

# Course Syllabus for BIO211 Human Anatomy (Fall 2012)

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**Office Hours:** 10:00am to 11:00am on Tuesday and Thursday. If these times do not fit into your class schedule, then please make an appointment. Don't hesitate to stop me in the hall and ask questions!

**Academic Staff:**

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**Course Web Site:**

[http://www.uwosh.edu/faculty\\_staff/dilkes/classes/humananat\\_211/index.html](http://www.uwosh.edu/faculty_staff/dilkes/classes/humananat_211/index.html)

## Welcome to BIO211 Human Anatomy!

This course is described in the UW Oshkosh calendar as “A study of the fundamental structure and organization of the organs and systems of the human body.” The only prerequisite for this course is BIO105 Biological Concepts-Unity or an equivalent course, and you should enter BIO211 with a working knowledge of scientific methodology and the basics of biological organization from the cellular to organismal level.

### PLEASE NOTE THE DATES AND TIMES FOR LECTURE EXAMS

All lecture exams will be held during the scheduled lecture hour. Lecture exams #1-3 will consist of multiple-choice questions. The final lecture exam #4 will include multiple-choice questions, fill-in-the-blank questions, and diagrams to label.

Lecture exam #1	Tuesday October 2, 2012
Lecture exam #2	Thursday October 25, 2012
Lecture exam #3	Tuesday November 20, 2012
Lecture exam #4	Thursday December 13, 2012

**Lecture Hours:**

Tuesday & Thursday                      HS-106                      11:30am – 12:30pm

**Lab Hours:**

<u>Lab Section</u>	<u>Room Location</u>	<u>Day</u>	<u>Time</u>	<u>Instructor</u>
A01	HS 265	Monday	9:10am – 11:10am	David Dilkes
A02	HS 265	Monday	1:50pm – 3:50pm	David Dilkes
A03	HS 265	Tuesday	9:10am – 11:10am	Mary Seaman
A04	HS 265	Tuesday	1:50pm – 3:50pm	David Dilkes
A05	HS 265	Wednesday	1:50pm – 3:50pm	David Dilkes
A06	HS 265	Thursday	9:10am – 11:10am	Mary Seaman
A07	HS 265	Thursday	1:50pm – 3:50pm	David Dilkes
A08	HS 265	Friday	9:10am – 11:10am	Katrina Olsen
A09	HS 265	Wednesday	9:10am – 11:10am	Katrina Olsen

**Specific Course Objectives:**

1. To acquire a precise and accurate structural knowledge of the basic organs and organ systems of the human body and describe concisely their functions.
2. To develop an appreciation and understanding of the 3-dimensional complexity of the human body through a detailed knowledge of the relational positions of major organs.
3. To become fluent in the terminology of the major regions and cavities, directions and planes of section of the human body in order to communicate this 3-dimensional complexity to others accurately and succinctly.
4. To be able to identify gross anatomical and histological details of the major tissues, organs and organ systems from microscope slides, models and diagrams.

**Behavior in Lecture:**

Class sizes for BIO211 are typically large. In order for everyone to hear the instructor and be able to ask questions (and hear the answers), there are some rules that must be followed.

1. All cell phones must be turned off or be silenced unless you check with Dr Dilkes.
2. Please do not talk while the instructor is speaking. Voices in large lecture rooms tend to carry great distances and can drown out the voice of the instructor. Those who sit in the back of the lecture room often have a particularly difficult time hearing the instructor. As a courtesy to your fellow classmates, please do not talk during the lecture.
3. Do not leave early. By signing up for BIO211, you are entering into an agreement with the instructor and the other students in the class that you will stay for the full lecture period. Leaving early is rude to both the instructor and other students, often creates noise that prevents others from hearing the instructor and you may miss important information.

**Behavior in Lab:**

1. All cell phones must be turned off or be silenced unless you check with the lab instructor.

2. No food or drink will be allowed in the lab. If you need a drink of water, then there is a fountain in the hallway.
3. Please show the proper respect for the cadavers. The cadavers have been donated so that you will have an opportunity to see the actual tissues and organs. Out of respect for the deceased individual, the face and genitals will normally be covered until we look specifically at those body parts. You will have opportunities to examine the cadavers, but nothing is to be removed or damaged in any way. No photography will be allowed in the lab.

You will find BIO211 a challenging course that will require a continual and regular commitment to review and preparation for lectures and labs. Like any anatomy course, BIO211 will be “heavy” with terminology. You will be confronted with seemingly endless lists of terms to understand for lecture and lab. Do not feel daunted! Anyone can master anatomy if the commitment is made from the beginning.

### **Tips for Success in BIO211:**

1. **Attend every lecture and lab!** Yes, this is obvious, but I cannot overemphasize lectures and labs are the opportunities to clarify your understanding of concepts and expand your knowledge. Be prepared to spend the entire 1 hour in lecture and the 2 hours in the lab. Use every opportunity to look at available materials and ask questions.
2. **Read the assigned text pages.** Prepare for each class by reading the text chapter(s) specifically assigned for a lecture or lab and review previous readings.
3. **Take effective notes.** All images used in lectures will be taken from the text unless specified. Furthermore, the PowerPoint lectures will be made available through the course web page. So, it will not be necessary to copy every word that is written on each slide during the lecture! Generally, the more time that one takes copying down text, the less time is spent listening to the lecturer and learning. Effective notes may be in a variety of forms such as short point-form, flow chart format or even pictorial. Discover the technique that works best for you!
4. **Review your lecture and lab notes after every class.** This step is especially important because it provides you with the opportunity to fill in missing details to improve your understanding, select key terms and concepts for the lecture, and to focus quickly and sharply on those areas where you may need clarification. As a general rule, expect to spend approximately 2 hours of review for every hour spent in the class.
5. **Use the lecture study guides and links that will be provided on the course web site.** For each lecture, I will provide a study guide that consists of a set of objectives, a list of all key words that you are required to know and understand, the text diagrams that you need to be able to label for the final exam and a set of review questions. I hope that these study guides will help you organize the information in the lecture and text so that you know precisely what I am asking you to learn and provide you with additional opportunities to self-test your understanding of the lecture topic. The long list of links on the course web site will take you to sites where you can study many of the lecture topics through a much more interactive approach. Several of these sites also allow you to self-test.
6. **Please see me as soon as possible whenever you have any questions, no matter how small they may appear.** It is critical that you ask questions as they arise rather than wait until the last moment just before a test. I will be available for you either during my scheduled office hours or by appointment. We will also get to know each other more

quickly and you will become more comfortable approaching either myself or other instructors.

**7. Practice writing terms.** In this way, you can learn the proper spelling. Also, practice drawing and labeling diagrams so that you will be able to quickly recognize structures that require labeling on an exam question. Although only the final comprehensive lecture exam will include diagrams, it is wise to get into the regular study habit of learning the required diagrams at the start of the course. Create flowcharts or pathway diagrams to summarize connections between organs and organ systems. Although we will study the human body according to each individual organ system, you must not forget that all are interconnected both structurally and functionally. Expect questions that test your understanding of the human body as an integrated whole.

**8. Study effectively and intelligently.** In other words, don't cram! Plan your study sessions in advance and allow for enough time to adequately review the material. Form a study group with other students if that is an effective study technique for you. Study to understand rather than simply memorize. The greatest hurdle for any student in an anatomy course is the sheer volume of information that must be learned. Repetition remains one of the more effective means of memorizing and understanding information, but it is important that you remember two key points. First, start early in the semester and study regularly. If you review continually and on a regular basis, then you will retain more information and improve your understanding. Second, take frequent breaks while studying. The human brain is not a sponge. We can only take in so much information at one time. After approximately 25 – 30 minutes take a break for about 10 minutes. Get up, stretch your legs and perhaps get a drink and then return to studying. Remember the key steps of **repeated review** and **short study intervals**.

**9. Skeletons, microscopes, microscope slides, and anatomy models will be available in Halsey Instructional Technology Services (Halsey 259) to aid your studying for lecture and lab exams.** Use every opportunity to study the models and other teaching materials.

**10. Do not fall behind!** Otherwise, these tips and techniques will have only limited benefit.

### **Spelling is Important!**

One of the goals for this course is for each student to be able to communicate knowledge of the basic structure and function of the human body. Communication is both verbal and written. During lab exercises, you will have opportunities to practice your verbal skills. Exams and lab quizzes are opportunities to demonstrate your written skills. Spelling is important because a difference in one or two letters can change completely the meaning of a word. For example, adduction (movement towards the body) and abduction (movement away from the body) refer to opposite actions. The ilium (one of three bones of the os coxae) and ileum (third part of the small intestine) clearly refer to quite different parts of the body. Within the nervous system, there are two basic divisions: afferent (impulses carried to the central nervous system) and efferent (impulses carried away from the central nervous system).

Spelling will be graded for both lecture and lab. **One half (1/2) of a point** will be deducted for any incorrect letter. The most that you can lose for a question due to incorrect spelling is one half of a point. If you follow the strategy suggested above of writing out difficult words, then you should be able to master their spelling.

## Always remember, We are here to help you succeed!

### Required Textbook

McKinley, M.K, and V.D. O'Loughlin. 2012. *Human Anatomy*. 3<sup>rd</sup> Edition. McGraw-Hill.

### Required for Lab

Bring your copy of *Human Anatomy*. Also required for the lab is the lab manual that can be purchased from the Bookstore.

### Lab Equipment

No dissections are required for this course. Make certain that you bring ample supplies of paper (blank and lined) and drawing materials such as pens, pencils, ruler, and calculator to each lab to complete lab exercises and record any personal observations of the microscope slides, models and cadavers.

### Lecture Schedule for Fall 2012

<u>Lecture #</u>	<u>Date</u>	<u>Lecture Topic</u>	<u>Text Readings</u>
1	Thursday September 6	Introduction to the Course, Introduction to the Human Body	3 <sup>rd</sup> edition: Chapter 1 (pgs. 3-10)
2	Tuesday September 11	Introduction to the Human Body	3 <sup>rd</sup> edition: Chapter 1 (pgs. 11-19)
3	Thursday September 13	Histology	3 <sup>rd</sup> edition: Chapter 4 (pgs. 81-105 except for <u>Specialized Structure of Epithelial Tissue</u> )
4	Tuesday September 18	Histology	
5	Thursday September 20	Integumentary System	3 <sup>rd</sup> edition: Chapter 5 (pgs. 119-135 and <u>Clinical View on Burns and Grafts</u> on pg. 137)
6	Tuesday September 25	Gross Anatomy of the Human Skeleton I: Axial Skeleton	3 <sup>rd</sup> edition: Chapter 7 (pgs. 174-182, 198 (Mandible), 201 (Hyoid & Auditory Ossicles), 204-214)
7	Thursday September 27	Gross Anatomy of the Human Skeleton II: Appendicular Skeleton	3 <sup>rd</sup> edition: Chapter 8 (pgs. 221-244)
	<b>Tuesday October 2</b>	<b>LECTURE EXAM #1 Covering lectures #1 to #6</b>	

8	Thursday October 4	Articulations and Movement	3 <sup>rd</sup> edition: Chapter 9 (pgs. 253-257, 260-265)
9	Tuesday October 9	Selected Joints & Muscular System I	3 <sup>rd</sup> edition: Chapter 9 (pgs. 269-271, 276-280), Chapter 10 (pgs. 289, 292- 293, 307-312 except for <u>Levers and Joint Biomechanics</u> )
10	Thursday October 11	Muscular System II	3 <sup>rd</sup> edition: Chapter 11 (pgs. 323-330, 332-333, 335-348)
11	Tuesday October 16	Muscular System III	3 <sup>rd</sup> edition: Chapter 12 (pgs. 355-373, 377-391)
12	Thursday October 18	Nervous System I	3 <sup>rd</sup> edition: Chapter 14 (pgs. 416-427), Chapter 16 (pgs. 487-510)
13	Tuesday October 23	Nervous System II	3 <sup>rd</sup> edition: Chapter 15 (pgs. 440-456, 462-470 except for <u>Embryonic Development of the Brain</u> )
	<b>Thursday October 25</b>	<b>LECTURE EXAM #2 Covering lectures #7 to #12</b>	
14	Tuesday October 30	Nervous System III	3 <sup>rd</sup> edition: Chapter 15 (pgs. 473-481)
15	Thursday November 1	Sense Organs I: The Visual System	3 <sup>rd</sup> edition: Chapter 19 (pgs. 573-582 and <u>Clinical View</u> on Eye Disorders on pgs. 577, 580, 581, 584, 586)
16	Tuesday November 6	Sense Organs II: The Ear	3 <sup>rd</sup> edition: Chapter 19 (pgs. 586-597)
17	Thursday November 8	Heart	3 <sup>rd</sup> edition: Chapter 22 (pgs. 657-666, Table 22.3), Chapter 23 (pgs. 712-715 and Fig.23.23)
18	Tuesday November 13	Circulatory System I	3 <sup>rd</sup> edition: Chapter 6 (pg. 148 & 150 – Hemopoiesis), Chapter 22 (pgs. 666-668), Chapter 23 (pgs. 685-689, 692-711, 714-715 ( <u>Review of Heart, Systemic, and Pulmonary Circulation</u> ), Fig. 23.23; do not read <u>Blood Flow Through The Thoracic and Abdominal Walls</u> and <u>Blood Flow Through the Thoracic Organs</u> )
19	Thursday November 15	Circulatory System II	3 <sup>rd</sup> edition: Chapter 22 (pgs. 666-668), Chapter 23 (pgs. 689-690, 692-711, 714-715 ( <u>Review of Heart, Systemic,</u>

			and Pulmonary Circulation), Fig. 23.23; do not read <u>Blood Flow Through The Thoracic and Abdominal Walls</u> and <u>Blood Flow Through the Thoracic Organs</u> )
	<b>Tuesday November 20</b>	<b>LECTURE EXAM #3 Covering lectures #13 to #18</b>	
	<b>Thursday November 22</b>	<b>Thanksgiving Recess No Lecture</b>	
20	Tuesday November 27	Respiratory System	3 <sup>rd</sup> edition: Chapter 25 (pgs. 748-761)
21	Thursday November 29	Digestive System I	3 <sup>rd</sup> edition: Chapter 26 (pgs. 780-784, 790 (Esophagus) – 797, except for <u>The Swallowing Process</u> )
22	Tuesday December 4	Digestive System II	3 <sup>rd</sup> edition: Chapter 26 (pgs. 797-808)
23	Thursday December 6	Human Reproductive System	3 <sup>rd</sup> edition: Chapter 28 (pgs. 843-847, 852-864, 866-870)
24	Tuesday December 11	Urinary System	3 <sup>rd</sup> edition: Chapter 27 (pgs. 818-835, except for <u>Juxtaglomerular Apparatus</u> and <u>Innervation of the Kidney</u> )
	<b>Thursday December 13</b>	<b>LECTURE EXAM #4 Comprehensive and covering all lectures</b>	

**Lab Schedule for Fall 2012**

<u>Week of</u>	<u>Lab Topic</u>	<u>Text Readings</u>
September 10-14	<u>Lab 1:</u> Introduction to Lab, Grading Scheme, Use of the Microscope & How to Make a Biological Drawing	
September 17-21	<u>Lab 2:</u> Basic Organization of the Human Body	Chapter 1
September 24-28	<u>Lab 3:</u> Tissues and Integument <b>Lab Quiz #1</b>	Chapters 4 and 5
October 1-5	<u>Lab 4:</u> Bone and Cartilage, Skeletal System – Axial Skeleton	Chapters 4 and 7

	<b>Lab Quiz #2</b>	
October 8-12	<u>Lab 5:</u> Appendicular Skeleton, Articulations and Movement <b>Lab Quiz #3</b>	Chapters 8 and 9
<b>October 15-19</b>	<b>Lab Practical Exam #1</b>	
October 22-26	<u>Lab 6:</u> Muscle Tissue, Head & Neck Muscles <b>Lab Quiz #4</b>	Chapters 4 and 11
October 29 to November 2	<u>Lab 7:</u> Muscles of Trunk and Limbs <b>Lab Quiz #5</b>	Chapter 12
November 5-9	<u>Lab 8:</u> Central Nervous System – Brain and Cranial and Spinal Nerves <b>Lab Quiz #6</b>	Chapters 15 and 16
November 12-16	<u>Lab 9:</u> Sense Organs – Eye and Ear Circulatory System - Heart <b>Lab Quiz #7</b>	Chapters 19 and 22
<b>November 19-23</b>	<b>Thanksgiving Recess</b> <b>No Labs</b>	
November 26-30	<u>Lab 10:</u> Circulatory System –Blood Vessels of Thorax, Abdomen and Limbs Respiratory System <b>Lab Quiz #8</b>	Chapters 23 and 25
December 3-7	<u>Lab 11:</u> Digestive System Urinary and Reproductive Systems <b>Lab Quiz #9</b>	Chapters 26, 27, and 28
<b>December 10-14</b>	<b>Lab Practical Exam #2</b>	

**Marking Scheme:****Lecture:**

Lecture Exam #1	15%
Lecture Exam #2	15%
Lecture Exam #3	15%
Lecture Exam #4	15%

**Lab:**

Quizzes (8 X 2% each)	16%
Lab Practical Exam #1	8%
Lab Practical Exam #2	8%
Exit Questions	5%
<u>Lab Participation</u>	<u>3%</u>
<b>Total</b>	<b>100%</b>

**Grading Scale:**

Percentage	Grade	Grade Points
100-92	A	4.0
91-89	A-	3.67
88-86	B+	3.33
85-82	B	3.00
81-79	B-	2.67
78-76	C+	2.33
75-72	C	2.00
71-69	C-	1.67
68-66	D+	1.33
65-63	D	1.00
60-62	D-	0.67
<60	F	0.00

**Grading Policy:**

1. There will be no extra credit assignments.
2. There will be no curving of grades for exams, quizzes or the final course grade.
3. Grades will not be posted and I will not give out grades over the phone. I can only send grades by email if it is requested from your uwosh.edu account. I will not post the distribution of grades (i.e. number of those who got an A or B etc.) for any exam or quiz.

**Details of Marking Scheme:**

*Lecture Exams (60% of your total course grade)*

Lecture Exams #1-3 will consist of multiple-choice questions given during a regularly scheduled lecture period. Lecture exam #4 (also during the scheduled lecture period) will be a combination of multiple-choice questions, short answer questions, and labeling of diagrams. These diagrams will be taken from the course text and you will be given a full set of these diagrams as a downloadable file in advance of the final lecture exam.

*Important Notes on Lecture Exams*

1. The final lecture exam is **comprehensive** and will include questions on **all of the topics** discussed in lecture. The distribution of questions based upon previously tested lectures and new lectures will be announced in class prior to the final exam.
2. No aids will be allowed during a lecture exam. All books, bags, jackets and hats will be placed either at the front or rear of the classroom. All electronic devices are to be turned off or silenced and placed either at the front or rear of the classroom.
3. The answer key to an exam will be posted on the course web page after the exams have been graded. Copies of an exam will be available in Halsey Instructional Technology Services (HS-259). Please note that older copies of an exam will be removed before the next exam. Once the exam is removed, you will not have an opportunity to see it. It is important to check over the results of each exam before the next exam because older exams will no longer be available once removed from the Halsey Instructional Technology Services room.

- Regular review sessions will be conducted throughout the semester. The dates are given below. Each review session will be an hour long and follow a question and answer format. I will also give example questions. Please bring questions with you!

*Review Sessions for Lecture Exams*

<u>Date</u>	<u>Time</u>	<u>Location</u>
Thursday September 20, 2012	5pm – 6pm	HS 107
Thursday September 27, 2012	5pm – 6pm	HS 107
Thursday October 11, 2012	5pm – 6pm	HS 107
Thursday October 18, 2012	5pm – 6pm	HS 107
Thursday November 8, 2012	5pm – 6pm	HS 107
Thursday November 15, 2012	5pm – 6pm	HS 107
Thursday November 29, 2012	5pm – 6pm	HS 107
Thursday December 6, 2012	5pm – 6pm	HS 107

*Lab Quizzes (16% of your total course grade)*

Starting with the third lab, there will be a lab quiz each lab period. Each lab quiz will be based upon the lab from the previous week. Lab quizzes will consist of identification of structures on projected images of anatomy models or cadavers. The structures that you will be asked to identify are those that you will also need to know for the lab practical exam, and the quizzes are intended to be practice for the lab exams. The quiz will take up no more than 10-15 minutes of a lab and be held at the start of the lab. If you are late, then you will not be allowed to write a make-up quiz. **The lowest quiz mark will be dropped.**

*Lab Practical Exams (16% of your total course grade)*

Lab practical exams 1 and 2 will follow the format of a “bell-ringer” test where you will be asked to identify labeled structures within a time limit. As the term “practical” suggests, the goal of the lab practical exams is to test your ability to identify those structures that you learned in lab and your understanding of their form and function based upon your observations of materials in front of you. Each lab practical exam is scheduled during a regular lab period.

*Important Notes*

- The second lab practical exam will only include material learned since the first lab practical exam. It will not be a comprehensive exam.
- No aids will be allowed during a lab practical exam.

*Lab Exit Questions (5% of your total course grade)*

At the end of each lab period, you will be required to hand in for grading the answer to a question or some other form of work. The purpose of this lab exit work is to provide the instructors with an opportunity to further assess your understanding of the lab information.

*Lab Participation (3% of your total course grade)*

During each lab period, you will be assessed for your participation in lab discussions, punctuality to the lab, attendance to the end of each lab period and care with cadavers,

anatomy models and microscopes. The scheme for scoring your lab participation grade can be found in the lab manual.

**Policy for Make-up Lecture Exams:**

In order to write a makeup exam or quiz, you must inform Dr. Dilkes or your lab instructor of your absence **before** the start of the exam or your scheduled lab period. Any student who does not do so will forfeit the chance to write a makeup exam or quiz and a grade of zero will be assigned.

It is the student's responsibility to contact Dr. Dilkes or the lab instructor prior to missing an exam or quiz. A message from a family member or friend is not acceptable. Contact may be an email, message on the instructor's office answering machine, or a message to the Biology Office (HS142; phone: 424-1102).

*Makeup Lecture Exams*

All makeup lecture exams will be given on **Friday December 7** in Testing Services regardless of whether any documentation is provided to explain your absence. A single exam will cover material from any exam(s) missed. It will be one hour in length and worth 100 points. The percent value of the makeup exam will equal the total value of the exam(s) missed. For example, if you miss only one exam, then the value of the makeup is 15%. If you miss two exams, then the value of the makeup is 30%.

If you miss the makeup exam on December 7 and provide documentation alternate arrangements for a makeup will be made or an incomplete recorded. Without documentation, a grade of zero will be recorded.

It is critical that you inform Dr. Dilkes of your intention to write a makeup lecture exam. If you fail to do so, then there is no guarantee that an exam will be ready for you on December 7.

*Makeup Lab Quizzes and Exit Questions*

*Documentation Provided.* If you expect to miss your regular lab, then it is your responsibility to inform your instructor of your absence and contact the instructor of another lab section later that same week for permission to join that lab. This policy is already in place and works quite well.

If you cannot attend another lab section during the same week, then discuss with your lab instructor any possible arrangements to write missed quizzes or exit questions at a later date.

*No Documentation Provided.* If you cannot attend another lab section during the same week and no documentation is given to your lab instructor, then a grade of zero will be recorded for each missed assignment.

*Makeup Lab Exam*

*Documentation is Required.* Contact the instructor of another lab section to write a makeup lab exam. If you cannot attend another lab section during the same week, then discuss with your lab instructor any possible arrangements to write a missed lab exam at a later date. If you cannot write the lab exam during the lab exam week and no makeup exam can be scheduled, then the value of a missed lab exam will be added

to the one already written or to be written. That is, the single lab exam will be worth 16%.

*No Documentation Provided.* If no documentation is provided, then a grade of zero will be recorded.

### **Acceptable Forms of Documentation for Absences:**

In those instances where documentation is needed, then the only valid reasons for missing a quiz or exam (that will be acceptable for a make-up exam or quiz) are:

1. Illness. A valid doctor's note will be required. This note must be on official stationary with the name, address and phone number of the doctor (photocopies will not be acceptable). It must state clearly that you were unable to attend the lecture/lab exam on the date of the exam and have the doctor's signature. Once the validity of the note has been verified, you will be allowed to write a make-up exam.
2. Death in the family. Documentation such as a letter from the funeral home or hospital will be required.
3. An officially approved absence from the university. In the case of a sporting event, a signed letter from your coach is required and must be received by Dr. Dilkes at least 7 days prior to the exam.

### **Changing of Grades in Exams, Quizzes, and Exit Questions:**

*Clerical Error* – Any addition errors in a lab quiz, lab exam, or lab exit question must be directed to your lab instructor within one (1) week of receipt of the quiz, exam, or exit question.

*Corrections in Grading* – Regrading of an exam, quiz, or exit question will only be considered if accompanied by a written explanation of the problem. Any lecture notes or text readings that support regrading must be included with the explanatory note. Dr. Dilkes or your lab instructor must receive the disputed piece of work and its explanatory note within one (1) week after its return in order to be considered for regrading. Please note that regrading will not necessarily result in additional marks. The grade may increase, decrease or stay the same.

### **BIO211 and the Philosophy of a Liberal Arts Course:**

While Human Anatomy is a prerequisite for many students for advancement into a professional career in the health services or athletics, it should be remembered that this course is offered as part of the liberal arts education at the University of Wisconsin Oshkosh. Not only is BIO 211 an essential part of your preparation for a future career, it is a significance component of a student's liberal arts education at this university. Through a liberal arts education, BIO 211 will provide you with knowledge necessary to understand the rapid advancements in health sciences and provide a foundation upon which, as a responsible citizen, you can better evaluate the complex ethical ramifications of these advancements. Problem solving skills and communication will be emphasized as part of a liberal arts education that can be carried over into other courses, career and everyday life as an informed citizen.

## Academic Misconduct

A university is a community of individuals who have come together to instruct and learn. Of the many academic and personal goals to be achieved at university, included is the ability to think independently and creatively, hone your written and oral skills for the communication of your ideas, and grow as an individual with confidence in your abilities. For the university, it strives continually to improve its ability to instruct effectively and instill in each of its students the self-confidence, skills and knowledge to be successful. Academic misconduct such as cheating and plagiarism harms both the student and university by defeating these goals. A student who cheats fails to acquire the skills, knowledge, and self-confidence needed for success, and the university will acquire an undesired reputation. Elimination of cheating and plagiarism is the responsibility of both the university and each student.

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." (UWS 14.01, Wisconsin Administrative Code).

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct.

Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The system guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2003-2004 and can be found on the Dean of Students website at [www.uwosh.edu/dean/conduct.htm](http://www.uwosh.edu/dean/conduct.htm).

Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

Below are the details of UWS 14.03.

### **UWS 14.03 Academic misconduct subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the a paper or assignment as one's own work when a part or all of the paper or

assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Cheating will not be tolerated in BIO211.** Any instance of academic misconduct may result in an academic penalty such as a failing grade on the exam or quiz, a failure in the course or possible expulsion from the university.