BSC 1409.01E Human Structure and Function Syllabus
Spring 2013

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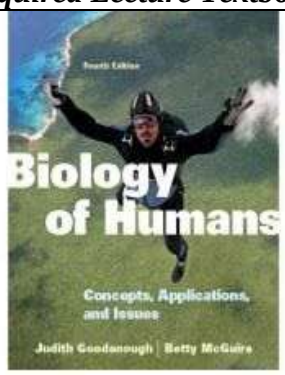
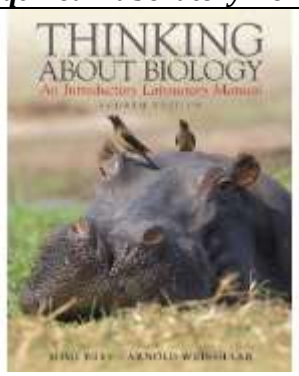
Office Hours: Tuesday and Thursday
8:00 a.m. – 9:00 a.m. and 11:00 a.m. - noon
Others by Appointment

Course Description

BSC 1409 is a course for non-biology majors designed to apply the principles of biology to humans as a functional unit of our social organization. Fundamental principles of humans, as in all living organisms, include physical and chemical properties of life, organization, function, and evolutionary adaptation. This course will explore basic biological concepts in a manner that stresses relevance to the human population by focusing on current issues and should engage the student in thought-provoking analyses to reflect and integrate into societal interactions.

Required Course Textbooks

Required Lecture Textbook	
 **ISBN 13: 9780321707024**	Known for its unique "Special Topic" chapters and emphasis on everyday health concerns, the Fourth Edition of Biology of Humans: Concepts, Applications, and Issues continues to personalize the study of human biology with a conversational writing style, stunning art, abundant applications, and tools to help students develop critical-thinking skills. The authors provide students a practical and friendly introduction for understanding how their bodies function and for preparing them to navigate today's world of rapidly expanding and shifting health information. ***Special Note***: The lecture textbook has been chosen to participate in the new rental program offered by the University bookstore. Students wanting to save some money may want to check into this new option.
Required Laboratory Textbook	
 **ISBN 13: 9780321791955**	This manual offers a unique, class-tested approach to introductory biology laboratory. A full range of activities show how basic biological concepts can be applied to a wide variety of plants, animals, and microorganisms. This helps students in non-majors introductory biology courses with a human focus to: (1) gain practical experience that will help them understand lecture concepts; (2) acquire the basic knowledge needed to make informed decisions about biological questions that arise in everyday life; (3) develop the problem-solving skills that will lead to success in academics and in a competitive job market; and (4) learn to work effectively and productively as a member of a team.

Student Learning Outcomes

The learning outcomes for the course are to introduce students who are non-biology majors to the basic structure and function of the human body emphasizing the importance of the coursework as it relates to human interaction in other professional careers. Students upon completion of the course should have an increased understanding of the basic structure and function of the organ systems and tissues of the human body. As a means to measure the student's learning in the class, a course pretest and posttest will be given; however, they are merely a measurement of learning and are ***not*** calculated into the course grade.

Attendance

As in any class, a vital indicator of a student's success is attendance, therefore, your presence and participation will be essential. Your success in the course will be determined by your presence, your participation in class discussion, reading assignments, your attention to the class discussion, whether by the instructor or a fellow student, and scheduled exams. Students should read the assigned readings prior to attending class. Students should arrive on time (**LATE** arrivals are disruptive and not conducive to a learning environment). It is the **student's responsibility** to maintain contact with the instructor and to inform me of any absences which may occur that prevent their attendance and participation in coursework, assignments, or exams.

In order to create a "learning environment" free of disruptions, students **MUST TURN OFF** their cell phones as well as all other electronic devices. The only acceptable electronic device is a laptop computer students are using to take class notes. You give up the privilege of using your laptop in class if you are caught "surfing the web," reading email, watching videos, etc.

Obligatory Statements

Plagiarism is a criminal activity. The student must cite all sources of information. The copying of material, whether parts of sentences, whole sentences, paragraphs, or entire articles, will result in a grade of zero and can result in further disciplinary action. You are being educated to be credible in your field of study. If you plagiarize or cheat, you lose the credibility that is precious to any field. As in any unacceptable behavior, actions are accompanied by a result/consequence. As a consequence of plagiarism or cheating in this course, the result/consequence to your action will be an "F" for the course and could also incur further University disciplinary consequences.

All students enrolled at Texas A&M University-Commerce shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. This policy is enforced both in traditional and virtual classroom environments. The student should refer to the University's Student's Guide Handbook, Polices and Procedures, and Conduct.

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation please contact: Office of Student Disability Resources or Services, Texas A&M University-Commerce, Gee Library, Room 132, phone (903) 886-5150 or (903) 886-5835, fax (903) 468-8148, or email StudentDisabilityServices@tamu-commerce.edu.

Early Intervention for First-Year Students

Early intervention for freshmen is designed to communicate the University's interest in their success and a willingness to participate fully to help students accomplish their academic objectives. The university through faculty advisors and mentors will assist students who may be experiencing difficulty to focus on improvement and course completion. This process will allow students to be knowledgeable about their academic progress early in the semester and will provide faculty and staff with useful data for assisting students and enhancing retention. Grade reports will be mailed by the end of the sixth week of the semester.

Course Grading

The final course evaluation will be derived from the lecture grade portion (75%) and your laboratory grade (25%). During your scheduled laboratory time, the Graduate Assistant for laboratory instruction will provide you with a syllabus outlining laboratory grading policies and laboratory safety guidelines. Please take your laboratory attendance and assignments seriously; remember they reflect 25% of your final grade for this course.

Students will be permitted to make-up an exam or other assignment, but it will require an **official excuse**. All make-up work must be taken within two (2) days of the date noted on the student's official excuse for returning to school. It is the student's responsibility to schedule a time during the instructor's office hours to complete the make-up assignment. All assignments not taken or not in compliance with official excused absences will be recorded as a score of zero.

Course Exams

There will be a total of seven exams (six intermittently throughout the course and the final exam). The final exam will **not** be comprehensive and will cover only those chapters indicated on the course schedule. The thought-process behind this scheduling was to allow students to have smaller "chunks" of biological information in which to be tested over at one time. The course schedule for exams was created so that the **majority** would be given on a Tuesday to allow study time on the weekend. So that graded exams may be returned to students on a timely basis, any makeup exam that is not taken before the next classroom lecture period will vary from the multiple choice exam given on the original scheduled date. Makeup exams will consist of different questions as well as style (e.g. may be fill-in-the-blanks or essay).

In an effort to allow students to focus their study in preparation for exams and thus ensure successful course results, exam study guides for each of the chapters covered this semester will be provided. Students should print and bring the study guide for the appropriate scheduled lecture to class. Although students should read the assigned material prior to attending class and work the study guides, the instructor will cover the chapter's material and the pertinent information on the study guide to clarify any questions relating to the study guide students may have.

NOTE: Exam study guides, chapter objectives, and accompanying PowerPoint for each of the assigned chapters is posted for you to print at the following email address:
http://faculty.tamuc.edu/sgossett

Lecture Course Grading	
	Grade Determination
Chapters Tests (Total of 6)	**75%**
Final Exam	**25%**
Total Lecture	**100%**

Course Grading Scale – Lecture and Laboratory Combined	
A	**90 -100**
B	**80 - 89**
C	**70 - 79**
D	**60 - 69**
F	**59 or lower**

Week	**Date**	**Class Assignment*** The instructor reserves the right to administer revisions to the class schedule if circumstances require.
1	**January 15**	Introduction to Course and Syllabus Review
1	**January 17**	Chapter 2—Chemistry Comes to Life
2	**January 22**	Chapter 3—The Cell
2	**January 24**	Chapter 4—Body Organization and Homeostasis
3	**January 29**	**Test I over Chapter 2, Chapter 3, and Chapter 4**
3	**January 31**	Chapter 19—Chromosomes and Cell Division
4	**February 5**	Chapter 20—Genetics and Human Inheritance
4	**February 7**	Chapter 21—DNA and Biotechnology
5	**February 12**	Chapter 21—DNA and Biotechnology
5	**February 14**	Chapter 5—The Skeletal System
6	**February 19**	**Test II over Chapter 19, Chapter 20, and Chapter 21**
6	**February 21**	Chapter 6—The Muscular System
7	**February 26**	Chapter 7—Neurons: The Matter of the Mind
7	**February 28**	Chapter 8—The Nervous System
8	**March 5**	**Test III over Chapter 5, Chapter 6, and Chapter 7**
8	**March 7**	Chapter 9—Sensory Systems
		Spring Break!!!!!!!!!!!!
9	**March 19**	Chapter 10—The Endocrine System
9	**March 21**	Chapter 11—Blood
10	**March 26**	**Test IV over Chapter 8, Chapter 9, and Chapter 10**
10	**March 28**	Chapter 12—The Cardiovascular and Lymphatic Systems
11	**April 2**	Chapter 13—Body Defense Mechanisms
11	**April 4**	Chapter 14—The Respiratory System
12	**April 9**	**Test V over Chapter 11, Chapter 12, and Chapter 13**
12	**April 11**	Chapter 15—The Digestive System
13	**April 16**	Chapter 16—The Urinary System
13	**April 18**	Chapter 17—Reproductive Systems
14	**April 23**	**Test VI over Chapter 14, Chapter 15, and Chapter 16**
14	**April 25**	Chapter 17a—Sexually Transmitted Diseases
15	**April 30**	Chapter 18—Development throughout Life
15	**May 2**	Chapter 18a—Autism Spectrum Disorders
16	**May 9**	**Final Exam over Chapter 17 and Chapter 18** **8:00 a.m. – 10:00 a.m.**