

**MARTIN COMMUNITY COLLEGE**  
**COURSE SYLLABUS**  
**Semester/Year: Spring 2011**

<b>COURSE NUMBER:</b>	BIO 169 Section 1E	<b>INSTRUCTOR:</b>	Donald J. Rote, MS
<b>COURSE TITLE:</b>	Anatomy and Physiology II	<b>OFFICE NO:</b>	NA
<b>CREDIT HOURS:</b>	4	<b>OFFICE/VIRTUAL HOURS:</b>	Email instructor
<b>CONTACT HRS/WK:</b>	3 class, 3 Lab Hours per Week	<b>PHONE NO:</b>	Contact Dr. Broughton at (252) 789-0246
<b>PREREQUISITES:</b>	BIO 168	<b>FAX:</b>	252-792-0826
<b>COREQUISITES:</b>	None	<b>E-MAIL:</b>	drote@mcc.martincc.edu

**COURSE DESCRIPTION:** This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid electrolyte balance. Upon completion students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PROGRAM LEARNING OUTCOMES:**

1. Apply critical thinking-skills to problem solving.
2. Demonstrate the use of appropriate discipline-related technology.
3. Demonstrate effective oral and written communication skills.

**COURSE LEARNING OUTCOMES:**

1. Describe and discuss using the appropriate vocabulary the body's metabolism, nutrition, the acid-base system, and the mechanisms regulating fluid balance and electrolytes.
2. Describe, and accurately identify the microscopic architecture of the body, and the macroscopic structures of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
3. Describe and discuss using the appropriate vocabulary the physiological processes used in growth development, and aging of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
4. Recognize and discuss, using the appropriate vocabulary, the relationship between health and disease of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Course Competencies: At the end of this course the student should be able to:

Chapter 13: The Endocrine System

1. Distinguish between endocrine and exocrine glands, and describe how hormones can be classified by their chemical composition.
2. Explain how steroid and non-steroid hormones affect target cells.
3. Discuss how negative feedback mechanisms regulate hormonal secretion.

4. Explain how the nervous system controls hormonal secretion.
5. Name and describe the locations of the major endocrine glands and list the hormones they secrete.
6. Describe the general functions of the various hormones.
7. Explain how the secretion of each hormone is regulated.
8. Distinguish between physiological and psychological stress, and describe the general stress response.
9. Describe some of the changes associated with the aging of the endocrine system.

#### Chapter 14: Blood

1. Describe the general characteristics of blood and discuss its major functions.
2. Distinguish among and correctly recognize the formed elements of the blood.
3. Explain how blood counts are used to diagnose disease.
4. Discuss the life cycle of a red blood cell.
5. Explain control of red cell production.
6. Discuss the functions of the five types of white blood cells.
7. List the major components of plasma, and discuss their functions.
8. Define hemostasis, and explain the mechanisms that help to achieve it, including the major steps in hemostasis itself.
9. Explain how to prevent coagulation.
10. Explain blood typing and how it affects blood transfusion.
11. Describe how blood reactions may occur between fetal and maternal tissues.

#### Chapter 15: Cardiovascular System

1. Name the organs of the cardiovascular system, and discuss their functions.
2. Identify and locate the major parts of the heart, and discuss the function of each part.
3. Trace the pathway of the blood through the heart and the vessels of the coronary circulation.
4. Discuss the cardiac cycle and explain how it is controlled.
5. Identify the parts of a normal ECG pattern and discuss the significance of this pattern.
6. Compare the structures and functions of the major types of blood vessels.
7. Describe how substances are exchanged between blood in the capillaries and the tissue fluid surrounding body cells.
8. Explain how blood pressure is produced, measured, and controlled.
9. Describe the mechanisms that aid in returning venous blood to the heart.
10. Compare the pulmonary and systemic circuits of the cardiovascular system.
11. Identify and locate the major arteries and veins of the pulmonary and systemic circuits.
12. Describe life-span changes in the cardiovascular system.

#### Chapter 16: Lymphatic System and Immunity

1. Describe the general functions of the lymphatic system.
2. Identify the locations of the major lymphatic pathways.
3. Describe tissue fluid, how it accumulates, and how lymph forms. Explain the function of lymph.
4. Explain how lymphatic circulation is maintained, and describe the consequences of lymphatic obstruction.
5. Describe a lymph node and its major functions.
6. Describe the location of the major chains of lymph nodes.
7. Discuss the functions of the spleen and thymus.
8. Distinguish between innate (nonspecific) and adaptive (specific) defenses, and provide examples of each.
9. List the seven innate body defense mechanisms, and describe the action of each.
10. Explain how two major types of lymphocytes are formed, activated, and how they function in immune mechanisms.
11. Name the major types of immunoglobulins and discuss their origins and actions.
12. Distinguish between primary and secondary immune responses.
13. Distinguish between active and passive immunity.

14. Explain how allergic reactions, tissue rejection, and autoimmunity arise from immune mechanisms.
15. Describe life-span changes in immunity.

#### Chapter 17: Digestive System

1. Describe the general functions of the digestive system.
2. Name the major organs of the digestive system.
3. Describe the structure of the wall of the alimentary canal.
4. Explain how the contents of the alimentary canal are mixed and moved.
5. Name the structures of the mouth and describe their functions.
6. Describe how different types of teeth are adapted for different functions and list the parts of a tooth.
7. List the enzymes the digestive organs and glands secrete and describe the functions of each.
8. Describe how digestive secretions are regulated.
9. Explain how digestive reflexes control movement of material through the alimentary canal.
10. Describe the mechanisms of swallowing, vomiting, and defecating.
11. Explain how the products of digestion are absorbed.
12. Describe the aging-related changes in the digestive system.

#### Chapter 18: Nutrition and Metabolism

1. Define *nutrition*, *nutrients*, and *essential nutrients*.
2. List the major sources of carbohydrates, lipids, and proteins.
3. Describe how cells utilize carbohydrates, lipids, and amino acids.
4. Define *nitrogen balance*.
5. Explain how the energy values of foods are determined.
6. Explain the factors that affect an individual's energy requirements.
7. Define *energy balance*.
8. Explain what is meant by desirable weight.
9. List the fat soluble and water soluble vitamins and summarize the general functions of each vitamin.
10. Distinguish between a vitamin and a mineral.
11. List the major minerals and trace elements and summarize the general functions of each.
12. Describe an adequate diet.
13. Distinguish between primary and secondary malnutrition.
14. List factors that may lead to inadequate nutrition in later life.

#### Chapter 19: Respiratory System

1. List the general functions of the respiratory system.
2. Name and describe the locations of the organs of the respiratory system.
3. Describe the functions of each organ in the respiratory system.
4. Explain how inspiration and expiration are accomplished.
5. Name and define each of the respiratory volumes and capacities.
6. Explain how the alveolar ventilation rate is calculated.
7. List several non-respiratory air movements and explain how each occurs.
8. Locate the respiratory areas and explain control of normal breathing.
9. Discuss how various factors affect breathing.
10. Describe the structure and function of the respiratory membranes.
11. Explain how the blood transports oxygen and carbon dioxide.
12. Describe the effects of aging on the respiratory system.

#### Chapter 20: Urinary System

1. Name the organs of the urinary system and list their general functions.
2. Describe the locations of the major organs of the urinary system.
3. Describe the functions of the kidney, and how it relates to the internal structure of the kidney.

4. Trace the pathway of blood through major vessels of the kidney.
5. Describe a nephron, and explain the functions of its major parts.
6. Explain how glomerular filtrate is produced and describe its composition.
7. Explain how various factors affect the rate of glomerular filtration and how the rate is regulated.
8. Discuss the role of tubular reabsorption in urine formation.
9. Explain why the osmotic concentration of the glomerular filtrate changes as it passes through a renal tubule.
10. Describe a countercurrent mechanism and explain how it helps concentrate urine.
11. Define tubular secretion and explain its role in urine formation.
12. Describe the structure of the ureters, urinary bladder, and urethra.
13. Discuss the process of micturition and explain how it is controlled.
14. Describe how the components of the urinary system change with age.

#### Chapter 21: Water, Electrolyte and Acid-Base Balance

1. Explain water and electrolyte balance and discuss the importance of this balance.
2. Describe how the body fluids are distributed within compartments, how fluid composition differs between compartments, and how fluids move between compartments.
3. List the routes by which water enters and leaves the body, and explain how water input (intake) and output are regulated.
4. Explain how electrolytes enter and leave the body, and how the input and output of electrolytes are regulated.
5. Explain acid-base metabolism.
6. Describe how hydrogen ion concentrations are expressed mathematically.
7. List the major sources of hydrogen ions in the body.
8. Distinguish between strong and weak acids and bases.
9. Explain how chemical buffer systems, the respiratory center, and the kidneys minimize changing pH values in the body.

#### Chapter 22: Reproductive Systems

1. State the general functions of the male reproductive system.
2. Name the parts of the male reproductive system and describe the general functions of each part.
3. Outline the process of Meiosis and describe how it affects human genetics.
4. Outline the process of spermatogenesis.
5. Trace the path that sperm cells follow from their site of formation to the outside.
6. Describe the structure of the penis and explain how its parts produce an erection.
7. Explain how hormones control the activities of the male reproductive organs and the development of male secondary sex characteristics.
8. State the general functions of the female reproduction system.
9. Name the parts of the female reproductive system and describe the general function of each part.
10. Outline the process of oogenesis.
11. Explain how hormones control the activities of the female reproductive system and the development of female secondary sex characteristics.
12. Describe the major events that occur during a reproductive cycle.
13. List several methods of birth control and describe the relative effectiveness of each method.
14. List general symptoms of sexually transmitted diseases.

#### Chapter 23: Pregnancy, Growth, and Development

1. Distinguish between growth and development and the prenatal and postnatal periods.
2. Define pregnancy; describe fertilization and implantation.
3. Describe the major events of the cleavage period in the development of a fertilized egg.
4. Describe the hormonal and other changes in the maternal body during pregnancy.
5. Explain how the primary germ layers originate and list structures each layer produces.

6. Describe the major events of the embryonic stage of development.
7. Describe the formation and function of the placenta.
8. Define fetus and describe the major events that occur during the fetal stage of development.
9. Trace the general path of blood through the fetal cardiovascular system.
10. Describe birth and explain the role of hormones in this process.
11. Describe the major cardiovascular and physiological adjustments that occur in the newborn.
12. Name the stages of development of a human life and list the general characteristics of each stage.

#### Chapter 24: Genetics and Genomics

1. Explain how gene discoveries are relevant to the study of anatomy and physiology, and to health care.
2. Distinguish between genes and chromosomes.
3. Define genome.
4. Define the two types of chromosomes.
5. Explain how genes can have many alleles (variants), but a person can have only two alleles of a particular gene.
6. distinguish among the modes of inheritance.
7. Explain how gene expression varies among individuals.
8. Describe how genes and the environment interact to produce multifactorial traits.
9. Describe how traits are transmitted on the sex chromosomes and how gender affect gene expression.
10. Explain how deviations in chromosome number or arrangement can harm health and how these abnormalities are detected.
11. Explain how conditions caused by extra or missing chromosomes reflect a meiotic error.
12. Explain how gene therapy.

**REQUIRED TEXTBOOKS:** Shier, D., Butler, J., and Lewis, R. (2010). *Hole's human anatomy and physiology*. (12<sup>th</sup> Ed.) New York, New York McGraw-Hill Higher Education.

Martin, T. (2010) *Laboratory manual to accompany Hole's human anatomy and physiology* (12<sup>th</sup> Ed.) New York, New York; McGraw-Hill Higher Education.

**SUPPLEMENTAL RESOURCES:** *A visual atlas for anatomy and physiology*. (2004) New York, New York: McGraw-Hill Higher Education. + Any other comprehensive atlas of the anatomy of the human body.

#### **LEARNING/TEACHING METHODS:**

Lecture.

Laboratory exercises designed to give hands on experience that illustrates concepts discussed in lecture.

Internet search assignments designed to allow students to access and evaluate commonly available supplemental material.

Various handouts will be used where more depth is needed to clarify information.

Audio/visual aids including PowerPoint presentations, movies, videos, and DVDs on selected topics illustrative of material covered in class.

Students are responsible for all material presented.

## Outside Reading Assignments

**Each student must prepare a Reader's Response Journal for a published article dealing with research into genetic diseases. A copy of the intended article must be provided for instructor's approval. Your paper must follow the directions provided to you for completing a Reader's Response Journal.**

### **ASSESSMENTS/METHODS OF EVALUATION:**

To demonstrate attainment of program and learning outcomes for BIO 169 Anatomy and Physiology II, you must achieve an overall average of 77% or better. To achieve these outcomes, you must successfully complete the following:

Outside Reading Assignment	10%
Tests (5)	50%
Lab Practicals (2)	20%
Lab book	5%
Final Exam	15%

Extra Credit will be available during the semester in the form of write-ups and selected exercises from lab assignments. You must be present at the time it is assigned in order to take advantage of it, and it must be turned in on time in order for you to get credit for it.

### **WRITING ASSIGNMENT:**

### **GRADING POLICY:**

This course uses a seven-point grading scale.

### **GRADING SCALE:**

93-100%	A
85-92%	B
77-84%	C
70-76%	D
69% and below	F

**REMINDER:** Physical Therapist Assistant Students must complete this class with a 77% or above in order to remain in the program. Students seeking admission, readmission or reentry to the Physical Therapist Assistant Program with grades of 77% or lower in this class may be required to re-take this class in order to remain in or be reentered in or readmitted to the Physical Therapist Assistant Program. For more information please see pages 17-20 of the Martin Community College Career Catalogue for 2006-2008 and or the Physical Therapist Assistant Program Handbook.

**COURSE OUTLINE:**

**Outline of Instruction:** THIS IS A GUIDE AND IS SUBJECT TO CHANGE! KEEPING UP WITH CHANGES IS YOUR RESPONSIBILITY

<b><u>Date *</u></b>	<b><u>Lecture Topic</u></b>	<b><u>Lab Topic</u></b>	<b><u>Chapter(s)</u></b>
Week 1	Endocrine System	Endocrine System	13
Week 2	Blood	Blood Counts, Blood Typing.	14
	<b><i>Test #1</i></b>		13&14
Week 3	Cardiovascular System	Heart Structure (Models)	15
Week 4	Cardiovascular System	Heart Function	
Week 5	Lymphatic System	Vessels	16
	<b><i>Test #2</i></b>		15 & 16
Week 6&7	Digestive System	Heart Dissection (Pig Hearts)	17
Week 8	Nutrition and Metabolism	Digestive System Nutrition	18
	<b><i>Test #3</i></b>		17 & 18
Week 9	Respiratory System	Respiration	19
Week 10	Urinary System	Urine Formation and Analysis Kidney Structure (Models)	20
	<b><i>Test #4</i></b>		19 & 20
Week 11	Water, Electrolyte and Acid-Base Balance	Kidney Dissection	21
Week 12&13	Reproductive Systems, Male and Female	Structure and Function	22
	<b><i>Test #5</i></b>		21&22
Week 14	Pregnancy Growth and Development	Pregnancy and Birth	23
Week 15	Genetics and Genomics	Genes, Chromosomes, Proteins, and Phenotype	24
	<b><i>Test #6</i></b>		23 & 24
Week 16	<b><i>Lecture Final Lab Final</i></b>		Comprehensive

**STUDENT ATTENDANCE POLICY:** The Martin Community College Attendance Policy (Martin Community College Career Catalogue Addendum for Fall 2007) is in effect, as well as the administrative withdrawal policy (Martin Community College Career Catalogue Addendum for Fall 2007). Students must attend at least once within the first 10% of the scheduled hours of the class in order to be enrolled, or their names will be removed from the attendance roster. Students missing more than 6 (six) contiguous contact hours without contacting, and speaking to the instructor or more than 10% of the total contact hours may be administratively withdrawn from class, and in that case will receive a “WF” which counts as an “F” as their final grade. Students may only be readmitted to class with the written approval of the instructor, as the instructor must file a form with the registrar in order to readmit the student. Students who have been administratively withdrawn from a class will not be allowed in the lab or classroom for liability reasons. If a student is officially readmitted to a class the student is responsible for all material covered, including any announcements, such as test dates made while he/she was out. A student may remove the “WF” grade by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an “F” during the semester to the Registrar’s office. The last day to officially withdraw from this class is 3/24/11.

## **REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES\***

**\*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The *Request for Excused Absences for Religious Observances* form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

### **COURSE POLICIES:**

#### **TESTING POLICY:**

Students must notify the instructor BY EMAIL (this allows verification of time), BEFORE the test in order to qualify for a makeup. If a student fails to take a test at the announced time, he or she must provide a written, verifiable, medical reason for the absence in order to qualify for a make-up. Students may make up ONE exam if the student has such a reason. A 10-point per day penalty will be assessed for each day the makeup test is not taken immediately upon returning to class, including weekends. After five days a grade of zero will be given to those students who have not made up work. There will be no additional make-ups, regardless of the reason for the absence. Missing an arranged time for a makeup counts as an additional missed exam, resulting in a zero grade for that exam, and loss of make up privileges for all future missed work.

Confirmed Test Dates are announced one class meeting in advance! If you are absent on the day a test is announced, you are still responsible for taking it on time! This is just one of the ways being absent can hurt you!

#### **ACADEMIC INTEGRITY POLICY:**

Students admitted to or applying for admission to allied health field programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and will not be tolerated. For purposes of this class:

Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

Cheating is:

1. Receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor.
2. Using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices.
3. Communicating the subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it.



4. Taking a quiz, test, or examination for another student.
5. Obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test or examination presented on the internet before answering for submission.
6. Tampering with the grading of a quiz, test, or examination.
7. Working with others in completing take-home quizzes, tests, examinations, or individual assignments unless the instructor specifically authorizes collaborative work.

Any violation of academic integrity will result in disciplinary action. An instructor, department head or the Dean of Academic Affairs and Student Services may impose either of the following disciplinary actions for a violation of academic integrity:

Loss of Grade: an instructor may give a zero for the assignment, quiz, or test.

Loss of Credit: the student will receive an F for the course and will be dropped from the current semester roll.

For more information concerning the behavior expected of a student at Martin Community College please see the Student Governance and Conduct Code on pages 47-48 of the Martin Community College Career Catalogue for 2006-2008.

Keep in mind that as your instructors are often asked to provide your references, Academic Integrity Violations and/or violations of the Student Governance and Conduct Code may affect your ability to get a job in the future. As future professionals in fields that require high standards of personal integrity in their practitioners, you should cultivate a professional attitude and professional conduct and behavior now. Unprofessional habits are hard to break later on!

#### OTHER COURSE POLICIES:

1. Students are expected to read the topics to be discussed in class before coming to class that day. This will give you a leg up in understanding the discussion for the day, and allow you to participate in an active way. Extra credit points in the form of pop quizzes are always a possibility.
2. No food or drink is allowed in the classroom, or laboratory, as this is a violation of OSHA standards. Food or drink brought into the room will be confiscated, as will any makeup that is taken out of a purse or backpack. *As this is an OSHA rule, and repeated violations will result in disciplinary action, which may include **lowering of your final grade by one whole letter grade or failure of the class.*** This is a professional work environment, not a lounge area; cultivate a professional attitude and professional conduct and behavior now. Unprofessional habits are hard to break later on!
3. Attendance is taken by signing the roll for each hour. Failure to sign the roll will result in an absence for that period. It is the student's responsibility to sign the roll, even if you come in late. If your name is not on the roll you will be marked absent.
4. It is your responsibility to keep track of your absences, the instructor will not warn you when you are close to or over the limit. If you cannot remember when you were absent, you did not have a memorable and therefore not particularly important reason for being absent. *A good way to keep track is to record your absences on a pocket calendar or in the notebook you keep for this class.* As future professionals, you are

expected to cultivate professionalism as part of your education. Attending class regularly is a sign of maturity and commitment. You will not keep a job if you miss work often, nor will you receive a passing grade in this class.

5. Three tardies are counted as one hour of absence for attendance purposes.
6. You are responsible for material covered in class whether you are present or not including announcements of class-work due or test date changes if it becomes necessary.
7. Confirmed Test Dates are announced one class meeting in advance! If you are absent on the day a test is announced, you are still responsible for taking the test on time. There is a lot of material covered in this class, due not wait until the last minute to begin studying for the test. Also, as there is a comprehensive final exam, you cannot let the material go once the chapter test is over. It is a good idea to review your notes from beginning to end periodically during the semester
8. There is to be no talking during an exam. Raise your hand and wait to be recognized by the instructor before speaking. Any student talking during an exam will receive a zero for that exam.
9. Exams will begin and end on time; students arriving late will not receive additional time. Do not arrive late for tests or exams!
10. Cell phone use is prohibited during class. This includes “bluetooth” and any other hands free devices. If your cell phone goes off during a test, you will receive a zero for the grade for that test.
11. If you leave the room for any reason during an exam, you will be required to turn in your test, and you will not get it back. Visit the restroom before beginning the exam.
12. Lab reports and any other assignments will not be accepted late.
13. Extra credit is a privilege not a right. It is assigned at the discretion of the instructor, and will not be accepted late.
14. For your protection, you will need a lab coat which buttons fully down the front, and eye protection that fits over your glasses if you use them. These items will be necessary for some of the labs with experiments that involve handling chemicals. Failure to produce the items when directed to bring them to lab will result in expulsion from the lab, with the time credited as absence, and a “0” for any assigned work during that time.
15. Long hair must be pulled back and tied at all times in the laboratory.
16. Close-toed shoes are a requirement in the laboratory. This is an OSHA requirement. Students arriving in open-toed shoes (sandals, or flip-flops, slings or anything without closed toes) on laboratory days will be asked to leave and given a “0” for any work assigned that day. On lecture days the first violation will result in a oral warning, a second violation will result in a written warning, and a third violation will result in expulsion and a “0” for any work for that class day including tests.
17. Students must comply with all posted safety notices, and instructions from the instructor. They are there for your protection. Failure to comply with posted safety instructions or obey the instructor will result in disciplinary action.
18. There is no horseplay in the classroom/laboratory. This is a work environment, and horseplay generally puts someone at risk of injury, or even death. Students violating this rule in a minor (discretion of the

instructor) way will be given an oral warning, a second violation will result in a written warning, and a third violation will result in expulsion and an “F” for the class. Students deliberately putting another student at risk of injury or death (any second violation will be interpreted as deliberate) will be expelled from class and will receive an “F” as a final grade.

19. Students vandalizing or deliberately misusing equipment may be required to pay for damage to or replacement of that equipment. Students violating this rule in a minor (discretion of the instructor) way will be given an oral warning, a second minor violation will result a written warning, and a third minor violation will result in expulsion and an “F” for the class. Students deliberately putting equipment at risk of damage that would make it not available to other students or dangerous to use or be around (any second violation will be interpreted as deliberate) will be expelled from class, will receive an “F” as a final grade, and be required to pay for the repair or replacement of the equipment.

20. Theft of college equipment or supplies will result in an “F” for the class, suspension or expulsion, and may result in criminal charges being filed.

#### TEACHING METHODS MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

1. Lecture and discussion from the textbook.
3. Illustrations from charts & overhead transparencies.
4. Human articulated skeleton-showing origins and insertions of muscles.
5. Anatomical models for understanding of anatomical structures.
6. Use of autopsy and surgery videos to demonstrate human A&P.

Students will find this an intense course, with lots of material to learn. It is however, one of the most fascinating areas to study, as everything you learn applies personally. You should plan on at least two hours of study time outside of class for each hour you spend in class. For some students, more time will be required, for others, less will do. You must make the commitment to set aside the time that you will need. Find a quiet place where you can concentrate. Keep in mind that you may not find the best atmosphere at home, where you may be distracted, or interrupted. Each student will be somewhat different, with a technique that works for one student not doing much for another. You (and your grades) are the best judge of what will work for you. Some old standbys that worked for me are:

-Read the chapters to be discussed before coming to class. This way the material is not completely strange to you. The vocabulary for this class is likely to be new. It is not used everyday, and you will have to learn it before the concepts discussed in class will make sense to you.

-Take good notes in class, and recopy them the evening after class. That way you have a clean organized copy to study from.

-Read through the accumulated notes for each upcoming test each evening after class. Keep in mind that you may need to read the chapters in the textbook more than once to “get” it all. Each time you go over something you will pick up new bits, filling in the blanks of the whole picture.

-Keep a vocabulary list of new terms and definitions and try making flash cards with a buddy to test yourself. Some students find the old standby of writing each word 5 times will help.

-You will find the vocabulary of this class different from the classes you took before you entered this program. Remember the dictionary is your friend, look up words you don’t know. This helps the whole thing make more sense.

-Use other resources and sources of information to help you. Each student is different, and you will need to try each of these techniques to see which works best for you.

**If you cannot reach your instructor, you may contact Phyllis J. Broughton, Ed.D., Dean of Academic Affairs and Student Services at 252-789-0246 or 252-789-0247 by phone, pbroughton @martincc.edu by e-mail, or in person at his/her office in Building 2, Room 33.**

*If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.*



**REQUEST  
FOR  
EXCUSED  
ABSENCES**

**FOR RELIGIOUS OBSERVANCES\***

Students who wish to be excused for a Religious Observance required by their faith must complete and submit this request form to the instructor(s) prior to the census date of each class. Students shall be given the opportunity to make up any test or other work missed for the approved religious observance. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

LAST NAME MIDDLE	FIRST NAME	STUDENT IDENTIFICATION NUMBER		
ADDRESS	CITY	ST	ZIP	PHONE NUMBER
PROGRAM OF STUDY		TERM <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER YR. 20__ INSERT A ✓ IN THE APPROPRIATE TERM BOX		
DATE OF PROPOSED ABSENCE:		RELIGIOUS OBSERVANCE		

COURSE PREFIX	COURSE NUMBER	SECTION NUMBER	COURSE TITLE	INSTRUCTOR'S SIGNATURE

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_



AFTER THE FORM HAS BEEN COMPLETED AND SIGNED BY THE STUDENT, INSTRUCTOR(S) SHOULD SIGN THE FORM, MAKE A COPY FOR HIS/HER RECORDS, AND FORWARD **THE FORM** TO THE REGISTRAR.

*\*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.*