BIOL 2320  Human Anatomy with Kevin at USU Brigham City

Course Description

Course description as well as banner heading information is pulled from banner.

Fees

There is a lab fee to help with cadaver purchase and maintenance. Sorry, I don't know a way around that.

Course Objectives

By the end of this course, you will be able to:

1. Discuss the anatomy and functions of every body system
2. Describe all major structures within any body region, from multiple views
3. Use correct anatomical terminology while describing structures and processes on a human cadaver
4. Teach your friends, family, and the stranger on the street amazing facts about their bodies.
5. Speak a new language, that of anatomical structures (filled with Latin and Greek)

Instructor

Kevin V. Young, kevin.young@usu.edu (mailto:kevin.young@usu.edu) It is important for me that you feel comfortable. Yes, I have a PhD, which means I traveled for a long time down a particular road. I prefer you not call me "Dr. Young." I am also not a fan of "Professor" or "Sir." I don't want us to be on unequal ground--I am just your guide, and my goal is to help you learn as much as possible. So, call me "Kevin" unless that makes you uncomfortable--in that case call me Bilbo. Just kidding--call me anything you want.

Office Hours and Course Schedule coming soon. I want to establish a group chat on WhatsApp or Telegram or something so your quick questions can be answered easily.

TA information coming soon. The TAs will be a great help and a very important part of this class.

Course Resources

All Course Resources are  Optional.

Here is an OpenStax Anatomy & Physiology (https://openstax.org/books/anatomy-and-physiology/pages/1-introduction) textbook that you can read free online or order a print copy for <$50. You can also acquire any other anatomy textbook.

Here are 3D apps by Visible Body (https://www.visiblebody.com/anatomy-and-physiology-apps/web-suite) for doing virtual dissections and learning body parts and functions. Can access on mobile, tablet, or computer for $35/year.
Here is Hank Green's Crash Course Anatomy (https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8) video playlist, which is a nice primer or refresher

How about a notebook and pen? Or flashcards? Or online quiz tools? What about some awesome videos? What resources do YOU find helpful for learning anatomy?

**Course Requirements**

Each student will:

1. Be amazing
2. Be kind
3. Be humble
4. Be curious
5. Be enthusiastic
6. Be open to failing and trying again
7. Be creative
8. Be helpful
9. Be determined to push herself or himself to learn more and more, and to internalize the subject
10. Do we really need 10 things??

**Evaluation Methods and Criteria**

My goal is for you to love anatomy so much that you learn it very, very well. When you love something you don't just take tests about it--you sing about it! You talk to your friends about it, you compose poetry about it, you lay in bed thinking about it . . . so let's be creative. Sure, we can use exams, quizzes, and written assignments, but we can also do presentations, make tiny 3-page books about body parts, make anatomy-based TikToks, compose anatomical vocal performances, write poems, draw pictures, star in little videos, host debates, make podcasts, build quizzes for each other, make games, etc. Sure, it will be a ton of work to learn so many new words and so many structures, but let's have some fun while we're working hard!

In the end you have to do a serious evaluation of how well you have learned the subject, and what grade that corresponds to. Your evaluation has to be backed with strong, evidence-based arguments. But what kind of evidence you choose to include in your learning portfolio is up to you--what would be convincing to you if you were on a jury that was debating what grade you deserved for this class? I will tell you this: if you provide zero evidence and don't even bother giving me an evaluation, then I will give you a D (or an F if you simply did not come to class). Anything above a D is up to you to demonstrate and document. You don't have to be grandiose. You don't have to suck up to me. Just tell me about your learning journey, your successes, your failures, the ways in which you persisted when times were tough, etc. Then tell me what all that means in terms of a letter grade. I would rather not even assign you a grade, but since I have to I want it to be as perfect a reflection of your learning and knowledge as possible. It is not a reflection of your character or your potential. You could be an awesome student who has an awful semester and you weren't able to focus on this class, so a C might be what you earned, even though in a different circumstance you could have earned an A. My focus is not on grading you--my focus is on teaching you, which really means being a part of your learning journey.

**Grade Scheme**

No scheming, just honest assessment of your work. Did you know that the root of "assessment" is "to sit with?"
Course Schedule/Outline

All dates are approximate. We will always wish we had more time. Please study the subjects in advance for a more enjoyable time together.

Attendance and Excused Absences Policy

I have no policy. You are big people and you are in charge of your life and where you spend your time.

From this point on, if the text is black then it is the standard text, written by the university. If I want to leave a comment, it will be in green text, like this comment is.

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc (http://libguides.usu.edu/rc)

I look forward to you discovering new resources that will enhance the experience of this class or may improve it for future students.

Classroom Civility.

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (https://studentconduct.usu.edu/studentcode/article5) for more information.

I have a goal of not being manipulative, so I don't try to strictly control the classroom environment. If you have something to say, then say it. If you want to ask a question, then ask it. Please be aware that it can be problematic if someone keeps steering the discussion by their comments and questions. If you keep hearing your own voice, then think what you can do to encourage some new voices in the room. I don't have a policy against your cell phones because I trust you and trust your sense of civility. If you need to take a call and you leave the room, that is perfectly fine. If you need to send a quick text, that is up to you. If you want to spend all your time on your phone playing a game, that is also up to you but it could be a distraction for others so maybe position yourself to not be a distraction. I might be a bit sad if you are not part of the class discussion, but it is up to you to decide how to use your time and how to best learn the material.

University Policies & Procedures [standard text that I did not write, but you should probably read]

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and
creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

I'm hoping that academic freedom will give me the permission to do the crazy things we are doing with this class!

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty [This section matters, but is not very applicable to our situation. By eliminating high-stakes testing I feel I have also eliminated most of the incentive to cheat. Only you can learn the material for yourself, and you will need to demonstrate that learning in many ways. If you see an incentive to cheat, let me know--that might indicate an area where the course needs improvement]**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Sexual Harassment/Title IX**
Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (http://www.usu.edu/policies/339) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity (https://equity.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities I am keen to accommodate your needs as best as I can.

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement [Super important--I want people who think differently than me, and I want to welcome a diversity of approaches to learning. To have the best learning experience, it is critical that everyone feels welcome, that they feel their voice is being heard. Please stand up for each other, and know that I will stand up for you too. If you feel threatened by microaggressions or gaslighting or anything else, then let me know--I will be on your side.]

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu (https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services (https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu (http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture (http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa (http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity (https://www.usu.edu/provost/diversity/), (435) 797-8176
You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: [https://studentconduct.usu.edu/studentcode](https://studentconduct.usu.edu/studentcode)

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII ([https://studentconduct.usu.edu/studentcode/article7](https://studentconduct.usu.edu/studentcode/article7)).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](http://www.usu.edu/studentconduct)
- [Student Code](https://studentconduct.usu.edu/studentcode/article6)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty-life/syllabus.cfm)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.