



# Human Biology Syllabus

Fall 2021 BIOL 108 OAS 3077 Human Biology

**Instructor:** Nancy Lane

**Student Office Hours:** I look forward to meeting each and everyone of you!

- Item 3077 Section OAS 9:00am – 10:00am Monday NOT REQUIRED Student Hours in TEAMS we will spend time going over the Textbook PowerPoints, the week's assignments, and your questions. A weekly check-in is required, but not attendance.
- Private Teams Meeting. You may schedule a Teams meeting with Prof Nancy at <https://calendly.com/prof-nancy> OR Email me if you would like to set up a meeting.
- Peer-to-Peer. You can use TEAMS without me to connect with other students in the Course. If these hours do not work with your schedule, please let me know and I will try to work out a time to meet with you online.

**Preferred Contact:** Via Canvas Inbox email

**E-mail:** Nancy.lane@bellevuecollege.edu

**Phone:** Science Division 425-564-2321

## Course Information

**COURSE DATES:** September 27, 2021 – December 16, 2021

**CLASS TIME:** ASYNCHRONOUS - meaning material is due on the due date and students set their own schedule Friday assignments are typically flexible and may be completed Friday, Saturday, or Sunday.

**CLASS LOCATION:** ONLINE

**COURSE CREDITS:** 6

**COURSE DESCRIPTION:** Overview of human body functions, including an introduction to some anatomy and physiology, nutrition and exercise and modern medical advances. This course is intended for non-science majors. Course includes a laboratory. Fulfills laboratory science course requirement at BC. Recommended: High School Biology

# Course Outcomes

- Identify major organ systems
- Explain the major interactions of organ systems
- Describe how their body functions
- Describe the role of nutrition and exercise in human health
- List modern medical advances

# Textbook & Required Materials

- *Essentials of Anatomy & Physiology with Connect by LaPres*. ISBN: **9781260316902**. **Your e-textbook has been paid with tuition** and saved you money. If you choose Inclusive Access delivery, do nothing. The e-text will appear on Canvas on Day 1 of class - just click on the IA tab in the Canvas menu bar on the left of your page. If you would like a print copy, please look for "optional" supplement listings or opt-out before purchasing book. Questions? Call (425) 564-2388 or email [kconnely@bellevuecollege.edu](mailto:kconnely@bellevuecollege.edu) BC Store – Inclusive Access Team
- Students must have regular access to a computer and the internet with a high-speed connection. Chrome is the recommended browser. The following technical skills are required:
  1. Send and receive emails with attachments.
  2. Log on and perform basic functions in Canvas. See Help with Canvas below.
  3. Perform basic functions in Connect including accessing ebook, completing LearnSmart, and completing labs.
  4. View video content and listen to audio content.
- Having technical difficulties? Need help with Canvas? Students can find help with Canvas by following the link here: [Student Canvas Help](#). Please contact [ITS](#) and let me know by email.
- A note about accessing Canvas from the People's Republic of China: some users have reported that they do not have full access to all Canvas functionality from within the People's Republic of China. This appears to be due to Canvas' parent company, Instructure, not fully committing to Chinese government requirements regarding internet operations within the country. The Chinese government does not inform foreign entities of their policy updates; therefore, Bellevue College cannot anticipate access to Canvas. If you will be in China during the quarter, you should prepare for intermittent and uncertain access to Canvas. Source: [Access to Canvas in China](https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china) (<https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china>)

# Teaching Philosophy & Outcomes

I truly believe in your success as a student and adapting my instruction to ensure your success. Below you will find several different instructional methods to help me accomplish my goal:

1. I vary my teaching methods to ensure that our courses are accessible to all students.
2. I believe in transparency, meaning I have nothing to hide from you.
3. Everyone has the right and ability to be successful in this course.
4. In my courses I promote a safe climate where we examine content from multiple cultural perspectives.
5. Foremost, I believe in student-centered active learning.

## How Outcomes Will Be Met

### SCAFFOLDED ASSIGNMENTS

The assignments are scaffolded and scheduled to cue student learning and development of critical thinking. Blooms' Taxonomy of Critical Thinking considers these as groupings:

Lower-Order Thinking Skills for learning materials through Chapter Readings, Laboratory exercises, and other assignments.

- Remembering Information (knowledge, recalling facts and information).
- Understanding (Comprehension)
- Applying (Using learned knowledge in new situations or to solve real life problems)

Higher-Order Thinking Skills for practice and in assessments.

- Analyzing (Breaking down a whole into component parts)
- Evaluating (Making judgments about the merits of ideas, materials, or phenomena based on critical thinking)
- Creating (Putting ideas together to form a new and different whole)

**For each Chapter** students will begin by remembering and understanding concepts, then be asked to apply that concept, and lastly to either analyze, evaluate or create something about that concept.

TOPICAL CHAPTER READING The chapter contents will be explained in the readings and PowerPoints available for each chapter. Students are expected

to complete the assigned chapter readings and review the PowerPoints posted on Canvas.

TOPICAL CONTENT VIDEOS A close-captioned video link will also be provided for each of the primary topics. If you are having difficulty with a link or would like additional content provided please send an email request via Canvas.

## Grading

Your grade will be determined at the end of the quarter as a percentage of the total points possible for items listed under the Course Component.

### COURSE COMPONENT:

Assessments of Learning			Grading Scale		
	Assignment Group	Percent	A	4.0	94% or higher
1.	Best Practices	5%	A-	3.7	90-93%
2.	McGraw-Hill online Chapter work & other assignments (lowest grade is dropped)	20%	B+	3.3	87-89%
3.	Labs: McGraw-Hill VLabs, Hands-on labs & other (lowest grade is dropped)	25%	B	3.0	84-86%
4.	Friay Assessment	20%	B-	2.7	80-83%
5.	Happiness Project (Alternate Project available)	10%	C+	2.3	77-79%
	Human Biology Project/Final Exam	20%	C	2.0	74-76%
	TOTAL	100%	C-	1.7	70-73%
			D+	1.3	67-69%
			D	1.0	60-66%
			F		Less than 60%

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy](#)

## McGraw-Hill & Other Assignments - 20% of course grade

- Adaptive Reading Chapter homework will cover concepts from each chapter.
- You need to make sure to complete the homework by the due date. McGraw-Hill will automatically score a zero for late assignments. I will manually update the scores a couple times during the quarter.
- You are responsible to turn in the assignments on time even if for some reason you fail to note the assignment at the time it is announced. **See the Late work policy.** Turn in the assignments earlier only if you think you will not be attending the class on the day it is due. Notify me by sending an email via Canvas.
- Discussions. Participation is a requirement for this course, and the Discussion platform will be used for online discussion about class topics. Our goal is to have an online community where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world.
- Follow instructions to turn in assignments. Failure to comply with the instructions will result in loss of points.

## Labs - 25% of course grade

Each properly completed lab will be worth 10 points unless otherwise mentioned. What to do for each lab:

- Complete the exercise by the due date listed in Canvas.
- **VLabs** will typically be 30 minutes. For the Virtual Labs McGraw-Hill will automatically score a zero for late assignments. I will manually update the scores a couple times during the quarter.
- **Hands-on labs** can be completed within 1 to 2 hours' time. Go thru the experiment/exercise and get familiar with the experiment/exercise. Once you have completed the online lab upload your answer sheet, if required, to the assignment on Canvas due date listed in Canvas.
- Follow instructions for the experiment/exercise and make necessary observations.
- Make sure you have all correct answers. If you have difficulty try contacting me or another student in the course.

## **Friday Assessments - 20% of course grade**

The anticipated dates are listed in the course schedule. For flexibility, most assessments may be completed Friday, Saturday, or Sunday. Any changes in the dates will be announced and communicated on Canvas, in advance.

**No make-ups will be given without proper documentation.** If you miss an assessment you will receive a zero (0). Missing one or more will seriously affect your course grade. Each assessment will be worth 10 - 20 points. Assessment format will vary. It may have multiple choice questions, short answer questions and descriptive questions, or it may be an activity.

## **Happiness Project - 10% of course grade**

A few years ago I began learning about the science behind happiness. The biochemistry of some of the hormones involved and how they affect different body systems. It is interesting to many students. I have developed this into a project where each student collects their own data and summarizes it just like scientists do. The details of the project and assignments will be in Canvas.

An alternative data collection project is available should you prefer a different topic.

## **Human Biology Project/Final Exam - 20% of course grade**

This quarter each student will be responsible for completing a project in human biology that will investigate how Climate Change may or maynot affect a disease or health issue you are interested in. More details will be provided in the Final Poster Module. The final product for this project will be the "final". The final exam poster and a peer review are the final. There is no make up for the final exam. And we will all be ready for a little time off by then.

### Final Exam Schedule

- Friday, December 10, 2021 Final Poster Due
- Tuesday, December 14, 2021 Peer Review Due

*In case of an emergency during finals the situation will be evaluated together (students in the course and the instructor). Here are some options we will consider together:*

1. *If the final is posted and available at least two weeks prior to the exam, then students may complete it and submit it as scheduled.*
2. *It may be that students' grades would be based on what they have earned to date.*
3. *If the campus is still open, but I am not able to safely get here a colleague or staff member may proctor the exam.*
4. *The Science Division may have other options that would be appropriate.*

## **HOW TO MAKE UP AN ASSIGNMENT DUE TO AN ABSENCE?**

- a) If you know ahead of time that you will be absent contact me to complete the assignment early.

If you miss the assignment, due to a documented emergency, (doctor's note, death certificate, etc.) you can make up the assignment by contacting me on the 1<sup>st</sup> day of your return without a penalty. When you contact me, we will agree to a makeup completion due date.

- b) For all **late assignments**, without adequate documentation 10% of the points will automatically be deducted from the score for assignments completed within 7 days (1 week of the due date); 20% of the points will be automatically deducted from the score for assignments completed 2 weeks late; 30% of the points will be automatically deducted for assignments completed 3 weeks late. Assignments more than 3 weeks late will receive a zero (0). Expectations for Students & Instructor - Be Professional

<b>Expectations for Student &amp; Instructor</b>	
<p><b>Student Expectations</b></p> <ol style="list-style-type: none"> <li>a. PLEASE BE ACTIVE AND PARTICIPATE IN CLASS.</li> <li>b. Listen and respect others.</li> <li>c. Be comfortable taking risks.</li> <li>d. Complete all assignments.</li> <li>e. Turn off your cell phones and/or</li> </ol>	<p><b>Instructor Expectations</b></p> <ol style="list-style-type: none"> <li>a. BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING.</li> <li>b. Listen and respect students' views.</li> <li>c. Be in class at least 5 minutes</li> </ol>

<p>paggers. Yes, even working at home.</p> <p>f. Be punctual.</p> <p>g. Discuss class concerns either after class or during designated office hours.</p> <p>h. Be prepared for class by reading the chapter prior to the lesson.</p>	<p>before and after class.</p> <p>d. Respond swiftly and effectively to student concerns.</p> <p>e. Turn off cell phone.</p> <p>f. Grade objectively, consistently, and in a timely manner.</p> <p>g. Be prepared for class.</p> <p>h. Accommodate differences in students' learning.</p>
<p><i>If you have any questions, concerns, or comments, let me know right away. I welcome any feedback you are willing to offer.</i></p>	

### THREE STEPS TO SUCCESSFUL LEARNING

- I. GETTING FAMILIAR: Check the schedule and be aware of the concepts that you will be learning. Read the chapters.
  - II. LEARNING: During your class time don't get distracted, please avoid using your cell phones for texting/talking or talking outside of working with another student. Take excellent notes while reading. Think about the concept being taught and write down questions and or ask the instructor to repeat a concept if you did not get it the first time.
  - III. MASTERING: Master the concepts each week by going over the material from the text book. Prepare your own notes using the textbook, resources on your ebook provides, and the lecture PowerPoint outline.
- 2) If you miss any material, it is YOUR responsibility to obtain the information missed, or arrange to make up the activity. As a RULE, labs are very difficult to make up, if at all. Also, students are responsible for turning their LAB WORKSHEETS in on time without prior notification of the instructor.
  - 3) Register with McGraw-Hill on the first day of the quarter. Instructions are posted on Canvas. McGraw-Hill is a wonderful online resource that will help you with learning the material better. Each week you will do key concepts homework assigned from McGraw-Hill.
  - 4) PLEASE turn off your cell phones before "entering the class".



- 5) Do not hesitate to let me know if you have trouble understanding a concept. When in doubt about a concept you can get it clarified
  - I. email / send me a message on Canvas or
  - II. during my office hours.
- 6) Read the instructions for each assignment. Usually I will have pointed out the material that the assignment will focus on.
- 7) Participate in the class as much as possible. Don't hesitate to share your ideas about the topic being discussed.
- 8) Take initiative, stay focused and be involved.

Get comfortable using Canvas and McGraw-Hill. PowerPoint for the respective chapters will be posted on Canvas at the beginning of every week. Download and use the Canvas app for mobile devices and be aware that sometimes everything does not appear when accessing by phone.

## Important Links & Information

- [Academic Calendar](#)
- [Academic Success Center](#)
- [COVID-19 Resources and Services](#)
- [Campus Hours Page](#)
- [Community Resource Page](#)
- [E-mail](#) and [MyBC](#)
- [Medical Provider Resource Page](#)
- [Public Safety](#)
- [Technology Resource Page](#)

## Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

# Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (https://www.bellevuecollege.edu/inclusion/)

Policy: Anti-bias in the Classroom Statement

## BIPOC Syllabus Statement ( 5/27/2021)

Bellevue College affirms the diversity of human identities and experiences and is committed to creating spaces free from harassment and discrimination (4000 Institutional Commitment to Inclusion). Furthermore, Bellevue College rejects all forms of racism, homophobia, sexism, xenophobia, religious intolerance, classism, ableism, ageism, language bias, and hate speech or actions that attempt to silence, threaten, or degrade others.

In classroom settings, we might disagree with views shared in the classroom; however, courteous, and respectful behavior and responses are always expected. When providing criticism, it is important to focus on the ideas and not the person.

Faculty are encouraged to disrupt and address hate speech and behaviors. Students are also encouraged to speak up and advocate when they experience or witness hate speech and behaviors. Faculty, staff, and students also are encouraged to submit a report to the CARE Team regarding any concerns of discrimination, harassment, or inappropriate and disrespectful conduct.

# Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#))

(<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](#) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

## Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>) also available in Spanish and Chinese.

## Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that

impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

## Student Conduct Code and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, repeatedly talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)

## Bellevue College Science Division Policy on Cheating

You, the student, are expected to conduct yourself with integrity. When you cheat\*, or aid someone else in cheating, you violate a trust. If you cheat the following actions may be taken:

1. You will receive a grade of "0" on the exam, lab, quiz, etc. where cheating occurs. This grade cannot be dropped.

2. A report of the incident will be sent to the Dean of Student Services.

He/she may file the report in your permanent record or take further disciplinary action such as suspension or expulsion from the college.

If you feel you have been unfairly accused of cheating, you may appeal. (For a description of due process procedures see WAC 132H-120, copies of which are available in the Student Body Government Office)

\*Cheating includes, but is not limited to, copying answers on tests, classwork or homework, using electronic device during a quiz/exam, glimpsing at nearby test papers, swapping papers, stealing, plagiarizing,

illicitly giving or receiving help on exams or assignments. **Note that copying and pasting or using the exact words from a website without quotation marks and a reference is considered plagiarism. When in doubt say it in your own words!**

- *Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)*
- *This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)*
- *This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.*

*Some assignments will include a plagiarism checking service and cases of plagiarism will be reported for investigation. Incident reports can be filed at [Report Concerns](http://www.bellevuecollege.edu/reportconcerns/) <http://www.bellevuecollege.edu/reportconcerns/>*

## Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with

the DRC and refrain from bringing your animal until a decision has been made.

Week 1 – Introduction & Best Practices – Chapter 1

Week 2 – Biomolecules & Cells – Chapters 2 & 3

Week 3 – Tissues & Skin – Chapters 4 & 5

Week 4 – Skeletal & Muscle – Chapters 6 & 7

Week 5 – Nervous & Senses – Chapters 8 & 9

Week 6 – Endocrine & Blood – Chapters 10 & 11

Week 7 – Cardiovascular & Lymphatic – Chapters 12 & 13

Week 8 – Respiratory & Digestive – Chapters 14 & 15

Week 9 – Urinary – Chapter 16

Week 10 – Reproduction & Development - Chapters 17 & 18

Week 11 - Final

## Course Calendar BIOL108 OAS 3077 Fall 2021 N. Lane

DUE	TASK	PURPOSE	CRITERIA	STUDENT NOTES
Week 1: Introduction & Best Practices (see Canvas Modules for more details)				
Sept 27	<b>Triage</b> Access ebook	<i>Triage=Instead of determining the severity of a patient's condition we will use triage to determine what is important to know and do this week. These are lectures and other methods of instruction from me to you. Today, I am available by Canvas Inbox email &amp; will be in Teams from 9-10am. Take a look at the Canvas course, the syllabus. Build your metacognition. Email me if you have a question.</i>		
9/27 To 9/30	<b>My Shift</b>	<i>My Shift=A private space where each of us can think, learn, reflect, and transform the information to knowledge we can use. Chapter powerpoints, reading quizzes and homework assignments.</i>		
9/28	Introduction Quiz	Syllabus Review – Canvas Quiz		
9/29	Chapter 1	LS Reading with questions		
9/30	APR	Body Orientation		
	<b>Watercooler 1</b>	<i>WATERCOOLER=An informal place to safely share information with each other throughout the quarter. An incubator for ideas and it welcomes differences. Build, share, and express knowledge with one another. This week's Watercooler is the Meet &amp; Greet.</i>		
9/30	Meet & Greet 9-1	-If possible join in for the Teams meetings in small groups. -Introductory Survey -Discussion Post	Discussion Post	
10/1-3	<b>Reevaluate &amp; Discharge</b>	<i>Reevaluate &amp; Discharge=Students apply what they have learned to their own life, where you find value in what has been learned, and demonstrate your knowledge and understanding. Reevaluate &amp; Discharge assignments may be completed Friday, Saturday or Sunday.</i>		
	<b>Assessment</b>	This week please complete the Biology & Library Resources Module		



## Course Calendar BIOL108 OAS 3077 Fall 2021 N. Lane

DATE	TASK	PURPOSE	CRITERIA	STUDENT NOTES
Week 2: Cells & Chemistry (Ch 2 & 3; see Canvas Modules for more details)				
Oct 4	Triage	Triage = Instructional information from me to you. Meet in Teams, pre-recorded lectures, an introduction to assignments for the week, brief lecture, Q&A.		
	10/4@9	Student Hour & weekly check-in	See Canvas	
10/5	Watercooler2		See Canvas	
10/4-7	My Shift	Chapter powerpoints and assignments		
	Chapter 3	Reading questions	See Canvas	
	Chapter 2	Reading questions		
	APR	Cells & Biomolecules	See Canvas	
	VLab (virtual lab)	There is a practice/tutorial VLab VLabLipids is the lab exercise you must complete.		
	Practice	Cells & Biomolecules Practice Handout		
10/8-10	Reevaluate & Discharge	Chapter 2 & 3 Assessment (Canvas Quiz)	Timely & correct	<i>May be completed anytime Friday through Sunday.</i>

Week 3: Tissues & Skin (Chapters 4 & 5)				
Oct 11	Triage	Introduction to Assignments for the week		<i>Live session is recorded and posted in the assignment.</i>
	10/11 @9	Student Hour & Weekly Check-In	See Canvas	
10/12	Watercooler 3		See Canvas	
10/11-14	My Shift			
	Chapter 4	Reading Questions		
	APR	Tissues		
	Microscope	Tissues	In Canvas	
	Chapter 5	Reading Questions	See Canvas	
	Lab	Biology of Skin Color	See Canvas	
	Practice	Tissues & APR Skin		
10/15-17	Reevaluate & Discharge		See Canvas	

Week 4: Skeletal & Muscle (Ch 6 & 7)				
10/18	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
	10/18@9	Student Hour & check-in		
10/19	NO BC CLASSES – PD DAY			
10/18-22	THE Shift			
	Ch 6	Chapter Reading questions	See Canvas.	
	Ch 7	Chapter Reading questions	See Canvas.	
	Lab	Leg/Thigh Dissection		<i>Requires supplies from a grocery store.</i>
	Practice	Chapter 6 & 7	See Canvas.	
	Reevaluate & Discharge	Chapter 6 & 7 Assessment Vlabs Motor Unit Recruitment Shoulder & elbow movement	See Canvas.	

Week 5: Nervous & Senses (Ch 8 & 9)				
10/25	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
	10/25@9	Student Hour & check-in		
10/26	Watercooler 4	Muscular Dystrophy	See Canvas.	
10/25-28	THE Shift			
	Ch 8	Chapter reading questions	See Canvas.	
	VLab	Monosynaptic Reflexes		
	Ch 9	Chapter reading questions	See Canvas.	
	VLab	Accommodation of the Lens Eye Dissection	See Canvas.	
	Practice	Chapters 8 & 9		
10/29-31	Reevaluate & Discharge	Assessment for Chapters 8 & 9 Mouse Party	See Canvas.	

Week 6: Endocrine & Blood (Chapter 10 & 11)				
11/1	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
	11/1@9	Student Hour & check-in		
11/2	Watercooler 5	Biology of Happiness	See Canvas.	
11/1-4	THE Shift			
	Ch 10	Reading questions		
	VLab	Blood Glucose		
	Ch 11	Reading questions	See Canvas.	
	VLab	Blood Typing		
	Practice	Chapter 10 & 11		
11/5-7	Reevaluate & Discharge	Assessment of Chapters 10 & 11	See Canvas.	

Week 7: Cardiovascular & Lymphatic (Chapter 12 & 13)				
11/8	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
		Read Chapters 12 & 13 on your own		
	11/8@9	Student Hour & check-in		
11/9	Watercooler 6	Biology of Happiness		
11/8-10	The Shift			
	Lab	Clay heart		Requires 4 colors of clay
	VLab	Blood pressure		
	VLab	Electrocardiography		
	Practice	Chapters 12 & 13 APR Cardiovascular APR Lymphatic		
11/11	<b>HOLIDAY</b>	NO BC CLASSES MEET		
11/12-14	Reevaluate & Discharge	Assessment of Chapters 12 & 13		

Week 8: Respiratory & Digestive (Ch 14 & 15)				
11/15	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
	11/15@9	Student Hour & check-in		
11/16	Watercooler 7	Biology of Happiness		
11/15-18	The Shift		See Canvas.	
	Ch 14	Chapter reading questions	See Canvas.	
	VLab	Pulmonary Function	See Canvas.	
	Ch 15	Chapter reading questions		
	VLab	Enzymes		
11/19-21	Reevaluate & Discharge	Assessment of Chapters 14 & 15 Covid		

Week 9: Urinary (Ch 16)				
11/22	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded</i>
	11/22@9	Student Hour & check-in	See Canvas.	
11/22-24	The Shift		See Canvas.	
	Ch 16	Chapter reading questions	See Canvas.	
	VLab	Urine Analysis		
	Biol Happiness	Work on summarizing data		
<b>11/25 &amp; 11/26 HOLIDAY NO BC CLASSES MEET</b>				

Week 10: Reproduction & Development (Ch 17 & 18)				
11/29	Triage	Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
	11/29@9	Student Hour & check-in	See Canvas.	
	Watercooler 8	Biology of Happiness Data Summary Report		
11/29 To 12/2	The Shift			
	Ch 17	Chapter reading questions.	See Canvas.	
	Lab	Reproduction & Social Justice	See Canvas.	
	Ch 18	Chapter reading questions		
	VLab	Genetic Inheritance	See Canvas.	
12/3 to 5				



Week 11: Final Human Biology & Climate Poster				
12/6	12/6@9	Student Hour & Check-In Introduction to Assignments for the week, Brief Lecture, Q&A.		<i>Live session is recorded and posted in the assignment.</i>
12/7	DRAFT Poster	I will give meaningful comment on your poster draft. To allow time for me to comment and you to revise the review due date is firm. However, you may upload a draft to check for plagiarism on your own.	See Canvas. Must be on-time. No Exceptions.	
12/10	Final Poster Due	Use the template to create a scientific poster on how climate change will affect one aspect of human biology. Post your poster in the discussion.	See Canvas. Must be on-time. No Exceptions.	
12/10	Last Day	Last Day any assignment, other than Poster & Peer Review is accepted.	See Syllabus Late Policy.	

Week 12: Finals Week				
12/13	Student Success Day	Last student office hour sessions. I am available to meet with students in Teams.		
12/14	BC Final Exams	Poster Peer Reviews Due. To participate in a Virtual Poster Session - just like scientists are. Students are assigned posters to formally review.	See Canvas. Must be on-time. No Exceptions.	
12/15 & 16 BC Final Exams. No Biology 108 Class. Our course has ended!				
<b><i>Woohoo! Thank you! Enjoy the Well-Deserved Break</i></b>				