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Welcome to BIO 222 - Human Anatomy and Physiology II (A&P II)

COURSE DESCRIPTION:

BIO 222 is the 2nd of a two-course series on the fundamentals of human anatomy and physiology (A&P I and II).

- The overall goal of A&P I and II is to promote the knowledge and the understanding of the structures, organization, function, and coordination of the human body from the chemical level, through cells, tissues, organs, and body systems, to the overall organism. Together these courses provide the fundamentals necessary for the understanding of human anatomy and physiology.
- A&P I and II stress the interrelationships between the structures of the human body and their functions, which is key to the understanding of the human organism as a whole. Another theme that runs through both courses is the concept of homeostasis, the fact that the different components of the body are interdependent, and that each contributes to the overall survival of the body.
- A&P II focuses on the structures and functions of the endocrine, cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems. Other topics include the senses, metabolism, and acid-base balance.

PREREQUISITES: Earned credit in BIO 220 and concurrent enrollment [or earned credit] in BIO 223 (A&P II lab).

ESSENTIAL EQUIPMENT: To successfully complete this online course, you will need access to a computer with reliable, high-speed Internet access and the appropriate system and software to support Brightspace (LMS). Typical technical requirements for users are:

Windows 10 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) Soundcard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher	Mac OS 10.12 or higher 2 GB Ram 28.8 kbps modem (56k or higher recommended) Soundcard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher
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Additional resources might also require Word 2007 (PC) 2011 (Mac) or newer, PowerPoint, Excel, and/or Adobe Acrobat Reader.

TECHNOLOGY REQUIREMENTS & RESOURCES: Computer access to the internet is required to successfully navigate this asynchronous online course. The course is delivered through the Brightspace Learning Management System (LMS), Zoom, and Google Drive platforms, which are a set of web applications designed to work with modern web browsers.

Recommended browsers are Google Chrome, Mozilla Firefox, and Safari (not highly recommended). The mobile versions of these browsers also work well with most operations in Brightspace. *Internet Explorer is not recommended.*

The information in this syllabus is key to succeeding in our class!
 You are responsible for reading and being familiar with it.

To successfully complete this course, you will also need a working knowledge of Brightspace, Zoom, and Google Drive. For help attaining these skills please refer to the tutorial links below.

Brightspace

- Account Access [Brightspace.uri.edu](https://brightspace.uri.edu)
- Resource page [Brightspace resources](#)
- Tutorials [Brightspace Youtube tutorials](#)
- Accessibility Information [D2L accessibility](#)
- ITS service desk, located in URI library, call them about login issues at 401-874-4357 or visit [Help Desk](#)

Zoom

- Account Access [URI zoom](#)
- Tutorials [Zoom Youtube tutorials](#)
- Accessibility Information [Zoom Access](#)

Google Drive

- Account Access <https://drive.google.com/>
- Tutorials [Google support](#)
- Accessibility Information [Google Accessibility](#)

URI ONLINE LIBRARY RESOURCES: <https://web.uri.edu/library/>

COURSE LEARNING OUTCOMES (CLO):

At the end of this course, participants will be able to:

- CLO1: Use standard terminology to describe anatomical structures and physiological processes.
- CLO2: Recognize and explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body.
- CLO3: Predict physiological responses to changes in homeostasis.
- CLO4: Recognize and explain the interrelationships between the structures of the human body and their functions.
- CLO5: Integrate and apply knowledge of human anatomy and physiology to interpret real-world scenarios.
- CLO6: Use both reflection and self-assessment to grow as a learner.

** Chapter-specific learning outcomes (student learning objectives [SLO]) will be included in each chapter lecture, which will be available on the Brightspace.

RECOMMENDED TEXTS:

- **Lecture Textbook:** Fundamentals of Anatomy and Physiology, 11th Edition. Martini, Nath, and Bartholomew. ISBN: 978-0134396026 (any form). Previous versions are acceptable and OpenStax has a free A&P textbook ([OpenStax A&P book](#)). However, it will be YOUR responsibility to account for any differences between the editions. Copies of the textbook are placed on reserve in the URI library for your use.
- **Coloring book:** *Anatomy* or *Anatomy & Physiology* is very beneficial but not required.

MAJOR STUDY UNITS:

Unit 1	Unit 3
<ul style="list-style-type: none"> • Chapter 17: Special Senses • Chapter 18: Endocrine System 	<ul style="list-style-type: none"> • Chapter 22: Lymphatic / Immune System • Chapter 23: Respiratory System
Unit 2	• Chapter 26/27: Urinary System /Acid-Base Balance
<ul style="list-style-type: none"> • Chapter 19: Blood • Chapter 20: Heart • Chapter 21: Blood vessels 	Unit 4
	<ul style="list-style-type: none"> • Chapter 24 /25: Digestive System / Metabolism • Chapter 28: Sexual Systems

INSTRUCTIONAL STRATEGIES – FULLY ASYNCHRONOUS ONLINE:

Much of the instruction for this course will be pre-recorded lectures. Chapter PowerPoints utilized have been thoughtfully made to provide an effective framework to assist you in with the lectures as well as with your studies. These PowerPoints, which include a list of student learning outcomes, are available to you on Brightspace.

ASSESSMENTS AND GRADING POLICY:

The grading system used is entirely performance-based. As in so many endeavors, the amount of time and effort that one puts into any given pursuit directly affects the outcome. This most definitely holds for this course. Students are expected to review the pre-recorded PowerPoint lectures, complete their assignments on time, and actively participate in online forum discussions. Lecture grades will be assigned according to the scales listed below so performance accounts for 100% of your grade. Every member of the class can earn an "A" under this system (*Grades are earned in this class, not given. There are no exceptions to this policy*).

GRADE POINT SYSTEM:

A = 93% - 100	B = 83% -86%	C= 73% - 76%	D = 60% - 64%
A- = 90% -92%	B- = 80% - 82%	C- = 70% - 72%	F = 59% and below
B+ = 87% - 89%	C+ = 77% - 79%	D+ = 65% - 69%	

METHODS OF EVALUATION:

Assessment	Module	Points	CLO
4 Exams (4 Units, 100pts each)	1 for each unit	400	CLO 1-5; SLOs / chapter
Homework Quizzes (10 pts each)	1 per chapter	100	CLO 1-5; SLOs / chapter
Discussion Forums (2 pts each, lowest 1 dropped)	1 per chapter & Introduction	20	CLO 5
Cultural Competency (1.5 extra credit pts each)	1 per unit	6 (EC)	CLO 6
Total		520	

DESCRIPTIONS OF ASSESSMENTS:

- **Unit Exams:** Four exams based on the lecture material (none of them will be cumulative) will be administered on Brightspace in the Quizzes section. Unit 1 Exam will be on special senses and endocrine systems [Ch 17 & 18]. Unit 2 Exam will be on the cardiovascular system [Ch 19-21]. Unit 3 Exam will cover immune, respiratory, urinary, and acid-base balance systems [Ch 22, 23, and 26/27]. Unit 4 Exam will be on digestive and sexual systems [Ch 24/25 and 28]. Please see the Brightspace calendar for exact dates. The timed exams will be available from 8:00 am (EST) – 11:59 pm (EST); consist of short answer, matching, true/false, and multiple-choice questions; and you will have 60 minutes to complete them. Questions are completed one at a time without the option to return to previous questions. *Exam grade inquiries must be made in writing within 48 hours of the exam grade being posted on Brightspace.*
- **Chapter Homework Assignments:** Online homework quizzes will be assigned on Brightspace for each chapter to ensure you are adequately meeting the course learning objectives. *Assignment grade inquiries must be made in writing within 48 hours of the assignment grade being posted in Brightspace.*
- **Discussion Forums:** will be available weekly on Brightspace about each chapter's content. To create a dialog with your classmates, I suggest completing your initial post by Wednesday and then responding to two of your classmates later in the week. These are graded on completion, not accuracy.
 - **Introduce Yourself to the Class:** your first discussion post will be your first interaction with the class. This will allow you to connect with me as well as your classmates. Once you have completed your forum posting and posted it on the discussion board, please respond to at least two classmates about what they

posted by providing respectful feedback (not just a couple of words). Maybe some of them will become study buddies!

- **Cultural Competency:** 4 extra credit opportunities, one per unit to gain knowledge, awareness, and skills related to cultural humility. These will be due by that unit's exam date. There are several core competencies endorsed by the Association of American Medical Colleges (AAMC), Group on Student Affairs (GSA), and the Committee on Admission (COA) that are in demand for students applying to graduate programs within the health care field or seeking employment. Cultural competence is one of them and the overall learning objectives desired by health care fields are:
 - demonstrates knowledge of socio-cultural factors that affect interactions and behaviors
 - shows an appreciation and respect for multiple dimensions of diversity
 - recognizes and acts on the obligation to inform one's judgment
 - engages diverse and competing perspectives as a resource for learning, citizenship, and work
 - recognizes and appropriately addresses bias in themselves and others
 - interacts effectively with people from diverse backgrounds

ATTENDANCE AND OTHER CLASS POLICIES:

- Monday of the first week is considered the first day of class for online instruction.
- In an online learning environment, "attendance" is measured by regular online participation and engagement (expected for student success). Online participation is evident through posting to a discussion board, completing quizzes, and other course-related assessments. *The importance of regular logins to Brightspace and active participation cannot be overstated.*
- This course is offered *online asynchronously* and thus does not have set class meeting times. However, we will meet from time to time via Zoom.
- Required first-week meeting: be on the lookout for a Brightspace announcement and sign-up sheet. This 15-minute meeting will be informal and allow us to connect so I may better support you on your educational journey.
- Assessment due dates are SUNDAY @ 11:59 pm (except Week 5 assignments are due FRIDAY). Please refer to the Brightspace calendar for specific due dates.
- Unexcused late work is not accepted.

COURSE NAVIGATION:

Begin the course with the START HERE module in Brightspace which will introduce you to the course and how it will run. Within this module, you will also make a discussion post in the *Introduce Yourself to the Class* where you will get your first opportunity to interact with me and classmates. The course is then broken down by week. Within each weekly module, you will find the topics to be discussed during that week, chapter learning objectives, reading materials, video lectures, chapter assessments, and additional resources.

SELF-DIRECTED LEARNING:

As an educator, I love teaching and learning. I hope to foster a love of learning in my students. This online, asynchronous class is designed to teach you how to learn and provide you with the skills to become a self-directed learner. A self-directed learner sets learning goals (what do you want to learn?), uses strategies to successfully meet those goals (we will cover many strategies this semester), and monitors and reflects on their learning progress adjusting their

strategies as needed. The bottom line is... you are in the driver's seat; you control your learning—I am here to help you navigate.

MY COMMITMENT TO YOU:

I am committed to quality teaching. This course is well organized, interactive, relevant, and challenging. The course and chapter objectives will be met. Remember you are the driver...I need you to commit to this course as well. If there is anything I can do to make this course more relevant to you and your professional goals, please let me know. I encourage you to take advantage of my student zoom office hours. I will help you in any way that I can.

Thanks in advance for "driving." I am happy that you have joined my class and that we are going on this trip together!

My advice: learning is social! One of the BEST ways to become an active learner is to TALK about what you are learning. I expect that you will communicate with your classmates. The more you engage with each other, the more you engage with the content (learn it). In an online class like this, the more people you are connected to, the more opportunities you will have to learn this material! Ask questions in the student forum, form study groups, find people to teach the material to and find people to work with.

NETIQUETTE FOR ONLINE COURSE:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive "I agree" responses and don't make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion comments before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. *Don't forward a personal message without permission.*
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2-worded postings (e.g.: I agree, Oh yeah, No way, Me too) do not "count" as postings.

ACADEMIC HONESTY & INTEGRITY:

Any material not original to the student must be cited in APA documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action.

"As a learning community of scholars, URI emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's ideas or writings as if they were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines are specified in the University Handbook (<http://web.uri.edu/studentconduct/student-handbook/>).

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the submitted work. In some cases, this may result in the failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life.

Cheating will not be tolerated. URI's regulations regarding cheating will be upheld.

Students are expected to *be honest in all academic work*. A student's name on any written work, quiz, or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, and properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity. The following are some examples of academic dishonesty.

- *Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation*
- *Claiming disproportionate credit for work not done independently*
- *Unauthorized possession or access to exams*
- *Unauthorized communication during exams*
- *Taking an exam for another student*
- *The use of notes or electronic devices to gain an unauthorized advantage during exams*
- *Unauthorized use of another's work or preparing work for another student*
- *Facilitating or aiding another's academic dishonesty*
- *Altering or attempting to alter grades*
- *Fabricating or falsifying facts, data, or references*
- *Submitting the same paper for more than one course without prior approval from the instructors.*

URI ACADEMIC WRITING STANDARDS:

Specific writing standards differ from discipline to discipline and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces, and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions, and insights in fruitful ways.

Academic writing (as commonly understood in the University) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI. Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose, and audience by means of a clear focus (thesis statements, hypotheses, or instructor-posed questions are examples of such focusing methods but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.

- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

ANTI-BIAS SYLLABUS STATEMENT:

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

ACADEMIC SUPPORT SERVICES

DISABILITY ACCOMMODATIONS AND INCLUSION:

Your access to this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu.

ACADEMIC ENHANCEMENT CENTER:

The Academic Enhancement Center in Roosevelt Hall helps URI students succeed through three services: Academic Coaching, Subject-Specific Tutoring, and The Writing Center. To learn more about any of the services below, please visit <http://web.uri.edu/aec/>.

- **Academic Skills and Strategies** programs are available to all students who would like to improve their academic success skills. Peer academic coaches meet with students in weekly, one-on-one appointments. The sessions are personalized and focus on a range of academic success topics, such as effective learning strategies, study skills, goal setting, time management, and organization. For more information on these programs or assistance with setting an appointment, visit uri.edu/aec/academic-skills or contact Dr. David Hayes directly at davidhayes@uri.edu
- **Subject-Specific Tutoring**, located on the 4th floor of Roosevelt Hall, helps students navigate course content in select STEM disciplines. To view more information about their offerings and schedules, please visit: uri.edu/aec/tutoring.
- **URI Writing Center**, located in Roosevelt Hall 009, offers one-on-one peer tutoring for all student writers, not just “beginners.” Please visit: web.uri.edu/aec/writing/ for tips on how to make the best of your Writing Center visit.

BIOLOGICAL SCIENCES BEREAVEMENT STATEMENT:

If you are grieving or have experienced the death of a loved one, the Biological Sciences Faculty, Staff, and Teaching Assistants understand and want to support you during this difficult time.

- If you have questions about missing class or your assignments, we encourage you to reach out to your Dean so they can notify all your instructors about your circumstances. If you are in University College, call 401-874-5903 and ask to speak to the UC Dean about a private matter; if you are in CELS, contact Dean Kim Anderson (kand@uri.edu; 401-874-5026) in the CELS Office of Student Affairs.
- Next, please reach out to me, and together, we can make a plan that will allow you to be as successful as possible in this class during this tough time. **Your mental health is so much more important than your grade in this class.**

The University Counseling Center can offer further support 24/7 (call 401-874-2288, <https://web.uri.edu/counseling/crisis>).

BASIC NEEDS:

If you find yourself in a situation where you are having difficulty affording or accessing sufficient food or other necessities or are lacking a safe and stable place to live, please contact the Dean of Students (401-874-2098) for support. In addition, if circumstances like these are interfering with your ability to learn and participate in our course, please notify me if you are comfortable in doing so, and we will work together to connect you with resources.

THE COURSE AS INTELLECTUAL PROPERTY:

Students are not authorized to record or disseminate course content, exam questions, or other material without instructor permission. This material represents the intellectual property of the instructor.

COURSE SCHEDULE: Summer Session

Week	Topics	Assignments
1	<ul style="list-style-type: none"> Ch 17: Special Senses Ch 18: Endocrine System 	<ul style="list-style-type: none"> Introduce Yourself to the Class Discussion Ch 17 Discussion & homework quiz Ch 18 Discussion & homework quiz <p>DUE (Sunday) by 11:59pm</p>
2	<ul style="list-style-type: none"> UNIT EXAM 1* Ch 19: Blood Ch 20: Heart 	<ul style="list-style-type: none"> Exam 1: Ch 17 & 18 Ch 19 Discussion & homework quiz Ch 20 Discussion & homework quiz Cultural Competency EC #1 <p>DUE (Sunday) by 11:59pm</p>
3	<ul style="list-style-type: none"> Ch 21: Blood Vessels and Circulation UNIT EXAM 2* Ch 22: Lymphatic / Immune System 	<ul style="list-style-type: none"> Ch 21 Discussion & homework quiz Exam 2: Ch 19-21 Ch 22 Discussion & homework quiz Cultural Competency EC #2 <p>DUE (Sunday) by 11:59pm</p>
4	<ul style="list-style-type: none"> Ch 23: Respiratory System Ch 26 & 27: Urinary System UNIT EXAM 3* 	<ul style="list-style-type: none"> Ch 23 Discussion & homework quiz Ch 26/27 Discussion & homework quiz Cultural Competency EC #3 Exam 3: Ch 22, 23, 26/27 <p>DUE (Sunday) by 11:59pm</p>
5	<ul style="list-style-type: none"> Ch 24 & 25: Digestive System Ch 28: Sexual Systems UNIT EXAM 4* 	<ul style="list-style-type: none"> Ch 24 Discussion & homework quiz Ch 28 Discussion & homework quiz Cultural Competency EC #4 Exam 4: Ch 24/25 & 28 <p>DUE (Friday) by 11:59pm</p>

****This syllabus, schedule, and deadlines are subject to change due to unforeseen circumstances. Students will be notified of any changes via an announcement on Brightspace.****