

BIOLOGY 312 – HUMAN PHYSIOLOGY

Lecture Syllabus for Fall 2021

• • Contact Information & Office Hours • •

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Office Hours: MWF 12:00pm – 4:30pm; TR 12:00pm – 2:00pm

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

- Raff, Herschel, et al. *Vander's Human Physiology: The Functions of Human Physiology*, 14th Edition. United States, McGraw-Hill Education, 2015.

Course Description: Biology 312 (Human Physiology) is a detailed study of the biochemical and biophysical mechanisms underlying human physiology and pathophysiology at a systems level. Emphasis is placed on the role of membranes, nerves, and hormones in maintaining homeostasis. This course must be taken concurrently with BIOL 312L.

→ *This course is a Group I biology elective. Furthermore, BIOL 312 is recommended for biology majors and other students interested in human anatomy & physiology. BIOL 211 is especially recommended for students planning post-graduate work in the health professions. (i.e., medical school)*

- ★ *Students who choose to enroll in this course are seeking rigorous pre-professional preparation. This course will provide the level of preparation you require. Nevertheless, you need not feel intimidated by the demanding career path you have selected. I am here to help you overcome any difficulties you may have with the course material and to help you do your best work.*

Course Objectives: At the conclusion of the course the student will be able to:

- Explain the homeostatic mechanisms, controls, and specific functions of the systems of the human body.
- Design, construct, and quantify experimental methods to evaluate human physiological systems.
- Interpret data and present findings of physiology laboratory experiments.
- Analyze and explain medical and health science-related scenarios of physiological system disruptions.
- Evaluate information concerning selected topics within the theme of homeostasis and human physiology.

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.

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 the 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. We are not antagonists in this venture. I want every student to do well.

Personal Responsibility: I do expect a certain level of responsibility, maturity, and integrity from you. I have very high expectations, and I am sure you can meet them. You've made it this far, which means you have what it takes to get through this class. No excuses, and no giving up. Discuss any issues you may have with me as soon as they arise, and we will come up with a plan to tackle them. Understand that while I want to see everyone do well and have no ill will towards anyone, it is **NOT** my responsibility to keep your GPA up, or to help you keep that scholarship, or whatever reason it is important that you do well here. These are your responsibilities. My responsibility is to facilitate you learning the material in this syllabus. I shall keep that responsibility. Please keep yours. Help me help you, and don't be shy or afraid to seek help when you need it. You can do well here; it will just take some directed effort and persistence.

Work Ethic: You are not to slack off! You are to read ahead! Very Important! Review each section before coming to class. It's better if you have your mind working on the concepts before coming to class—it will be easier for you to keep up and ask intelligent questions. Start working hard from day 1, don't put yourself in a position where you'll have to catch up. Prevention is better than cure. ***If you've taken this class before, you should be working harder than everyone else.***

***** Class meetings will be used to highlight/supplement/complement the material in the texts; however, you should NEVER expect me to "read" the text or assigned articles for you. Regularly preparing for class and regularly attending class are two of the easier things you can do to be successful, but they are also two of the most important things you can do as well.***

Classroom Learning Experience: Do not expect a homogeneous learning experience. This will not be the case and it is not good for you anyway. The text, my lectures, homework, and tests all have their place in helping you learn. Don't expect them to all be the same or cover the same material in the same way with the same level of difficulty. This is an unrealistic and unhelpful expectation. Throughout the course, I will be giving you the info you need to be prepared.

Electronic Devices: The use of any electronic device in my class is strictly prohibited. All electronic devices (pagers, phones, computers, calculators, MP3, iPods, apple watches, or any device after 1980) are to be stowed away prior to entering my class. If you walk into my classroom and you have a digital device on your person or sitting out on the table, you will be docked a letter grade. Pay attention!

Food & Drinks: Eating in class is NOT allowed, however a drink is permitted, as long as you remove your garbage afterwards. I understand if you need your coffee. If you leave your garbage behind, you will lose a letter grade for each time this occurs.

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.

At the end of the semester, there will be a handful of people that need “just a few points” to get the grade they desire. The extra credit assignments given will be designated as THE mechanism to get these points. **I WILL NOT NEGOTIATE GRADES AT THE END OF THE SEMESTER.** It is my expectation that you will accept the grade assigned to you and take responsibility for **YOUR** work throughout the semester. Grade negotiation always leads to someone receiving special treatment and is a policy that I cannot abide as I desire to maintain an atmosphere of academic honesty and integrity. If you are concerned about your grade, please come and talk to me DURING the semester when something can be done about it.

Please note that your grade will be calculated as indicated below. You are all perfectly capable of determining your point total (and therefore your grade) at any given time. Thus, you should not ask me to help you calculate your grade. If you do, I will refer you to this document.

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

$$100 - 90 = A / 89 - 80 = B / 79 - 70 = C / 69 - 60 = D / \text{below } 60 = F$$

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: In this course, there will be four exams and a comprehensive final exam, and each exam will be worth 200 points. I do not curve or drop any exam scores. A review guide for each exam will be posted to my website about a week prior to the exam. If you miss an exam, for any reason, it is a zero on that exam. No exceptions!

Quizzes: In this course, quizzes will be given on a frequent basis either with or without prior notice. Quizzes will typically be given at the beginning of class period. Each and every quiz in this course will be worth 20 points. I will not drop any quiz score. In this class, a quiz could cover any material up to the point where we currently are. Most quizzes tend to cover information from the lectures, the course supplement, website resources, and textbook. 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.

Course Deadlines: LATE WORK WILL NOT BE ACCEPTED. Only in a case involving unusual and documented circumstances can the student be given an extension on a deadline. I will employ the strictest possible definitions of “unusual” and “documented,” so be forewarned that it is exceedingly difficult (*read: almost impossible*) to warrant an extension. Being sick, although documentable, is not unusual and does not merit an extension. Being abducted by aliens, although unusual, is not documentable and also will not merit an extension. In other words, consider deadlines in this course as “hard” deadlines.

Email Correspondence: Please consider the following email communications in this course.

- **Emails from the Professor:** If I need to contact the entire class outside of regular class time, I will send an email as well as post an announcement on my website. Students are responsible for any information communicated to the class in emails, or on the class website.
- **Emails to the Professor:** When students have questions about the course material, requirements, or assignments, they should ask those questions **in class**. If your questions are not fully addressed in class, you should come to my office hours or make an appointment to speak with me. If you are unable to come to office hours, or if you have a time-sensitive issue to discuss, your next best option is to speak with me immediately before or after class. Keep in mind that, for most of the semester, you will see me within the next 48 hours, so **EMAIL SHOULD BE USED ONLY AS A LAST OPTION**. Email is **never** the appropriate medium for negotiating special requests or addressing grade concerns, both of which must be handled in person. Please regard email a formal communication and abide by conventional rules of professional etiquette when you are composing your email. I will make every effort to respond to emails promptly, but at no point should students expect emails to be answered in less than 24 hours.

Emails to your professor should always include the following:

- **a formal salutation:** For example, “Dear Professor Jones,”

- **a clear indication of who you are:** For example, “My name is Abraham Lincoln, and I am in your 10 am CBU 101 class.”
- **a detailed and specific question:** If I cannot answer your question in 3 sentences or less, then you are writing about something that requires an in-person meeting.
- **an indication of what you have already done to answer your question:** You should never email a question to your professor that can be answered by consulting your syllabus, one of your classmates, the webpage, the CBU Handbook, or (in many cases) Google.
- **a valediction and your name:** For example, “Sincerely, Abraham Lincoln”

Before sending an email to any of your professors: wait one hour, reread it, consult a classmate, and then think *very hard* about whether emailing is necessary.

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 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.

Finally, Good Luck and May God Bless You!

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.*