



Anatomy/Physiology Course Syllabus (Trimester 1) 2017

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Room 203

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Textbook: *Essentials of Human Anatomy & Physiology (6th and 8th editions)* by Elaine N. Marieb supplemented by current articles & educational resources for teaching Anatomy/Physiology. Students will be issued a 6th edition book to have at home for studying purposes and for help completing assignments. Additional 6th & 8th edition books are available for class-work. Students do NOT need to cart their books from home to school each day.

Parent/Student Resources:

“Synergy” website:
synergy.district6.org

To track grade & attendance and to see monthly calendar of assignments and due dates

Course Overview:

This course presents a general approach to the study of the human body with emphasis on anatomical structure and physiological process. Discussion of disease processes, bodily dysfunction and their diagnosis will be incorporated when appropriate. All major organs, systems and tissues will be covered in considerable detail through appropriate lecture, practice & study methods, and hands-on laboratory exercises, **INCLUDING DISSECTION** (frog, sheep brain, fetal pig).

Trimester 1 Learning Targets:

1) Orientation of the human body

Students will demonstrate understanding of...

- The levels of structural organization from atoms to organisms
- Necessary life functions required for the survival of the human body, including feedback mechanisms
- The language of anatomy, including regional & directional terms, body planes & sections, and body cavities
- Basic types of tissues and their functions in the human body

2) Skin and body Membrane

Students will demonstrate understanding of...

- The classification and function of body membranes
- The integumentary system (skin) including basic skin functions, structure of skin, appendages of the skin and imbalances of skin (burns, cancer)

3) The Nervous System

Students will demonstrate understanding of...

- The organization of the nervous system including both structural and functional classifications
- Nervous system tissue: structure and function (of neurons and supporting cells)
- The functional anatomy of the brain and spinal cord and peripheral nervous system
- Brain dysfunctions, conditions and diseases

4) Blood and the Cardiovascular System

Students will demonstrate understanding of...

- Composition and functions of blood
- Disorders relating to blood
- Blood groups and transfusions and the importance of blood typing
- The anatomy of the heart
- Physiology of the heart
- Disorders, conditions, diseases affecting the heart and cardiovascular system

REQUIRED MATERIALS NEEDED FOR THE COURSE: Students are only required to have a separate binder for the class and coloring pencils, gel pens, or markers (at least 12 different colors are recommended). You will be doing a lot of coloring in this class 😊.

The required separate binder can be a basic 1 ½ “ binder. Many students will want to keep your handouts and packets for future Anatomy/Physiology courses in college. Suggested TABS would be based on units:

- 1) Orientation of Human Body
- 2) Integumentary System
- 3) Nervous System
- 4) Blood and Cardiovascular System

Grading

Approximately 70% of Grade– “Mastery of Learning Targets” as demonstrated by:	Approximately 30% of Grade– “Application of Learning” as demonstrated by:
Unit Tests	Labs /Scientific Inquiry, including dissection
Quizzes or check-ins	Activities that show student’s ability to apply their new knowledge
Targeted Assignments*: Graded assignments that help demonstrate student’s current level of understanding/ progress towards mastery of learning targets	

GRADE DETERMINATION: No assignments are “weighted”. Grade is based on total points earned. Overall points will be entered into the gradebook and overall grades will be determined as:

A = 90% and above B = 80%- 89% C= 70%-79% D= 60%-69% F= 59% and below

LATE WORK POLICY: Anatomy/Physiology is a fast-paced, rigorous course. Students will be given a generous amount of class time to complete content packets and assignments. In order to be successful in the class, it is imperative that students stay on task and up to date with assignments. All assignments will have DUE DATES, sometimes even specific TIMES during class when assignments are DUE. Those assignments may be checked off by the teacher or turned in for further grading. **Late assignments MAY be turned in, but are subject to a 50% credit penalty. Late assignments MAY ONLY BE TURNED IN UP UNTIL THE END OF A UNIT (test day).** Assignments turned in after this “hard deadline” are NO LONGER ACCEPTED for any credit. Students will receive multiple notifications of missing assignments, especially as the end of a unit is approaching. Grades are posted regularly in the classroom with missing assignments highlighted.

TEST DAY AGREEMENT:

- Test days will be announced and posted far in advance. It is understood that students will take tests on the designated test day. **Unexcused absences on test days will result in being able to make up the test for only 70% of the points earned.** Excused absences must arrange to take the test within 1-2 days after the absence.
- Cell phones on test day: Students may not have out or access cell phones during testing days. If a student needs to use the bathroom during the testing period, he/she will be asked to leave their cell phone in the classroom while using the bathroom.

I have read and understand the test day agreement stated above: _____

(student signature)

CHEATING: I feel strongly that cheating is a moral and ethical issue. I believe that integrity and effort are more strongly correlated with success in life than a high grade. Students caught copying homework, LAB WORK, class work, or answers on a test/quiz will receive NO CREDIT on the assignment. **This includes having pictures of any school work on cell phones or other devices.** Both the student caught copying and the student whose paper is being copied will receive NO CREDIT on the assignment. In addition, students are NOT allowed to discuss the contents of a test to other students who have yet to take that test. If they do, they will receive NO Credit on the test. If your student is caught in any of these cheating situations, you as parents / guardians will be contacted.

TEST RE-TAKE POLICY: Instead of a cumulative final, students will have the opportunity to **retake ONE unit test at the end of the trimester.** Only scores that IMPROVE will be recorded in the gradebook. Students are **NOT REQUIRED** to do a test retake (if it doesn't help their grade, for example). The opportunity will be offered for those students who would benefit from a test re-take.

STUDENT'S RESPONSIBILITIES

Mastering the learning targets in Anatomy/Physiology requires students to **actively think** about what they know and to relate that to new ideas to be learned. To be successful, students must:

1. Be **actively involved** in class, **ask questions, contribute** to discussions
2. **Complete or attempt all assignments and labs.** All assignments are designed to help you learn. They are not busy work.
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. **Do your homework on time** so that you are not slowing the class down by not being prepared.
5. **Prepare in advance** for tests and quizzes and group learning activities like Socratic Seminars. Review notes, re-read material, study flash cards, concept maps, and study guides, find someone that you can verbally explain concepts to ahead of the test (if you can explain it well to someone, you know it).
6. **Do not distract** self and/or others students from the opportunity to learn.
7. **Follow the guidelines** set by the school and the district student behavior code. Come to class **on time and prepared** with materials
8. **In group-work or class-work time, use the 95 / 5 rule...** (95% Anatomy/Physiology / 5% social, only after the work is done!)
9. Remember that **cell phones** and other electronic devices **should be OFF & out of sight** unless explicitly teacher approved for a given activity & then it must only be used in the manner approved. If such devices are out or disrupt class by ringing, a cell phone referral will be issued as per CAHPS discipline policy.
10. **Be safe** and follow all lab safety rules at all times

11. **Be respectful** to the teacher, fellow classmates, and any guests to our classroom (guest speakers, substitute teachers, student teachers, etc.)

PARENTS

If you need to contact your student for an emergency or other reason during the school day, PLEASE call the school phone number (541) 494-6250 and your student will be contacted. Please do **not** call or text your student’s cell number during class because it causes disruption to your and other student’s learning.

The simplest way to reach me is by email (melinda.heiner@district6.org) . Times that I am most available for parents are before school between 8:00 am and 8:50am. I generally respond to emails within 24 hours and no longer than 48 hours. For student help outside of class, I am available mornings before school and lunches (except Fridays). I am generally NOT available after 4:00pm unless special arrangements have been made.

..... **Cut here!**

ANATOMY/PHYSIOLOGY SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and return this portion to me by _____ Be sure to place the rest of this document into your binder for Anatomy/Physiology

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students’ education. You can help him/her succeed by checking with them as often as possible about their progress and looking with them at their assignment completion and/or needs. Please also plan on attending parent/student teacher conferences October 26th & 27th . Contact me any time with questions or concerns.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day. Is it okay to call you at work if there is something I would like or need to talk to you about your student? *Circle one* Yes No

If yes, work number: _____