

Spring 2021 BIOL-2320-BT1 Syllabus

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.

Date	Lecture	Labs
1-Sep	Course intro	No labs this week
3-Sep	planes, regions, cavities, directional terms	
8-Sep	cells, tissues, integumentary 1	Skeletal Lab 1
10-Sep	integumentary 2; surface anatomy	
15-Sep	skeletal 1: skeletal tissue & 206 bones	Skeletal Lab 2
17-Sep	skeletal 2: axial skeleton landmarks	
22-Sep	skeletal 3: appendicular skeleton landmarks	Certification day
24-Sep	skeletal 4: finish skeletal system; joint motions	
29-Sep	skeletal 5: joints	Muscles 1 & joints
1-Oct	muscles 1: intro & muscle tissue	
6-Oct	muscles 2: axial muscles	Muscles 2 & surface anatomy
8-Oct	muscles 3: appendicular muscles	
13-Oct	muscles 4: finish muscular system	Nervous system & Endocrine
15-Oct	nervous 1: nervous tissue, intro to system	
20-Oct	nervous 2: central nervous system	Certification day
22-Oct	nervous 3: peripheral nervous system & reflexes	
27-Oct	nervous 4: autonomic nervous system, special senses	Cardiovascular system
29-Oct	nervous 5: special senses 2 + endocrine system	
3-Nov	cardiovascular 1: blood	Digestive & Respiratory
5-Nov	cardiovascular 2: the heart	
10-Nov	cardiovascular 3: blood vessels	Reproductive & Urinary
12-Nov	cardiovascular 4: lymphatic & finish system	
17-Nov	digestive 1	Reproductive discussions/certifi
19-Nov	digestive 2	
24-Nov	respiratory system	No labs this week
26-Nov	No class-Thanksgiving holiday	
1-Dec	urinary system	lab online: review/certification/tu
3-Dec	reproductive 1	
8-Dec	reproductive 2	lab online: review/certification/tu
10-Dec	pregnancy & human development	
15-Dec	Final Exam	Go celebrate!

NOTES:

I would like a mid-term self-evaluation and portfolio around end of October/beginning of November--let's say by Nov. 3. Your final self-evaluation/grade report/portfolio will be due on 17 December, but you can turn it in as early as 10 December.

You will note there is a final exam on 15 December. You can turn in your grade BEFORE taking the exam, or you can wait until after. The main purpose of the final exam is a formal measure for how I did as a teacher, and how well the non-conventional classroom worked. I will have already given you so many quizzes and exams that this should be no big deal. Since I am not counting points for anything, I cannot compel you to take the final exam--it will just be as a favor to me, or as a fun challenge to yourself.

Occasionally for lab you see "certification day," which is code for lab quizzes and you having opportunities to show the TAs what you have mastered. We will try to quiz you frequently (perhaps each lab), but on these days we will take more time making bigger quizzes. Remember: the main purpose of quizzes and tests is to enhance your learning. You can track your scores as part of your portfolio, but I'm more interested in actions you take in response to the mistakes you make. I want to know how you are challenging yourself to always learn more.

Attendance and Excused Absences Policy

I have no policy. You are adults 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.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols during the fall 2020 semester. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

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.

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

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

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.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

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>).

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/>)
- 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.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the “SafeUT App” (<https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.