CFCC General Education Competencies will incorporate all or some of the following:

- Computer Skills
- Critical Thinking
- Global Awareness
- Oral Communication
- Quantitative Skills
- Written Communication
- Understanding Scientific Concepts &

TEXTBOOK(S):


Additional Materials: Dissection gloves
Access to the Cape Fear Custom Portal for Mastering including PAL

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, special senses, and endocrine systems. 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. This course may meet the SACS natural science requirement for AGE, AAS, DIP, or CER programs.

CLASS HOURS PER WEEK: Lecture: 3 hours; T, Th 1:00 – 2:15
Lab: 3 hours; W 1:00 – 3:50
SEMESTER HOURS CREDIT: 4 hours

PREREQUISITES: Proficiency in Reading - A grade of “C” or better in ENG 095 or RED 090 OR minimum Accuplacer score of 80 on Reading

COURSE OBJECTIVES: Upon completion, students should be able to demonstrate an in-depth understanding of anatomy and physiology and their interrelationships of the following topics:

A. INTRODUCTION
1. Describe the basic functions of living organisms.
2. Define anatomy and physiology and describe various specialties of each discipline.
3. Identify the major levels of organization in living organisms from the simplest to the most complex.
4. Identify the organ systems of the human body and the major component of each system.
5. Explain the concept of homeostasis and its significance for living organisms.
6. Describe how positive and negative feedback are involved in homeostasis regulation.
7. Use anatomical terms to describe body sections, body regions, and relative positions.
8. Identify the major body cavities and their subdivisions.

B. THE CHEMICAL LEVEL OF ORGANIZATION
1. Describe an atom and how atomic structure affects interactions between atom
2. Compare the different ways in which atoms combine to form molecules and compounds.
3. Use chemical notation to symbolize chemical reactions.
4. Distinguish among the major types of chemical reactions that are important for studying physiology.
5. Describe the crucial role of enzymes in metabolism.
6. Distinguish between organic and inorganic compounds.
7. Explain how the chemical properties of water make life possible.
8. Discuss the importance of pH and the role of buffers in body fluids.
9. Describe the physiological roles of inorganic compounds.
10. Discuss the structures and functions of carbohydrates, lipids, proteins, nucleic acids, and high-energy compounds.

C. THE CELLULAR LEVEL OF ORGANIZATION
1. List the functions of the cell membrane and the structural features that enable it to perform those functions.
2. Specify the routes by which different ions and molecules can enter or leave a cell and the factors that may restrict such movement.
3. Describe the various transport mechanisms that cells use to facilitate the absorption or removal of specific substances.
4. Explain the origin and significance of the transmembrane potential.
5. Describe the organelles of a typical cell, and indicate the specific functions of each.
6. Explain the functions of the cell nucleus.
7. Discuss the nature and importance of the genetic code.
8. Summarize the process of protein synthesis.
9. Describe the stages of the cell life cycle.
10. Describe the process of mitosis, and explain its significance.
11. Define differentiation and explain its importance.

D. THE TISSUE LEVEL OF ORGANIZATION
1. Identify the four major tissue types of the body and their roles.
2. Discuss the types and functions of epithelial cells.
3. Describe the relationship between form and function for each epithelial type.
4. Compare the structures and functions of the various types of connective tissues.
5. Explain how epithelial and connective tissues combine to form four different types of membranes, and specify the functions of each.
6. Describe how connective tissue establishes the framework of the body.
7. Describe the three types of muscle tissue and the special structural features of each type.
8. Discuss the basic structure and role of neural tissue.
9. Describe how injuries and aging affect the tissues of the body.

E. THE INTEGUMENTARY SYSTEM
1. Describe the main structural features of the epidermis, and explain their functional significance.
2. Explain what accounts for individual and racial differences in skin, such as skin color.
3. Discuss the effects of ultraviolet radiation on the skin and the role played by melanocytes.
4. Describe the structure and functions of the dermis.
5. Explain the mechanisms that produce hair, and determine the texture and color.
6. Discuss the various kinds of glands found in the skin and their secretions.
7. Explain how the sweat glands of the integumentary system play a major role in regulating body temperature.
8. Describe the anatomical structure of nails and how they are formed.
9. Explain how the skin responds to injury and repairs itself.
10. Summarize the effects of the aging process on the skin.

F. OSSEOUS TISSUE AND SKELETAL STRUCTURE
1. Describe the functions of the skeletal system.
2. Classify the bones according to their shapes and give examples of each type.
3. Identify the cell types found in bone and list their major functions.
4. Compare the structure and functions of compact and spongy bones.
5. Compare the mechanisms of intramembranous and endochondral ossifications.
6. Discuss the timing of bone development and growth and account for the differences in the internal structure of adult bones.
7. Describe the remodeling and homeostatic mechanisms of the skeletal system.
8. Discuss the effects of nutrition, hormones, exercise, and aging on bone development and the skeletal system.
9. Describe the different types of fractures and explain how they heal.
10. Identify the major types of bone markings, and explain their functional significance.

G. THE AXIAL SKELETON
1. Identify the bones of the axial skeleton and specify their functions.
2. Identify the bones of the cranium and face, and explain the significance of the markings on the individual bones.
3. Describe the structures of the nasal complex and the functions of the individual bones.
4. Explain the functions of the paranasal sinuses.
5. Describe the key structural differences among the skulls of infants, children and adults.
6. Identify and describe the curvatures of the spinal column and their functions.
7. Identify the vertebral regions, and describe the distinctive structural and functional characteristics of each vertebral group.
8. Explain the significance of the articulations between the thoracic vertebrae and ribs and between the ribs and sternum.

H. THE APPENDICULAR SKELETON
1. Identify each bone of the appendicular skeleton.
2. Identify the bones that form the pectoral girdle.
3. Identify the bones of the upper limb, their functions, and their superficial features.
4. Identify the bones that form the pelvic girdle, their functions, and their superficial features.
5. Identify the bones of the lower limb, their functions, and their superficial features.
6. Discuss the structural and functional differences between the pelvis of a female and that of a male.
7. Explain how the study of a skeleton can reveal significant information about an individual.
8. Summarize the skeletal differences between males and females.
9. Briefly describe how the aging process affects the skeletal system.

I. ARTICULATION
1. Contrast the major categories of joints and explain the relationship between structure and function for each category.
2. Describe the basic structure of a synovial joint, identifying possible accessory structures and their functions.
3. Describe the dynamic movements of the skeleton.
4. List the different types of synovial joints, and discuss how the characteristic motions of each type are related to its anatomical structure.
5. Describe the articulations between the vertebrae of the vertebral column.
6. Describe the structure and function of the shoulder, elbow, hip, and knee joint.
7. Explain the relationship between joint strength and mobility, using specific examples.

J. MUSCLE TISSUE
1. Describe the characteristics and functions of muscle tissue.
2. Describe the organization of muscle at the tissue level.
3. Explain the unique characteristics of skeletal muscle fibers.
4. Identify the structural components of a sarcomere.
5. Identify the components of the neuromuscular junction and summarize the events involved in the neural control of skeletal muscle function.
6. Explain the key steps involved in the contraction of a skeletal muscle fiber.
7. Compare the different types of muscle contraction.
8. Describe the mechanisms by which muscle fibers obtain the energy.
9. Relate the types of muscle fibers to muscle performance.
10. Distinguish between aerobic and anaerobic endurance and explain their implications for muscular performance.
11. Specify the effects of exercise and aging on muscles.
12. Identify the structural and functional differences among skeletal, cardiac, and smooth muscle cells.
13. Discuss the role that smooth muscle tissue plays in systems throughout the body.

K. THE MUSCULAR SYSTEM
1. Describe the arrangement of fascicles in the various types of muscle, and explain the resulting functional differences.
2. Describe the different classes of levers and how they make muscles more efficient.
3. Predict the actions of muscles on the basis of the relative positions of its origin and insertion.
4. Explain how muscles interact to produce or oppose movements.
5. Explain how the name of a muscle can help identify its location, appearance and/or function.
6. Identify the principal axial muscles of the body, together with their origins, insertions, actions, and innervations.
7. Identify the principal appendicular muscles of the body, together with their origins, insertions, actions, and innervations.
8. Compare the major muscle groups of the upper and lower limbs, and their differences to their functional roles.

L. NEURAL TISSUE
1. List the two major anatomical subdivisions of the nervous system and describe the characteristics of each.
2. Sketch and label the structure of a typical neuron, and describe the function of each component
3. Classify neurons on the basis of their structure and function.
4. Describe the locations and functions of neuroglia in the nervous system.
5. Explain how the resting potential is created and maintained.
6. Describe the events involved in the generation and propagation of an action potential.
7. Discuss the factors that affect the speed with which action potentials are propagated.
8. Describe the structure of a synapse, and explain the mechanism involved in synaptic transmission.
9. Describe the major kinds of neurotransmitters and neuromodulators, and discuss their effects on postsynaptic membranes.
10. Discuss the interactions that make possible the processing of information in neural tissue.
11. List the factors that affect neural function, and explain the basis for their effects on neural activity.
12. Describe the patterns of interaction between neurons that are involved in the processing of information at higher levels.

M. SPINAL CORD AND SPINAL NERVES
1. Discuss the structure and functions of the spinal cord.
2. Describe the three meningeal layers that surround the central nervous system.
3. Explain the roles of white matter and gray matter in processing and relaying sensory information and motor commands.
4. Describe the major components of a spinal nerve.
5. Relate the distribution pattern of spinal nerves to the regions they innervate.
6. Describe the process of a neural reflex.
7. Classify the different types of reflexes and explain the functions of each.
8. Distinguish between the types of motor responses produced by various reflex.
9. Explain how reflexes interact to produce complex behaviors.
10. Explain how high centers control and modify reflex responses.

N. THE BRAIN AND CRANIAL NERVES
1. Name the major regions of the brain and describe their functions.
2. Name the ventricles of the brain and describe their locations and the connections between them.
3. Explain how the brain is protected and supported.
4. Discuss the formation, circulation, and functions of the cerebrospinal fluid.
5. Locate the motor, sensory, and association areas of the cerebral cortex and discuss their functions.
6. Identify important structures within each region of the brain and explain their functions.
7. Identify the cranial nerves and relate each nerve to its principal destinations functions.
8. Discuss important cranial reflexes.

O. INTEGRATIVE FUNCTIONS
1. Identify the principal sensory and motor pathways.
2. Compare the components, processes, and functions of the pyramidal and extrapyramidal systems.
3. Explain how we can distinguish among sensations that originate in different areas of the body.
4. Describe the levels of information processing involved in motor control.
5. Discuss how the brain integrates sensory information and coordinates responses.
6. Explain how memories are created, stored, and recalled.
7. Distinguish between the levels of consciousness and unconsciousness, and identify the characteristics of brain activity associated with the different levels of sleep.
9. Summarize the effects of aging on the nervous system.

P. THE AUTONOMIC NERVOUS SYSTEM
1. Compare the autonomic nervous system with other divisions of the nervous system.
2. Contrast the structures and functions of the sympathetic and parasympathetic divisions of the nervous system.
3. Describe the mechanisms of neurotransmitter release in the autonomic nervous system.
4. Compare the effects of the various autonomic neurotransmitters on target organs and tissues.
5. Discuss the relationship between the two divisions of the autonomic nervous system and the significance of dual innervation.
6. Explain the importance of autonomic tone.
7. Describe the hierarchy of interacting levels of control in the autonomic nervous system.

Q. SENSORY FUNCTION
1. Distinguish between general and special senses.
2. Explain why receptors respond to specific stimuli and how the organization of a receptor affects its sensitivity.
3. Identify the receptors for the general senses and describe how they function.
4. Describe the sensory organs of smell and trace the olfactory pathways to their destinations in the brain.
5. Describe the sensory organs of taste and trace the gustatory pathways to destinations in the brain.
6. Identify the accessory structures of the eye and explain their functions.
7. Identify the internal structures of the eye and explain their functions.
8. Explain how we are able to distinguish colors and perceive depth.
9. Explain how light stimulates the production of nerve impulses and trace the visual pathways to their destinations in the brain.
10. Describe the structures of the outer and middle ear and explain how they function.
11. Describe the parts of the inner ear and their roles in the process of equilibrium and hearing.
12. Trace the pathways for the sensations of equilibrium and hearing to their respective destinations in the brain.

R. THE ENDOCRINE SYSTEM
1. Compare the endocrine and nervous systems.
2. Compare the cellular components of the endocrine system with those of other tissues and systems.
3. Compare the major chemical classes of hormones.
4. Explain the general mechanisms of hormonal action.
5. Describe how endocrine organs are controlled.
6. Describe the location, hormones, and functions of the following endocrine glands and tissues: pituitary, thyroid, parathyroid, thymus, adrenals, kidneys, heart, pancreas, testes, ovaries, and pineal glands.
7. Discuss the results of abnormal hormone production.
8. Explain how hormones interact to produce coordinated physiological responses.
9. Identify the hormones that are especially important to normal growth and discuss their roles.
10. Define the general adaptation syndrome, and compare homeostatic responses with stress responses.
11. Describe the effects that hormones have on behavior.

This course provides the student with the basic tools for building a medical vocabulary. Emphasis is placed on correct pronunciation, spelling, and analysis of medical terms as they pertain to anatomy, physiology, and diseases.
**GRADING SCALE:**

We will be using a 10-point grading scale in this class.

<table>
<thead>
<tr>
<th>Grade Interval</th>
<th>Action</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(90 - 100)</td>
<td>A = 4.00</td>
<td></td>
</tr>
<tr>
<td>(80 - 89)</td>
<td>B = 3.00</td>
<td></td>
</tr>
<tr>
<td>(70 - 79)</td>
<td>C = 2.00</td>
<td></td>
</tr>
<tr>
<td>(60 - 69)</td>
<td>D = 1.00</td>
<td></td>
</tr>
<tr>
<td>(0 - 59)</td>
<td>F = 0.00</td>
<td></td>
</tr>
</tbody>
</table>

Your final grade will be calculated by dividing the total number of points earned by the maximum number of points possible (1060) and multiplying by 100. Grades may be curved if the instructor deems it is necessary.

**GENERAL COURSE REQUIREMENTS AND CLASS POLICY STATEMENTS**

1. **COURSE REQUIREMENTS:** Grades will be based on a combination of lecture exams, on-line exercises and lab practicals.

   **A. TESTING:** You will be given 4 (four) exams this semester accounting for approximately 40% of your final grade. Each exam will be worth 100 points. An optional cumulative final exam will be given at the end of the course. The final exam can be used to replace your lowest exam grade. If you miss an exam, the final will serve as your make-up. There will be no other make-up exams. The final exam will carry the same weight as the other 4 (four). Exams will be composed of multiple choice questions.

   An exam may be taken early as long as prior arrangements between the student and the instructor have been made and approved.

   Please see the course schedule below for exam dates.

   **B. LABORATORY:** There will be 4 lab practicals; each will be worth 100 points. Your lowest practical grade will be dropped. Therefore, lab practicals will total 300 points, which accounts for about 28% of your final grade. Lab practicals cannot be made up as they will include specific testing stations. If you must miss a practical, this will be the grade that is dropped. The last lab practical will not be comprehensive. Please see the course schedule below for practical dates.

   Over the course of the semester, I will randomly pick up 2 lab exercises. These will be worth 2 points each. These points will be added to your final grade for the class and are the only extra credit that will be given!

   **C. QUIZZES:** Lab quizzes will be given during the lab period with or without notice. There will be 5 quizzes worth 20 points each for a total of 100 possible points.

   **D. HOMEWORK:** Homework will be assigned each week through the Cape Fear Custom Portal to Mastering. Please see the attached Student Registration Instructions for access to the portal. There will be 17 homework assignments worth 10 points each and the lowest homework grade will be dropped at the end of the semester. The percentage score (out of 100%) recorded by the portal site will be divided by 10 to generate the 10-point score reported on Blackboard.
Important Details:

- Weekly Homework will be assigned and completed on the Cape Fear Custom Portal website.
- Grades will be transferred to the Blackboard Gradebook by the instructor.
- Your lowest homework grade will be dropped at the end of the semester.

Homework Grading Policy for Mastering:

- **Number of answer attempts per question is:** 6
- **You gain credit for:**
  - Correctly answering a question in a Part
  - Correctly answering a question in a Hint
  - Not opening a Hint (2% bonus)
- **You lose credit for:**
  - Exhausting all attempts or giving up on a question in a Part or Hint
  - Incorrectly answering a question in a Part or Hint

  **Late submissions:** receive no credit.
  - **Hints** are helpful clues or simpler questions that guide you to the answer. Hints are not available for all questions.
  - There is **no penalty** for leaving questions in Hints unanswered.
- **Grading of incorrect Answers before the last attempt:**
  - You lose $\frac{100\%}{(#\text{ of options} - 1)}$ credit per incorrect answer on multiple-choice and true/false questions.
  - You lose 3% credit per incorrect answer on questions that are not multiple-choice or true/false.

E. ATTENDANCE & PARTICIPATION: CFCC has a “no excused absences” policy! With a liberal attendance policy, that in most cases allows students to miss up to 20% of a class, class absences should be reserved for emergency situations.

It is your responsibility to sign the attendance sheet each day for lecture and lab! Failure to sign in will result in an absence. “I forgot” is not an acceptable reason to remove the absence. If you are caught signing in for another student that is not present, it will be considered academic dishonesty and you will receive a grade of F.

Attendance will be taken each day at the beginning of class. If a student leaves any time after roll has been called and fails to come back or even comes back later then they are subject to the attendance policy explained below.

The attendance policy for this course allows a student to be absent six times throughout the semester without fault or harm to his or her grade. The seventh absence will result in a grade of “F” for the course that the student is enrolled in for the semester.

An absence in this course is defined as any absence in either lecture or lab session in full or in part by 30 minutes or more of the designated lecture or lab time period at any point during the semester.

A tardy will be assessed when a student fails to be in class in his or her assigned seat with book and notebook ready by the time roll is taken. A tardy will also be assessed if a student leaves the lecture or lab session early or leaves either session for a period of five minutes or more up to 30 minutes without returning.

Two tardies = One absence

Excused tardies or absences are not allowed.

Absences involving extenuating circumstances (Tardies involving extenuating circumstances do not exist!) such as medical emergencies involving the student or a student’s immediate family member (parents, grandparents, spouse, siblings, children, grandchildren and the in-law counterparts of the aforementioned) or a death within the immediate family may be **considered**.
To even be considered, the student must do all of the following:
1) Contact the instructor by phone, note or e-mail within 24 hours of the start of class of the first absence associated with the extenuating circumstance; and
2) Provide proof of medical emergency or death within one week of return after extenuating circumstance.

2. COURSE STRUCTURE/ SYLLABUS - Schedule

Important Dates at Cape Fear Community College Fall 2013:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 28 – September 19</td>
<td>Grade of W (Instructor signature required)</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September 20 – November 15</td>
<td>Grade of WP/WF (Instructor signature required)</td>
</tr>
<tr>
<td>October 4</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 5</td>
<td>Riverfest</td>
</tr>
<tr>
<td>November 18</td>
<td>No Course Withdrawals</td>
</tr>
<tr>
<td>November 21 – 24</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 13</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

Calendar of Class Meetings:

Lecture Schedule:

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Lecture Topic</th>
</tr>
</thead>
</table>
| August 16; August 19 | Introduction to the Course  
Review Syllabus  
Register for Portal  
Chapter 1 (The Human Body: An Orientation)  
Chapter 2 (Chemistry Comes Alive)  
8/24: Homework #1: Introduction to MasteringA&P due by 11:59 p.m. |

| August 26 | Chapter 2 (Chemistry Comes Alive)  
8/31: Homework #2: Chapter 1 due by 11:59 p.m.  
8/31: Homework #3: Chapter 2 due by 11:59 p.m. |

| September 2 | No Classes on 9/2  
Chapter 3 (Cells: The Living Units)  
Chapter 4 (Tissue: The Living Fabric)  
9/7: Homework #4: Chapter 3 due by 11:59 p.m.  
9/7: Homework #5: Chapter 4 due by 11:59 p.m. |

| September 9 | Chapter 4 (Tissue: The Living Fabric)  
Review for Exam 1  
9/12: Exam 1 |

| September 16 | Chapter 5 (The Integumentary System)  
Chapter 6 (Bones and Skeletal Tissue)  
9/21: Homework #6: Chapter 5 due by 11:59 p.m. |

| September 23 | Chapter 6 (Bones and Skeletal Tissue)  
Chapter 7 (The Skeleton)  
9/28: Homework #7: Chapter 6 due by 11:59 p.m.  
9/28: Homework #8: Chapter 7 due by 11:59 p.m. |

| September 30 | Chapter 7 (The Skeleton)  
Chapter 8 (Joints)  
10/5: Homework #9: Chapter 8 due by 11:59 p.m. |

| October 7 | Chapter 8 (Joints)  
Review for Exam 2  
10/10: Exam 2 |

| October 14 | Chapter 9 (Muscles and Muscle Tissue)  
Chapter 10 (The Muscular System)  
10/19: Homework #10: Chapter 9 due by 11:59 p.m. |

| October 21 | Chapter 10 (The Muscular System)  
Chapter 11 (Fundamentals of the Nervous System and Nervous Tissue)  
10/26: Homework #11: Chapter 10 due by 11:59 p.m. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28</td>
<td>Chapter 11 (Fundamentals of the Nervous System and Nervous Tissue)</td>
</tr>
<tr>
<td></td>
<td>Chapter 12 (The Central Nervous System)</td>
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<tr>
<td></td>
<td>11/2: Homework #12: Chapter 11 due by 11:59 p.m.</td>
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<tr>
<td></td>
<td>11/2: Homework #13: Chapter 12 due by 11:59 p.m.</td>
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<tr>
<td>November 4</td>
<td>Review for Exam 3</td>
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<td></td>
<td>11/5: Exam 3</td>
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<tr>
<td></td>
<td>Chapter 13 (The Peripheral Nervous System and Reflex Activity)</td>
</tr>
<tr>
<td>November 11</td>
<td>Chapter 13 (The Peripheral Nervous System and Reflex Activity)</td>
</tr>
<tr>
<td></td>
<td>Chapter 14 (The Autonomic Nervous System)</td>
</tr>
<tr>
<td></td>
<td>11/16: Homework #14: Chapter 13 due by 11:59 p.m.</td>
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<tr>
<td></td>
<td>11/16: Homework #15: Chapter 14 due by 11:59 p.m.</td>
</tr>
<tr>
<td>November 18</td>
<td>Chapter 14 (The Autonomic Nervous System)</td>
</tr>
<tr>
<td></td>
<td>Chapter 15 (The Special Senses)</td>
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<tr>
<td></td>
<td>11/23: Homework #16: Chapter 15 due by 11:59 p.m.</td>
</tr>
<tr>
<td>November 25</td>
<td>No Lecture, Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 2</td>
<td>Chapter 15 (The Special Senses)</td>
</tr>
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<td></td>
<td>Chapter 16 (The Endocrine System)</td>
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<tr>
<td></td>
<td>Review for Exam 4</td>
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<tr>
<td></td>
<td>12/7: Homework #17: Chapter 16 due by 11:59 p.m.</td>
</tr>
<tr>
<td>December 9</td>
<td>12/10: Exam 4</td>
</tr>
<tr>
<td></td>
<td>12/12: Optional Cumulative Final</td>
</tr>
</tbody>
</table>

**Lab Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics (Labs will correspond to Lecture Materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16 - 23</td>
<td>Introduction to Lab</td>
</tr>
<tr>
<td></td>
<td>Anatomical Planes</td>
</tr>
<tr>
<td>August 26 - 30</td>
<td>Cells</td>
</tr>
<tr>
<td>September 2 - 6</td>
<td>Tissues</td>
</tr>
<tr>
<td>September 9 - 13</td>
<td>Integumentary System</td>
</tr>
<tr>
<td></td>
<td>Review for Practical 1</td>
</tr>
<tr>
<td>September 16 - 20</td>
<td>Lab Practical 1</td>
</tr>
<tr>
<td>September 23 - 27</td>
<td>Axial Bones: Skull</td>
</tr>
<tr>
<td>September 30 - October 4</td>
<td>Axial Bones and Muscles</td>
</tr>
<tr>
<td>October 7 - 11</td>
<td>Axial Bones and Muscles</td>
</tr>
<tr>
<td>October 14 - 18</td>
<td>Review for Practical 2</td>
</tr>
<tr>
<td>October 21 - 25</td>
<td>Lab Practical 2</td>
</tr>
<tr>
<td>October 28 - November 1</td>
<td>Appendicular Bones and Joints</td>
</tr>
<tr>
<td>November 4 - 8</td>
<td>Appendicular bones and Muscles</td>
</tr>
<tr>
<td>November 11 - 15</td>
<td>Review for Practical 3</td>
</tr>
<tr>
<td>November 18 - 22</td>
<td>Nerves and Endocrine</td>
</tr>
<tr>
<td>November 25</td>
<td>No Lab</td>
</tr>
<tr>
<td>December 2 - 6</td>
<td>Eye and Brain</td>
</tr>
<tr>
<td>December 9 - 13</td>
<td>Lab Practical 4</td>
</tr>
</tbody>
</table>

**Classroom Preparedness Policy:** Classroom preparedness involves punctuality and respect within the classroom. You are expected to read each chapter in the text before it is covered in class. This will be your homework assignment for every class.

**Behavior:** Please be respectful in this class. Do not talk during class unless you are asking a question or taking part in a discussion with the rest of the class about the lecture topic. Please leave cell phones in your bags or pockets and be sure that the ringer is turned off. There will be no phone calls or texting during class. If you must take/make a call, please step out of the classroom. You will be responsible for getting notes for any missed
lecture time from one of your classmates. If you engage in any behavior that is disruptive to the class, you may be asked to leave.

**Food & Drink Policy:** No Food or Drink is allowed in either lecture or lab sessions unless it is a part of your experiment.

**Lab Safety:** OSHA regulations require the following:
Lab Coats must be worn in BIO 175 and CHM 251/252. Closed toed shoes must be worn in all labs.

**Accommodation of Special Needs Based on Disability:** Any student who requests classroom accommodations because of a disability must present documentation to verify his/her disability. This documentation must be furnished to the Disabilities Service Coordinator, and this should be provided prior to requesting accommodation by the instructor. On a confidential basis, the student, disabilities services and the instructor will determine the appropriate accommodations following documentation. Accommodations will be provided in a manner that is consistent with the objectives, outcomes, and academic standards of the course. Absences must not exceed class attendance policy.

**Academic Honesty:** Any behavior indicating dishonesty, unethical intent or action as specified by CFCC will result in an “F,” a grade of zero for the assignment and/or the course, at the instructor’s discretion. Please read the section on “Cheating” in the CFCC Catalog and Student Handbook.

Plagiarism is using as your own the words or ideas of another, whether written or oral. When you use material from a source, you must quote or paraphrase accurately and properly cite the information. Failure to do so is considered plagiarism. Examples of plagiarism include word-for-word copying without correctly indicating that you are quoting, inaccurate quoting and paraphrasing, and incomplete or missing documentation. Purchasing a paper or copying someone else’s work and submitting it as your own are also plagiarism. Any misrepresentation of the source in your writing or speaking would constitute a form of plagiarism.

Whether intentional or unintentional, plagiarism is not acceptable and will result in the student being assigned a grade of zero for the assignment and/or the course, at the instructor’s discretion.

**Student Accounts:** Your myCFCC account is a single username and password for all of your CFCC network accounts: email, WebAdvisor, Blackboard, campus computer access, and more. The email account provided to you ([yourusername@mail.cfcc.edu](mailto:yourusername@mail.cfcc.edu)) is used for all official communication with CFCC instructors and staff. Some information will ONLY be sent by email and not by postal mail, so it is very important that you check this account. This account may also be used for personal mail, but is subject to the CFCC Acceptable Use Policy. Be sure to logout of your account in each service you may have opened (email, Blackboard, etc) when you leave a shared computer, otherwise it is possible for the next user of the computer to access your information.

**Student IT Help-Desk Information:**
**Downtown**
Location: L114 (lobby area near the stairwell close to Student Activities)
Hours: M – Th 8:00 a.m. to 8:00 p.m.; F 8:00 a.m. to 5:00 p.m.
Phone: 362-7778
Email: StudentHelp@cfcc.edu

**Contingency Plan:** If there is an emergency and the instructor or an appropriate substitute does not meet with the class, wait fifteen minutes. Then, everyone in the class should sign a roll sheet and designate someone to take it to the Department Chair or Secretary.
Tobacco Free Campus Policy

Cape Fear Community College:

- is committed to providing its employees and students with a safe and healthful environment.
- recognizes the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty and visitors.
- recognizes that it has the legal authority to prohibit tobacco use pursuant to G.S. 143-599.

Therefore, Cape Fear Community College has set the following 100% tobacco free campus policy, to be implemented on August 1, 2009.

Use of tobacco is prohibited by students, staff, faculty or visitors:

- in all campus buildings, facilities or property owned or leased by Cape Fear Community College and outside areas of the campus;
- on campus grounds, facilities, or in vehicles that are the property of the college;
- at lectures, conferences, meetings, athletic, social and cultural events held on college property;
- for the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, bidis, hookahs, smokeless or spit tobacco or snuff, e-cigarettes or any product simulating smoking instruments;
- except at a specific location(s) on the North Campus as approved by the College President due to unsafe conditions going off-campus.

***The instructor reserves the right, acting within the policies and procedures of Cape Fear Community College, to make changes, adjustments, additions and deletions in course content, first day handout, or instructional technique, without notice or obligations.