

BIOL 2102 Human A&P II LAB (1 credit)
SRSU Syllabus and Course Information Spring 2023

Lab Instructor: Ms. Anne Marie Hilscher
Lab Room: WSB 109
Lab times: Section L01 T 3:30-5:10 pm & Section L02 7:00-8:40

Office Hours: M 8:30-11:00; T 8:30-9:30; W 8:30-11:00 & 1-3; R 8:30-9:30 & 2-3; Fridays by appt.

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OPTIONAL: *A Visual Analogy Guide to Human Anatomy & Physiology* by Paul A Krieger (any edition). This manual offers several tips and tricks to learn (and remember!) structures. **NOT REQUIRED**

OPTIONAL FREE MOBILE APP: Visual Anatomy Lite **NOT REQUIRED**

Course Description:

The purpose of this course is to introduce students to the importance of the human body and its various organ systems. This is designed as the second semester of a two-semester course, and will cover internal organ systems, such as cardiovascular, digestive, endocrine, lymphatic, respiratory, reproductive, and urinary. This laboratory will focus on hands-on learning, combining laboratory and microscopic techniques with selected classical dissection.

Grading:

A total of **240 points** possible will count towards your overall grade and be determined by your performance on:

Lab Practicals (3 @ 40 points each)	120	50%
Lab Exercises	60	25%
Lab Quizzes (highest 6 @ 10 points each)	60	25%
TOTAL	240	100%

Each quiz will cover material presented in the previous lab(s). Quizzes will focus on the identification of structures and understanding of conceptual material.

Suggestion:

As per SRSU policy, students shall be dropped from the class with an F if they miss 20% (3 labs) over the course of the semester. If you are unable to attend lecture, please notify me by either e-mail, phone, or in person so that you will not be unnecessarily dropped from the course. Also, this course will involve dissections in the second half of the term. As such, please dress accordingly and avoid unnecessary problems (dangling hair, formal wear, etc.).

Lecture courtesy: The general rules of classroom etiquette are below.

- 1) Please do not talk to others in class while the instructor is lecturing. If you have a question, please ask the instructor.
- 2) No food or drink in the lab.
- 3) If you are going to attend class, please do so. Leaving and returning to class repeatedly is disruptive, as well as showing up after half the period is over.
- 4) Please turn cell phones and pagers to silent while in class. They are disruptive to the entire class and distract others, as well.

Tentative Laboratory Outline

Date	Lab #	Lab topic
Jan 24	01	Anatomical Orientation Review, Intro to Blood
Jan 31	02	Blood Vessel Structure & Function
Feb 07	03	Heart Part I
Feb 14	04	Heart Part II
Feb 21		Lab Practical I
Feb 28	05	Lymphatic System Structure
Mar 07	06	Respiratory System Structure
Mar 14		<i>Spring Break – No Class</i>
Mar 21	07	Digestive System
Mar 28		Lab Practical II
Apr 04	08	Urinary System
Apr 11	09	Endocrine System
Apr 18	10	Reproductive System
Apr 25		Lab Practical III

Note – This outline is subject to change for reasons of course interest, time constraint, or instructor whim. The exams will be administered on the dates indicated.

STUDENT LEARNING OUTCOMES (SLOs)

The graduating biology student graduating with a BS in Biology should be able to:

- 1) The student will be able to demonstrate an understanding of basic biological concepts, including but not limited to evolution via natural selection, cell theory, and the role and function of DNA.
- 2) The student will be able to demonstrate utilization of various field techniques toward addressing scientific questions in the specific discipline. These field techniques can include, but are not limited to, plant collection and processing, various animal collection techniques, ecological surveying and sampling, and biodiversity indexing.
- 3) The student will be able to use biological instrumentation to solve biological problems using standard observational strategies.
- 4) The student will develop writing skills by summarizing and critiquing recent relevant biological literature.

CORE OBJECTIVES ADDRESSED:

- 1) Communication Skills – Students will effectively communicate the results of scientific investigations, using oral, written, and visual communication, either in group discussions or on written exams.
- 2) Critical Thinking Skills – Students will include creative thinking, innovation, inquiry, and analysis required to relate new information with previous information in a way that demonstrates the diversity and similarity due to evolutionary ancestry.
- 3) Empirical and Quantitative Skills – Students will use basic math skills to solve problems (e.g., related to genetic outcomes, cellular energy production, and probability) resulting in informed conclusions.
- 4) Teamwork Skills – Students will work effectively with others to support a shared goal during lab sessions on activities, such as dissections, problem solving, and other experimental procedures.

MARKETABLE SKILLS: A student getting a degree in the biological sciences would be expected to acquire the following marketable skills by graduation.

- 1) Students will be able to organize, analyze, and interpret data.
- 2) Students will be proficient at using presentation software.
- 3) Students will acquire experience in managing time and meeting deadlines.
- 4) Students will gain the ability to speak effectively and write concisely about scientific topics.
- 5) Students will acquire experience and guidance in the development of professional email correspondence.

ADA Statement: Any student who because of a disability, may require special arrangements to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

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Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.