



INSTRUCTIONAL PACKAGE

BIO 112

Basic Anatomy and Physiology

Fall 2018 – Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 2018-2019

COURSE PREFIX: BIO 112

COURSE TITLE: Basic Anatomy and Physiology

CONTACT HOURS: 3-3

CREDIT HOURS: 4

RATIONALE FOR THE COURSE:

BIO 112 provides students with a solid foundation in anatomy and physiology that prepares the students for more advanced courses on this topic. After completion of this course, students will possess an increased awareness of the various structures and functions of the human body and will have a better understanding of how this relates to future allied health careers. Through guided classroom and laboratory experiences, students will identify body parts and relate organ systems for a comprehensive overview of body function.

COURSE DESCRIPTION:

This course is a basic integrated study of the structure and function of the human body.

PREREQUISITES/CO-REQUISITES:

COMPASS Reading 65 or ACCUPLACER Reading Comp 056 or New ACCUPLACER Reading Comp 235 or COMPANION Reading 056 or ACT Reading 14 or SAT Critical Reading 380 or Multiple Measures English 1 or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC or Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

A Connect code from McGraw-Hill is a required component of this course.

For Hybrid/Online Students Only: Each student will be required to view an orientation PowerPoint presentation during the first week of class. This presentation can be found on the course homepage in D2L under News. After viewing the presentation, all online students must complete the orientation quiz which can be found under the dropdown assignment menu. A student will not be considered officially enrolled in the course until the presentation has been viewed and the quiz completed with a 100% score. Any submitted work from the student including discussion posts, assignments, etc. will not be given a grade until the presentation has been viewed and the quiz has been submitted. Failure to view the presentation and take the quiz before

midnight on the last day to add/drop classes will result in the student being automatically dropped from the course.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

ACADEMIC DISHONESTY:

All forms of academic dishonesty, as outlined in the Student Code in the HGTC catalog, will NOT be tolerated and will result in disciplinary action. Anyone caught cheating or committing plagiarism (Defined in the code as: "The appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit") will be given a grade of a zero for that assignment and reported to the Senior VP of Academic Affairs, in accordance with the student handbook. A second offense will result in the student being withdrawn from the course with a "WF" and charges being filed with the Chief Student Services Officer.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

UNIT 1: Chapters 1-5

The student will be introduced to anatomy and physiology and histology while reviewing chemistry, cells and cellular metabolism by:

Defining Anatomy and Physiology and listing the organization of the human body.

Identifying the characteristics of life and defining metabolism by describing the major types of chemical reactions within the body.

Defining homeostasis and the mechanisms utilized by the body to achieve and maintain it.

Outlining the eleven organ systems of the body and their functions.

Utilizing anatomical and directional terms to describe body structures.

Defining chemical terms and summarizing types of chemical bonds.

Defining pH and its relationship to human body chemistry.

Identifying major organic and inorganic substances and their importance to living processes.

Examining the structure and function of a variety of cell types.

Distinguishing between various types of membrane transport systems.

Outlining the life cycle of the cell.

Distinguishing between anabolic and catabolic metabolism.

Explaining how enzymes control metabolic processes.

Explaining how energy is released through cellular respiration.

Outlining the process of protein synthesis and identifying the roles of DNA and RNA.

Identifying the major characteristics of epithelial, connective, muscle and nervous tissue.

Identifying epithelial, connective, muscle and nervous tissues according to their shapes and arrangements and listing locations and functions of each.

Examining the various cell and fiber types found in connective tissues.

Contrasting the major characteristics of the three (3) types of muscle tissue.

UNIT II: Chapters 6-8

The student will be able to comprehend the structure and function of the integumentary, muscle and skeletal systems by:

Defining the structure and function of the skin and epidermal derivatives, including body temperature regulation and wound healing.

Contrasting each layer of the skin in terms of tissue types, key features and functions.

Explaining the role(s) of each accessory organ as they relate to the functions of the skin.

Listing and explaining the functional aspects of the skeletal system.

Classifying bones into five (5) classifications according to their shapes.

Identifying the major bones of the axial and appendicular skeleton and the parts of a long bone.

Explaining the role(s) of each part of a long bone.

Comparing and contrasting intramembranous and endochondral ossification and explaining the role(s) of the osteoblasts and osteoclasts.

Distinguishing between red marrow and yellow marrow and their function in the process of hematopoiesis.

Classifying joints based on structure and function and naming joint movements.

Defining basic muscle functions.

Outlining the gross and microscopic structure of skeletal muscle.

Illustrating a sarcomere and labeling the various structures within the sarcomere.

Explaining the process of skeletal muscle contraction including the neuromuscular junction, sliding filament model, and energy sources.

Defining recruitment, summation and muscle fatigue.

Comparing slow-twitch to fast-twitch muscle fibers.

Comparing the general characteristics of skeletal, smooth, and cardiac muscle including location and contraction.

Defining peristalsis.

Explaining rigor mortis.

Defining origin and insertion and explaining how muscles interact to produce movement.

Identifying major muscles of the human body.

UNIT III: Chapters 9-11

The student will be able to comprehend the structure and function of the nervous and endocrine systems, and demonstrate an understanding of the somatic and special senses by:

Explaining the structure and function of each division and subdivision of the central, peripheral and autonomic nervous system.

Listing types of neuroglia and their functions.

Identifying parts of a neuron and their functions, including the role of myelin.
Classifying neurons based on structure and function.
Defining a synapse.
Explaining cell membrane potential and action potential.
Illustrating the pathway of a nerve impulse as it is received by receptors until it reaches the effectors, including the role of neurotransmitters.
Outlining a reflex arc.
Identifying the three layers of the meninges and their functions.
Summarizing the structure and functions of the spinal cord.
Summarizing the structures and functions of the brain, including the four lobes of the cerebrum, cerebellum, diencephalon, and brainstem.
Discussing the functions of the cranial and spinal nerves.
Comparing the actions of the sympathetic and parasympathetic nervous systems as they affect other body systems.
Listing examples of each of the somatic senses and determining the specific kinds of stimuli that would trigger each of these senses.
Comparing visceral pain to referred pain.
Outlining the olfactory nerve pathway.
Listing the five primary taste sensations and explaining which structures are involved in these processes.
Explaining the mechanism of hearing and vision by integrating anatomical structures with their functions.
Elaborating on the structure and function of the hormone-secreting glands.
Explaining the functions of the endocrine system and its relationship to the functioning of the nervous system.
Explaining how hormones produce effects on target cells and how hormone secretions are regulated by feedback mechanisms.
Identifying the major endocrine organs, labeling major structures and hormones produced and identifying general functions for each organ.

UNIT IV: Chapters 12-14:

The student will possess an understanding of the components of blood, and comprehend the structure and function of the Lymphatic and Cardiovascular systems by:

Outlining the composition and functions of the blood, including plasma, erythrocytes, leukocytes and platelets.
Explaining the steps in hemostasis.
Comparing each of the ABO blood types in terms of their antigens and antibodies.
Identifying the preferred and permissible donors for each of the ABO and Rh blood types in case of a blood transfusion.
Identifying the structures of the heart and blood vessels and relating structures with functions.
Organizing the pathway of blood through the heart.
Illustrating how the cardiac conduction system initiates a complete cardiac cycle and interpreting an ECG.
Comparing arteries to veins in terms of their vessel walls and functions.
Contrasting arterioles to venules in terms of their vessel walls and functions.
Defining coronary arteriosclerosis, myocardial infarction, angina pectoris, thrombosis, and embolism.
Defining blood pressure and explaining how it is measured.
Explaining the regulation of blood pressure and flow.
Outlining the organization of the lymphatic system and its role in providing immunity against disease.
Summarizing the general composition of lymph and the role of the lymphatic system in terms of transport of fluids throughout the body.

Organizing the flow of lymph throughout the body from the capillaries to the lymphatic trunk and then to the heart.

Identifying non-specific defense mechanisms of immunity.

Comparing humoral immunity and cell-mediated immunity.

Discussing applications of immunity including allergies, vaccines and autoimmunity.

UNIT V: Chapters 15, 16, 17 and 19

The student will be able to demonstrate an understanding of the Digestive, Respiratory, Urinary and Reproductive systems by:

Identifying the various organs of the digestive system including the accessory organs of digestion and explaining the processes involved in the chemical and mechanical digestion of the major food groups.

Listing, in order, the structures food passes through from the beginning to the end of the alimentary canal.

Naming the four distinct layers of a hollow tubular digestive organ.

Elaborating on the various regions of the stomach and gastric secretions.

Comparing the small intestines to the colon with regard to location and function.

Identifying sites where carbohydrates, proteins and fats are digested.

Identifying the structures of the respiratory system and explaining the mechanics of breathing, exchange of respiratory gases and the regulation of respiration.

Listing, in order, the passageway of air through the bronchial tree.

Contrasting the movements of the diaphragm and intercostal muscles in inspiration and expiration.

Interpreting respiratory volumes and capacities in spirometry.

Discussing the neural control of breathing.

Defining the respiratory membrane.

Explaining how oxygen and carbon dioxide are transported, including the role of hemoglobin.

Identifying the various structures of the urinary system and explaining the processes involved in the elimination of wastes and in homeostasis of body fluid.

Listing the various functions of the urinary system.

Identifying the major structures and their functions in the kidney.

Illustrating a typical nephron labeling each major structure and giving a general function for each.

Discussing the three (3) major processes involved in urine formation.

Discussing the regulation of urine concentration and volume.

Identifying the major reproductive structures of the human body and explaining the function of each in controlling male and female physiology.

Outlining the pathway of a sperm or egg cell through the male or female reproductive system.

Listing the phases of the human sexual response.

Outlining the menstrual cycle and relating it to hormone production by the pituitary gland and ovary.

Contrasting mitosis and meiosis.

Lab Student Learning Outcomes:

Learning outcomes for the lab portion of this course are included in the Lab Student Handouts, a document that will be provided to you by your lab Instructor. They are detailed for each lab topic covered in the course and include items like identification of structures on lab models, diagrams, devices, and dissected materials. Learning outcomes include utilization of microscopes to view and identify cells and tissues. Accurate spelling is a learning outcome and graded component of this course.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

DEPARTMENT OF NATURAL SCIENCES GRADING POLICY

Your grade for this course will be determined solely on the basis of the criteria outlined below. Students will not be allowed to substitute other activities (reports, homework, etc.) to count in place of any of the stated criteria (this means there will be NO extra credit offered). As the tests/exams given in this course are designed to measure the extent to which you have mastered course materials, students should not expect there to be any "curving" of grades.

EVALUATION*

Lecture	75%
Labs	<u>25%</u>
	100%

**Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

Withdrawal before the sixth day of the term is considered a "drop" and will not show on the official transcript. Withdrawal from the sixth day of the term through the two-thirds point of the term results in a grade of "W." Students who withdraw after the two-thirds point will receive either a grade of a "W" (if passing the course at the time of withdrawal), or the course instructor can assign a grade of "WF" (if the student is not passing the course at the time of withdrawal). Students should discuss their withdrawal plans and the grade they will receive with their instructor prior to withdrawal.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any

course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Lecture Attendance:

For a 15 week course (fall and spring), the allowed number of absences for a MW or TR class is as follows: 4 absences are allowed for lecture, regardless of reason. For a lecture class that meets once a week, the allowed number of absences is two (2). When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF. **Remember, an absence is an absence, no matter if it is excused or not!**

Lab Attendance:

Students are allowed one (1) lab absence for a lab that meets weekly. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

Online/Hybrid Attendance:

Students enrolled in distance learning courses (hybrid and online) are required to maintain contact with the instructor on a regular basis to be counted as "in attendance" for the course. All distance learning students must participate weekly in an Attendance activity in order to demonstrate course participation. Students showing no activity in the course for two weeks (these weeks do not need to be consecutive) will be withdrawn due to lack of attendance.

Check your Instructor's Course Information Sheet for any required on-site meeting times. For hybrid courses, in which students attend on-site labs, lab attendance is recorded separately and participation in lab activities does NOT apply toward lecture attendance.

Lab Attendance for Hybrid Courses:

Students in hybrid classes in which labs only meet 5 or 6 times during the semester, must attend **all** lab sessions for its entirety. Failure to attend **one** lab will result in immediate withdrawal. Students in hybrid classes where labs meet every week, you are allowed **one** lab absence. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu