabus for more details. If you have not previously used MasteringA&P, you will need a subscription that costs money (no additional cost required if you purchased a new textbook from the bookstore); it is also available for purchase from http://www.masteringaandp.com. You can access our course site as posted on our Canvas page and login using your MasteringA&P account. MasteringA&P is optional.

Course Goals:
This is the third term of a three-term advanced human anatomy and physiology series. The general goal of this 300 level series is to understand and appreciate how the various organ systems work in the human body to sustain life. It is also the goal of this series to appreciate how disruptions to homeostasis affect the whole organism, with a strong focus on the physiological underpinnings of disease. In this term, we focus on understanding the structures, functions, and regulatory mechanisms involved in the cardiovascular, respiratory, urinary and digestive systems.
Canvas:
We will be using Canvas for this course. Canvas gives you online access to course documents (class notes, syllabus, external links, practice exams, study questions, etc.) or take on-line quizzes using your ONID ID. I also use Canvas frequently to post announcements and send email. To login, type in "oregonstate.instructure.com" into your internet browser’s address bar and press enter. OSU’s Canvas Login page should come up – press Login. On the next page, please login using your ONID username and password. If you do not have an ONID username & password, go to: http://www.onid.orst.edu/ & click the link to sign up for ONID.

Study Questions:
I believe that answering study questions is a good learning tool and well worth your time. After each lecture (and sometimes before), I will post Study Questions on Canvas (rarely I will group two or more lectures in one set of questions). These study questions are meant to be a means to redirect you to the important topics and concepts presented in lecture. The study questions are intended to make you think about the course material and understand all aspects of the material presented in lecture. It is in your best interest to answer these questions in your own words – recopying the text book or another person’s answers (including a tutor’s) are not active learning. Since successive course topics build on previously presented material, you are wise to answer these questions before attending the next lecture. Furthermore, I use these questions as a topic guide when I construct questions for the exams (although I am not obligated to use only the material specifically asked within the questions). I do not post answers to the questions as I believe the learning is in answering the questions yourselves. Answers to these questions can be found in the lecture notes for that day or the assigned pages for that day (see schedule for lecture page numbers). I am happy to discuss the answers with you in office hours, at an appointment or at extra sessions. You may find it helpful to answer these questions in a study group or with a partner. The more you discuss this material the better your understanding will become and the more successful you will be in this course.

Learner Outcomes:
Students will be able to:
1. Describe how the cardiovascular, respiratory, immune (lymphatic), digestive and urinary systems are anatomically arranged.
2. Explain the physiology of the cardiovascular system – how pressure and flow relate to movement of blood through the body.
3. Explain the physiology of respiratory system – how the body takes in air and performs gas exchange with the external environment and the tissues.
4. Explain the physiology of the urinary system – how the body removes wastes and maintains salt and water balance.
5. Explain the physiology of the digestive system – how the body obtains nutrients and removes wastes to maintain homeostasis.
6. Integrate how each of the above systems work together to maintain body homeostasis.
7. Predict disruption to homeostasis with given variables; associate symptoms with disruptions.
9. Cooperate and engage in meaningful discourse about A&P with peers.
10. Process course information in class through active participation using the classroom response system (clickers).
11. Process course information through on-line quizzes.
12. Demonstrate your mastery of course content through in class activities, on-line quizzes and exams.

Learner Expectations:
1. Treat everyone with dignity and respect.
2. Bring your enthusiasm for the study of the human body to class.
3. Ask if you have questions.
4. Print the posted notes before class and bring them & clicker to every lecture.
5. Use the hand held clicker to participate in class.
6. Cooperate with groups to complete tasks.
7. Take additional notes during lecture and while studying – the posted notes are only to serve as an outline – they are not complete.
8. Take the on-line quizzes.
9. Attend all class sessions, mentally and physically – arrive on time to lecture, stay for the entire lecture, minimize talking during lecture and silence your cell phones. If you need to arrive late or leave early, please do so through the back doors as quietly as possible. Please do not sleep, read the newspaper, study for other classes, text message, talk on the phone, listen to music, watch tv/movies, or perform surgery during lectures – this is both rude and disrespectful to me and your peers.

10. Dedicate time to studying outside of class & between lectures – experts recommend 2-4 hours of outside class study time PER LECTURE HOUR. For our class, you should be studying a minimum of 6-12 hours per week.

11. Answer the study questions.

12. Read the textbook and use the Interactive Physiology DVD (or MasteringA&P).

13. Take all midterm exams and the cumulative final exam.

14. Follow the Student Conduct Regulations in all endeavors. See Student Conduct part of syllabus or http://oregonstate.edu/studentconduct/ for information. It is every student's responsibility to know and follow the regulations.

Evaluation of Student Performance: Grading & Course Policies:
Grading will be based on a combination of 3 examinations (Exam I, Exam II & the Final Exam), in-class activities & Extra Credit.

A. Exams:
The two “midterm” exams will be 40 multiple choice/T/F questions & the cumulative final will be 80 multiple choice/T/F questions graded on a scantron – there will likely be matching, true/false, multiple choice and anatomy or physiology identification/interpretation using figures and written text (passages). The midterm exams will also include a group, take home portion that will be made available on Tuesday before Exam I & II and will be due at Exam I & II. Student groups must work together on this portion and submit it at the exam. These group questions may be free response questions or graph/data production/interpretation. Exams I & II are given during regular class time (doors may open earlier). Locations vary.

| Thursday  | week 4   | Exam I | 80 points – see schedule at end for content |
| Thursday  | week 8   | Exam II| 80 points – see schedule at end for content |
| Thursday  | Finals week | Final Exam | 160 points covering all presented material |

Regarding Exams:
Attendance at all exams is required. Photo ID is required at all exams. Make-up exams are generally not given. If you have an urgent and serious illness or another emergency that prohibits your attending the exam, you must contact me ASAP to be made aware of the consequences or discuss alternatives. All submitted responses on exams are final – you will not be credited with answers that you did not bubble and your bubbled TF number will not be subject to change once submitted. Refer to OSU’s regulations for Student Conduct/ Academic Dishonesty for taking exams. Please refer to the following rules for on-line extra credit quizzes and in class clicker usage.

B. IN CLASS ACTIVITIES & IN-CLASS GROUP WORK
In class students will work in groups to complete activities. These activities will have a component that will be submitted for 5% of required course credit. Students will earn points by being active members of their group and contributing to that day’s activity. At the end of each class period, groups will submit a single submission sheet to their LA or course instructor for grading; students must all participate in the completion of the worksheet. Submission sheets will be awarded grades of 0/1/2 – 0 is awarded to no submission. 2 is awarded to completed, thoughtful submissions. 1 will be earned when lack of effort or completeness is shown. These points will be awarded to the entire group (0 will be awarded to absent members). Students found to be falsely completing the worksheet for others or listing people not present in class will be subject to reporting for violation of OSU’s Student Conduct.

What to do with non-cooperative team members or if a conflict arises that can’t be worked through by the team? For members who refuse to participate, their names will not be included on the final submission sheet for that day. If conflicts arise, you can consult with an LA or Dr. Quick either in class or in private. If the problem still continues, the cooperating team members may notify the uncooperative member in writing that the individual is
in danger of being fired, sending a copy of the memo to Dr. Quick. If there is no subsequent improvement, they should notify the individual in writing (copy to Dr. Quick) that the individual is no longer with the team. The fired individual should meet with Dr. Quick to discuss options, including redress if said individual feels that firing is unjust.

Similarly, students who are consistently doing all the work for their team may issue a warning memo that they will quit unless they start getting cooperation, and a second memo quitting the team if the cooperation is not forthcoming. Students who get fired or quit must either find another team willing to add them as a member or get zeroes for the remaining assignments.

C. EXTRA CREDIT: ON-LINE QUIZZES
Extra credit points are available using Canvas to take on-line quizzes. You may earn up to 2.5% (8 points) of the total course percentage as extra credit by taking these on-line quizzes. The questions are intended to help prepare you for exams and learn the material in concert with material being discussed in lecture. I write feedback for each question to help you learn from the quizzes. Please be aware that using an on-line situation to answer exam-like questions is not the same as being in the lecture hall on exam days. These questions will likely seem much easier than exam questions for that very reason. But they are good practice for synthesis questions.

On-line Quiz Details:
1. To be eligible for these points, you must use Canvas to answer quiz questions on-line.
2. The quizzes will become available on Canvas as follows:
   a. On Monday & Wednesday & Friday at 12:00 am. These will be available only until 11:59 pm on the same day. There will be no quizzes the day after exams.
3. For each quiz, you will have at least 1 question and but usually you will have about 4 or more questions. Scoring is as follows:
   i.) On all quizzes you will earn full credit for the right answer(s) or no credit for the wrong answer(s). You receive a 0 for not answering.
   ii.) You will be allowed 1 attempt at each quiz.
   iii.) You will receive a percentage score for each quiz which will be recorded in the Canvas gradebook.
   iv.) If you score an overall quiz average of 80-100%, you will be awarded 100% on your quizzes (at the end of the course). If you earn an overall average of 60-79%, you will be awarded an 80% (at the end of the course). If you earn an overall average of 40-59%, you will be awarded a 60% (at the end of the course). If you earn an overall average of 20-39%, you will be awarded 40% (at the end of the course). Nothing will be awarded for scores totaling less than 19%.
   v.) You will be able to view the quiz answers and feedback starting at 12:01 am on Tuesday, Thursday & Saturday for each quiz.
4. At the end of the term, I will examine each individual’s quiz scores and drop the lowest 3 scores. The remaining scores will be averaged together to determine each individual’s overall extra credit percentage score. I will use that score to determine how much of the available 2.5 course percentage points (8 points overall) extra credit you have earned. These extra credit points are added to your overall course average score.
5. It is your responsibility to ensure your quiz score is being accurately recorded in the Canvas gradebook.
   a. If after checking scores on Canvas, you note an inaccuracy in your scores, you have 1 week from the date of the inaccuracy to contact me about this problem.
6. Rules governing quiz usage:
   a. You may use course materials to answer quiz questions. You may also collaborate and discuss questions with other students, but you may not give your answers to someone else or login to take another’s quiz.
   b. Do not answer quiz questions for someone else – it is academic dishonesty to answer responses for someone else. If I discover that you are taking the on-line quizzes for someone else or giving your answers to someone else, both of you will receive the following penalty:
      i. You both will meet with me and the chair of the Department of Integrative Biology.
      ii. You both will be ineligible for extra credit.
      iii. You both will receive a severe grade penalty which will not be eligible for dropping or replacement (to be determined at the discretion of the Department of Integrative Biology).
iv. You both may be reported to the Student Conduct Committee for violating the Academic Dishonesty Policy.

D. EXTRA CREDIT: Classroom response system (CLICKERS)
Extra credit points are available using in-class response clickers (Turning Point clickers) to answer in-class questions. You may earn up to 2.5% (8 points) of the total course percentage as extra credit using your clicker. The questions will usually cover previously presented content to assess understanding, but they may ask opinions or ask you to predict outcomes.

I am using in-class clickers as a means for extra credit in this class for several reasons:
1. This method allows more immediate feedback regarding your comprehension/attitudes about the material. This is of benefit to you and me – you can see when your understanding is accurate and I can adjust our classroom activities to meet the needs of students in the course.
2. Using this system, we can stop and further explain confusing topics and reconcile misconceptions.
3. I wanted a way to give you an opportunity to earn credit for learning activities that we have no way of measuring through exams.

For a guide to how to use your clicker, please see the PDF document in Course FAQ on Canvas.

To be eligible for clicker extra credit:
1. You must use a Turning Point clicker (available at the bookstore).
2. Clicker points will be determined as follows:
   a) You receive credit by answering clicker questions in class. Some days I may ask more questions than others. Assuming the equipment works every lecture, I may ask at least one question per lecture.
   b) In each clicker session:
      i) I will ask at least 1 question.
      ii) You will earn full credit for the right answer(s) or half credit for the wrong answer(s). You receive a 0 for not answering.
      iii) You will receive a percentage score at the end of the session using the above scoring.
3. At the end of the term, I will drop the 3 lowest individual clicker sessions and use the remaining to calculate a percentage average. That average will determine how many extra credit points you have earned of the available 2.5 course percentage points. All extra credit will be applied after the curve (should a curve be needed) and as such will not affect the curve.
4. You are expected to check your clicker activity (to be sure it is recording responses) in 1 of 2 ways. It is your responsibility to ensure your clicker is recording responses.
   a) In class, when I ask questions, after you send your answer, your pad will display a happy face 😊 or check mark – this means your answer was received. This is how you know your clicker is working and I am receiving your responses in class.
   b) You may check your scores on Canvas. I must manually upload the data into Canvas and I will do so once per week. I will upload to your to date average clicker score, but not individual clicker scores and I will continuously update this information (there will only be one column in the gradebook for clickers).
5. Rules governing clicker usage:
   a) Do not use someone else’s pad – it is academic dishonesty to answer responses for someone who is not in class. I will be monitoring usage and if I find that you are giving your pad to someone else or answering using someone else’s pad, this will happen:
      i) You both will meet with me and the chair of the Department of Integrative Biology.
      ii) You both will be ineligible for extra credit.
      iii) You both will receive a severe grade penalty which will not be eligible for dropping or replacement (to be determined at the discretion of the Department of Integrative Biology).
      iv) You both may be reported to the Student Conduct Committee for violating the Academic Dishonesty Policy.
   b) It is your responsibility to remember to bring your clicker to every class and ensure that your pad is working properly. Bring extra batteries if you are concerned. If you need to test your pad, you may do so at office hours.
c) If you are not in class, you may not receive extra credit for that session. Exceptions due to acceptable circumstances will be made on a case by case basis at the discretion of the instructor.

E. EXTRA CREDIT: MasteringA&P
MasteringA&P is a publisher created website specific to the Marieb text. It has exercises and review questions that I have assigned. All exercises are due by the final exam, but you should select the topics and do the exercises as the term proceeds in pace with the course (ie: before exam I, you should do the topics that are on exam I). Performing these exercises and answering the questions will help you learn the material but it will also earn you extra credit. At the end of the term I will total all your earned credit as a percentage of the available credit. I will then compare this Mastering credit to your earned points from the clickers; if the credit from the Mastering site improves your overall extra credit percentage, I will include the points as a replacement to the clickers.

F. Overall point availability (max)

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<tr>
<td>Exam I</td>
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<td>Exam II</td>
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<td>Final Exam</td>
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<td>In class activities</td>
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<tr>
<td>Extra credit on-line quizzes</td>
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<tr>
<td>Extra credit clicker questions (in-class)</td>
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<tr>
<td>Extra credit MasteringA&amp;P</td>
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<tr>
<td>Total points available</td>
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<td>Max points that will determine your grade</td>
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G. Final course grades will be assessed as follows:
1. A score of 0 will be given to all missed exams, unless a make-up or replacement is warranted at the discretion of the instructor.
2. I will combine your exam scores and extra credit scores to calculate your best possible overall course score using the following rules:
   a) Your final exam will always count.
   b) If either or both of your Exam I or Exam II scores are lower than your final exam percentage score, you may replace that (those) score(s) with the final exam percentage score.
   c) If you miss Exam I or Exam II without contacting me, a score of 0% will be given for those exams and will not be eligible for replacement.
   d) A maximum of 5% extra credit is available.
3. Using the scores as collected above, final course grades will most likely be based on this standard grading scale (100-90% = A range, 89-80% = B range, 79-70% = C range, 69-60% = D range, below 60% = F) with + given to the upper 2.5 points (i.e. B+ = 87.5 – 90) and – to the lower 2.5 points (i.e. B- = 80-82.5). The course may be curved at my discretion. Curving of final course grades is entirely at my discretion. All curving, if deemed necessary, will occur at the end of the term – individual exams will not be curved. Curves will not be made public. Curving may or may not improve your final letter grade – but it will never lower your letter grade from that listed in the standard grading scale.

DO NOT RELY ON THE CURVE TO PASS THIS CLASS. IF YOU WANT TO EARN AN A IN THIS CLASS, EARN 92.5% OR HIGHER AS SCORED ABOVE TO BE GUARANTEE AN A. IF YOU WANT TO EARN AN A-, EARN 90-92.5% and so on for B+, B etc. IF YOU WANT TO EARN BETTER THAN AN F, EARN 60% OR HIGHER AS SCORED ABOVE. I will not post curves.

Additional On-line Materials:
1. I will attempt to post a video and audio feed (podcast) of each lecture. I have been successful in offering this technology before and if all goes well, each lecture will be available through Canvas for you to review (allow approximately 6-12 hours for posting to occur). Clickers do not work on-line – they only work in class. A word of caution – these podcasts are not intended as a substitute for lecture; there is no experience like being there at 8:30 am for the live and in-person show.
2. There is a world of material relevant to the study of Human Anatomy & Physiology available on-line. I have created an attenuated list of links in our Multimedia Materials or Extermal Link Module of the Canvas page. Additionally, I will post animations or tutorials on our Canvas page that help explain processes or anatomy more thoroughly.

3. Fun with Figures: These are PPT files of unlabeled figures and questions that I have generated. I will post them onto our Canvas page as the weeks go by. Use them in discussion groups or as additional tools when you have exhausted your study questions. I may also use these to assign pre-class homeworks.

4. Old Exams: On our Canvas page, Modules, Exam Materials are many old tests that I have written over the years. Use these old exams as examples of types of exam questions. Every year I write new exams that focus on material from our term’s course. Content from previous years may be similar, but if you see something on an old exam that we did not discuss, fear not, you are responsible only for material from this term.

5. Multimedia Materials Module of our Canvas – this has some very nice animations and videos that I have discovered over the years.

Thoughts on how to succeed in this course:
I understand that all of us learn differently and perhaps have difficulty with scantron based exams. I have created and make available many tools to help you improve your performance in this class.
1. Answer the Study Questions and discuss the answers with other students.
2. Utilize the free tutoring available through the Academic Success Center.
3. Visit the Academic Success center at 101 Waldo Hall, 737-2272 or http://success.oregonstate.edu/.
4. Come visit at extra sessions or office hours (see above as to how).
5. Study everyday – read the text chapters or use MasteringA&P (before class is optimal) and pay special attention to the text figures shown in class.
6. Talk to people about A&P – form study groups or you can ask me, LAs, SI leaders, TIs or each other questions or just talk over the difficult concepts again and again; the more you talk about the physiology, the better you will understand it.
7. Attend class – participation in lecture is an excellent way to learn. And get extra credit points!
8. Take on-line quizzes; it will reinforce lecture material and determine extra credit points, and it is good practice for exams and self assessment.
9. Use the Interactive Physiology DVD or MasteringA&P – this DVD/site demonstrates how the physiology works using video and audio formats. I highly recommend that everyone work through the exercises on the DVD or MasteringA&P website.
10. Improve throughout the course – since the final is cumulative, your course grade can be greatly improved by good performance on the final exam (see above as to how).

Academic Dishonesty:
You are expected to be honest and ethical in your academic work. Academic dishonesty is subject to the disciplinary process outlined in the OSU Student Conduct Regulations. Academic dishonesty is defined as an intentional act of deception in one of the following areas:
- Cheating – use or attempted use of unauthorized materials, information or study aids.
- Fabrication – falsification or invention of any information.
- Assisting – helping another commit an act of academic dishonesty.
- Tampering – altering or interfering with evaluation instruments and documents.
- Plagiarism – representing the works or ideas of another person as one’s own.
You will find more information on this subject at many locations on the OSU website including: http://oregonstate.edu/studentconduct/ & offenses, see here: http://studentlife.oregonstate.edu/studentconduct/offenses-0

Student Conduct:
The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society in constructive ways. Policies, procedures, and regulations are formulated to guarantee each
student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. In an academic community, students and faculty each have responsibility for maintaining an appropriate learning environment. Students are expected to adhere to behavioral standards that support and foster a learning environment. It is our professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. For specific regulations, please see http://oregonstate.edu/studentconduct/ & offenses, see here: http://studentlife.oregonstate.edu/studentconduct/offenses-0

Students with Disabilities:
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Statement on Diversity:
Oregon State University considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. OSU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Always remember that I am here to help you to learn and I want you to succeed here and in life.

Lecture & Topic Schedule: See Below

Other Important Spring 2016 dates:
Sunday April 3rd, 11:55 pm: Last day to Drop class by Web (100% refund)
Sunday April 10th, 11:55 pm: Last day to add a class by Web (requires approval)
Friday May 13th, 5 pm: Last day to change grading to S/U
Friday May 13th, 11:55 pm: Last day to Withdraw from class by web (have W on transcript)
<table>
<thead>
<tr>
<th>Wk</th>
<th>Lect #</th>
<th>Date</th>
<th>Topic &amp; Material Covered</th>
<th>Marieb Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1 &amp; 2</td>
<td>29-Mar</td>
<td>Course Introduction – Blood &amp; Guts; Overview of Cardiovascular system; Blood: The Nature of Blood; Red blood cells: Structure, Formation &amp; Production, Blood typing, start White blood cells</td>
<td>655-659; fig 18.1</td>
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<td></td>
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<td>White blood cell; Platelets &amp; Hemostasis</td>
<td>644-656</td>
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<tr>
<td>2</td>
<td>3</td>
<td>5-Apr</td>
<td>The Heart: Matters of the Heart: Anatomy &amp; The Heartbeat; The cardiac conduction system, ECG &amp; cardiac muscle contraction</td>
<td>663-685</td>
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<td>4</td>
<td>7-Apr</td>
<td>The Heart: The Cardiac Cycle: Pressures &amp; volumes &amp; heart sounds</td>
<td>685-688 &amp; fig 18.19</td>
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<tr>
<td>3</td>
<td>5</td>
<td>12-Apr</td>
<td>The Heart: Cardiodynamics: Control of movements &amp; force</td>
<td>685-695, fig 18.21</td>
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<td></td>
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<td>Blood Vessels: Artery, Vein &amp; Capillary Anatomy; lymphatic connections; selected vessels &amp; circulations</td>
<td>698-706, 757-760; 726-750</td>
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<td></td>
<td>6</td>
<td>14-Apr</td>
<td>Blood Vessels: Cardiovascular Physiology: Under Pressure</td>
<td>706-722</td>
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<tr>
<td>4</td>
<td>7</td>
<td>19-Apr</td>
<td>Blood Vessels: Cardiovascular Regulation &amp; Responses to changes</td>
<td>706-722</td>
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<tr>
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<td>8</td>
<td>21-Apr</td>
<td>EXAM I</td>
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<tr>
<td>5</td>
<td>8</td>
<td>26-Apr</td>
<td>Blood Vessels: Capillary Dynamics/Fluid Exchange</td>
<td>722-726</td>
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<td>9</td>
<td>28-Apr</td>
<td>The Respiratory System: Functional Anatomy</td>
<td>801-823</td>
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<td>6</td>
<td>10</td>
<td>3-May</td>
<td>Respiratory Physiology: The Gas Laws &amp; Gas Exchange</td>
<td>830-840</td>
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<td>11</td>
<td>5-May</td>
<td>Respiratory Physiology: Control of Respiration</td>
<td>840-849</td>
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<td>7</td>
<td>12</td>
<td>10-May</td>
<td>Urinary System: Kidney Anatomy, begin urine formation</td>
<td>961-971</td>
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<td>13</td>
<td>12-May</td>
<td>Urinary System: Urine Formation &amp; Control of Urine Volume &amp; Osmotic Concentration</td>
<td>976-986</td>
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<td>Urinary System: Urine Formation: GFR</td>
<td>971-976</td>
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<td>8</td>
<td>14</td>
<td>17-May</td>
<td>Urinary System: Catch up &amp; Urine transport, storage &amp; elimination</td>
<td>986-993</td>
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<td>15</td>
<td>19-May</td>
<td>EXAM II</td>
<td></td>
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<tr>
<td>9</td>
<td>15</td>
<td>24-May</td>
<td>Fluid, Electrolyte &amp; Acid-Base Balance: The ECF/ICF, salts, Acid/Base</td>
<td>998-1002</td>
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<td>16</td>
<td>26-May</td>
<td>The Digestive System: Histology, Control &amp; Proximal Anatomy, Proximal Organs</td>
<td>856-881</td>
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<tr>
<td>10</td>
<td>17</td>
<td>31-May</td>
<td>The Digestive System: Pancreas, Liver &amp; Gallbladder, Small Intestine &amp; Large Intestine, Digestion &amp; Absorption</td>
<td>881-908</td>
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<td>18</td>
<td>2-Jun</td>
<td>Metabolism &amp; Energetics: Metabolic Interactions, Diet &amp; Nutrition, Fluid/electrolyte problems, metabolic disorders (if time)</td>
<td>Selections of ch 24 &amp; ch 26</td>
</tr>
</tbody>
</table>

**Finals Week 9-Jun**

**FINAL CUMULATIVE EXAM COVERING ALL PRESENTED MATERIAL, THURSDAY JUNE 9th – 9:30 am**