## Contacting Instructor

Place the **course and section numbers in the subject line** (Example: SCIT 1408-5426) followed by a title for your message when emailing your instructor. This will expedite instructor response and facilitate correct information. Emailing from within the course ensures the addition of the Course Number and Section to the subject line.

The best way to reach the instructor is by email. Contact information (email address, telephone number, office) is available under *My Instructor* and at top of this syllabus.

The instructor will reply by email within 24-48 hours, Monday through Friday. The instructor is not available by email on weekends or holidays. An email sent Friday afternoon may not be read until Monday afternoon. (If I do not reply within 24 hours (excluding weekends and holidays, I did not receive the email, email again. After a second 24 hours or if urgent, contact me by telephone. Urgent includes technical difficulties during a test or exam.)

## Course Description and Prerequisites

### Course Description

A continuation of Applied Human Anatomy and Physiology I (SCIT 1407) designed for students considering a career in the health field. The following body systems are included: digestive, respiratory, cardiovascular, lymphatic/immune, renal/excretory, and reproductive. Emphasis is on homeostasis. This course is intended for students seeking to complete an Applied Science Degree.

### Credit Hours

4 (3 Lec., 3 Lab)

### Course Prerequisites

Must have college-level reading and writing skills. Successful completion of SCIT1407 is required. Previous experience with on-line courses is highly recommended.

### Core Curriculum Objectives


### End of Course Outcomes

Identify components and functions of the following body systems: digestive, respiratory, cardiovascular, lymphatic/immune, renal/excretory, and reproductive; and apply anatomical terminology to describe the processes that these body systems use to maintain homeostasis of the human body. (CIP 26.0403)

### Required Materials

A student of El Centro College is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. THECB TAC Rule 4.218 (c)
- **Holmes Human Anatomy & Physiology**, 12 edition  
  Authors: David Shier, Jackie Butler, and Ricki Lewis  
  Publisher: McGraw-Hill  
  ISBN-13: 9780073525709 or 9780077361341; MHID: 0077361342  
  Publisher Text Site:  

- **Anatomy & Physiology Revealed**, Version 3.0 DVD, 2nd edition  
  Publisher: McGraw-Hill  
  Publisher Text Site:  

- **Computer access**

- **Notes:**  
  - The bookstore sometimes confuses face-to-face sections with online. Be sure you order the correct books.  
  - The required textbook is on reserve under “SCIT 1408” in the El Centro library. The Lab DVD is not available.

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**Computer Requirements/Technology Support/Student Profile**

<table>
<thead>
<tr>
<th>Computer Requirements</th>
<th>To participate in this course, you will need access to hardware and software that meet the following requirements. This course is NOT iPad compatible.</th>
</tr>
</thead>
</table>
|                       | - Computer connected to the Internet  
                        | - Email address  
                        | - Windows-based. A Mac equivalent may not be able to run the lab CD.  
                        | - 56K modem or faster  
                        | - Browsers and Operating Systems: refer to “Operating Systems and Browsers for eCampus v.9” under eCampus at [www.dcccd.edu](http://www.dcccd.edu). Some browsers will not work, and some will encounter problems during testing.  
                        | - **Flash Plug-in**  
                        |   - In order to receive maximum interactive benefit from this course, you must have the following plug-in player installed and functioning properly on your system.  
                        |   - To download the player, simply click on the icon below and follow the instructions provided.  
                        |   ![get ADOBE FLASH PLAYER](https://example.com/adobe_flash_player.png)  
                        |   - You will also need [RealPlayer](http://www.real.com) and [QuickTime](http://www.quicktime.com).  
                        | - **Deactivate the pop-up blocker before completing activities or taking quizzes, chapter tests, or proctored exams.**  
                        | - Access to Microsoft Office 2003 or higher software with the following application software:  
                        |   - Word processing (Word)  
                        |   - **MS Works may not be used.** |

| Technical Support | Although the system that you will be using for this course can be reached through the computer labs at any DCCCD campuses, the student is responsible for required equipment and technical support. If you are having problems with eCampus, please call LeCroy Help Desk for technical support at 972.669.6402. |

| Student Profile | After registering for this course, in order for you to receive e-mail messages, your name and e-mail address need to be in the course’s database. To enter your information:  
                        | - **Login to eCampus**  
                        | - Under My DCCCD tab, and eCampus tab, click on Personal Information  
                        | - Several links will appear. Click on Edit Personal Information at the top.  
                        | - Wait for the form to appear, and add your individual data. **Your name and email** |

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address are required.
- Make sure to click on the Submit Button at the bottom of the page.
Please verify under eConnect that your phone number is correct.

### Course Requirements/Assignments

#### Course Outline
- Lecture presents the fundamental theory of anatomy and physiology.
- Lecture Assessment (Proctored)
  - Syllabus Quiz
  - Discussion Board
  - Chapter Tests
  - Proctored Tests
- Laboratory elaborates upon the theories presented in lecture.
- Lab Assessment (Proctored) - incorporated (1/3) into Proctored Tests and Chapter Tests.
  - Individual lectures/labs will cover the following topics:
    - Reproductive
    - Respiratory
    - Heart
    - Development
    - Digestive
    - Circulation
    - Urinary
    - Metabolism
    - Lymphatic
    - Water Balance
    - Blood

#### Course Requirements
- Update your Student Profile.
- Send an email to Dr. Rutherford.
- Complete the Course Orientation and Course Orientation Quiz.
- **Read assigned material.**
- Participate in assigned discussions, posting and replying as directed.
- **Complete learning activities.**
- **Complete practice quizzes.**
- Complete **lab** assignments.
- Prepare for and complete **chapter tests and proctored exams.**

#### Time Commitment
Successful performance in the course will take a time commitment of approximately 10-12 hours/week of your time during the 16-week long semesters. To develop the long-term memory needed for success in courses that require this course as a prerequisite, it is recommended to study daily in repeated sessions, reviewing learned material several times each day on a daily basis throughout the course. Compressed courses cover the same material in a shorter period of time and will require many more hours of study each week.

#### Assignments
The course is organized into weeks (refer to Course Schedule). Assignments can be found under the **Assignments** navigational button on the course’s main page. Areas found under this heading:
- **Chapter Content** — Learning objectives, reading assignments, learning activities, practice quizzes, optional Study Tools, chapter tests, and a link to the discussion are located here. **Do not email publisher test results.**
- **Lab** — lab exercises are imbedded within this folder. Students must have access to a computer with a CD drive. Labs are **NOT** turned in for a grade; lab questions will comprise 1/3 of your chapter test grade. **Do not email publisher test results.**
  - You can save images to your computer from the CD. Saving them can facilitate your review of the images. Click the Save button in the left panel on the CD when viewing an image. **Save images in every available view.**
    Name the file the image name. You can then view as a slideshow to study.
- **Discussions** — Each chapter discussion is worth 7 points for a total of 21 points. The “Let’s Get Acquainted Discussion is graded separately. The Q&A and Coffee Shop discussion boards are optional.

#### Learning Activities
- There are several interactive activities to complete for each chapter assignment. Each activity is graded by the computer and you will receive immediate feedback. Click on the activity to activate it. Read and follow the directions. Report any
<table>
<thead>
<tr>
<th><strong>Discussion Board</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to complete a discussion board</strong></td>
</tr>
</tbody>
</table>
| Discussion board comments are entered online under the Discussion Board navigation button.  
Each forum contains one discussion topic (thread). To maintain good communication, organization is required. Please follow directions carefully. |
| **How to complete a discussion board:** |
| 1. Enter the Discussion Board section for the course.  
2. Click on the topic (thread) and read the directions.  
3. Click on the **Reply** button.  
4. Type or paste your response in the Message test box.  
5. **Update the subject line to reflect your concepts.**  
6. Observe Rules of Netiquette (located under **Start Here**).  
7. Click the Submit button.  
8. Look through your classmates’ messages and respond to someone else’s message as directed. (Click on the student's message, click on **Reply**, type your response, and click **Submit**.)  
9. Repeat this sequence for each discussion thread.  
10. Click **OK** at the end of the board to exit. (You will have to scroll down to see the **OK** button.) |

<table>
<thead>
<tr>
<th><strong>Discussion Participation</strong></th>
</tr>
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</table>
| • The purpose of a Discussion is two-fold, learning social and interaction:  
  • **You remember 90% of what you teach,** so explain in your own words—**do not cut and paste from anywhere.**  
  • Get to know your classmates—talk to each other! You may go beyond the minimum for grading and talk about the subject content with each other. Share study tips!  
  • Goals for the Discussion include:  
    1. For me to see how you are understanding, so I can help you.  
    2. For you to prepare yourself for the exam—*you remember what you teach.*  
    3. For you to help the class review for the exam (select concepts listed in the learning objectives).  
    4. To help your classmates learn. Sometimes students understand other students’ explanations (or correction in a reply) better than they understand the instructor’s explanation.  
    5. To make social connections.  
  • Post questions that you want answered in the **Q&A discussion.** Place the chapter and topic of your question as the subject heading. While I will give the class a chance to respond, I will email you a response. If you do not receive an email within 48 hours of your post to the Q&A, email me. You may also email us questions and call me. The purpose of this board is to allow you to ask questions anonymously. It also helps me share answers with everyone in the class, just like we would if we met face2face.  
  • Use the **Coffee Shop** discussion to socialize and arrange study groups. Meet in public areas. Emailing and using the IM (Pronto) within the course keeps your email private and limits the IM to classmates.  
  • **Discussion Topics are linked to the chapters.** Discussion 1, Cardiovascular System, pertains to chapters 14 and 15, Discussion 2, is Lymph and Respiratory chapters 16 and 19, and Discussion 3 is the Urinary System chapters 20 and 21. Most of my examples below are directed to chapters 17 and 18 to help you understand without suppressing your creativity.  
  • Technology happens. **Compose off-line** and paste into the message box. |
• **Discussion Options (Posts):** For each discussion board, you may choose from the options below. You could blog for one discussion and write an analogy for another. You may reply to any student’s post regardless of your choice of post. **DO NOT repeat information posted by another student.** Do not only post anatomy. You must include physiology. If you provide anatomy, clearly show how the anatomy impacts the physiology. **See Discussion Grading below for more instructions.**

1. **Most Interesting and Most Difficult concepts.**
   - Clearly explain (describe in detail, teach) the concepts you found most interesting and most difficult in the assigned chapters. If you are still having difficulty with the concept, end with one or more questions that will enable a classmate to respond and assist you. (Describe one most interesting and one most difficult concept for the two chapters, NOT for each chapter.)

2. **Analogy**
   - Write an analogy about one specific concept. Do not write an analogy for the entire system or chapter. Example: it would be difficult to write an analogy that would explain all 8 functions of the liver, but you could think of one to explain how the liver filters. Explain the analogy in detail explaining and linking it to the physiology. In other words, a NO CREDIT analogy would be, the liver is like a bank, it stores nutrients. The analogy must be a paragraph and contains details. If you wanted to develop the bank analogy, explain what in liver storage is represented by the tellers, account managers, vault, etc, and explain how the 2 are similar in the roles and actions performed.

3. **Reflection-Connection**
   - Write about how a concept you have learned has helped you understand something that has happened in your life. For example, perhaps you know someone who has had esophageal cancer. Explain in detail, explaining normal anatomy and physiology concepts that helped you understand. Perhaps the person had difficulty swallowing—you could explain the function of the esophagus and the swallowing mechanism.

4. **Blog**
   - You must reflect about what you learned, how you are linking the new information to what you already know, and how you are applying your new learning to current situations in your life. You must include specific details about Anatomy & Physiology (teach a concept).

5. **Teach a Concept**
   - Take the role of a health care professional. You are to provide education about a topic (concept) to a patient. For example, you could explain the pathway of blood through the heart or the physiological (NOT psychological) factors that result in high blood pressure. (Teach a concept.)

6. **Add-a-Resource**
   - Find a good source that is accurate, valid, and helpful; and share it with the class. Provide the URL and evidence for the site’s validity. You must describe the resource, how it will benefit your classmates, and how it helped you. Again, no credit will be given for generalities: “this site is great to help you understand blood pressure.” You must explain how it helps understand blood pressure, for example, if it explained afterload and preload, give a summary of how it was explained (teach a concept). Tell how to navigate the site if this is needed. Explain if there are videos, animations, recorded lecture with slides, and so forth. Rate the resource on a scale of 1-5 (if not at least a 3, don’t submit it). I will visit the resource. If it is a poor or invalid resource, you will earn no credit. Do NOT submit a .com site unless you get my approval FIRST. Good sites are usually .gov and .edu. Be careful with .net and .org. Wikipedia and similar sites are NOT acceptable for points.

• **Replies (See Discussion Grading for more instructions.)**
  - You may reply to any of the student posts (not the instructions). You will need to expand on something the student wrote. **The information you provide must be DIFFERENT from your post.** Remember, the goal of the reply is two-fold: make a social connection to the student and teach a concept so that you will
understand the concept better. Do NOT repeat (copy, paraphrase) another classmate’s post or reply including your own.

- Connect to the student who posted—use their name, thank them for their explanation on ....
- Do NOT address entire organs or systems—concept must be more specific. You must include physiology.
- Update the subject line to reflect your new information.
- Examples:
  - In the example above about esophageal cancer, you might reply about difficulty eating would impact nutrition. You could then teach about the NORMAL A&P of nutrient needs OR you could link to digestion in the stomach OR small intestines and give details there. The goal is to teach ONE concept.
  - Another example: Explore a posted resource. Was the student’s description accurate? Did you find the resource beneficial? Explain how the resource assisted you in learning a specific concept (specify and briefly teach the concept) or how it did not help you. Provide at least 2 justifications for why you think the site is beneficial and valid or why you think it is not beneficial and valid. If the site did not help you, find something about A&P related to the topic thread to teach! (Remember the goal is to teach because you remember what you teach!)
  - Reply to an analogy by expanding the analogy (teaching a concept) or explaining how the analogy assisted you to understand and restate how you now understand the concept.
  - Reply to any of the other options similarly, always including teaching one concept and acknowledging the student’s post. You could clarify a physiological point or build on the explanation and add how you are applying your new learning to your current situation.

- To receive credit, posts and replies must meet the criteria provided above and below and be posted prior to the deadline.
- You MUST REPLY to the Topic Thread (post) and to ONE other student (reply) in each discussion forum. Q&A and Coffee Shop are optional. You are not required to reply in Let’s Get Acquainted, but it is nice and beneficial if you want to form a study group or make a friend.
- Posts/Replies will be graded on originality, clarity, depth, and accuracy and appropriate subject line. You are graded on content explained, not links or study tips. Posts and replies must contain detailed content, not generalities and must explain physiology.
- Each post must be a minimum of 7 or more well-constructed sentences that are not redundant. Length should not exceed 300 words. More than one paragraph is acceptable. Update the subject line to reflect your topic. One point will be deducted if the subject line is not updated for either Initial Post or Reply.
- Replies must be at least 4 well-constructed sentences and should not exceed 200 words.
- Do NOT select global concepts for posts. Do not try to explain an entire chapter, organ system, or organ. Select a specific concept, such as liver filtration, afterload and preload, or T cell activation.
- Replying to classmates with “I agree,” “your explanation really helped me,” “I also had difficulty with that concept,” or other “me too” type comments will receive NO points. These are great conversation pieces that should not be omitted. This is a discussion, but credit is derived from detail of concept contributed.
- Primary thread replies (posts) are due on Thursdays by 10 pm of the week assigned.
- Replies to other students are due on Saturdays by 10 pm of the week assigned.
- No late posts or replies will be accepted.
- Scoring of Discussion Board: 4 points for Post (reply to topic thread), 3 points for the reply to another student explaining a concept for a total of 7 points per discussion thread. Subject line must be updated, detail and clarity of specific concept, personal connection to post for reply (for example: “Mindy, your explanation about .... really
helped me; let me add….”). Reply must be made to another student, and not posted as a reply to the instructions.

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Following directions</td>
</tr>
<tr>
<td>1</td>
<td>Social connection in reply</td>
</tr>
<tr>
<td>5</td>
<td>Detailed, accurate, specific concept (not organ or organ system)</td>
</tr>
<tr>
<td></td>
<td>3 points initial post</td>
</tr>
<tr>
<td></td>
<td>2 points reply</td>
</tr>
</tbody>
</table>

No credit for late posts; no exceptions

### Tests and Exams

#### General Information

- Do not take tests and exams until you are ready. You will only have one chance to enter the test or exam.

  - **LOG OUT and log back in before taking an exam.** Blackboard (eCampus) times out regardless of your activity.

  - Questions are multiple choice and true/false.

  - Students will complete a course **Orientation Quiz** during the first two weeks of class, **Chapter Test** for each chapter during the semester as specified on the Course Schedule, and five **Proctored Exams** during the semester as specified on the Course Schedule.

  - To complete the Orientation Quiz or a Chapter Test, click the link for the quiz or test. You will be asked if you are ready to take the assessment now. If you are, click OK. Read the instructions and answer all questions. When you have completed the test, click Submit. Most tests will be checked automatically, and your grade will appear under the My Grades navigation button.

  - Use the learning objectives to guide your study and preparation. Use the "key terms" as a guide to prepare for the lab portion of the exams.

  - **Tests and Exams are timed.** You will be given 20 minutes for each chapter test. You will be given 80 minutes for each exam. While you will be able to view your chapter test results, you must make an appointment with the instructor to view your exams or discuss them by phone. Penalties apply for exceeding time (see Chapter Tests and Exams).

  - Do NOT use the Save button on tests or exams. If you click the Save button and exit the test, the test is blocked. You will be unable to complete it and the test cannot be graded.

  - If the system should fail during a chapter test, immediately email the instructor and wait for a reply.

  - If the system should fail during an exam, ask the testing center to telephone the instructor, immediately email the instructor, and wait for a reply.

  - Should you have repeated difficulty with tests or exams, you will be required to take the tests/exams at a specified location, including under the instructor’s direct supervision at the LeCroy Center.

#### Chapter Tests

- **Chapter Tests consist of 10 questions** (multiple choice and true/false) @ 2 points each for a total of 20 points possible for each test.
  - The questions are composed of lab and lecture material questions.
  - There will be images from the CD-ROM to label.
  - The tests are designed to be taken at home WITH YOUR BOOK CLOSED!!
- Tests are located after the Study Tools within each chapter tab.
- A 15% deduction will be taken for exceeding the time limit.
- A 50% deduction will be taken for exceeding the time limit beyond 5 minutes.
- If the time limit is exceeded more than 2 times, a 0 will be awarded for all future tests in which the time limit is exceeded.

Logout and Login before beginning a chapter test. Blackboard automatically logs you out after a period of time even if you are constantly interacting with the system.

- Chapter Tests are designed for you to gauge your understanding of the material prior to taking the Proctored Exam.
  - Students that score below 80% on the Chapter tests are strongly encouraged to review the material again before proceeding to the next chapter’s material.

- Chapter tests MUST be completed prior to your taking the proctored exam for those chapters. Note: You may complete the chapter tests anytime “prior” to your taking the proctored exam for that section. Other than taking them prior to proctored exams, there is NO specific due date. However, it is strongly recommended that you complete the chapter test when you complete the chapter, and that you complete the first assigned chapter before beginning the second chapter because the information in the second chapter builds on the information in the first chapter. The course schedule reminds you to complete the chapter tests in a timely manner. Avoid waiting to take both chapter tests after completing both of the assigned chapters and Avoid taking the chapter tests immediately prior to the exam because you will not have time to address your learning deficits.

- Chapter Tests always include multiple choice and true/false questions. Images (from the Lab CD) to identify/label are included on each chapter test.

- Chapter Test and Exam questions are pulled from the reading assignments, learning activities, practice quizzes, and lab assignments. (The Study Outline may be a beneficial tool to condense the information.)

- Use the learning objectives and lab key terms to guide your study.

### Proctored Exams

- Each Proctored Test consists of 50 questions (multiple choice and true/false) @ 2 points each worth a total of 100 points.
- The questions are composed of lab and lecture material questions. There will be images from the CD to label.
- Use the objectives and lab key terms to guide your study.
- The tests can be accessed through the Proctored Exams navigation button found on the main page of the course.
- When you click on the desired test, you will be prompted for a password that a testing center employee will enter for you.
- This testing procedure will allow the program instructor to effectively verify enrolled student completion.
- The results for the proctored tests are score only.
- If you wish to review the questions with correct answers, please make an appointment with your instructor.

- There is a 15% deduction taken for exceeding the time limit or any test taken beyond the due date. Late tests must be scheduled with the instructor.

- A 15% deduction will be taken for exceeding the time limit.
- A 50% deduction will be taken for exceeding the time limit beyond 5 minutes.

- PROCTORED EXAMS may be taken at the MAIN CAMPUS TESTING CENTERS of
the following colleges:
  - El Centro, 214-860-2178, A Building (MAIN CAMPUS)
  - North Lake College MAIN CAMPUS, 972-273-3160, Building A
  - Eastfield College MAIN CAMPUS, 972-860-7011, Building C
  - Brookhaven College, 972-860-4865, Building S

- Proctored Tests will only be available the days they scheduled in the syllabus.
- It is the student’s responsibility to verify the Assessment Center hours and to adjust their schedule accordingly to take the test within the prescribed time.
- If you make less than 60 on a proctored exam, please contact Dr. Rutherford.
- Distance education students may arrange to take their tests at a local college Testing Center. Distance notification, eligibility, and alternate testing location information MUST be arranged with the instructor within the first week of class. You must contact the instructor with the name, telephone number, and email address of a contact person at the testing center. You (the student) are responsible for locating a proctor and any fees involved. You are also responsible for confirming that all arrangements have been completed BEFORE the first exam is available.

### Attendance/Participation
Students are required to document attendance and participation in this course through discussion board participation and completing assignments, tests and exams on time. Check for new announcements each time you log in. Changes and other important information will be posted on this page as necessary, and being unaware of the available information will not be accepted as an excuse for failing to comply with it.

### Instructional Strategies/Grade Determination
#### Instructional Strategies
Instructional strategies in this course will focus on readings, discussions, tests and exams, and interactive computer exercises.

#### Extra Credit Policy
No extra credit points are allowed.

#### Grade Determination
The grade for the course will be based on a total of 715 points distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>15 points</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>21 points</td>
</tr>
<tr>
<td>Chapter Tests</td>
<td>180 points</td>
</tr>
<tr>
<td>Proctored Tests</td>
<td>500 points</td>
</tr>
<tr>
<td>Total</td>
<td>716 points</td>
</tr>
</tbody>
</table>

The total number of points will be translated into a letter grade as follows:

- A = 90 - 100% 644 - 716 points
- B = 80 - 89.9% 573 – 643 points
- C = 70 - 79.9% 501 – 572 points
- D = 60 - 69.9% 430 – 500 points
- F = below 60% Below 430 points

### Course Drop Date: July 14, 2012

### Institutional Policies
Includes policies addressing Stop Before you Drop (6 Drop), Repeating a Course, Withdrawal Policy, Financial Aid, ADA Statement, Religious Holy Days, Children on Campus, and Campus Emergency Operation Plan.
| Academic Ethics | Academic dishonesty (cheating) will not be tolerated in either lecture or laboratory sections of the course. If cheating is observed, points for that activity will be disallowed, and grades of zero given for cheating may not be dropped. Academic dishonesty includes activities such as looking up answers to questions on graded assessments, asking another person to help you answer any question on graded assessments, copying lab report answers from other students, and collaboration with students who have completed Chapter Tests and Proctored Exams. **It can be assumed that tests/exams showing the same or similarly missed questions as evidence of dishonesty.** All tests involved can receive a score of zero. Also, students missing similar questions when taking the test at or near the same time will be more closely scrutinized. Instructor reserves the right to schedule separate testing times for students.

Any violation of the Student Code of Conduct available at [https://www1.dcccd.edu/catalog/about/standard.cfm?loc=DCCCD](https://www1.dcccd.edu/catalog/about/standard.cfm?loc=DCCCD) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade 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. |

| Disclaimer | The provisions contained in this syllabus do not constitute a contract between the student and El Centro College. These provisions may be changed at the discretion of the Coordinator/Instructor. When necessary, appropriate notice of such changes will be given to the student.

The instructor-of-record may provide additional information to enhance the course to meet the needs of the enrolled students, provided that the enhancements do not conflict with the official course syllabus. |

| Course Schedule | SEE THE NEXT PAGE FOR COURSE CALENDER!!!

PAY ATTENTION TO DUE DATES AND REQUIREMENTS |
## SCIT 1408: HUMAN ANATOMY AND PHYSIOLOGY SCHEDULE
### Summer, 2012 Course Calendar

Discussion posts (response to thread) are due by 10 pm Thursday of the week assigned. Replies to other students are due by 10 pm Saturday of the week assigned.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>#</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| May 14 | 1 | Complete the Course Orientation.  
READ the course Syllabus AND Frequently Asked Questions!  
Email Dr. Rutherford  
Participate in the discussion board ‘Let’s Get Acquainted’ (note: you only have to post something for this; you do NOT have to reply as with other discussions; however, replies are encouraged for you to get to know your classmates).  
Take the Orientation Quiz.  
Complete Chapter 17: Digestive System  
- Complete Lab: APR Digestive System  
- Complete Practice Quizzes as you complete course materials  
- Complete Chapter 17 Test (when you complete the chapter, but anytime prior to when you take proctored Exam 1) |
| May 21 | 2 | Chapter 18: Nutrition and Metabolism  
- Complete Lab: APR Digestive System  
- Complete Practice Quizzes as you complete course materials  
- Complete Chapter 18 Test (anytime prior to your taking proctored Exam 1)  
Proctored Exam 1 will be available Saturday, May 26.  
Due to the holiday, this exam will be extended. Testing centers may or may not be open Saturday, May 26. |
| May 28 | 3 | Proctored EXAM 1  
- Material from chapters 17-18  
- MUST be taken from 5/26 - 5/31 (Sat, Tues, Wed, Thurs because of Holiday)  
- Proctored exam must be taken at the Assessment (Testing) Center.  
Chapter 14: Blood  
- Complete Lab: APR Cardiovascular Heart  
- Complete Practice Quizzes as you complete course materials  
- Complete Chapter 14 Test (anytime prior to proctored Exam 2) |
| June 4 | 4 | Complete Chapter 14  
Begin Chapter 15: Cardiovascular System  
- Participate in the Discussion Board (Cardiovascular)—Post due by 10 pm Thursday June 7, Reply due by 10 pm Saturday June 9)  
- Complete Lab: APR Cardiovascular Vessels  
- Complete Practice Quizzes as you complete course materials  
- Complete Chapter 15 Test (anytime prior to proctored Exam 2) |
| June 11 | 5 | Complete Chapter 15 and Study, Study, Study!  
Proctored Exam 1 will be available Saturday, June 16. |
| June 18 | 6 | Proctored EXAM 2  
- Material from chapters 14 & 15  
- MUST be taken from 6/16 – 6/19 (Sat, Mon, or Tues)  
- Proctored exam must be taken at the Assessment Center.  
Chapter 16: Lymphatic and Immunity  
- Complete Lab: APR Lymphatic  
- Complete Practice Quizzes as you complete course materials  
- Complete Chapter 16 Test |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Section</th>
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<tbody>
<tr>
<td>June 25</td>
<td>7</td>
<td><strong>Chapter 19: Respiratory System</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Participate in the Discussion Board (Lymphatic) — Post due Thursday, Reply due Saturday</td>
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<tr>
<td></td>
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<td>- Complete Lab: APR Respiratory</td>
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<td>- Complete Practice Quizzes as you complete course materials</td>
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<td>- Complete Chapter 19 Test</td>
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<td></td>
<td><strong>Proctored exam available Saturday</strong></td>
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<td>July 2</td>
<td>8</td>
<td><strong>Proctored EXAM 3</strong></td>
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<td></td>
<td></td>
<td>- Material from chapters 16 &amp; 19</td>
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<td>- MUST be taken from 6/30 – 7/3 (Sat, Mon, or Tues)</td>
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<td>- Proctored exam must be taken at the Assessment Center</td>
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<td><strong>Chapter 20: Urinary System</strong></td>
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<td>- Complete Lab: APR Urinary</td>
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<td>- Complete Practice Quizzes as you complete course materials</td>
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<td>- Complete Chapter 20 Test</td>
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<td>July 9</td>
<td>9</td>
<td><strong>Chapter 21: Water and Electrolytes</strong></td>
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<td>- Participate in the Discussion Board (Urinary)</td>
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<td>- Complete Lab: APR Urinary</td>
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<td>- Complete Practice Quizzes as you complete course materials</td>
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<td>- Complete Chapter 21 Test</td>
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<td><strong>Proctored exam available Saturday</strong></td>
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<td>July 16</td>
<td>10</td>
<td><strong>Proctored EXAM 4</strong></td>
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<td>- Material from chapters 20-21.</td>
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<td>- MUST be taken from 7/14 – 7/17 (Sat, Mon, or Tues)</td>
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<td><strong>Chapter 22: Reproductive System</strong></td>
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<td>- Complete Lab: APR Reproductive</td>
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<td>- Complete Practice Quizzes as you complete course materials</td>
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<td>- Complete Chapter 22 Test</td>
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<tr>
<td>July 23</td>
<td>11</td>
<td><strong>Chapter 23: Pregnancy Growth and Development</strong></td>
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<td>- Complete Lab: APR Reproductive</td>
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<td>- Complete Practice Quizzes as you complete course materials</td>
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<td>- Complete Chapter 23 Test</td>
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<td><strong>Proctored exam available Saturday</strong></td>
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<td>July 30</td>
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<td><strong>Proctored EXAM 5</strong></td>
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<td>- Material from chapters 22-23</td>
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<td></td>
<td>- MUST be taken from 7/28 - 7/31 (Sat, Mon, or Tues)</td>
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<td>- Proctored exam must be taken at the Assessment Center.</td>
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<td>- No late tests accepted.</td>
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Note: The provisions contained in this syllabus do not constitute a contract between the student and El Centro College. These provisions may be changed at the discretion of the Biology Coordinator/Instructor. When necessary, appropriate notice of such changes will be given to the student.