Math/Science/Sport Science
Location: P330, Telephone: 972-273-3500

This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information

Instructor: Dr. T. Alegre
Office: C-336
Office Hrs: By appointment.
Telephone: 972-273-3239
E-mail: talegre@dcccd.edu

Course Information

Course title: Applied Human Anatomy and Physiology I
Course number: SCIT 1407
Credit hours: 4 Credit Hours
Course description: An applied systematic study of the structure and function of the human body designed for students considering a career in the health field. Includes anatomical terminology, cells, tissues, and the following systems: integumentary, skeletal, muscular, and nervous. Emphasis on homeostasis. This course is cross-listed as SCIT 1307. The student may register for either SCIT 1407 or SCIT 1307, but may receive credit for only one of the two. (3 Lec., 3 Lab.)
Course prerequisites: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

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<thead>
<tr>
<th>Section number</th>
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<td>Class Meeting Time</td>
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Required or Recommended Textbooks and Materials


Course Objectives

To learn the microscopic and macroscopic structure of the human body, and the principles of how and why these systems function. To learn and be able to use the nomenclature describing the structures and functioning of these systems.

Specific Course Learning Outcomes

1. Describe the organization of living matter as cells, tissues, organs, and organ systems.
2. The student will use the language of anatomy and physiology.
3. The student will discuss the development of the human body during embryogenesis.
4. Describe the basic requirements for sustaining life within the body.
5. The student will identify the basic types of tissue within the body, their locations, principal characteristics, and functions.
6. The student will describe the general features and functions of bones and the joints between them.
7. The student will name the bones of the body as well as major bone landmarks.
8. The student will discuss the contractile nature of muscle tissue and how muscles of the human body are constructed and controlled.
9. The student will describe the major movements made possible by different muscles and joints.
10. The student will name the major muscles of the body.
11. The student will discuss the structure and function of the basic parts of the nervous system (brain, spinal cord, and nerves) and their relation to the rest of the body.

12. **Course Outline**

“See Appendix.”

**Means of Assessment of Course Learning Outcomes**

- **Lecture:** (Power Point, Overhead, Blackboard, Projector, Class Notes, Exam Reviews and others.)
- **Laboratory Skills:** (Power Point, Overhead, Blackboard, Class Notes, Quizzes, Reviews, Hands On, Clinical Cases, and Clinical Project.)
Evaluation Procedures

- 5 exams – (1 drop lowest exam) = 4 exam-----------------------------60%

- 5 Laboratory Practicals – (1 drop lowest practical) = 4 Practicals
  --------------------------------------------------------------------------------30%

- Power Point Clinical Project---------------------------------------------7%

- Clinical Cases -----------------------------------------------3%

Exams and Assignments

<table>
<thead>
<tr>
<th>Written Examinations</th>
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<tr>
<td>Lab Practicals</td>
<td>5 Practicals</td>
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<td>Clinical Project</td>
<td>1 Project</td>
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<tr>
<td>Clinical Cases</td>
<td>10 Cases</td>
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Grading Scale

Standard college grading is used to compute the final grade.

100-90 A
89-80 B
79-70 C
Below 70 No Certification in various programs
69-60 D
59 and Below F

Discipline/ Course/ Department/Policies

Lecture includes full discussions utilizing the above methods to teach and discuss material presented. Class participation is very important and so is reading of the text. The workbook is individual practice/work with the material presented. Laboratory consists of short discussion about the day’s activity followed by student experimentation in the lab. Students will work in small groups but report their results individually. Some computer work will be required.

Attendance Policy

As you are preparing for a career in the Health Care profession, it is imperative that you practice the professional attributes of punctuality and attendance. The administration and faculty of this program have expectations of your own professional behavior, as well.
Tardiness
Student are expected to arrive on time for class. Entering class after it is in session can be disruptive to other students. Absence due to tardiness is included in classroom absence totals. Each occasion of tardiness is calculated to the next 1/2 hour. e.g. 10 minutes late = 30 minutes and 2 30 minute tardiness = 1 absent.

Classroom Rules and Expectations:
All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or work environment. To avoid distractions in the classroom, students will:
- Arrive on time and stay until class is dismissed;
- Be prepared to stay on task;
- Leave all food, drink, candy, chips etc outside the classroom;
- Listen courteously to one speaker at a time, with no distractions and no side conversations
- Generally behave as mature adults would in the workplace

Cell Phone/Pagers:
To avoid interruption of class sessions, students are to turn off all cell phones and pagers prior to the beginning of class. Students not conforming to this policy will be asked to leave the class.

Academic Ethics:
“Any violation of the Student Code of Conduct (as printed in the North Lake Catalog. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a grade of “0” for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY form of disruptive behavior will not be tolerated.”

Grievance Procedures:
Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. North Lake College requires that other complaints and disputes (that cannot be resolved by the persons directly involved) be referred initially to the Ombudsman Office for informal, confidential resolution. Additional grievance procedures and the Student Code of Conduct are outlined in the North Lake College Catalog.

Children in Class and Unaccompanied Children Policy:
The institution strives to protect an environment most conducive to teaching and learning for all enrolled students. Children who are taking part in organized scheduled activities or who are enrolled in specific classes are welcomed. Minor children, however, should not be brought to the college. This practice is disruptive to the learning process. In the case of an emergency where the student-parent has no alternative but to bring the child to the campus, classroom faculty or
the administrative heads of other units have full discretion as to whether a child may be allowed to quietly stay in the location. These individuals may require that children be removed by the student-parent from the setting if, in their opinion, the presence of the child is deemed to be disruptive to the learning process. For reasons of security and child welfare, the institution will not permit unattended children be left anywhere on the premises. Parents who have problems with childcare should visit the advisement/counseling center to receive referrals to childcare services in the area.

**On-line Testing Policies & Procedures**

All DCCCD policies regarding scholastic dishonesty as described in the Student Code of Conduct (See college catalog) apply to this course.

Course Specific Program Policies & Procedures

The student:
- Will use the highest ethical standard when taking on-line tests
- Must not discuss a test with any student for any reason during the hours that the test is available on line
- Can discuss a test with a fellow student after the deadline for test on-line availability
- Will not under any circumstances print or make a paper copy of any on-line test
- Will not copy any or part of a test question
- Will not use any study guide that they have created during a test
- Will not use texts or notes or any other written or recorded course information during testing
- The student will not exceed the time limit for any test for any reason
- Will answer all questions in a timely manner during the testing time frame.
- In the event that there is a controversial question, they will give their best response and submit the test on time. After the test is submitted they must contact their instructor either by email or in person regarding that question. (Grades for each test will only be final when the instructor and student are confident that grading for the test was accurate and represents the students true effort)

Tips for on-line testing
- Certain internet providers will disconnect you if they do not sense internet activity after a certain length of time. To overcome this you should have some form of streaming video playing in the background while you test e.g. a music video with the volume turned off.
- Make sure to disable your call waiting before starting an on-line test..... you may get disconnected if you receive a call during your test
**it is the student’s responsibility to contact their internet provider if they have any questions about these tips**
INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion".
Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/ACCESS Office at (972) 273-3165 or visit Room A-430 at North Lake College. North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. http://www.northlakecollege.edu/resources/disability.html

DROP POLICY
If you are unable to complete this course, you must officially withdraw by the assign date offer by this institution (Please see Syllabus/Schedule) Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.
This date is computed by the college and appears under its own heading on your receipt of payment.
If you stop attending class and do not withdraw, you will receive a performance grade of "F." See "Refund Policy" in the catalog for possible refund eligibility. Initiate: no one can do this for you. This grade will not be changed.
All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.
FINANCIAL AID STATEMENT
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

COUNSELING SERVICES
Counseling services for personal issues are provided to all students currently enrolled at North Lake College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A 430.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:
https://www1.dcccd.edu/coursedrops

WRITING CENTER (A309)
The Writing Center supports and supplements classroom instruction by providing focused, individualized writing instruction in response to the specific needs of the student. Its services are available to all North Lake students, not just those enrolled in English classes. The tutors are skilled writing specialists who can help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" students' papers, the Writing Center staff focuses on helping students develop and improve their writing skills.

Located in Room A309, the Writing Center is open 8:00 AM to 9:30 PM Monday through Thursday and 8:00 AM to 5:00 PM on Friday. Saturday hours are 9:00 AM to 2:00 PM during fall and spring semesters. Hours will vary during other sessions. Students who have scheduled an appointment in advance will have a tutor available to work with them at their scheduled time. Walk-ins are welcome, but they may have to wait for an opening or make an appointment for a later time, perhaps a later day. To schedule an appointment, come by the Writing Center, call 972-273-3089, or email nlcwritingcenter@dcccd.edu.
Exemplary Educational Objectives

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct and evaluate relationships in the natural sciences and to enable the student to understand the bases for building and testing theories. The exemplary educational objectives (EEO) are:

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

APPENDIX A

The Skeletal & Muscular Systems

Bones & Skeletal Tissues

1. Understand the general functions of the skeletal system.
2. Describe the functional properties of each of the three types of cartilage tissue and locate the major cartilages of the adult skeleton.
3. Define the four types of bones based on shape and be prepared to give examples of each.*
4. Describe the structure of long bones as well as the histology of compact bone.*
5. Describe the chemical composition of bone and the types of cells found here.
6. Compare and contrast intramembranous and endochondral ossification.
7. Name and describe the two types of growth which occurs in long bones.
8. Describe bone formation and reabsorption as homeostatic mechanisms for balancing plasma Calcium ion concentrations.
9. Identify the bones, markings, sutures, sinuses and fontanels as assigned in lecture and lab. *
10. Identify the subdivisions of the spinal column and distinguish between primary and secondary curvatures. *

11. Identify the three major structural categories and the three functional types of skeletal joints.

12. Understand the structure of synovial joints.

13. Recognize the types of movements which occur at synovial joints.

14. Describe the general functions of the muscular system.

15. Be familiar with the three types of muscle tissues. Know the function, histology and location of each. *

16. Explain the structure of an entire skeletal muscle from the level of subcellular structures to the whole muscle.

17. Describe the physiology of contraction in skeletal muscle at the fiber (cellular) level. Understand the role of acetylcholine and acetylcholinesterase.

18. Explain the significance of the “motor unit” and of the “all or none” principle.

19. Be familiar with the characteristics of contractions resulting from differing strengths and frequencies of stimuli. (Words to know: Simple twitch, summation, incomplete and complete tetany, treppe, and tonus)

20. Describe the metabolic aspects of energy mechanisms which support muscle contraction. (glycolysis, Kreb’s cycle, and electron transport)

21. Contrast skeletal, smooth and cardiac muscle by:
   a. structure and cellular organization
   b. differences in the biochemistry of contraction
   c. differences in rate, force and duration of contraction.

22. Identify connective tissue elements which bind bone to bone. Identify connective tissue elements which bind muscle to bone.

23. Recognize the three types of skeletal muscle fibers. Emphasize their differences and similarities. How do they vary in force and velocity of contraction? How do they vary in cellular structure?

24. Identify the muscles, origins, insertions and actions as assigned in the laboratory. *
The Nervous System

Fundamentals of the nervous system and nerve tissues

1. Understand the basic functions of the nervous system.
2. Recognize the structural and functional divisions of the nervous system.
3. Recognize the different types of neurons, their general structure and the roles of cell structures. *
4. Describe the different types of neuroglial cells and cite their functions. *
5. Explain the importance of the myelin sheath. How is it formed in the PNS and the CNS?
6. Distinguish between ganglia and nuclei and between a nerve and a projection tract.
7. Define resting potential, graded potential and action potential.
8. Diagram an action potential and explain its features.
9. Explain how action potentials are generated and propagated along neurons.
10. Distinguish between absolute and relative refractory periods.
11. Define saltatory conduction and contrast it with cable conduction.
12. Describe the structure of the synapse and explain the process of synaptic transmission.
13. Distinguish between excitatory and inhibitory postsynaptic potentials.
14. Define “neurotransmitter” and give several examples.
15. Explain the difference between spatial and temporal summation.
16. Name the major brain structures including the medulla oblongata, pons, midbrain, cerebellum, cerebrum, diencephalon, thalamus, hypothalamus, corpus callosum, pineal body, corpora quadrigemina, and the hypophysis.
17. Describe the production and flow of cerebro-spinal fluid. *
18. Distinguish between commissural, association, and projection tracts.
19. Recognize the gross and microscopic structure of the spinal cord. *

20. When presented with the name of a major spinal cord tract, classify it as sensory or motor and identify its origin and termination.

21. Describe the structure of the cerebrum including the central sulcus, longitudinal fissure, temporal fissure, transverse fissure, precentral gyrus and postcentral gyrus. *

22. Describe the location of the general functional regions of the cerebrum and describe the role of each region.*

23. Discuss the locations and functions of the thalamus, hypothalamus and corpus callosum. *

24. Describe the meningeal layers of the brain and spinal cord. *

25. Trace neural impulse flow from receptors to the appropriate cerebral cortical region based on the homunculus. Also, trace neural pathways from the cerebral motor cortex to specific effectors. Explain what is meant by “decussation”.

The Peripheral Nervous System

26. Describe the general structure of peripheral nerves. *

27. Explain why it is more likely that peripheral nerve damage will be repaired than damage within the CNS.

28. List the twelve cranial nerves by number, name and function. *

29. Describe how spinal nerves are associated with the spinal cord (include discussion of the dorsal root, dorsal root ganglion, dorsal ramus, ventral root and ventral ramus), and explain what is meant by cervical plexus brachial plexus, lumbar plexus and sacral plexus. *

30. Describe the reflex arc and distinguish between ipsilateral and contralateral reflex arcs.

The Autonomic Nervous System

31. Compare the somatic and autonomic nervous systems relative to effectors, efferent pathways, and neurotransmitters released.

32. Compare the general functions of the sympathetic and parasympathetic nervous systems. Note the effects of the sympathetic and parasympathetic divisions on the heart and gastrointestinal tract.
33. Describe the site of CNS origin, locations of ganglia, and general fiber pathways of the parasympathetic and sympathetic divisions.

34. Define cholinergic and adrenergic fibers and list the different types of cholinergic and adrenergic receptors.

35. Describe the pathways which conduct impulses from the spinal nerves to the autonomic pathways of the sympathetic nervous system.

36. Describe the sympathetic chain, lateral ganglia, collateral ganglia and terminal ganglia.

37. Explain the phenomenon of “referred pain”.

Chapter Outline:

- Chapter 1 An Introduction to the Human Body
- Chapter 2 The Chemical Level of Organization
- Chapter 3 The Cellular Level of Organization
- Chapter 4 The Tissue Level of Organization
- Chapter 5 The Integumentary System
- Chapter 6 The Skeletal System: Bone Tissue
- Chapter 7 The Skeletal System: The Axial Skeleton
- Chapter 8 The Skeletal System: The Appendicular Skeleton
- Chapter 9 Joints
- Chapter 10 Muscle Tissue
- Chapter 11 The Muscular System
- Chapter 12 Nervous Tissue
- Chapter 13 The Spinal Cord and Spinal Nerves
- Chapter 14 The Brain and Cranial Nerves
- Chapter 15 Sensory, Motor, and Integrative Systems
- Chapter 16 The Special Senses
Schedule for SCIT 1407:

Please read:

Highlighted in Yellow are the microscope slides as well as the models that will be part of your lab Practicum (located in your A&P site). Therefore, review the illustrations or Fig. in your lab book on the respective pages given below as well as in the website under lab related.

Make sure you know and understand the Testing Center Hours (across the district hours of operation do change) and it is ultimately the student responsibility to know them and to know the deadlines of every test offer in this class shown below. If you cannot take a Test, for example on a Saturday, due to your work schedule, please take it before that day. It is not fair to me or your peers to change my schedule and provide you with more time to take your exam respectively.

May 11
Lecture:
CH 1: An Introduction to Anatomy and Physiology
Lab:
Exercise 1:
Fig.1.1, fig.1.2, fig.1.3, & Pag.10 fig.1.5
Exercise 2:
2.2, Page 19: B

May 12
Lecture:
CH 2: The Chemical Level of Organization
Lab:
Exercise 3:
Fig. 3.1
Exercise 4:
Fig.4.1a, fig.4.4, Page: 37A
Exercise 5:
Fig.5.3, Page 48: B & C

May 14
Lecture:
CH 3: The Cellular Level of Organization
Lab:
Exercise 6:
Pages: 76-77 C, 78 E, & 80 F
See Microscope Slides in the website (5 of them will be on your Lab practical).
May 15
Lecture:
CH 4: The Tissue Level of Organization
Lab:
Exercise 7:
Fig. 7.4, fig. 7.6, Pages: 91 A and B, Page 92 C, Page 93 (Identification of Skin from Different Body Locations)
See Skin Model in the website
Exercise 8:
Fig. 8.1, fig. 8.2, Pages: 101-02 B
See Dissected Bone Model in the Website
Clinical Case #1
Deadline is Today. (See website under Lab related)
Lab Practical #1
Deadline is Today. It will cover questions from Exercises: 1-6 and 5 questions from the Microscope slides in the website. Total questions are 28 (23 from the exercises and 5 from the slides)

May 16
Lecture:
CH 5: Integumentary System
Lecture Test #1
Deadline at the Testing Center is Today. It will cover Chapters 1-4 (lecture/Power Points). Test will be 123 Multiple Choice Questions.
Lab:
Exercise 9:
Fig. 9.5, fig.9.8, fig.9.9, fig.9.10, fig. 9.11, and fig.9.12
See Skull Model in the website
Clinical Case #2
Deadline is Today. (See website under Lab related)

May 17
Lecture:
CH 6: The Skeletal System: Osseous Tissue and Skeletal Structure
Lab:
Exercise 10:
Fig.10.3, fig.10.4, fig.10.7, & fig.10.8
See Femur Model in the website
Exercise 11:
Fig.11.1, fig.11.2, fig.11.3 (a), fig.11.4, fig.11.5 fig.11.6, fig.11.7, & fig.11.8
Clinical Case #3
Deadline is Today. (See website under Lab related)

May 18-19
Lecture:
CH 7: The Skeletal System: The Axial Skeleton
CH 8: The Skeletal System: The Appendicular Skeleton
Lab:
Exercise 12:
Fig.12.1, fig.12.3, fig.12.5, fig.12.6, Pages: 181 B & 182 C & D
Exercise 13:
Page: 194 C.

Lab Practical #2
Deadline is May 19. It will cover questions from Exercises: 7-11 and questions from the following Models: Skin, Dissected Bone, Skull and Femur in the website. Also will include 2 Questions from Clinical Cases 1 and 2). Total Questions are 3

May 21-22
Lecture:
CH 9: Articulations
Lecture Test #2
Deadline at the Testing Center is May 22. It will cover Chapters 5-8 (lecture/Power Points). Test will be about 100 Multiple Choice Questions.

Lab:

Exercise 14:
Fig.14.1a, fig.14.3a, fig.14.4a-b.(Anterior Superficial and deep View), fig.14.5 a & b. (Anterior and Posterior View of the color models not the human dissected one), 14.6a. (Anterior Superficial View of the color model to the left not the black and white with #’s), 14.6c.(Posterior superficial View of the color model to the left not the black and white with #’s), 14.7a.(Anterior Superficial View of the color models not the human dissected one), 14.7c. (Posterior Superficial View), 14.8 a, b, and c. (Anterior, Lateral and Posterior Superficial View of the color models not the human dissected ones).
In reference to many the above exercises, make sure you (as already mentioned) know the color models not the black and white to the right with the numbers and Not the human dissected illustrations.
Basically these exercises are similar to the ones in my models that I have label in the A&P website.
See Appendages Models: Leg & Arm in the website

Clinical Case #4
Deadline is May 21. (See website under Lab related)

May 23
Lecture:
CH 10: Muscle Tissue
Lab:
Continue working in Exercise 14
Exercise 15:
(Not included in the Lab Practicum)
Clinical Project Due.
The Power Point Project with the Disease provided by me. Deadline is Today. The earlier you turn it in the better chances for me to review it and help you get full credit on it.
Clinical Case #5
Deadline is Today. (See website under Lab related)
May 24
Lecture:
CH 11: The Muscular System

Lab:
Clinical Case #6
Deadline is Today. (See website under Lab related)

Lab Practical #3
Deadline is Today. It will cover questions from Exercises: 12-14 and questions from the following Models: Appendages: Leg & Arm in the website. Also will include 2 Questions from Clinical Cases 3, 4, and 5). Total Questions are 25.

May 25
Lecture:
CH 12: Neural Tissue
Lecture Test #3
Deadline at the Testing Center is Today. It will cover Chapters 9-11 (lecture/Power Points). Test will be 98 Multiple Choice Questions.

Lab:
Exercise 16:
Fig.16.3, Pages: 263A & 265A
See Neuron Models in the website

Exercise 17:
Fig.17.1, fig.17.4, Page: 273 B
See Transverse Section of Spinal Cord Model in the website

Clinical Case #7
Deadline is Today. (See website under Lab related)

May 26
Lecture:
CH 13: The Spinal Cord and Spinal Nerves

Lab:
Exercise 18:
Fig.18.3 a-b, fig.18.6, and Page: 285 (Using your Knowledge)

Exercise 19:
Fig.19.1, Page: 293 B, & Fig. 19.3 on page 295

Clinical Case #8
Deadline is Today. (See website under Lab related)

May 28-29
Lecture:
CH 14: The Brain and Cranial Nerve

Lab:
Exercise 20:
Fig.20.1 (four major brain regions)?, fig.20.4 a-b, fig.20.7, fig.20.9 exercises
8-13 pag. 311, and Pages: 316 B & 320 D
See Ventricles of the Brain model in the website.

Exercise 21:
Fig.21.1 (top color illustration not dissected one below), and Pages:
327A
(1-12 above and below), 329 A.
See Cranial Nerves Model in the website.

Clinical Case #9
Deadline is May 28. (See website under Lab related)

Lab Practical #4
Deadline is May 29. It will cover questions from Exercises: 16-19 and questions from the following Models: Neuron and Transverse Section of the Spinal Cord. Also will include 2 Questions from Clinical Cases 6 and 7. Total Questions are 25.

May 29 is the last Day to Withdraw with a “W”

May 30-31
Lecture:
CH 15: Neural Integration I: Sensory Pathways and the Somatic Nervous System
Lecture Test #4
Deadline at the Testing Center is May 31. It will cover Chapters 12-14 (lecture/Power Points). Test will be 98 Multiple Choice Questions.

Lab:
Exercise 22:
Fig.22.3, and Pages: 339 B, and 342 C (11-20).

June 1
Lecture:
CH 16: Neural Integration II: The Autonomic Nervous System and Higher Order Functions
Clinical Case #10
Deadline is Today. (See website under Lab related). This Clinical Case will not be included in the Practicum #5.

Exercise 23:
Fig.23.1 (a-b), and Fig.23.2 (a-b)

Lab:
Lab Practical #5
Deadline is Today. It will cover questions from Exercises: 20-23 and questions from the following Models: Ventricles of the Brain and Cranial Nerves. Also will include 2 Questions from Clinical Cases 8 and 9 (NOT including clinical case #10). Total Questions are 25.

June 4
Lecture Test #5:
Our final exam. It is not comprehensive. The deadline for this exam is June 4. It will cover Chapters 15-16 (lecture/Power Points). Test will be 64 Multiple Choice Questions. This exam cannot and will not be rescheduled since the grades will be turn in to NLC the next day AM ASAP. If you cannot take this exam due to an emergency or due to testing center problems, (reason why we have the policy of dropping your lowest exam) this will be your dropping exam. Therefore in order to avoid this particular situation, please plan ahead and give yourself time. An incomplete will not be provided.
Calculating Your Class Grade:

I. Class Exams Overall Weight = 60% of Class Grade
   - Exam 1 Grade %_____ out of 100%
   - Exam 2 Grade %_____ out of 100%
   - Exam 3 Grade %_____ out of 100%  (Drop your Lowest Grade)
   - Exam 4 Grade %_____ out of 100%
   - Exam 5 Grade %_____ out of 100%

   A. Add top 4 from above 4 Exams = _____ 
      Divide by 4 = _____% x 0.60 = ______

II. Lab Practicum Overall Weight = 30% of Class Grade
   - Lab Practicum 1 Grade %_____ out of 100%
   - Lab Practicum 2 Grade %_____ out of 100%
   - Lab Practicum 3 Grade %_____ out of 100%  (Drop your Lowest Grade)
   - Lab Practicum 4 Grade %_____ out of 100%
   - Lab Practicum 5 Grade %_____ out of 100%

   B. Add top 4 from above 4 Exams = _____ 
      Divide by 4 = _____% x 0.30 = ______

III. Clinical Cases Overall Weight = 3% of Class Grade
      = ______%.  
      Add all 10 and this will be your grade % (if you did them your grade will be 100%).

   C. Grade % _______ x 0.03 = __________

IV: Oral Presentation Overall Weight = 7% of Class Grade

   D. Grade % _______ x 0.07 = __________

Last Step:
   Add:  A_____ + B_____ + C_____ + D_____ = _____ (Your Class Grade)