



## BIOL 2402 - Anatomy and Physiology II 4F1 Course Syllabus

### Description

Anatomy and Physiology II is the second part of a two course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics).

**Prerequisites** TSI Reading complete and must have passed [BIOL 2401](#) with at least a grade of "C"

### Semester Offered

Every Fall

Fall Flex terms

Spring

Spring Flex terms

Summer 1

Summer 2

Summer Flex

**Credits** 4

**Lecture Hours** 3

**Lab Hours** 3

**Extended Hours** 0

**Contact Hours** 96

**State Approval Code** 26.0707.51 03

**Instructor Name** SUDEEP MAJUMDAR

**Semester/Year** Fall Flex II 2024

### Meeting Time and Location

Online

### Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

### Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

### **Class Attendance**

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**No use of Generative AI permitted.**

This option assumes that all work submitted by students will be generated by the students themselves, whether they are working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Student Learning Outcomes**

**Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information**

- CT2: Gather and assess information relevant to a question

- CT3: Analyze, evaluate, and synthesize information

**Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication**

- CS1: Develop, interpret, and express ideas through written communication
- CS2: Develop, interpret, and express ideas through oral communication
- CS3: Develop, interpret, and express ideas through visual communication

**Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions**

- EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

**Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal**

- TW1: Integrate different viewpoints as a member of a team
- TW2: Work with others to support and accomplish a shared goal

**Instructional Goals and Purposes**

The purpose of this course is to provide the student with an in-depth study of the anatomy and physiology (structure and function) of the human body. Both normal and pathological conditions are emphasized. In so doing, the student will be educated in the core components/college student learning outcomes (listed above) and the course learning outcomes (listed below).

**Learning Outcomes**

After studying all materials and resources presented in the course, the student will be able to:

**Lecture**

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.

**Lab**

1. Apply appropriate safety and ethical standards.
2. Locate and identify anatomical structures.
3. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.
4. Work collaboratively to perform experiments.
5. Demonstrate the steps involved in the scientific method.
6. Communicate results of scientific investigations, analyze data and formulate conclusions.
7. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

**Course Content**

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will learn the following content:

**Lecture**

1. The structure, function and clinical considerations of the endocrine system.
2. The structure, function and clinical considerations of the heart.

3. The physiological aspects of cardiac output and blood flow.
4. The structure, function and clinical considerations of the lymphatic system.
5. The structure, function and clinical considerations of the respiratory system.
6. The structure, function and clinical considerations of the digestive system.
7. The metabolism of macromolecules and energy regulation.
8. The structure, function and clinical considerations of the urinary system.
9. The structure, function and clinical considerations of the reproductive system.
10. The structure, function and clinical considerations of developmental anatomy and inheritance.

#### Lab

1. The structure, function and clinical considerations of the endocrine system.
2. The structure, function and clinical considerations of the formed elements of the blood.
3. The structure, function and clinical considerations of the heart.
4. The physiological aspects of cardiac output and blood flow.
5. The structure, function and clinical considerations of the lymphatic system.
6. The structure, function and clinical considerations of the respiratory system.
7. The structure, function and clinical considerations of the digestive system.
8. The structure, function and clinical considerations of the urinary system.
9. The structure, function and clinical considerations of the reproductive system.
10. The structure, function and clinical considerations of developmental anatomy and inheritance.

#### Methods of Instruction/Course Format/Delivery

This course is offered in a variety of formats: face to face, hybrid, and online. The course typically includes lecture, class discussion, reading assignments, laboratory performance, web-based assignments including and web-based tutorials.

#### Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### Assignments

##### Lecture

1. **Class Quizzes:** Several quizzes will be given during the semester. Any lecture session may begin or end with a quiz. Quiz questions will be drawn from lecture notes, reading assignments and text objectives. Each quiz may consist of multiple-choice, true/false, matching, and fill-in-the-blank questions.
2. **Mastering A&P Quizzes:** There will be several publisher-administered Mastering A&P quizzes which are accessed via Canvas. The quizzes are untimed quizzes which are opened and closed at a date and time set by the professor. Each quiz may consist of multiple-choice, true/false, matching, fill-in-the-blank, and short-answer questions.
3. **Exams:** Several exams will be administered during the semester. Each exam typically covers two to three chapters from the textbook. Test questions will be drawn from lecture notes, reading assignments, text objectives and review sheet. Each exam may consist of multiple-choice, matching, true/false, fill in the blank, and essay type questions.
4. **Final Exam:** A final comprehensive examination will be given the week of final exams and will cover material from the entire semester. The final comprehensive exam may consist of multiple-choice, true/false and matching questions.

##### Lab

1. **Lab Quizzes:** Several quizzes will be administered during the semester. Any lab session may begin or end with a quiz. Quiz questions will be drawn from lab notes, reading assignments and text objectives normally for a specific chapter in the lab book. Each quiz may consist of multiple-choice, true/false, matching, and fill-in-the-blank questions

2. Mastering A&P Quizzes: There will be several publisher-administered Mastering A&P quizzes which are accessed via Canvas. The untimed quizzes are opened and closed at a date and time set by the professor. Each quiz may consist of multiple-choice, true/false, matching, fill-in-the-blank, and short-answer questions.
3. Lab Exercises: Lab exercises may include drawings, laboratory reports, topic presentations or any other methodologies deemed important by the professor.
4. Lab Practicals: Lab practical questions will cover all items studied in lab (including: models, charts, pictures, diagrams, dissections, and experiments), text objectives and review sheet. Lab practicals will consist of fill in the blank questions.

### Course Grade

The grading scale for this course is as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=< 60%

### Lecture (70% of course grade)

- Lecture Quizzes – 10% of lecture grade
- Mastering A&P Quizzes – 10% of lecture grade
- Exams – 60% of lecture grade
- Final exam – 20% of lecture grade.
  - A student can have the final exam can replace the lowest lecture exam grade by participating in lecture activities, and not exceeding the college's attendance policy (see below). A missed exam is recorded as a zero and must be made-up. The comprehensive final cannot replace a missed exam score of zero

### Lab (30% of course grade)

- Lab Quizzes – 20% of lab grade
- Mastering A&P Quizzes – 10% of lab grade
- Lab Exercises – 30% of lab grade
- Lab Practicals – 40% of lab grade.
  - A student can earn up to 2 points on their final lab average by active and studious participating in lab activities and not exceeding the college's attendance policy.

### Texts Materials, and Supplies

#### Required:

- Martini, Nath and Bartholomew. 2018. Modified Mastering A&P with Pearson eText – Standalone Access Card for Fundamentals of Anatomy and Physiology 11th Edition. Pearson Education, New York, NY.
- Greene, Robison, and Strong. 2021. Laboratory Manual for Human Anatomy and Physiology: A Hands-On Approach–Main version 1st ed. Pearson Education, Hoboken, NJ. (for face-to-face lab only)
- Labster Access code (for online lab only).

#### Optional:

- Kapit and Elson. 2013. Anatomy Coloring Book 12th Edition. Pearson Education, Hoboken NJ.
- Krieger. 2013. A Visual Analogy Guide to Human Anatomy 3rd Edition. Morton Publishing Englewood, CO.
- Perez. 2008. Anatomy (Flash Cards) Bar Charts Publishing, Boca Raton, FL.

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- Perez. 2008. Anatomy (Flash Cards) Bar Charts Publishing, Boca Raton, FL.

### Addendum

Online Flex (8 weeks): Students are expected to spend at least 8 hours per week reading, reviewing, and participating in assigned activities to successfully complete this course.

### Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/studentservices/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)