

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

<b>COURSE NUMBER:</b> BIO 168 5W1	<b>INSTRUCTOR:</b> Barbara M. Daly
<b>COURSE TITLE:</b> Anatomy and Physiology I	<b>OFFICE NO:</b> Building 4 Room 9
<b>CREDIT HOURS:</b> 4	<b>OFFICE HOURS:</b> M 11:15-12:00 am, T 9:15-12:00 noon, W 9:15-10:00 am and 11:15-12:00 noon, Th 9-11:50 am.
<b>CONTACT HRS/WK:</b> 6 (3 class, 3 lab)	
<b>PREREQUISITES:</b> CHM 90 or high school chemistry. ENG 090 and RED 090 or consent of the instructor.	<b>PHONE NO:</b> 252-789-0287
	<b>FAX:</b> 252-792-0826
<b>COREQUISITES:</b> None	<b>E-MAIL:</b> bmdaly@martincc.edu

**PROGRAM TITLE:** College Transfer

**COURSE DESCRIPTION:** This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous systems, and the special senses. 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 premajor and/or elective course requirement.*

**PROGRAM 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.

**LEARNING OUTCOMES:**

1. Describe and discuss using the appropriate vocabulary body organization, homeostasis, cytology, and histology.
2. Describe, and accurately identify the microscopic architecture of the body, and the macroscopic structures of the integumentary, skeletal, muscular, and nervous systems, and the special senses.
3. Describe and discuss using the appropriate vocabulary the physiological processes used in growth development, and aging of the integumentary, skeletal, muscular, and nervous systems, and the special senses.
4. Recognize and discuss, using the appropriate vocabulary, the relationship between health and disease of the integumentary, skeletal, muscular, and nervous systems, and the special senses.

**Other Outcomes for use by the student in his/her daily study:**

On a chapter-by-chapter basis, this means the student should be able to do the following:

Chapter Preview:

1. Describe the importance of an individualized approach to learning.
2. Describe what you should do before attending class.

3. List student activities that enhance the classroom experience.
4. List and describe several study techniques that can facilitate learning new material.

#### Chapter 1:

1. Define anatomy and physiology and explain how they are related.
2. Define homeostasis, explaining the importance to survival and describe a homeostatic process in detail including its mechanism of action.
3. List and describe the major characteristics of life common to all living organisms.
4. List and describe the major requirements of organisms.
5. List and describe in order of increasing complexity the levels of organization in the body.
6. Name and describe the functions of the major organ systems of the body and list the organs associated with each, locating them within the body cavities.
7. Describe the membranes associated with the thoracic and abdominopelvic cavities.
8. Properly use the terms that describe the relative positions, body sections, and body regions.

#### Chapter 2: Chemical Basis of Life

1. Explain how the study of living materials requires an understanding of chemistry.
2. Describe the relationships among matter, atoms, and molecules.
3. Explain how molecular and structural formulas symbolize the composition of compounds.
4. Discuss how atomic structure is related to the ways in which atoms interact, distinguishing between electrovalent, covalent bonds and hydrogen bonds, and giving examples of each.
5. Describe three types of chemical reactions, relating them to the bonds listed above.
6. Discuss the concept of pH, describing the scale, and giving the pH value of various common substances.
7. List and describe the function of major groups of inorganic substances that are common in cells.
8. Name the four major categories of biomolecules, their building blocks, and the role (function) these molecules play in the body.

#### Chapter 3: Cells

1. Discuss the structure of a cell membrane and explain how the structure relates to its function.
2. Describe the characteristics of a cell; including how they differ from one another.
3. Describe each kind of cytoplasmic organelle and explain its function.
4. Describe the cell nucleus and its parts.
5. Explain how substances move into and out of cells.
6. Describe the cell cycle, including the steps of cell division, with the controls that keep cell proliferation in check.
7. Explain how stem and progenitor cells function in the body, and the consequences of disturbances in the processes of growth, tissue repair, cell division, and cell death.

#### Chapter 4: Cellular Metabolism

1. Distinguish between anabolic and catabolic metabolism and explain the role of enzymes in these processes, particularly as to regulation.
2. Explain how chemical energy is stored and released in the cell, and how cells use this energy for their activities, especially how carbohydrates are assimilated and burned by the body to produce chemical energy.
3. Explain how metabolic pathways are regulated, and how this regulation fits into the concept of homeostasis introduced in Chapter 1.
4. Explain how DNA is used as an informational molecule to store genetic information, and how its structure allows for replication and retrieval of that information.
5. Using protein synthesis as an example, explain how changes in genetic information can be altered and how such a change may affect an organism.

#### Chapter 5: Tissues

1. Name the major tissue types found in the body, and describe their functions, giving an example of each.

2. Name the various types of epithelial tissues, explaining the functions and locations of each.
3. Explain how glands are classified.
4. Name the various types of connective tissues, describing their functions and locations, including the fibers and cell types of each connective tissue.
5. Describe the four major types of membranes and where in the body they may be found, relating this information to their functions.
6. Distinguish among the three types of muscle, explaining how their form affects the function of each.
7. Describe the general characteristics and functions of nervous tissue.

#### Chapter 6: Integumentary System

1. Discuss the major functions of the integumentary system and describe the structure and function of its three basic layers.
2. Name and explain the functions of each accessory organ of the skin.
3. Explain the skin's role in the regulation of body temperature.
4. Summarize the factors that determine skin color.
5. Describe the sequence of events in wound healing.
6. Describe the life-span changes in the integumentary system.

#### Chapter 7: Skeletal System

1. Classify bones according to their shapes, citing an example from each group.
2. Describe the general structure of a bone and list the functions of its parts.
3. Distinguish between the intramembranous and endochondral bones, and explain the growth and development of each.
4. Discuss the functions of bones and how environmental, nutritional and hormonal factors affect their growth, development, and function.
5. Distinguish between the axial and appendicular skeletons, naming the parts of each.
6. Locate and identify the bones and the major features of the bones that comprise the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, and lower limb.
7. Describe life-span changes in the skeletal system.

#### Chapter 8: Joints of the Skeletal System

1. Describe the major types of joints and the role of the connective tissue that binds them together.
2. Describe how bones of fibrous, cartilaginous, and synovial joints are held together, detailing the structure of each.
3. List the six types of synovial joints and give an example of each.
4. Explain how skeletal muscles produce movements at joints and identify several types of joint movements.
5. Compare and contrast the shoulder, elbow, hip, and knee joints and explain how their articulating parts are held together.
6. Describe the life-span changes that occur in joints especially as related to pathologies and their effects on quality of life and lifestyle choices.

#### Chapter 9: Muscular system

1. Describe how connective tissue is part of the structure of a skeletal muscle and explain how this effects the movement generated by that muscle.
2. Describe in detail the structure of a muscle fiber and explain the function of each part.
3. Explain the major events of muscle contraction and how energy supply relates to the concepts of oxygen debt and fatigue.
4. Distinguish between fast and slow twitch muscle fibers, and between a twitch and a sustained muscle contraction.
5. Explain how exercise affects skeletal muscles and how various types of muscular contractions produce body movements and help maintain posture.

6. Distinguish between the structures and functions of a multiunit smooth muscle and a visceral smooth muscle.
7. Compare the contraction mechanisms of skeletal, smooth and cardiac muscle fibers.
8. Explain how the locations of skeletal muscles help produce movement, and how muscles interact and be able to identify and locate the major skeletal muscles of each body region, describing the action of each muscle.

#### Chapter 10: Nervous System I- Basic Structures and Function

1. Explain the general functions of the nervous system and describe the general structure of a neuron.
2. Explain how neurons are classified.
3. Describe the events that lead to the conduction of nerve impulses and explain how a nerve impulse is transmitted from one neuron to another, including how a membrane becomes polarized.
4. Distinguish between excitatory and inhibitory postsynaptic potentials.
5. List the neuroglial cells and describe the functions of each.
6. Explain how an injured axon may regenerate.
7. Explain two ways impulses are processed in neuronal pools.

#### Chapter 11: Nervous System II: Divisions of the Nervous System

1. Name and describe the coverings of the brain and spinal cord.
2. Describe the formation and function of cerebrospinal fluid, relating this to the structure of the brain and spinal cord.
3. Name and describe the structures of the brain and spinal cord and discuss their functions.
4. Describe a reflex arc, defining reflex behavior.
5. Distinguish among motor, sensory, and association areas of the cerebral cortex.
6. Explain hemisphere dominance and the stages in memory storage.
7. Explain the functions of the limbic system and the reticular formation.
8. Name and describe the anatomical and functional divisions of the peripheral nervous system and discuss their functions.
9. Describe the structure of a peripheral nerve and how its fibers are classified.
10. Name the cranial nerves and list their major functions.
11. Explain how spinal nerves are named and describe their functions.
12. Name and describe the major parts of the autonomic nervous system and discuss their functions.
13. Distinguish between the sympathetic and parasympathetic nervous systems, describing a typical nerve pathway for each.
14. Explain how autonomic neurotransmitters differently affect visceral effectors.

#### Chapter 12: Somatic and Special Senses

1. Name the five kinds of receptors, explain the function of each and give examples, discuss the way a sensation is produced in each, starting with how receptors stimulate sensory impulses.
2. Distinguish between somatic and special senses and discuss the types within each category.
3. Explain the relationship between taste and smell with reference to their locations.
4. Name the parts of the ear and explain the function of each.
5. Distinguish between static and dynamic equilibrium.
6. Name the parts of the eye and explain the function of each with special reference to refraction, the perception of depth and distance, and the visual nerve pathway.

## REQUIRED RESOURCES:

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 (ISBN# 978-0-07-727618-8).

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 (ISBN# 978-0-07-728377-3).

## SUPPLEMENTAL RESOURCES:

I highly recommend that students consult an atlas of anatomy as a reference for this course. A CD-ROM set called Anatomy and Physiology Revealed, authored by the University of Toledo (McGraw Hill, 2007) is available for purchase in the bookstore. The price is very reasonable, but it requires that you have a computer with Windows 98 or higher and at least 64 MB RAM. If you don't have access to these facilities, you should consider purchasing any of the many anatomical reference materials with large visuals available. *Jone's Pocket anatomy and physiology* F.A. Davis & Co. (ISBN 9780803618244) is a good visual resource, also available in the book store. Any good Medical Dictionary (Dorland's, Stedman's, or Taber's) would also be helpful. These are not requirements, but they will make your struggles with the vocabulary more manageable.

## LEARNING/TEACHING METHODS:

Lecture.

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

Library and internet research assignments, Outside Reading 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.

Outside Reading Assignments

Students are responsible for all material presented.

## ASSESSMENTS:

To demonstrate attainment of program and learning outcomes for BIO 168 Anatomy and Physiology I, you must achieve an overall average of 77% or better. To achieve these outcomes, you must successfully complete the following:

Lecture	6 Tests @ 100 pts. each	50 %
	Final Exam	10 %
	Outside Reading Assignments (Research)	5%
	Other Assignments (Laboratory Exercises, Quizzes, and other assigned work)	5%
Lab	Midterm Practical	15%
	Final Practical	<u>15 %</u>
		100 %

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.

**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 retake 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 23-27 of the Martin Community College Career Catalogue for 2009-2011 and or the Physical Therapist Assistant Program Handbook.

**COURSE OUTLINE**

THIS IS A GUIDE AND IS SUBJECT TO CHANGE! KEEPING UP WITH CHANGES IS YOUR RESPONSIBILITY!

<u>Date</u>	<u>Lecture Topic</u>	<u>Lab Topic</u>	<u>Chapter(s)</u>
Week 1	Introduction to Human Anatomy & Physiology	Ex. 1 – Scientific Method and Measurement. Ex. 2- Body Organization & Terminology.	1
Week 2	Chemical Basis of Life	Ex. 4- Care and use of the microscope.	2
Week 3	<b>Test #1</b> Cells		<b>Chapters 1 &amp; 2</b>
		Ex. 5 – Cellular Structure Ex. 6 – Movements through membranes.	3
Week 4	Cellular Metabolism	Ex. 7 – Cell Cycle	4
Week 5	Tissues	Ex. 8&9 – Epithelial Tissues, &Connective Tissues Ex. 10 – Muscle & Nerve Tissue	5
Week 5	<b>Test #2</b> Integumentary System		<b>Chapters 3 &amp; 4</b>
		Ex. 11 – Integumentary System	6
Week 6	Skeletal System	Ex. 12, 13, 14 – Bone, Skeleton, Skull	7
Week 7	<b>Test #3</b> Skeletal System		<b>Chapters 5 &amp; 6</b>
		Ex. 15, 16, 17 – Axial and appendicular skeleton	7
Week 8	Joints of the Skeletal System.	Ex. 18 – Joint Structure and Movement	8

Week 9	<b>Test #4</b>		<b>Chapters 7 &amp; 8</b>
	Muscular System	Ex. 19 – Skeletal muscles Ex. 20, 21 – Muscles of face, head, chest, shoulder and upper limb	9
Week 10	Muscular System	Ex. 20, 21 – Muscles of face, head, chest, shoulder and upper limb	9
Week 11		Ex. 22, 23 – Muscles of the deep back, abdominal wall and pelvis, hip and leg Ex. 24 Surface Anatomy	9
Week 12	Nervous System I	Ex. 25, 26, 27 – Nervous Tissue, Reflex Arc & Reflexes	10
Week 13	Nervous system I & II	Ex. 25, 26, 27 – Nervous Tissue, Reflex Arc & Reflexes Ex. 28, 30 – Brain, cranial nerves, spinal cord, General Senses	10 & 11
	<b>Test #5</b>		<b>Chapters 9 &amp; 10</b>
Week 14	Nervous system II	Ex. 28, 30 – Brain, cranial nerves, spinal cord, General Senses	11
Week 15	Nervous System III	Ex. 31, 32, 33, 34, 35 – Special senses	12
	<b>Test #6</b>		<b>Chapters 11 &amp; 12</b>
Week 16	<b>Lecture Final Lab Practical Final</b>		Comprehensive

### **COURSE POLICIES:**

### **ATTENDANCE POLICY:**

The Martin Community College Attendance Policy (Martin Community College Career Catalogue for 2009-11 page 44) is in effect, as well as the administrative withdrawal policy (Martin Community College Career Catalogue for 2009-11 page 44). 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.

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 for the course, with the exception of a reasonable accommodation for the make-up of missed course work.

### **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 makeup. 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 four days a grade of zero will be given to those students who have not made up work. There will be no additional makeups, 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.

### **ACADEMIC INTEGRITY POLICY:**

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 but is not limited to:

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. Copying work from another student, or submitting work done by another student as your own.
3. Using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices.
4. Communicating the subject matter or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it.
5. Taking a quiz, test, or examination for another student.



6. Obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test or examination presented on the Internet before answering for submission.
7. Tampering with the grading of a quiz, test, or examination.
8. 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.

**Plagiarism is:**

Webster's New World Dictionary defines the word "plagiarize" as "to take (ideas, writings, etc.) from (another) and pass them off as one's own". Plagiarism is fraud, and under US law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately will result in an "F" for the assignment for a first offense, and an "F" for the class for the second offense. You will receive detailed instructions describing how to footnote and cite information before being asked to turn in written material. Failing to consult that information, and properly cite the work you have used as a reference will result in consequences.

For more information concerning the behavior expected of a student at Martin Community College please see the Student Governance and Conduct Code in 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 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. 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. 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. Excessive absences for any reason will result in loss of **ALL** makeup privileges.

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 two class meetings in advance! If you are absent on the day a test is announced, you are still responsible for taking the test on time. "I didn't know about the test(work, or assignment)" is not a valid excuse. Hint: Get to know your classmates!
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. If you are absent on the day of the activity, or the due date, you will not receive the points.
14. Sleeping is not allowed in class. This is very disrespectful to the instructor, and an indication that you do not care about the class. You would be fired for sleeping on the job; you will be evicted from class, without makeup privileges if you sleep in class.
15. 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.
16. Long hair must be pulled back and tied at all times in the laboratory, this applies to both males and females.
17. 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.

18. 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.
19. **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.
20. 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.
21. 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.
22. Assignments and tests may NOT be completed in text message format such as one you would use to send a text message on your cell phone. **Any communication** for this class should be considered a formal document and must be written in Standard English, with complete sentences with the words written out. Text message formats are dialects, not formal language, and they would not be considered appropriate for the workplace. They are not appropriate for this class. Any work turned in written in such a dialect will not receive credit. This policy includes any work or communication submitted online. Please remember, work is not accepted late.

**If you cannot contact your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at 252-789-0246 or in her office in Building 2, Room 33.**

**To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).**

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

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. Because this class requires some memorization, 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, and you know what questions you need to ask in class the next day.
- Read through the accumulated notes for each upcoming test each evening after class. Keep in mind that you may need to read the chapters 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.
- 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. You may wish to purchase a medical dictionary, although this is not required at this stage.
- Use other resources and sources of information to help you.