

# Human anatomy I

# HPHY 321

**University of Oregon**

**Fall 2023**

**Mon. & Wed. 8:30-9:50am | 180 PLC**

**Course Instructor:** Jon Runyeon

**Email:** jrunyeon@uoregon.edu

**Office hour:**

Location – A&P study room, PSC

Hours - posted to Canvas

## Course Overview:

The overarching goal of this course is for you to leave with the ability to apply anatomical knowledge and concepts to your future career. This course will use both a systems & regional approach to explore the anatomy of the head, brain, spinal cord, cranial nerves, and special senses (nervous system). We will become comfortable with the language of anatomy and learn about the tissues that make up the body. The laboratory experience will complement the lecture material, and allow us the unique opportunity to explore preserved donated human bodies, bones, models, and charts.

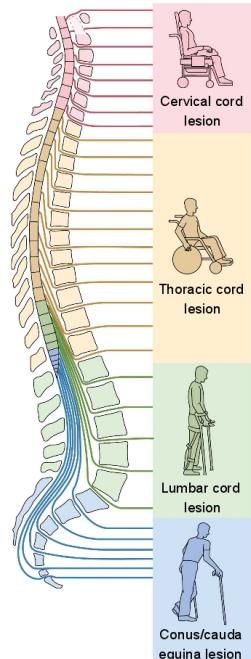


The overarching goal of this course is for you to leave with the ability to apply anatomical knowledge and concepts to



**Course Philosophy:** It is our intention to provide the best environment to facilitate your learning. You will be encouraged to discuss, challenge, and critique information by interacting with your

peers and the instructors. Information will be uncovered as you create your own unique anatomy resource, called your “External Brain”, which you will use in class, in the laboratory, and during examinations to answer clinical questions related to anatomy. We believe a great laboratory experience can make learning about a topic more engaging, meaningful and successful. The anatomy lab will allow time for you to work in small groups and independently, practicing what you are learning...in this case, studying and thinking like an anatomist. The laboratory is a place that hands-on, practical and visual learners can make lecture content tangible and concrete. Your instructors will provide a positive environment, in the anatomy lab and the classroom, for diverse learners to achieve their goals, and we will encourage and expect your participation.



Below is a list of specific skills this course is designed to guide you towards obtaining. Each assignment you complete in this course will contribute to your growth towards meeting these goals. After this class has ended, it is my hope that you will use these skills in your daily life. By the end of this course, you will be able to:

1. Create an anatomical resource that best fits your learning or information retrieval style, and utilizes a thoughtful design to produce a functional resource for current and future use.
2. Describe and identify the structures & associated functions of the integumentary system, central nervous system, autonomic nervous system, facial muscles, cranial nerves, special senses, the axial skeleton and the associated trunk musculature.
3. Apply your anatomical knowledge to novel clinical scenarios, cases, problems, and questions.
4. Communicate, discuss and challenge your knowledge and application of anatomy with your peers and be able to assess the accuracy of your understanding.
5. Demonstrate learning skills, including identifying what needs to be learned, how to learn it, and then putting your plan to action with the use of anatomical resources, including: prospected donated human bodies, human bones, organs, models, microscopes, anatomy textbooks, and online anatomy resources.
6. Demonstrate ethical and professional behavior related to academic integrity, use of human donor bodies, communication with others, and during individual and cooperative work.

### How much time should I be investing in this course?

You can anticipate spending approximately 15 hours per week working on this 5-credit course ( $3 \text{ hours/credit} \times 5 \text{ credits} = 15 \text{ hours}$ ). Approximately 5 hours each week will be in

lecture/lab, with the remaining hours devoted to open lab, creating your External Brain, completing pre-lab assignments, and studying the human body!

**You are expected** to be present for every lecture & lab, to have assignments completed, to check Canvas course announcements and Discussion Board regularly, and to actively participate in discussions and activities. Please be respectful of your fellow classmates' learning environment by arriving on time, silencing your phone, and if you must leave early, please sit in a location that will minimize the distraction to other students when you leave.

**You can expect your instructors** to work hard to facilitate and guide your learning, be available to help you outside of class, and be dedicated to your success.

**Together**, we can create a successful and enjoyable learning environment that will prepare you for future learning in the health sciences.

**Pre-requisite Coursework** (passed with grades of C or better): HPHY 211; BI 211 or BI 281H; BI 212 or BI 282H; CH 221 or CH 224H; CH 222 or CH 225H; CH 223 or CH 226H; MATH 246 or MATH 251

*We believe the best learning opportunity occurs if students choose to take HPHY 321 (Anatomy I) & HPHY 322 (Physiology I) **together**. It is **strongly recommended!***

---

## Course Materials

1. Anatomy & Physiology Revealed, Web-Based Program. (**Required**). This is a great piece of software that we believe you will use extensively. Students will need access to this software to complete assignments this term (and will be used in HPHY 323, too).
  2. i>clicker 2. (**optional**, but highly recommended!). We will use personal response systems (clickers) in class each day to provide you with a chance to challenge your knowledge of anatomy and assess “if you know what you should know”.
  3. A quality anatomy atlas. (**optional**, but highly recommended!). An “atlas” provides mostly labeled images of anatomical structures, with just some text. The “recommended” atlas is: Atlas of Anatomy 3<sup>rd</sup> ed., Anne M. Gilroy, et al. This beautiful book includes fantastic annotated illustrations of all the systems of the body. Again, any good atlas will do, and there are many choices out there (buy used to save some \$!).
  4. Essential Clinical Anatomy (any edition) Keith L. Moore, et al. (**optional**, but highly recommended!). This text offers descriptions and explanations of the anatomy, with many clinical references and descriptions, and will be very useful when you create your own anatomy resource, called your “External Brain”. This is the common anatomy text at most medical schools and physician assistant programs (buy a used or older edition to save some \$!).
  5. Anatomy & Physiology, OpenStax College. (**optional**, but highly recommended!) This online text presents information using a systems approach and provides links to surgical videos, histology, interactive diagrams, and donor body imagery.
- Electronic text and resources are available for **no cost** using the link below!  
<http://www.oercommons.org/courses/anatomy-physiology-2/view>
6. For the lab, you will need: examination **gloves** (latex or nitrile, >3-4 pair/lab). (**Required**)
  7. Colored pens/pencils & paper. (optional, but highly recommended!)





## What will I be graded on?

**Lecture exams** **45%**

**Lab exams** **45%**

**External Brain** **10%**

**Participation** (possible grade **addition**)

**Pre-lab assignments** (possible deduction)

**Lab attendance** (possible deduction)

**Quizzes** (possible deduction)

**Professionalism** (possible deduction)

**Student Conduct quiz** (*completion required for grade*)

**Human Anatomy Lab Policy quiz** (*completion required for grade*)

<b>A+</b>	<b>97-100%</b>
<b>A</b>	<b>94-96%</b>
<b>A-</b>	<b>90-93%</b>
<b>B+</b>	<b>87-89%</b>
<b>B</b>	<b>84-86%</b>
<b>B-</b>	<b>80-83%</b>
<b>C+</b>	<b>77-79%</b>
<b>C</b>	<b>74-76%</b>
<b>C-</b>	<b>70-73%</b>
<b>D</b>	<b>60-69%</b>
<b>F</b>	<b>59% or below</b>

Grades are **not** assigned on a curve, so you are not in competition with your fellow students.

### **Lecture Examinations:** (45% of final course grade)

**Part I** - in class, *closed-book portion and an open-book exam* (**80% of exam score**)

**Part II** - open resource group/take-home exam (**20% of exam score**). *Exam 1 & 2 only.*

**Part III** – *optional*. See Anatomy Exam Part 3 Instructions on Canvas. *Exam 1 & 2 only.*

Given the nature of our open book exams, 'make-up' exams are **not** an option.

Lecture Exam Scoring options	Option A	Option B	Option C	Option D
<b>Exam 1</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>0</b>
<b>Exam 2</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>0</b>
<b>Final exam*</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>45</b>
<b>Total</b>	<b>45%</b>	<b>45%</b>	<b>45%</b>	<b>45%</b>

\*part I only; there is no part II or III for the final exam.

### **Laboratory/Practical Examinations:** (45% of final course grade)

*Three (3) practical identification & short answer exams will take place in the anatomy lab: Friday of weeks 4 & 7, and on one day during finals week (see schedule below). Given the nature of our practical exams, 'make-up' exams are **not** an option.*

Lab Exam Scoring options	Option A	Option B	Option C	Option D
<b>Exam 1</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>0</b>
<b>Exam 2</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>0</b>
<b>Final exam</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>45</b>
<b>Total</b>	<b>45%</b>	<b>45%</b>	<b>45%</b>	<b>45%</b>

*It is expected that students take and engage in each exam, to exercise the scoring paradigms presented above. If you need to miss an exam, please contact the instructor prior to the exam. In order to receive a grade for the course, both the lab and lecture final must be taken.*



### **“External Brain” (EB) Homework Assignments: (10% of final course grade).**

To prepare for class discussions & participation questions, you will have an External Brain (EB) assignment to create and submit via Canvas, before attending class. Please note: if you would like to receive credit for your work, please submit electronically, as instructed, prior to the due date. *Please see “External Brain Guidelines” and “External Brain Rubric” on Canvas for important details.*

**When are External Brain Assignments due?**  $\frac{1}{2}$  hour before class (assignments and due dates will be posted on Canvas)

**What if I am having technical difficulty?** Email Baila ([bshakaib@uoregon.edu](mailto:bshakaib@uoregon.edu)) before the assignment is due (not the morning of...) for assistance with your submission, without penalty.

Please do not wait until the last minute to submit your assignment, as we will be unable to help you in a timely fashion, should you encounter technical difficulty.

#### **What if I miss an assignment?**

Although deadlines are firm, I have built flexibility into the course in two ways:

- Your lowest EB (either lowest score or a zero from not submitting) will be dropped (a.k.a. a “freebie”).
- Additionally, you have an opportunity to turn in any EB assignment up to one week late for any reason, no questions asked! If you would like to submit a late assignment, please send it directly to Baila, within one week of the due date, to be graded with a point deduction.



### **Pre-lab Assignments: (possible 1% deduction)**

You will find a pre-lab assignment for each lab on our Canvas site. The pre-lab assignments should be completed by the time of your lab and submitted to Canvas. It is expected that you come to lab prepared, which includes bringing a hard copy of your pre-lab assignment. Missing pre-lab assignments (or a score of zero) will result in a 1% deduction from your final course grade. If you know you will be missing a lab (due to illness, family event/emergency, UO event, etc.), you may submit the pre-lab as directed by your lab instructor, if arranged prior to your absence from lab.

*In addition to professional and respectful conduct in our classroom, there are a few specific expectations to mention regarding the use of the donated human body laboratory. Go to “Anatomy Lab Conduct”, a policies and procedure document, on Canvas for more information.*

You are encouraged to add your pre-lab assignment, lab notes, and lab structure lists to your growing External Brain.

### **Laboratory Attendance, Participation & Conduct: (2% deduction, after one freebie)**

Coming prepared and participating is expected. *We hope to make our time in the lab as effective as possible; it is such a fantastic opportunity to learn the human body...PLEASE, make the most of your time in the lab.*

For each lab (*beyond one freebie*) that you are absent, or non-participatory, leave early, or *clearly not prepared*, 2% will be deducted from your final course grade. Please sign in at the beginning of each lab session, as directed by your lab instructor. Lab instructors will make a note on the sign-in sheet if you leave before being excused, come poorly prepared, and/or do not engage in the learning process. If you need to miss lab(s) beyond one freebie and you have *contacted your lab instructor prior to your absence from lab*, no deductions will be assessed. Please be safe, we want you to stay healthy and to take care of each other. Stay home if you have any doubt about your health!

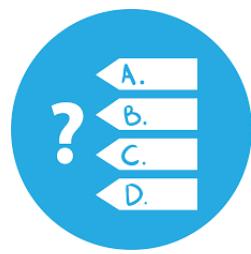
---

### Quizzes: (2% maximum deduction)

A typical quiz will include a few questions from the week's lecture, lab, EB, and questions from the pre-lab assignments. Quizzes will be available on Thursday afternoon and due before Sunday at 11:59pm (see weekly schedule for specific dates).

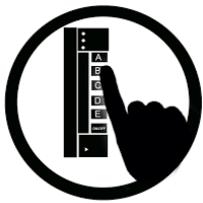
The quizzes are a purely formative assessment. As such, you may repeat the quiz as many times as you like prior to the due date. To avoid grade deductions, please submit your quiz with 100% correct before the due date.

Again, you may re-take the quiz as many times as needed during that timeframe. A 2% deduction may be applied to your final course grade if one or more quizzes does not meet these criteria.



### Discussion Groups:

Effective communication is one of the most important skills to master during your undergraduate degree. Sitting in class with the same group of students each day ensures you have the opportunity to communicate on a daily basis. Therefore, during each class period there will be group activities that are designed to challenge your knowledge of human anatomy. All students will break into **groups of 3-5 in their lab**, and these same groups are encouraged to work together during our lecture. We would like for you to sit with your group, to the degree you are comfortable, during class to facilitate smooth transitions into group activities and clicker questions. Thank you!



### i>clickers & in-class participation:

Each time you use your clicker in class to answer a question, it will register one point (regardless of whether your answer was correct or not). Short answer writing responses, drawing, sketching, and other engagement activities will be completed during class time, too.

At the end of the term, I will tally up the total number of points possible (which will equal the number of questions asked). All students who have accumulated at least 80% of the total possible clicker points or in-class participation points will have their final course score rounded up to the next whole number AND one percentage point (+1%) will be added to the final course score, before letter grades are assigned (i.e., 88.1% will now become 90.0%, or an A-!). You can miss (not answer) 20% of the in-class participation and still earn the participation grade round up.

Most importantly, I hope you will find intrinsic value in participating, as this offers you a chance to test your knowledge on authentic exam style questions and understanding of key concepts, with no consequence for being wrong.

Your participation is not only an important part of *your* learning, it will also contribute to the learning of your peers. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

## ***Opportunities for extra help & studying!***

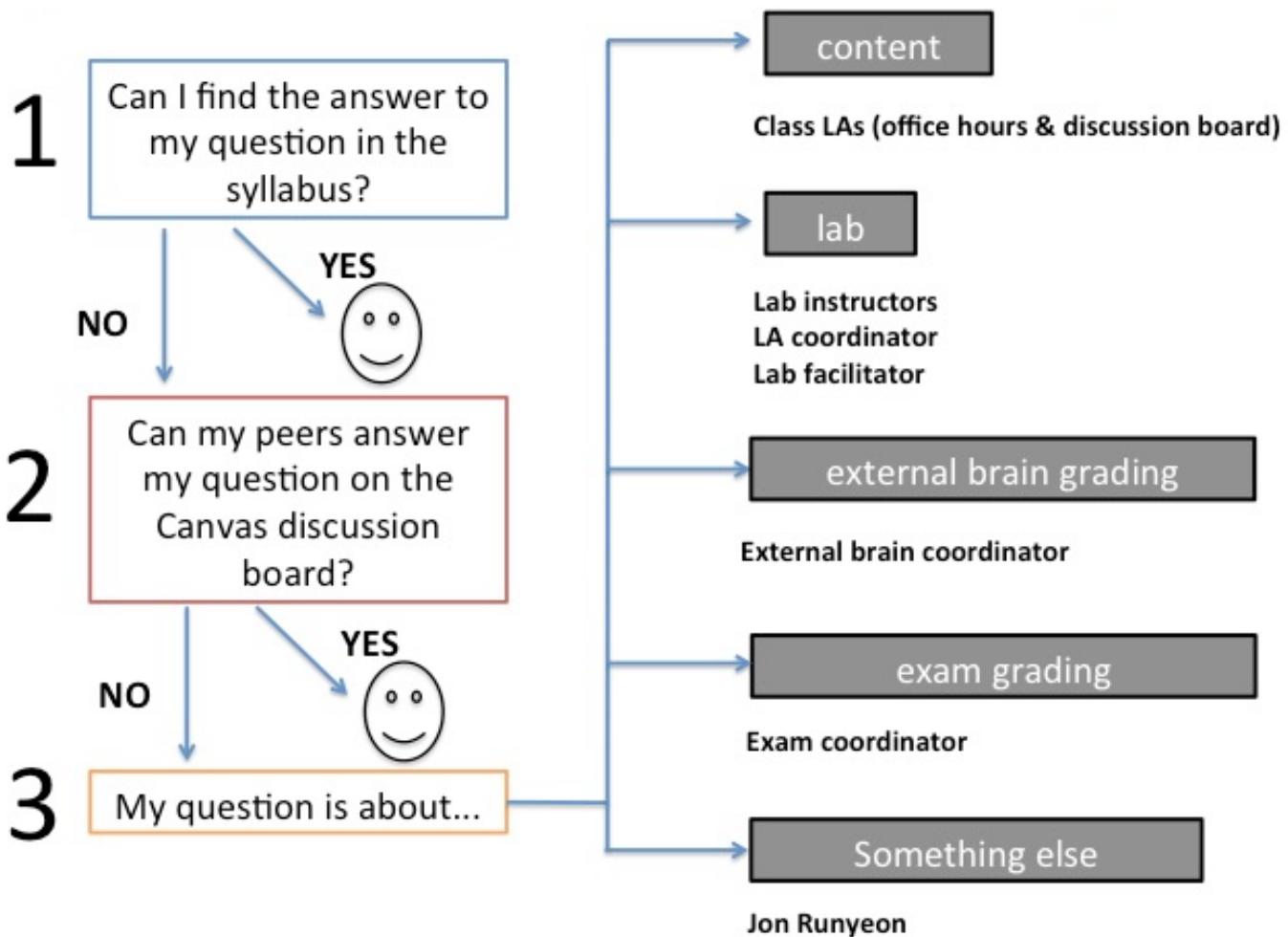
Open  
Labs

Open labs are available for students who are *currently enrolled* in the course and will be supervised by either a lab instructor or LAs. The same policies and guidelines regarding lab conduct also apply during open lab times (i.e. professionalism). Times and sign-ups will be posted on Canvas.

A&P study  
room

You are free to use any of the resources in the A&P study room during regular Science Library hours. Learning assistants (LAs) and some instructors will be there for extra help. Times will be posted to Canvas.

Do you have a question? Please carry out the following steps BEFORE sending an email.



Contact information and hours can be found on Canvas

Weekly outline on the next page →

Week	in the ANATOMY Classroom	in the ANATOMY LAB
1	UO classes not held on Monday, September 26.  Introduction, terminology, tissue organization, and histology	<b>No lab</b> this week (UO not in session on Monday)
2	Histology & integumentary system  <i>Online quiz 1 (due Sunday, Oct. 8 at 11:59pm)</i>	<b>Lab #1:</b> Brain, meninges & the Integumentary system
3	CNS: Brain and protection  <i>Online quiz 2 (due Sunday, Oct. 15 at 11:59pm)</i>	<b>Lab #2:</b> Cranium
4	CNS: Brain and protection  <b>Exam 1: Wednesday, October 18 (in class)</b> <b>Exam 1, part 2: due Sunday, Oct. 22 at 11:59pm (online)</b>	<b>Lab #3:</b> Circulation of the head; Sex ID of skull.  <b>Lab Exam on Friday, October 20</b>
5	CNS & ANS Spinal cord, cranium, and cranial nerves <b>Exam 1, part 3: due Wednesday, Oct. 25 (optional)</b> <i>Online quiz 3 (due Sunday, Oct. 29 at 11:59pm)</i>	<b>Lab #4:</b> Cranial nerves, spinal cord
6	Cranial nerves & facial bones Facial expression (and facial muscles) <i>Online quiz 4 (due Sunday, Nov. 5 at 11:59pm)</i>	<b>Lab #5:</b> Special senses; Muscles of facial expression and mastication
7	Muscles of mastication Special Senses <i>Online quiz 5 (due Sunday, Nov. 12 at 11:59pm)</i>	<b>Lab #6:</b> Vertebral column and thorax
8	Special Senses <b>Exam 2: Wednesday, November 15 (in class)</b> <b>Exam 2, part 2: due Sunday, Nov. 19 at 11:59pm (online)</b>	Review for... <b>Lab Exam on Friday, November 17</b>
9	Special Senses Back, Neck, & Trunk <b>Exam 2, part 3: due Wednesday, Nov. 22 (optional)</b> Yes...we do have class M & W ☺ <i>Online quiz 6 (due Sunday, Nov. 26 at 11:59pm)</i>	<b>No Lab</b> this week (Thanksgiving)
10	Back, Neck, & Trunk	Review week
11	<b>Final exam: Thursday, December 7 @ 10:15am-12:15pm</b> No part 2 for the final exam  <i>*hphy 322 physiology final exam Friday, December 8</i>	<b>Lab Exam on Monday, December 4</b>

## UO and Course Policies

---

### Course Modality

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

### Technical Requirements

Canvas is the place to go for course information and engagement outside of class time.

To access our course Canvas site, log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

---

### Course Deadlines and Late Work - Summary for HPHY 321

#### External Brain (homework):

*When are External Brain Assignments due?*  $\frac{1}{2}$  hour before class

**What if I am having technical difficulty?** Email Baila (bshakaib@uoregon.edu) before the assignment is due, and she will assist you with your submission, without penalty.

**What if I miss an assignment?** Although deadlines are firm, I have built flexibility into the course in two ways: Your lowest EB (either lowest score or a zero from not submitting) will be dropped (a.k.a. a “freebie”). Additionally, you have an opportunity to turn in any EB assignment up to one week late for any reason, no questions asked! If you would like to submit a late assignment, please send it directly to Baila within one week of the due date, to be graded with a point deduction.

**Pre-lab assignments:** Missing pre-lab assignments (or a score of zero) will result in a 1% deduction from your final course grade. If you know you will be missing a lab (due to illness, family event/emergency, UO event, etc.), you may submit the pre-lab as directed by your lab instructor, *if arranged prior to your absence from lab*.

---

### Course Attendance and Engagement - Summary for HPHY 321

**Lab attendance:** If you need to miss lab(s) beyond one freebie and you have *contacted your lab instructor prior to your absence from lab*, no deductions will be assessed. For each lab (*beyond one freebie*) that you are absent, or non-participatory, leave early, or are *clearly not prepared*, 2% will be deducted from your final course grade. Your success is genuinely important to us. If challenges come up for you this term around attendance, please contact me or your lab instructor as soon as you can.

**Class attendance:** This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have

discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss 4 or more classes will be able to pass this course.

There is no point penalty for not attending class, just missed learning opportunities. For students that do attend and who have accumulated at least 80% of the total possible clicker points or in-class participation points, will have their final course score rounded up to the next whole number AND one percentage point (+1%) will be added to their final course score, before letter grades are assigned (i.e., 88.1% will now become 90.0%, or an A-!). You can miss (not attend class and not answer) 20% of the in-class participation and still earn the participation grade round up (about four class sessions).

**Lecture and Lab Exams:** It is expected that students take each exam, to exercise the scoring paradigms presented in the syllabus. Given the nature of our open book lecture exams and laboratory practical exam, 'make-up' exams are **not** an option. However, if you need to miss an exam, the alternative course grading paradigms presented may be used; please contact the instructor **prior** to the exam. In order to receive a grade for the course, both the lab and lecture final must be taken.

---

#### Academic Misconduct:

##### **Plagiarism & Cheating - please do not let this happen!**

All cases of suspected cheating or plagiarism would be referred to the Office of Student Conduct and Community Standards. They will review the evidence provided and meet with the student(s) involved to decide on further action.

**What happens if I cheat on an exam?** – You would receive a zero for the exam and would be referred to the Office of Student Conduct and Community Standards.

**What is plagiarism?** - Plagiarism is taking someone else's work, including AI, and using it as your own.

**What happens if I plagiarize on an assignment?** – You would receive a zero for the assignment and would be referred to the Office of Student Conduct and Community Standards, as described.

To ensure that you are informed of the policies and guidelines regarding cheating and plagiarism please read the HPHY "Statement of student conduct" and complete the related quiz on Canvas. Completion of the quiz is required to receive a letter grade in the course.

The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations

without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the Libraries' [Citation and Plagiarism page](#).

### **Generative Artificial Intelligence Use**

This course policy details the appropriate use of the AI model, ChatGPT (or similar GenAI), as a learning tool. It should be understood that ChatGPT is a sophisticated AI language model developed by OpenAI that can generate human-like text based on prompts. It can be a helpful tool for study and learning, but it must be used appropriately.

**Role of ChatGPT** - ChatGPT should be viewed as a "really smart friend." This means you can consult it, discuss with it, and seek explanations or clarifications about course material. However, it must be used within the same boundaries as you would use a human friend in an academic setting.

### **Appropriate Use of ChatGPT**

- Studying: ChatGPT can be used as a resource for studying. You can use it to review concepts, explain complex topics, or generate practice questions.
- Homework help: You can consult ChatGPT when you encounter difficulties with your homework. However, ChatGPT should only be used for guidance and clarification, not to solve the problem entirely for you.
- Discussion: ChatGPT can be used to facilitate discussions and expand your understanding of course topics.

### **Inappropriate Use of ChatGPT**

- Examinations: ChatGPT should not be used during exams or quizzes. Your performance should reflect your own understanding and abilities.
- Assignments: While ChatGPT can be used for brainstorming ideas or reviewing concepts related to an assignment, it should not be used to complete the assignment itself. The work you submit should be your own.
- Plagiarism: Submitting text or images generated by ChatGPT as your own work is considered plagiarism. Any content derived from ChatGPT should be properly credited, just as you would credit any other source.

Any content derived by a GenAI tool in your assignment submissions must be quoted or cited like any other source you use and reference in your work. Please use standard [APA or MLA] citation guidelines for GenAI, as indicated here: [\[MLA Style Center\]](#) [\[APA Style Blog\]](#).

### **Student Experience Surveys**

Student Experience Surveys are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

---

### **Basic Needs**

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

---

### **Inclement Weather**

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/content/inclement-weather>.

---

### **Respect for Diversity**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the [Home Department] at [contact information]. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

## Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

---

## Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](http://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#).

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

---

## Accessibility & accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with

the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

---

#### **Accommodation for Religious Observances**

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

---

#### **Academic Disruption due to Campus Emergency**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.