

BIOL 213 Scientific & Medical Terminology

Christian Brothers University
Course Syllabus – Spring 2021

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Required Materials: The following texts will be used and are required for this course. Any edition of a text is acceptable unless specified otherwise below.

- Jones, Betty Davis. *Comprehensive Medical Terminology*, 5th Edition. United States, Cengage Learning, 2015.

Course Description: This course examines the Latin and Greek origins of words used in the scientific and medical community. In addition to learning the basic meaning of these words, their prefixes, suffixes and combining forms will also be studied. Emphasis will be given to terms applicable to the systems, structure, function and diseases of the human body, also terms applying to veterinary science as well as zoological, botanical, chemical, and geological terms. Attention will be given to pronunciation, spelling and common abbreviations used in scientific writings. Practice with medical and veterinary records will be included. An understanding of etymology will give students in any area of specialization a better comprehension of the fundamental meaning of many English words.

Course Objectives: The primary objectives of this course are to . . .

- To give students a basic understanding of etymology of medical and scientific terms and enable them to determine the meaning of words that they have not encountered by breaking them down into their component parts and analyzing the root form with its prefixes and suffixes.
- To accurately define, spell, pronounce and understand the basic medical or scientific meaning of the terms based on the meaning of each component of the term.
- To introduce students to the terms used in various biological and physical sciences followed by a study of the human body systems including pathological, diagnostic, and therapeutic terms and abbreviations associated with each system.

Professionalism: It is good to form a habit of behaving in a professional manner. Behavior that is prohibited includes: the use of inappropriate language; playing with cell phones, tablets, laptops, and calculators in class; falling asleep; being disrespectful to the professor or fellow classmates; not addressing a teacher (or any faculty) by his/her appropriate title; putting legs/feet on tables or desks. If a student engages in any of this behavior, he/she may be removed from the class.

Attendance Policy: Students are expected to be *on time* and *attend all classes*. The first three absences are “free” (but not recommended—they should be reserved for righteous influenzas,

deceased relatives, and other legitimate personal emergencies), the fourth absence and each additional absence automatically knocks the final semester grade in the course down by an entire letter grade. On the seventh absence, the student will automatically fail the course. Tardiness is also a problem! You get one human factor tardy, meaning there is no penalty. Each additional tardy after the first, however, lowers your final course grade by five points. (e.g. If you had a 93 and you have two tardies, your final grade would be an 88.) Also, leaving before I dismiss the class will be counted as an absence.

Absences have a way of snowballing. Trust me, I know the cycle: you don't finish an assignment, so you don't come to class, and then you're afraid to come back to class, but then you miss more assignments, so you miss more class. Just come to class, whether you have your work or not. I've seen near-geniuses fail due to absences. That said, don't B.S. me. You're an adult. Stuff happens. Don't waste your time or mine with elaborate excuses and doctors' notes.

Grades: The work that you do and the learning that you accomplish in this class are more important than your grade. I am aware that grades are important to you. However, if you come speak to me about your performance in this course, expect that our conversation will be about how to improve your work or your understanding of the material, not about how to improve your grade.

Grading Policy: As far as grading goes, letter grade assignments for this course will conform to the Christian Brothers University standard scale.

100 – 90 = A / 89 – 80 = B / 79 – 70 = C / 69 – 60 = D / 59 & below = F

Grading in this course will be based on the total points earned over the total possible points. I do not and will not round your final grade. If you have an 97.99% you will have a 97.0 (A) average for the course.

Exams: Exams will be the largest chunk of your grade. They will come out to weigh around roughly 60% of your semester grade. (That's roughly 30% for each exam.) In this course you will have a midterm and a final exam; both are worth 200 points. If you miss an exam, for any reason, it is a zero on that exam. No exceptions!

Quizzes: Quizzes will make up the remaining part of your grade. (Typically, it is roughly 40% of your grade.) In this course, you will have ten quizzes that are each worth 25 points. I will not drop any quiz score. A missed quiz, just like a missed exam, is an automatic zero for that quiz. No exceptions!

Homework: There will not be any homework assignments for this course. It should go without saying but, you are still responsible for studying the material we cover on your own time.

Classroom Communication: Should there be a need that I have to contact the entire class, I will contact you via your college CBU email and post it to my website, so be sure to check your college email address and my website regularly. Please read the emails.

Office Hours: Don't be scared of coming to office hours! I genuinely enjoy talking to my students outside of class. If you're struggling or confused by some aspect of the class, don't wait until you're failing—come see me! However, don't feel like you need to have a major crisis. You're perfectly welcome to stop by for a casual chat or general guidance/questions. If you're not taking advantage of your professors' office hours, you're not fully taking advantage of the college experience. Individual access to experts in a variety of fields is a big part of what you're paying for.

Shared Responsibility: I will in every instance treat students like rational, capable, and responsible adults they are. I take responsibility for making this class interesting, engaging, and informative. Students will be expected to take responsibility for their performance, active engagement, and satisfaction for of this course's rules and requirements. If you feel like you are in "trouble" in this course at any time – whether that regards matters related to assignments, exams, or comprehension of the material – please come speak to me sooner rather than later. (Prevention is always better than cure.) We are not antagonists in this venture. I want every student to do well!

Academic Honesty: Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. All policies for academic honesty will be strictly enforced in all that you do for this course.

Grades are given as an evaluation of your work. Any attempt to pass somebody else's work as your own or being found in violation of academic honesty will earn you a grade of a F for the course as well as a possible academic dismissal from the institution.

Confidentiality of Academic Work: The Family Educational Rights and Privacy Act of 1974 recognizes specific rights held by you as a student. These include your right to consent or denial of disclosure of your academic records, including any and all grades pertaining to this course. In accord with FERPA, apart from the following stated exceptions, I will not discuss your personal academic work in this course with anyone without your written consent, as filed with the Registrar. The exceptions are: 1) reporting your grades at the end of the semester to the Registrar, 2) cases where performance in the course is low to the point of potential failure in the final grade, in which case I may consult with the Academic Dean, 3) cases where, in my estimation, you may present a danger to yourself or to others.

Students, of course, are free to discuss the specifics of their personal academic performance with whomever they wish. However, the instructor will not be held responsible for any disclosures made by the student on the student's own volition, or for any consequences of such self-disclosures.

Students with Disabilities: Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with CBU's Dean of Students privately to discuss your specific needs. Students with disabilities should also contact Student Disability Services in the Thomas Center at (901) 321-3536. Student Disability Services coordinates reasonable accommodations for students with documented disabilities. If you have a disability or difference that requires assistance from the Office of Disability Services, please bring me documentation so that we can ensure that the proper arrangements will be made for you.

Lastly, An Important Note to My Students: I CARE ABOUT YOU AND I TAKE YOU VERY SERIOUSLY!

YOU, the student, as a whole person, are my top priority as a teacher. Given the rigor of the course, and the fact that students are often participating in other school and community activities or obligations, at times significant stress can result. While stress is normal (and can actually be a positive thing in the right circumstances), it should never be suffocating. Students should first and foremost know that the language of my classroom is one of love and laughter. Your well-being matters more to me than any test score or grade could ever mean. You should also know that my

door is always open to you, and I am here to listen and provide as much support as I can. If the workload of the course becomes overwhelming, please come talk to me individually, so that we can strategize how to make things work while also accomplishing the objectives of the course. College courses are not for everyone, and there is no shame in struggling. Honors courses and grades do not define who you are as a person or as a student. Sometimes, through absolutely no fault of our own, the weight of the stresses and emotions in our lives become overwhelming. Students should know that I, and other staff members at the university, including our professionally trained guidance counselors, are always willing to listen free of judgement. However, if you do not feel comfortable talking with me or someone else here, a few important free numbers that you can utilize 24/7/365 are:

- **Crisis Text Line: Text “HOME” to 741741**
Every person who texts is connected with a Crisis Counselor, an actual person trained to bring you from a difficult moment to a cool calm through active listening and collaborative problem solving, and provide further resources as necessary.
- **TrevorText for LGBTQ College Students: Text TREVOR to 1-202-304-1200**
TrevorText is a confidential and secure resource that provides live help for LGBTQ college students with a trained specialist.
- **The National Suicide Prevention Lifeline: 1-800-273-8255**
A national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress.

Note: I reserve the right to make any changes to this syllabus and its accompanying directives as circumstances internal or external to our learning experience may unfold in unanticipated ways throughout the semester.