

Perimeter College, Georgia State University
Biology 2252L, Anatomy & Physiology II Laboratory
Term: Fall 2023

Second-half semester (Mini-mester II) Face-to-Face (on campus) class

Rev: 08/03/23

Instructor: Dr. Mark Hollier

Phone: 678-891-3779 (This is an office landline and does not accept text messages)

Email: Emails are to be sent through iCollege. Dr Hollier's GSU email is for emergencies only (see section on Emailing Dr. Hollier in the syllabus).

Course Abbreviation: BIOL 2252L-012

CRN: 84284

Course Hours: 1

Class times: TR 10:00-12:45 (10:00am-12:45pm)

Class location: CC-2200

Tutoring and Advising times:

Day	Time (24hr)	Time (12hr)	Location
Monday	14:00-15:30	2:00pm-3:30pm	Webex
Tuesday	14:30-15:30	2:30pm-3:30pm	LTC (CB-1200)
Tuesday	15:30-16:30	3:30pm-4:30pm	Office (CC-1126)
Tuesday	16:30-17:00	4:30pm-5:00pm	Webex
Wednesday	14:00-15:30	2:00pm-3:30pm	Webex
Thursday	14:30-15:30	2:30pm-3:30pm	LTC (CB-1200)
Thursday	15:30-16:30	3:30pm-4:30pm	Office (CC-1126)
Thursday	16:30-17:00	4:30pm-5:00pm	Webex

Feel free to come and see me when you need help at the location(s) listed in the table above. The first set of tutoring hours will be on the first date of classes (Start of classes) as listed in the class schedule. The final set of tutoring hours will be on the last date of classes (End of classes) as listed in the class schedule. There are no set tutoring hours during final exam week. Students must email Dr Hollier in iCollege to make arrangements for tutoring outside the hours listed above. The time must be mutually agreeable to the student and Dr Hollier and will be performed through Webex for all appointments outside of the hours listed in the table above. Students who turn up outside the hours listed above without an appointment will be turned away / ejected from Webex.

Office location: CC-1126 (Suite C-1120, Rm. 1126 – Office is at the back on the right). My office is in the CC-1120 office suite. Locate the elevator on the first floor of C-building, find the phone on the wall, and dial my office extension (this is displayed on the wall above the phone).

Miscellaneous:

- **Follow the instructions in the “Starting the course” section within the first week of the course.**
- Dr Hollier will reply to emails within 24-48 hours Monday to Friday. Dr Hollier will do his best to check email over the weekend and will reply to emails received over the weekend by the end of Monday (11:59pm) at the latest.
- Students should feel free to contact me with any questions at any time. I am here to help you as much as you require, but I cannot help you if you leave it until the last minute.
- **All assignments (tests, quizzes, etc.) will be given online. It is your responsibility to ensure you have adequate internet speed, access to a computer, and to check the iCollege maintenance schedule. Most assignments will be given using the Lockdown browser with identity verification using a webcam.**
- This class will use turnitin.com, a plagiarism prevention site, for some assessed work. However, any assessed work may be sent by the instructor to turnitin.com. **Dr Hollier takes cheating and plagiarism very seriously and has a zero tolerance policy for cheating and plagiarism, so do not do it (or suffer the consequences). Ignorance is not an excuse.**

Pre-requisite.....	4
Co-requisite.....	5
Required text.....	5
Required material.....	5
Course description.....	6
Expected Educational Results	6
General Educational Outcomes	6
Course Content.....	7
Assessment of Outcome Objectives	7
Class preparation.....	7
Starting the course.....	8
Why you are taking this course	11
Advising information for Allied Health careers.....	11
Course Materials in iCollege	12
Class Schedule.....	14
Weekly work and what is on chapter tests	15
Course Grade	16
Number of assignments dropped	18
Grade transferal from external sites (such as those provided by Publishers of the text book)	18
Emailing Dr. Hollier	18
Secondary point of contact for students	19
Dr Hollier's teaching philosophy.....	20
Instructor-student interaction.....	20
Tutoring and advising hours.....	21
Respondus Lockdown Browser with Respondus Monitor	23
If you have assignment problems while using the Lockdown Browser	26
Computer requirements for the Respondus Lockdown Browser and Respondus Monitor:	27
Video and/or audio recording in general	27
Querying graded work.....	28
Requesting extensions.....	28
Online Assignment Review Period.....	31
Reviewing Assignments (tests, quizzes, etc.)	31
Step-by-step directions for assignments that use the Respondus Lockdown Browser.....	33
Step-by-step directions for understanding Multiple Choice or MultiSelect questions when reviewing these assignments	34
How to understand MultiSelect grading icons	35
MultiSelect grading explanation.....	35
Tests – Laboratory Class	35
Online class exam format:.....	37
A&P Practical Exam Assessments	37
Final exams in final exam week.....	38
Modified Mastering site (A&P Lab classes).....	38
Modified MasteringA&P – How to use for Lab class.....	40
Discussions for on campus (face-to-face) classes	41
Quizzes – Laboratory Class	42
Online quiz format:	43
Online Homework – Post-Laboratory Class	43
Online Histology Assignments for A&P Labs	43
Online Anatomical Models Assignments for A&P Labs.....	44
A&P Online Laboratory reports	44
Grading of PhysioEx lab reports:.....	45

Extra credit work	45
Extra credit assignment for the mid-term exam	45
Essay	46
Notes on extra credit	49
Scientific Research Paper Evaluation	49
References.....	49
Copyright of Course Materials.....	50
GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External Sites	51
Roll Verification Policy – On campus (face-to-face; in-class) classes	52
Attendance Policy – On campus (face-to-face; in-class) classes.....	52
Inclement weather / School closings.....	54
Cheating and Plagiarism	54
Earning your grade.....	54
Ethics, Morals, and Honesty.....	55
Assessed work	55
Plagiarism	56
Contract Cheating	57
Turnitin.com	57
Lockdown Browser with a webcam is required for all appropriate assignments in iCollege	58
Academic Honesty	60
iCollege	61
Success in College classes.....	62
Learning styles.....	62
How to study for classes	64
Early Alerts / Course Performance Alerts.....	66
Academic support	68
Perimeter College Student Scholarships	69
Letters of Recommendation	69
Class Withdrawal	69
Incomplete	70
Expectations of the students	70
Electronic devices	70
Dress attire.....	71
Tobacco and Smoke-Free Campus Policy.....	71
Children in class / at college	71
Disruptive behavior	72
House Bill 280.....	72
Important statements	72
1. Student Code of Conduct.....	72
2. GSU statement	72
3. GSU statement	72
4. GSU email policy	72
5. Sexual Misconduct Policy	72
6. American Disability Act Statement.....	73
7. Non-discrimination Statement.....	73
8. Affirmative Action Statement.....	73
9. Basic Needs Statement:	73
10. Counseling Services:	73
11. Campus Safety:	74

Pre-requisite

See section 1310.50 for Learning Support and ESL placement information.

All students who wish to graduate with either an Associate's degree or Bachelor's degree from an institution within the University System of Georgia must complete core curriculum requirements (<http://www.usg.edu/policymanual/section3/C338>, http://www.usg.edu/academic_affairs_handbook/section2/C738, <https://catalog.gsu.edu/associate20162017/1400-university-degree-requirements-and-graduation/#core-curriculum-requirements>). This requirement comes from the Board of Regents (that oversees the University System of Georgia), the University System of Georgia, and Georgia State University. Students must meet these requirements in order to graduate with either an Associate's degree or Bachelor's degree. The entities that oversee the accreditation of the University System of Georgia and Allied Health programs also state that these requirements must be met in order for a student to graduate. In area D of the core curriculum, it states that students must complete a science sequence course (which means both lectures and labs, or combined courses for each part of the sequence). That means you must take a science sequence course other than Anatomy & Physiology to meet graduation requirements. The science sequence courses for students pursuing degrees in the Health professions are Introductory Biology I and II (BIOL-1103 and BIOL-1104), Principles of Biology I and II (BIOL-2107 and BIOL-2108), Survey of Chemistry I and II (CHEM-1151 and CHEM-1152), or Introductory Physics (PHYS-1111 and PHYS-1112). The Anatomy & Physiology I and II (BIOL-2251 and BIOL-2252) are not area D courses and do not meet the core curriculum requirements for the area D science sequence. The University System of Georgia policy section 2.4.4 provides more details specifically for the Allied Health Professions and states "Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are Introductory Biology (designed for non-science majors) and Principles of Biology (designed for science majors). The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the Survey of Chemistry sequence or the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors."

I strongly recommend taking the Science courses in the following order (take other core curriculum required classes around these each semester), as it will prepare you with the required knowledge for the courses through the entire sequence: The first science sequence course (lecture and lab, or a combined course); the next semester take second science sequence course (lecture and lab, or a combined course) and BIOL-2251 (lecture and lab, or a combined course); the next semester take BIOL-2252 (lecture and lab, or a combined course); the next semester take BIOL-2260 (lecture and lab, or a combined course).

Some Allied Health Professions specifically require the Survey of Chemistry courses (CHEM-1151 and CHEM-1152) as your area D science sequence. Check with the programs that you wish to apply to for their program specific requirements.

Taking courses in a different order will mean you are lacking the knowledge and skills instructors assume you already have when you go through the entire sequence of courses. This could severely disadvantage you in those courses. Attempting to take these courses in a different order and withdrawing when you realize you are not prepared for the course will probably impact your application to the health profession programs and will definitely count towards your withdrawal limits. The withdrawal policy (<https://catalog.gsu.edu/associate20182019/university-academic-regulations/#dropping-classes-and-voluntary-withdrawal>) limits you to 3 W's at the Associate's level

and 6 W's total by the end of Bachelor's level. Perimeter College is considered the Associate level, regardless of whether you intend to get an Associate's degree or Bachelor's degree. Once you have reached 3 W's, all withdrawals will result in WF grades, which count as an F towards your GPA and can affect your financial aid.

Co-requisite

BIOL 2252.

Required text

<http://www.mhollier.com/booksaandplab.html> provides an image of the text book.

- *Printed Book (No Modified MasteringA&P)*: Marieb, E. N., Smith, Lori., 2018, Human Anatomy & Physiology Lab Manual, Pig Version, 13/E, Pearson. ISBN: 9780134806365
 - This lab manual does not come with any codes for Modified MasteringA&P
- Older editions of the book are fine to use, as long as they are within three editions of the book(s) listed. Modified Mastering access must be for the current edition listed.
 - 12th edition: Human Anatomy & Physiology Laboratory Manual, Fetal Pig Version; Marieb, E.N., & Hoehn, K.; 2015; Benjamin Cummings; ISBN: 9780133925593
 - 10th edition: Human Anatomy & Physiology Laboratory Manual, Fetal Pig Version; Marieb, E.N., & Hoehn, K.; 2010; Benjamin Cummings; ISBN: 9780321616135
 - 9th edition: Human Anatomy & Physiology Laboratory Manual, Fetal Pig Version; Marieb, E.N., & Hoehn, K.; 2007; Benjamin Cummings; ISBN: 9780805372656

This course requires Modified MasteringA&P. Modified MasteringA&P must be purchased for the [lecture text book](#), not for the lab manual. Multiple assignments will be performed using Modified MasteringA&P. The coursework cannot be completed without Modified MasteringA&P as it is not possible to incorporate the activities in Modified MasteringA&P into iCollege. The course ID will be available in iCollege on the first day. You can register immediately with free access for 2 weeks by following the directions on the [Mastering site page](#). You only need a single access code to the lecture text book for both lecture and lab classes. With a single access code you will be able to use a course ID for lecture class and a course ID for lab class. Register for one class, then when registered, click to join another class when you are logged in.

- *Modified MasteringA&P*: Available from <http://www.pearson.com/mastering> directly.

Required material

Students will be required to bring Scantrons (available in bookstore), #2 pencils, and paper to every test / examination that is given in person. If tests / exams are online, they will not be needed.

Learning Outcomes

Learning outcomes are the goals students achieve in their programs of study. They represent the knowledge, skills and attitudes that students should gain to successfully complete the requirements of a course, major, and degree. A special set of general learning outcomes cover the goals for all students at the university. Students begin mastery of the university's learning outcomes in the core (first two years of study) and continue to develop these skills throughout their major. The learning outcomes for all students are:

Area A1. Written Communication: Students produce well-organized written communications that exhibit logical thinking and organization, use appropriate style for audience, and meet conventional standards of usage.

Area A2. Mathematics: Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.

Area B. Institutional Foundations: Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.

Area C. Humanities/Fine Arts: Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.

Area D. Natural and Computational Sciences: Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.

Area E. Social Sciences: Students effectively analyze the complexity of human behavior, and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

Course description

This is a laboratory covering endocrine, blood, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

Expected Educational Results

As a consequence of completing this course, the student will be able to:

1. Identify and determine spatial relationships of anatomical structures being studied in BIOL 2252 through the use of practical examples provided by animal dissection, models and microscope slides, and explain the function of certain aspects of the digestive and metabolism, cardiovascular, respiratory, urinary, reproductive and endocrine systems. Video and computer demonstrations may be used to reinforce this.
2. Perform physiological experiments, gather and interpret data, and draw conclusions based on those data.
3. Write a coherent description of the methods, results, and conclusions of the experiment and their findings.
4. Demonstrate laboratory skills and techniques to include - reading and following directions, performing experiments and recording data.

General Educational Outcomes

1. Students produce well-organized communication that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage. This will be achieved through at least one of the following ways:
 - I. Listening: note-taking in lab
 - II. Reading: textbook, assignments, instructions for tasks
 - III. Writing: laboratory reports
 - IV. Speaking: oral response to questions as well as group work
2. Students demonstrate the ability to interpret and analyze quantitative information; apply mathematical principles and techniques; and to use mathematical models to solve applied problems. Through class participation, writing assignments, or testing, the student will demonstrate the ability to interpret and analyze data. They will be able to produce graphs, analyze data from tables or graphs, use data in mathematical equations, and interpret data obtained during experiments.

Students apply scientific reasoning and methods of inquiry to explain natural phenomena. Through class participation, writing assignments, or testing, the student will demonstrate the ability to apply the scientific method. They will be able to form testable hypotheses, explain natural phenomena, interpret experiments, and make conclusions from data. The student should also be able to distinguish between well-supported scientific conclusions and poorly-supported assumptions and beliefs.

Course Content

The sequence may be changed by each campus and/or instructor.

1. Anatomy of the Endocrine System and/or Experiments on Hormonal Action
2. Anatomy of Blood
3. Anatomy of the Heart
4. Conduction system of the Heart – electrocardiography
5. Human Cardiovascular Physiology
6. Anatomy of Blood vessels
7. Anatomy of the Respiratory System
8. Respiratory System Physiology
9. Cardiorespiratory reflexes
10. Anatomy of the Digestive System
11. Chemical Breakdown of Foodstuffs: Enzymatic Action and Metabolism
12. Anatomy of the Urinary System
13. Simulated urinalysis
14. Anatomy of the Reproductive System
15. Physiology of Reproduction: Gametogenesis, the menstrual cycle, and human sexual response

Assessment of Outcome Objectives

Course Grade:

1. Each instructor according to the guidelines presented in the instructor's course syllabus will determine students' grades.

There will be:

At least two exams (40%-60% of the overall course grade combined total),
Histology assignment(s) (at least 10-15% of the overall course grade),
One or more formal lab reports (at least 10-15% of the overall course grade).

Course Assessment:

1. This course will be assessed regularly (once per academic year). Individual instructors should use feedback from assessments in their classes to review and evaluate their own teaching practices to improve student success.
2. The construction of the assessment questions and data analysis will be the responsibility of the college-wide Anatomy & Physiology Curriculum Committee. The committee will evaluate college-wide assessment data to identify areas needing improvement and make recommendations.
3. Course assessments should be securely maintained and not available for student review outside test taking.

Class preparation

You are expected to read the lab exercises and have studied the appropriate sections in the co-requisite lecture class before coming to lab.

Starting the course

At the start of the semester, you need to do the following within the first week of the course. I expect that you will do these on the first day of classes so that you are prepared for the classes during the first week.

- Watch the student orientation video and perform a system check. These are on the login page for iCollege BEFORE you click “CampusID Login”.
- Read the syllabus and schedule.
- Read the cheating and plagiarism module.
- Complete the following quizzes (these have unlimited attempts; you must score 100% on each quiz for all other content in iCollege to be released to you). You can have the syllabus and schedule open when taking these quizzes. All of these “start of the semester quizzes” are due by the end of roll verification (due date will be listed in the class schedule). However, you will not be able to complete any course work until you have completed all of these start of the semester quizzes. The sooner you pass them, the sooner you can start learning.
 - Syllabus quiz
 - Roll verification quiz (online classes only)
 - Roll verification for on campus (face-to-face) classes can only be performed in the classroom with a signature on a piece of paper (see Roll verification policy in this syllabus)
 - Cheating and plagiarism quiz
 - Success in this course quiz
 - Lockdown Browser quiz
- Menu bar navigation in the iCollege site:
 - Content:
 - Course materials are sorted in content folders by chapters / exercises.
 - Content folders are released on the Friday of the prior week.
 - Content folders contain course materials provided by Dr Hollier for the course (see the “Course Materials in iCollege” section in this syllabus). If fill-in-the-blank notes are provided, it is recommend that you print them out and bring them to class or use while watching recording lectures (if available).
 - The “Course Information Files” folder contains the information for registering with Modified Mastering and Turnitin. It also contains other files relevant to the course as a whole or not tied to specific content folders.
 - Announcements:
 - Announcements are posted here as and when they occur.
 - Check this a minimum of once per week.
 - Dr Hollier may or may not remember to make announcements in the classroom for face-to-face classes.
 - Email:
 - To send Dr Hollier an email, click “Compose”, then “Address Book”, find “Hollier, Mark” in the list and check the box, then click the blue “To” word.
 - You will now see “Mark Hollier” is listed in the To Recipient list. Then click “Add Recipients”.
 - Type your email in the “Body” box. Click “Send”.
 - Discussions:
 - Discussion boards (online classes), signing up for extra credit topics, posting an introduction, forming study groups, and asking questions in general is done here.
 - Webex:
 - Click this Webex button to attend Tutoring hours listed as on Webex.

- You will be taken to a login page where you will have to enter your name and GSU email address.
 - Check Dr Hollier’s Tutoring and Advising times for when Webex is available (first page of syllabus or top of one page class schedule).
- Quizzes:
 - All quizzes, exams, and tests are accessed through the button. When they are available (according to the class schedule), you will see them here.
- Assignments:
 - Any assignments that are listed as being uploaded on iCollege are done through this option.
- Grades:
 - Grades for assignments submitted on iCollege are available here.
 - Grades for assignments on Modified Mastering are available on Modified Mastering (they will not be posted here).
 - Grades for assignments on Turnitin are available on Turnitin (they will not be posted here).
- All assignments listed as on Mastering are located on the Modified Mastering website for the course.
- Using the discussions tab, open the introductions topic and post a brief introduction about yourself.
- Check the class schedule for what will be covered each class and assignment due dates / release dates. It is highly recommended that you print the one page schedule to keep you on track. This one page schedule lists all class assignments with what they cover and when they are available.
- Read the sections in the syllabus on “Success in College classes” and “How to study for classes”. Create your weekly plan immediately.

Important notes:

- **All quizzes and tests in iCollege are accessed by using the “Quizzes” button in the menu bar.**
- **The “Course Information Files” folder contains the information for registering with Modified Mastering.** Turnitin is used through the assignments tab in iCollege.
 - You have to pass the four start of the semester quizzes before you can access the Mastering Course ID.
 - If you post the Mastering course ID in the discussions folders or email the Mastering course ID to anyone then you will receive a grade of zero for ALL extra credit assignments for the entire semester. By doing this, you are allowing students to do work without completing the start of the semester quizzes. This is why the penalty is so severe for posting or giving this information to anyone.
 - If you think you can text the Mastering Course ID to your friend and I won’t know, then be aware that I can cross reference who registered for Mastering and who has passed the start of the semester quizzes. Students who have registered with Mastering but not passed the start of the semester quizzes will either face receiving a grade of zero for all extra credit assignments themselves or can turn you in (requires absolute proof of who gave them the Mastering course ID) and you receiving the zero for all extra credit assignments.
 - Pearson sets a registration date range of 2 weeks for Mastering based on the start date of the course listed by the instructor for when students can register for a Mastering account. That means students must register for Mastering within 2 weeks of the start of classes. You will not be allowed to register after the 2 week window. If you cannot afford the access code in the first two weeks, then you can register for free temporary access in that 2 week window.

- Your name must match what is in iCollege. If you register under a different name and/or with an email that does not indicate who it is, then you will receive no credit (zero points) for all assignments that you complete.
- **Online tests and assignments are open book, unless specifically stated as closed book in the syllabus and/or class schedule.** In-class assignments are closed book (no resources of any kind), unless specifically stated as open book in the syllabus and/or class schedule.
- **The MultiSelect questions on lecture tests come from one of three places: (i) Materials provided in iCollege (lectures, fill-in-the-blank notes, etc.), (ii) Mastering, and (iii) the course textbook. The majority (about two thirds of the questions) come from the Materials provided in iCollege. Looking at questions students have queried, I find myself writing back with specific page numbers as to where the information was located in the materials in iCollege.**
- Students are expected to log into iCollege at a minimum of once per week and must check announcements / emails / discussion postings. The icons indicating new items are not always reliable, so actually checking each part is required. If you sent an email to Dr Hollier and are expecting a reply, you are expected to check daily until receive a reply.
- During the “roll verification” period, students **MUST** complete the roll verification requirements (sign roll verification sheet for in-class courses and a quiz in iCollege for online classes) and complete the syllabus quiz in iCollege (both scoring 100%). These **MUST** be completed by the end of roll verification (due date will be listed in the class schedule). Failure to complete the syllabus quiz and roll verification by this point will result in the student being entered as never attended / participated. This will result in the student being removed from the course due to Science class safety reasons. Sending the email requesting the extension on the last day of roll verification may result in Dr Hollier not seeing the email in time to open them for the student. In this case, the student will be entered as never attended. The fault was with the student for not requesting the extension at an earlier time, and more specifically, for not taking the quizzes during the period when they are open.
- Science class instructors will not be performing any faculty initiated withdrawals from classes after the roll verification is completed. It is the students’ responsibility to withdraw from classes and to complete all of the required forms for withdrawals. If you stop attending class **AND** do not withdraw from class, then you will be given a course grade based on work you completed and zero grades for assignments you did not complete.
- Registering late for a class, regardless of the reason, is the student’s choice. Any work missed during the first week of class due to late registration falls under the requesting extensions policies. It is the student’s responsibility to contact Dr Hollier using the email system in iCollege to request any extensions if they register late, including, but not limited to, the start of the semester quizzes. Dr Hollier will **NOT** email students to let them know that they have not completed work. Ensuring work is completed is the student’s responsibility alone. Some items can be extended and some cannot be extended (see the requesting extensions course policies). Catching up is the student’s responsibility. Missing the first week of class is not recommended as it puts the student at a disadvantage, often resulting in the student being behind the rest of the semester and performing poorly overall. In this situation, it may be better for the student to drop the class (in the add/drop period) or withdrawing (in the withdrawal period) and taking the course in a future semester. This is the student’s decision and responsibility to do whatever they decide. If a student registers late, then any classes that were held prior to when they registered will be considered missed classes. These will count as unexcused missed classes in relation to the attendance policy. Registering late was the students choice.

- Make a note of when iCollege will not be available due to scheduled maintenance (Maintenance Schedule). This is on the login page for iCollege BEFORE you click “CampusID Login”. If quizzes and/or assignments are due during this time, then it is your responsibility to have checked the maintenance schedule and planned to take the quizzes / assignments before that time starts.

Why you are taking this course

You are most likely taking this course as it is a prerequisite for your planned career. That means this course is considered important by your chosen career programs and is something you should learn for the long-term. You are expected to take your knowledge, understanding, application, and synthesis of this course material with you to that program. They will not reteach you this information. They expect you know it just as well as when you actually took this course.

Your goal for this course is more than just passing tests / assignments. You should be learning the material in this course for the long-term. If all you do is learn it to pass a test and then forget it, you have not achieved the purpose of making you take this course relative to your chosen career path. If you did get a place in your chosen career path, your lack of knowledge, understanding, application, and synthesis of this material could cause you to be kicked out of that program. It’s hard enough to get into those programs in the beginning, and likely even harder to get in if you got kicked out for not knowing material you are expected to know. Why should they give you a second chance when there are so many people who never got a first chance?

If you decide to cheat, then you are harming your own learning and potentially killing patients that you work with in the future. What if you kill someone because you did not have the knowledge you were supposed to because you cheated?

A hypothetical example: A pre-nursing student cheats in an Anatomy and Physiology course by looking up answers on tests and not actually learning the material. This student passes the A&P course and gets a place in the nursing program.

- Is that fair to other students who actually studied?
- Will this student succeed in the program?
- Would you want this person as your nurse?
- What if the student causes the death of your sick mother or sick child?
 - Every person is someone’s daughter or son, and possibly someone’s mother, father, sibling, partner, or relative.
- What if that student is you? And by cheating in this course you end up killing someone in the future that was due to your lack of knowledge of material you cheated on.
- Who would you blame? The student for cheating or the college / university for not catching them cheating?
- If the student is you, who do you blame? The internet for having answers posted on it? Or yourself for not doing the work that you are expected to do?

The point is that you are taking this course for a reason. Whether you see it now or not, more than just myself are expecting to you to learn, understand, and apply this material in the future. If you cannot pass this course without cheating, then you are cheating more than yourself. You are harming everyone you work with in the future and potentially causing the death of someone’s family member or loved one. That is the real cost of cheating.

Advising information for Allied Health careers

The Allied Health career programs application process takes some time. You should plan your application ahead of time. It takes about 1 year from when you start applying to when you start the

program if you accepted. The following timeline assumes you start A&P1 in a Fall semester and are planning to start your career program the following Fall semester:

- Fall semester (1 year before you plan to start the actual program):
 - Take A&P1 lecture and lab.
 - Research which Universities / College you want to apply for and what their specific requirements are for their programs.
 - Identify application deadlines.
 - Identify who you want to write letters of recommendation. If Dr Hollier, see the section on letters of recommendation later in this syllabus or at www.mhollier.com.
 - Identify entrance testing centers (such as for the TEAS, PCAT, MCAT, etc.) and make an appointment so the scores will reach the program by their deadline.
 - Some programs requires the entrance test score to be submitted at the same deadline as the application deadline, others have the application deadline before the entrance test score deadline. Verify for the specific program you are applying to.
 - Arrange volunteering in a related area.
 - Volunteering in a related area shows you have initiative, know what you are getting into, and dedicated to the field.
 - This can earn you “bonus” points in some programs. Other programs look for this when deciding who to interview or offer places to.
 - A lot of places require a background check to be done, which takes time. Others require letters of recommendation before they consider you.
- Between Fall and Spring semester:
 - Do your volunteering work.
 - If you wait until the semester is over before arranging volunteering then you will likely not be able to actually do it between semesters due to the time frame it takes to process your paperwork.
- Spring semester (the same calendar year as when you plan to start the actual program):
 - Take A&P2 lecture and lab.
 - Take the entrance test if the deadline was after the application deadline.
 - Possibly be interviewed by the program.
 - Wait to hear if you have a place for the next Fall semester. How long this takes depends on the program and school. Could be 1 week after an interview or could be 3 months or more!
- Summer semester (the semester immediately before you plan to start the actual program):
 - Take Microbiology Lecture and Lab.

Course Materials in iCollege

Content folders will contain one of the following sets of course materials.

- If the content folder has a title, except for the folder titled “Important Topics”:
 - This is the new version of the course materials, except for Important Topics which have not been updated yet.
 - The updated materials are
 - A video with open captions below the video (captions do not block any of the video content).
 - An audio version of the video lecture (good for playing while driving).
 - PDF files:
 - Slide images from the video.
 - Fill-in-the-blank transcripts of the video. It is recommended that you print out the fill-in-the-blanks version and bring them to class or use while watching the videos.
 - Complete transcripts of the video.

- If the content folder is listed as “ChX” (with X being a number).
 - This is the old version of the course materials which are in the process of being updated.
 - The materials in these folders include:
 - A video with no captions.
 - An audio version of the video lecture (good for playing while driving).
 - PDF files:
 - A transcript of the recorded lecture (these were created by students for extra credit and the accuracy of these transcripts is questionable).
 - Fill-in-the-blanks notes for the chapter. It is recommended that you print out the fill-in-the-blanks version and bring them to class or use while watching the videos (if the videos are available).
 - Complete notes for the chapter.
 - These old versions will only be available if a request from the Access and Accommodation Center (formerly Disability Services) is NOT received stating that the course materials must be ADA compliant. If such a request is received, then the non-compliant course materials (most likely the video, audio, and/or transcripts) will be removed from the course. The chapter notes will likely remain as available.
 - When using these older materials, you need to cross-reference the recorded lectures / transcripts with information provided in the notes, in the course text book, and/or on Mastering. Spelling errors likely occur, especially for scientific words, as a simple example. Please use “common sense” when trying to determine what is correct. If everything except the transcript states the same thing, then that is the correct version.
 - These older versions are useful when correctly used with cross-referencing. If a single change is made, such as correcting the spelling of a single word, then the new requirements instantly apply to that item. This means they would need to be removed for not meeting the current ADA requirements. The older versions are left in place until the new versions have been created. That is better than not having access to them at all.

Video files and audio files (if available) can be played directly through iCollege by clicking on the file and then the play button. Video files are mp4 files and audio files are mp3 files. These file types can be downloaded to your computer (click the download button below the video or audio player after clicking on the file in the content folder). These video and audio files can be synced to devices in the way you would normally transfer files to that device. The files will not directly download to a device and be usable, they must be transferred from a computer to your device.

Dr Hollier is in the process of updating his course materials. Updating the course materials to meet the current ADA compliance standards takes a long time for each topic. Dr Hollier is working on updating all materials as fast as he can. The Access and Accommodations Center (formerly Disability Services) can require specific conditions to be applied to a course so that all parts of the course meet ADA and Section 508 requirements. When a request is received from the Access and Accommodations Center, the requirement must be applied to the entire section of the course so that no student(s) are being discriminated against. All students are legally required to have equal access to the course materials when the College has been presented with valid documentation to the Access and Accommodations Center.

The old recorded lectures were not created from a transcript, they were recorded real time with me sitting in front of a computer and talking about what was on the slide. At that time, recorded lectures were new to Perimeter College, and college education in general. The College Faculty were not informed that we had to do anything other than record a lecture. Since the expansion of online courses in education in general, accessibility has become a big issue. The recorded lectures were put

through machine-generated transcription, but the outcome was terrible. The recorded lectures were then put through human-generated transcription for one course, and it came back still well below the legal requirements of accuracy. In the past, transcribing lectures were assigned to students as part of the course work, and that also fell well below the legal requirements of accuracy. Updating the old recorded lectures is more than just adding captions. The following would have to be done to make them meet current standards: update the sound quality, use ADA compliant images, add alternative text to all images, provide a description of images within the narration, and have accurate transcripts. To make these changes means the entire lecture has to be started from the beginning.

The old recorded lectures are usable only if a request from the Access and Accommodations Center does not come through stating that certain requirements must be applied to a specific section of a course.

Each course has 50-100 hours of recorded lectures. It takes two to four weeks to create a single one-hour lecture, given I still have full-time work commitments and commitments outside of work (I do have a life!). The work involved in creating each new video is:

1. Updating the PowerPoint slides with current information / images that are meeting readability/visual standards.
2. Writing the transcription of what should be discussed for each slide.
3. Creating alternative text for all images (for the hard of hearing), viewable in the pdf version of slide images made after the lecture has been recorded.
4. Describing the images in narration, adding that into the transcript prior to recording the lecture (for the visually impaired).
5. Recording the lecture itself. Editing the recording to remove errors, loud noises, etc.as best as possible.
6. Adding captions by playing the lecture and copying and pasting 6 second segments one after the next for the entire lecture into the screen-capture software.
7. Rendering a non-captioned version of the lectures. Playing the non-captioned lecture with captions beneath the video while screen capturing it. Rendering the open captioned version of the lecture.
8. Exporting the transcript into document format, creating the transcript version, slide images version, and fill-in-the-blank version. Then applying specific properties to these documents so that they are all accessible by screen readers and that the alternative text shows up for any images.

I am currently working on new versions of lectures so that they meet all ADA and section 508 requirements. However, given that I work full time and have other commitments, it will take 1-2 years per course. As new versions are finished, they will replace the old version (new versions added to the course and old versions removed from the course).

When the requirement for compliance in a specific course is received from the Access and Accommodations Center, Dr Hollier has no choice but to remove all non-compliant course materials. If new versions of the course materials are not ready, then students will have to rely on the remaining course materials provided in iCollege (likely the notes for the chapters), the lecture textbook, and anything provided through the Modified Mastering site for the course. Dr Hollier is never happy when he removes course materials from a course, but Dr Hollier is required to comply with legal requirements when he receives such a notification.

Class Schedule

See class schedule on last page of syllabus. This schedule is also posted in iCollege as a single page. It includes ALL assignments, their due dates, and what is covered in them. **Print the class**

schedule and cross off assignments as you complete them. The schedule is available on a single page and on multiple pages if it is difficult for you to read the single page version.

The calendar in iCollege will NOT be used. All due dates for important dates and assignments (iCollege, Mastering, and Turnitin) are listed on the one-page class schedule. If you request extensions, note the new due date on your printed schedule and cross it off when you complete it.

Weekly work and what is on chapter tests

The schedule lists what work you should be covering each week in the column “Chapters / Topics / iCollege content folders”.

There are 10 chapter tests in the semester. The course covers more than 10 chapters, which means a chapter test will possibly have multiple chapters in it. Chapter test 01 does not mean it only covers chapter 1. It means it is the first test covering some of the chapters of the course material. This is explained in the syllabus in the section about tests. The schedule lists what material will be on that chapter test beneath it.

The two parts above are shown on the sample image below (from my Microbiology lecture class; check your actual class schedule as this is just an example image).

Course material to work through each week



Date (start of week, Monday)	Week	Chapters / Topics / iCollege content folders <small>Aqua = Covered at home for face-to-face classes. Orange = Covered at home for face-to-face classes. Not tested on, but required for understanding of future material in the course.</small>	Misc dates	Assignments towards course grade (on iCollege)	Extra credit assignments (on iCollege)	Assignments NOT towards course grade (on iCollege)	Tutorials and Disease Cases (on Mastering)
08/24/20	1	<p>The Microbial World And You.</p> <p>Chemistry for Biology: Chemistry - Inorganic Chemistry - Organic.</p> <p>Observing Microorganisms Through a Microscope.</p> <p>Functional Anatomy of Prokaryotic and Eukaryotic Cells: Cell Biology - Plasma Membrane and Transportation. Cell Biology - Prokaryotic Cells. Cell Biology - Eukaryotic Cells.</p> <p>Ch05 - Microbial Metabolism.</p>	Start of classes = 08/24/20			<p>Syllabus quiz = 08/24/20-08/30/20</p> <p>Roll Verification Quiz = 08/24/20-08/30/20</p> <p>Plagiarism module = 08/24/20-08/30/20</p> <p>Lockdown Browser Test = 08/24/20-08/30/20</p> <p>Microbiology Chapter 01 – Short Quiz = 08/24/20-08/30/20</p> <p>Microbiology Chapter 04 – Short Quiz = 08/24/20-08/30/20</p>	<p>Chapter 01 Tutorial (The Microbial World And You) = 08/24/20-08/30/20</p> <p>Chapter 04 Tutorial (Functional Anatomy of Prokaryotic and Eukaryotic Cells) = 08/24/20-08/30/20</p>
08/31/20	2	<p>Ch05 - Microbial Metabolism.</p> <p>Ch06 - Microbial Growth. Cell Biology - Cell Division.</p> <p>Ch07 - The Control of Microbial Growth.</p> <p>Ch08 - Microbial Genetics. Cell Biology - DNA Replication, Cell Biology - Transcription, Cell Biology - Translation.</p>		<p>09/04/20-09/07/20 Chapter Test 1</p> <p>The Microbial World And You + Functional Anatomy of Prokaryotic and Eukaryotic Cells.</p>		<p>Microbiology Chapter 05 – Short Quiz = 08/31/20-09/06/20</p> <p>Microbiology Chapter 06 – Short Quiz = 08/31/20-09/06/20</p>	<p>Chapter 05 Tutorial (Microbial Metabolism) = 08/31/20-09/06/20</p> <p>Chapter 06 Tutorial (Microbial Growth) = 08/31/20-09/06/20</p>

What is on each chapter test



Course Grade

Course Grade Weighting

Column in "How to calculate your lab grade" file	Col AF
Assignment	Course weighting
Midterm exam	17.5%
Final exam	17.5%
Laboratory reports	10.0%
Quizzes	10.0%
Histology	10.0%
Pre- or Post- Lab Homework	4.0%
Anatomical Models (A&P) or Unknown (Micro)	5.0%
A&P Practical Exam Assessments	5.0%
Start of the semester quizzes	1.0%
Discussions	10.0%
Attendance	10.0%
Total	100.0%

Course grade ranges	
A	Greater than or equal to 90.000%
B	Greater than or equal to 80.000%, but less than 90.000%
C	Greater than or equal to 70.000%, but less than 80.000%
D	Greater than or equal to 60.000%, but less than 70.000%
F	Less than 60.000%

Students will automatically be given the highest grading option at the end of the semester in lecture classes where more than one grading option is available. Lab classes have a single grading option.

I do not believe in curving grades as it is unfair to all students in the class and goes against my academic ethics, so please do not ask me at the end of the semester. The grade you earn is the grade you get.

It is the student responsibility to keep track of their grades and how each category affects their overall course grade. In the "Class/Course information and files" folder on iCollege there is a pdf file titled "How to calculate your lecture grade" for lecture classes" or "How to calculate your lab grade" for lab classes". You can check that you correctly calculated your grade by emailing a picture of your completed "How to calculate your lecture/lab grade" file to Dr Hollier as an attachment in iCollege. Dr Hollier will verify your calculations but will not do them for you. Final course grades calculated by Dr Hollier will be the only valid course grades. If required, Dr Hollier will provide the course breakdown calculations to you to show how your course grade was generated.

Dr. Hollier will post current course averages each week in iCollege (this could occur at any point during the week, based on when Dr Hollier has time to post grades). This will represent the highest current average if more than one grading option is available. Grades posted each week represent your course average based on all assignments which had a due date on or before the previous Sunday at 11:59pm. Assignments will be dropped in the weekly course average only after you have one more assignment grade in that category than the number listed as being dropped. If you want to know how that average was calculated, complete the grade tracking file "How to calculate your

lecture grade” for lecture classes” or “How to calculate your lab grade” for lab classes”. You will receive a notification / email in iCollege if your current average is less than 70% on the day or the following day after the grade is posted.

The course grade is based on the weightings listed in the course grade table above, and the policies in this syllabus for how many items are dropped in the different assignment types / categories (see table below). The iCollege gradebook is used to post grades to students, not to calculate grades. Subtotals in iCollege are automatically generated and are meaningless in regard to your overall course grade calculation. The subtotals iCollege automatically generates do not take into account grade weightings for different types of assignments, do not list values for all assignments, and/or may include assignments that have no course grade. You **MUST** calculate your course grade and average using the grade weighting in the course grade table and policies in this syllabus, not just simply adding up total points as listed in iCollege.

At the end of the semester, your course grade will be posted in iCollege as “[Short course name] Overall Course Grade”. [Short course name] will be the short name of your course, for example A&P1 Lecture or Micro Lab. This overall course grade applies the scores you earned on your assignments throughout the semester to the grade weighting listed in the “Course Grade Weighting” table above. It includes all grades, which includes extra credit. You can convert this numerical grade into a letter grade using the “Course grade ranges” table above. **Subtotals in iCollege are automatically generated and are meaningless in regard to your overall course grade calculation.**

Subtotals in iCollege are automatically generated and are meaningless in regard to your overall course grade calculation. The subtotals iCollege automatically generates do not take into account grade weightings for different types of assignments, do not list values for all assignments, do not assign a zero for assignments you did not complete, and/or may include assignments that have no course grade. **Subtotals in iCollege are automatically generated and are meaningless in regard to your overall course grade calculation.**

To view your course grade in PAWS you may need to complete the course survey(s) that are available in PAWS when they become. If the surveys are being given, then they must be completed for all courses that you took this semester before all grades will be displayed. The grades in PAWS will be viewable in PAWS according to GSU “Grades available to Students via PAWS” date as listed on the GSU website / calendar. I have no control over this date, which is why I post your numerical grade in iCollege.

GSU now uses a “Thank A Teacher Program” (<https://cetl.gsu.edu/programs-grants-awards/thank-a-teacher-program/>) in addition to the student evaluations located in PAWS:

Each semester, CETLOE collects thank you notes from students across the university to share with faculty. Students are invited to participate in the Thank A Teacher Program through announcements on their iCollege pages at the end of every semester, and they have responded to the invitation!

Notes collected through Thank a Teacher are shared with faculty at the end of each grading period and the response from faculty has been truly humbling. Many of them tell us that one note from a student made their whole semester worth it!

Students interested in writing Thank You Notes to their teachers will be able to do so in the last three weeks of any semester. Just log into iCollege during the last three weeks, and you’ll see a link to a form for your note. Please be aware that thank you notes DO NOT replace student evaluation of instruction, so be sure to take the time to complete that as well.

Faculty receiving notes should consider the note an official university communication and add the note to their teaching portfolios or annual review.

Questions about the Thank a Teacher program can be directed to Jennifer Hall (CETLOE Associate Director) at jenniferhall@gsu.edu

Number of assignments dropped

Assignment category	Number of items dropped
Midterm exam (Midterm exam score plus extra credit for midterm exam)	0
Final exam	0
Laboratory reports (If more than 2 reports are assigned)	1
Laboratory reports (If 1 or 2 reports are assigned)	0
Quizzes	1
Histology	1
Anatomical Models (A&P Labs only)	1
A&P Practical exam assessments	1
Online pre- or post- lab homework	1
Discussions	Scores for 2 weeks values as posted in iCollege
Attendance (number of weeks excused before absence authorization from the Dean of Students is required)	Scores for 2 weeks values as posted in iCollege
Start of the semester quizzes	0
Unknown identification (Microbiology lab classes only)	0

Notes for dropped assignments

- The above table contains the accurate information for how many items of each assignment type are dropped in the course. This information supersedes any reference in other parts of this syllabus that may contradict this. Dr Hollier has done his best to ensure that this table is the only place where this information is listed.
- Assignments will be dropped in the weekly course average only after you have one more assignment grade in that category than the number listed as being dropped.

Grade transferal from external sites (such as those provided by Publishers of the text book)

Grades from external sites will be transferred the following week from the external site to iCollege. Any grades that are due after 11:59pm on the Sunday of the prior week will not be transferred until the following week. Any grades from extended work will be transferred based on the above policy and based on the due date for the extension(s).

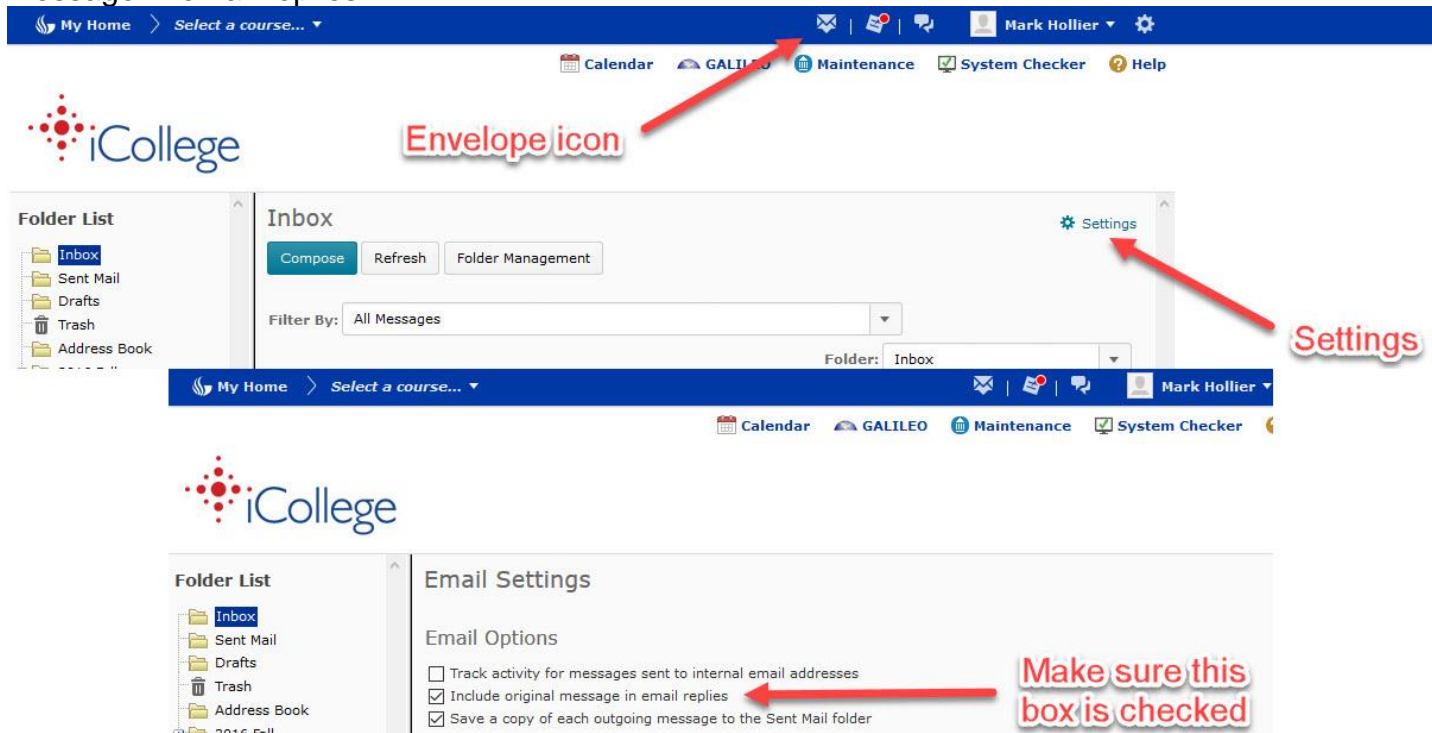
Emailing Dr. Hollier

Dr Hollier will reply to emails within 24-48 hours Monday to Friday. Dr Hollier will do his best to check email over the weekend and will reply to emails received over the weekend by the end of Monday (11:59pm) at the latest.

E-mail within iCollege for anything related to the class. Emails regarding class work / material that are not within the iCollege email system will be ignored with no reply sent or action taken. Dr Hollier's GSU email is for emergencies only (mhollier@gsu.edu), which does NOT include requesting extensions, asking questions about class material, informing me of illnesses or that you will be late to class, or anything related to the class. An emergency is if you are on the way to the hospital, have

been admitted to hospital, or have been arrested. Anything else must be sent through the iCollege email system. If you do email Dr Hollier's GSU email then it must be from your student GSU email account. Emails from other addresses (such as gmail) will be ignored.

You need to setup your iCollege email so that it includes previous emails, otherwise Dr Hollier has no idea what you're replying to. To set this up, click on message alerts (envelope icon at the top when you log into iCollege), click on settings, and then make sure the box is checked for "Include original message in email replies".



Secondary point of contact for students

Students should contact Dr Hollier first for anything relating to the course using iCollege email. Dr Hollier's GSU email is for emergencies only. Needing an extension is an example of something that is NOT an emergency. Use iCollege email. Allow up to 48 hours for Dr Hollier to reply.

If a student wishes to contact an additional person AFTER contacting Dr Hollier and allowing 48 business hours for a response, then please contact:

For on-campus (face-to-face) classes on Clarkston Campus, you must contact the Clarkston Associate Department Chair:

Mr. Mark Graves mgraves1@gsu.edu Clarkston campus, Room CC-2163
678-891-3750 <https://gsu meetings.webex.com/meet/mgraves1>

For online classes, you must contact the Life & Earth Sciences Department Chair for Perimeter College:

Dr. Deniz Ballero dballero@gsu.edu Clarkston campus, Room CC-2167
678-891-7567 <https://gsu meetings.webex.com/meet/dballero>

If you have not contacted Dr Hollier first, then the additional contact will just tell you to contact your instructor first. If you contact any other administrators at GSU, they will also tell you to contact your instructor first and then the additional contact listed above after contacting your instructor.

Dr Hollier's teaching philosophy

Dr Hollier wants all students to succeed in the course and achieve their career goals beyond this course. Dr Hollier also wants students to be prepared for their future career, for entrance exams, for how students will be assessed in future courses/programs, and on Board exams. Dr Hollier will hold all students to the same standard, treat all students equally, and assess all students on their work alone (not relative to other students).

Dr Hollier expects student to come prepared to class, to spend sufficient time studying and completing assignments for the course, to ask Dr Hollier for assistance if you need it, and to do your part as a student. See "Success in College classes" section of the syllabus for more information. Dr Hollier will help you as much as you need, but if you do not do your part then no matter how much Dr Hollier helps you, you may not achieve your goals. You should seek help from Dr Hollier if you are struggling or if you have questions and concerns about the course. Dr Hollier is here to help you, but cannot help you if you don't seek help. Dr Hollier holds weekly tutoring times for students for student to just appear for help/assistance. Outside of those hours, you can make arrangements with Dr Hollier for tutoring sessions.

When it comes to learning, everyone learns differently. See "Learning Styles" section of the syllabus for more information. There is no magic wand that can make you memorize, understand, and/or apply the course content. It takes hard work, time, and finding the learning format that works for you.

Dr Hollier conducts classes in an informal format. Students should ask any questions they have to Dr Hollier during in class, in tutoring times, and/or through iCollege (email or discussion). Dr Hollier will explain course material in simple terms as much as possible, use analogies, and link it to how it is worded / structured for the level of the course. Students should feel free to get up and move around at any point during class, leave class and return, and interrupt Dr Hollier with questions. Students will be given breaks during class times depending on the length of the class period.

Dr Hollier will assess students on multiple levels of Bloom's taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation), different question formats (Multiple choice, MultiSelect, categorize, image-based, etc.), different assignment types (tests, quizzes, lab reports, essays, case studies, analysis assignments, etc.), critical thinking abilities, and/or basic skills that should be learned in college (computer skills, grammar, spelling, ability to write coherently, etc.). The extent of this will be appropriate to the specific course.

Dr Hollier believes students learn best through engaging with the course content frequently, consistently, and effectively (see "Learning Styles" and "Success in College classes" sections of the syllabus for more information). For on-campus classes, Dr Hollier expects students to attend regularly and participate in the class through asking questions, answering questions, and engaging in discussions. For online classes, Dr Hollier expects students to access and use iCollege throughout each week, engage in the instructor-initiated discussions in a similar way to how you would in a physical classroom, and utilize course materials in iCollege in a similar way as you would in on-campus classes. For all classes (on-campus and online), Dr Hollier expects regular, consistent, and frequent engagement with the course content from students. Dr Hollier will interact with students as identified in the "Instructor-student interaction" section of this syllabus.

Instructor-student interaction

This course will have the following instructor-initiated interaction between the Dr Hollier and students:

- On-campus (in-class) courses:

- Dr Hollier will interact with students during the scheduled class times. If you have questions, please ask them during this time.
- Students have the opportunity to submit questions and/or topics to review on the in-class discussions submission at the end of each class. Dr Hollier will respond to questions from in-class discussion submissions the following class.
- Dr Hollier will interact with students by providing specific comments, when appropriate (if the score is not 100%), for each student on their written responses for lecture tests for lecture courses.
- Dr Hollier will interact with students by providing specific comments, when appropriate (if the score is not 100%), for each student on lab reports for laboratory courses.
- Online courses:
 - Dr Hollier will interact with students through weekly instructor-initiated discussions within iCollege. These will require students to respond to Dr Hollier twice within that week (see the “weekly instructor-initiated discussions” section of this syllabus).
 - Dr Hollier will interact with students by providing specific comments for each student on their written responses for lecture tests for lecture courses.
 - Dr Hollier will interact with students by contacting them each week if their grades suggest they will not pass the course. The contact will be initiated via email within iCollege and the student will be asked to visit tutoring hours or arrange a time that is mutually agreeable to both of us if the student cannot make any of the regular tutoring times to discuss their progress. The online Department may also contact students each week who are not receiving a passing grade.

All students have the following as optional ways to interact with Dr Hollier:

- Attending regularly scheduled tutoring and advising times as listed in the syllabus and schedule. The times, days, and locations are listed on the first page of the syllabus and at the top of the class schedule.
- Emailing Dr Hollier within iCollege. Emails sent to Dr Hollier’s GSU email address may not be received by Dr Hollier in a timely manner, or potentially at all. The GSU email system uses spam filtering, clutter control, and quarantine systems that, individually or combined together, result in many emails being withheld and only discovered later when Dr Hollier receives the notification of what is present in each location. Emails sent within iCollege are checked regularly (each business day) and you can expect a timely response.
- Talking to Dr Hollier before or after class for on-campus (in-class) courses.

Phone calls: To talk to Dr Hollier on the phone, you must make prior arrangements with Dr Hollier for a specific date and time. The phone number listed in this syllabus is Dr Hollier’s office phone number and it does not accept text messages. Dr Hollier will not be in his office outside of regularly scheduled tutoring hours without prior arrangements being made. Dr Hollier will NOT phone a student from his home or cell phone. Therefore, to talk on the phone, you have to arrange with Dr Hollier so he can be in his office to use his office phone.

Tutoring and advising hours

Tutoring and advising hours are posted on the first page of the syllabus and at the top of the class schedule. The first set of tutoring hours will be on the first date of classes (Start of classes) as listed in the class schedule. The final set of tutoring hours will be on the last date of classes (End of classes) as listed in the class schedule. There are no set tutoring hours during final exam week. However, tutoring hours can be arranged during final exam week by appointment. Students must email Dr Hollier in iCollege to make arrangements for tutoring in final exam week. The time must be mutually agreeable to the student and Dr Hollier and will be performed through Webex. Students who

turn up outside the hours listed above without an appointment will be turned away / ejected from Webex.

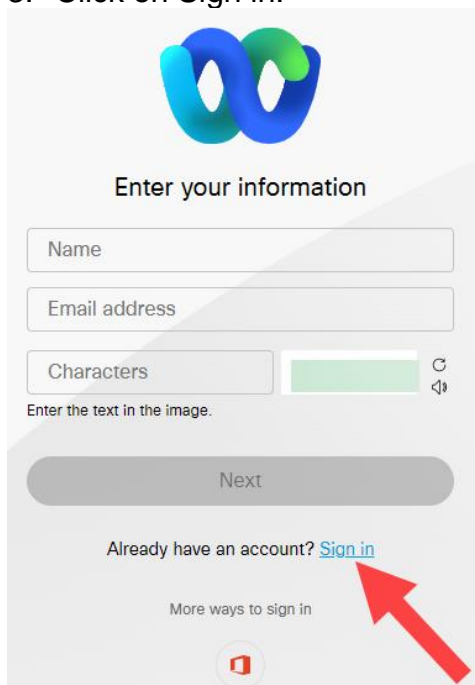
Any changes to tutoring hours, whether for a single day or a change for the duration of the semester, will be posted in the announcements section of iCollege. You should always check the announcements prior to attending any tutoring and advising time.

Dr Hollier does his best to schedule tutoring and advising hours at different times on different days. When teaching on-campus classes, the on-campus tutoring and advising times will be held close to those times. Online tutoring hours are set to vary the time of day to give students a chance to attend based on their own schedules. Hopefully there will be some hours each week that will match your ability to attend.

Dr Hollier is always willing to schedule appointments outside of the regular posted tutoring and advising hours. Scheduled sessions would most likely be held online. To schedule a session outside of the regular hours, you need to email Dr Hollier in iCollege 48 hours prior to the day you wish to meet. In your email, specify what time of the day you can meet. Dr Hollier will do his best to meet your schedule. However, the day and time must be mutually compatible for both of us. If you schedule an appointment and cannot make it, then let Dr Hollier know ahead of time if you can. If you miss 2 scheduled appointments (without good reason), then Dr Hollier will not schedule future appointments for you.

To access my online tutoring and advising hours:

1. Log in to the course in iCollege.
2. Click on the Webex button in the menu bar.
3. Click on Sign in.



4. Sign in with your GSU email address and password.

If you enter your name and email address then click next, you will be placed in a waiting room. The waiting room area is supposed to send a notification to me that someone is there, but so far this has not been notifying me or making a noise that someone is waiting. If you sign in with your GSU email

address and password you will be placed directly into the Webex room (bypass the waiting room) and I will see you there.

You can also download the Cisco Webex Meet app on your mobile device and join that way. When you have opened the app, click on join meeting, then type “mhollier” in the search box. This will take you to my Webex room. The Webex app is easy to use and you can use it from anywhere, such as on the go (you are not constrained to your computer).

Notes for online sessions:

- Connect with audio only. No video. This reduces the bandwidth usage for both of us and for the GSU Webex bandwidth allowance. Audio only increases the quality of the audio.
- I can share content with you, and you can share content with me. This is not the same as video. Video is us seeing each other. Sharing content is showing something on the screen.
- Regularly hosted sessions according to the tutoring and advising schedule are open to everyone in my classes. Any number of students could turn up at any given time. So, don't share personal, identifiable, or FERPA related information if other students are present.
- If I am talking to a student, just wait in the room. If students are waiting, I will limit each person I help to 15 minutes before they have to rejoin the line. If I am discussing something confidential with a student, I will ask you to leave and come back in 15 minutes.
- You must unmute yourself when you wish to talk. Participants are set with mute on when they join a session by default.
- The first time you join a Webex session, you may need to authorize Webex to access your microphone on your computer or mobile device. This should be a onetime authorization.

What tutoring and advising hours are **NOT for:**

- Repeating entire lecture / lab sessions that you missed.
- Performing lectures for online classes. If you want a lecture in real-time then you need to sign up for an on-campus class or a synchronous online class. Dr Hollier only teach asynchronous classes online (no real-time lecturing).

What tutoring and advising hours are for:

- Answering specific questions from content topics where you are struggling.
- Answering questions about assignments and the course.
- Advising about science courses at Perimeter College.
- General advising about standardized tests, application processes, etc. for Allied Health career programs.
- General advising about how to improve in the course / college.

Respondus Lockdown Browser with Respondus Monitor

- **The Respondus Lockdown Browser and Respondus Monitor record both audio and video during the environment check and throughout the assignment. During the ID check and “mugshot” your surroundings are captured in the image. Any items that you deem to be private / personal (that you do not want to be present on the recordings) should be**

removed prior to starting any assignment that requires the Respondus Lockdown Browser and Respondus Monitor.

- Most assignments in iCollege will require you to use the Respondus Lockdown Browser. A quiz in iCollege titled “Lockdown Browser Test - Requires Respondus Lockdown Browser + Webcam” is available for you to check that the Lockdown browser works on your computer before taking a test. You should take this quiz every time before taking an actual test to ensure all components of the browser are working on your computer (before taking the actual test).
- You must pass the lockdown browser quiz on iCollege with a score of 100% before any others assignments on iCollege will be released and visible to you.
- The lockdown browser will:
 - **Be used to verify who is taking the assignment.** This requires you to have a webcam so you can show your government / Perimeter College photo ID and your face at the start of each assignment. This is to ensure that you are the actual person taking the assignment and that it is not someone else taking the assignment for you. Once you have verified your identity, closing the lockdown browser and reopening it will result in a grade of zero for that assignment. The webcam may remain recording while you take the entire assignment. The Perimeter College account holder must maintain password security and not share his or her login information with anyone; including spouses, parents, friends, or family. Allowing someone other than the registered student to access this iCollege class for any reason is considered cheating and a violation of the Perimeter College Academic Honesty Policy. The first occasion a student violates these rules will result in Dr Hollier selecting the option to send that student to the expulsion panel immediately and an immediate F in the course – absolutely no exceptions.
 - **Prevent you from opening other windows, browsers, and files on that computer while taking the assignment.** This will prevent direct copying and pasting answers on the assignment. Any form of copying and pasting of answers, even if using other computers and typing what you read, is still cheating.
- Students must also show valid ID and take a picture of their face with the webcam. Students are not allowed to cover up the webcam to prevent the assignment being recorded. Students must perform the environment check to show what is around them during the assignment. Any assignment where the identity of the student is not clear, an official ID card is not shown during the test setup, an environment check is inadequately performed, or the student is not visible in the recording will be graded as a zero score. If this is done more than once, then in addition to the zero score, the student will be written up for academic dishonesty.
- When you open the quiz in iCollege can download the Lockdown Browser if you have not done so previously.
- If you do not have a webcam on your computer, then you must arrange to come to the college and take the assignment on a Perimeter College computer. The laptops loaned out by the library at Perimeter College campuses to be used within the library have both the lockdown browser installed and a webcam. These have been tested and work with the lockdown browser with webcam. Not all Perimeter College computers have webcams.
- If you have problems installing the Lockdown browser on your computer, then you must also come to the college to take the tests as described above.
- You must perform the environment check to show what is around you. Failure to show what is in the environment around your computer will result in a zero grade for the entire assignment.
 - An adequate environment check means showing me what is within reach of you. That means the tabletop surface or wherever your computer/laptop is sitting.

- Most tests are open book, so I expect to see your text book and notes. See next part about below “Online assignments are open book, unless specifically stated as closed book in the syllabus and/or class schedule”.
- Other electronic devices are allowed, but cannot be used to google questions and copy answers from. They can be used to lookup definitions of words you do not understand. They can be used to access the eText if that is your book.
- If you use a second electronic device during the assignment for an open book assignment (see below), you **MUST** show the camera what was on the screen of that device. Hold it there for at least 10 seconds. That does not mean you can google the question, read an answer, then lookup something else and show me the second thing but not the first! When you finishing typing you must show me the screen of the second device immediately. If you start typing again / pressing buttons without showing me the screen then I will assume you are cheating.
- You should **NOT** be getting up and moving off screen during an assignment. If an emergency occurs and you have to get up and leave, then you must do an environment check again when you return by showing the area around you. Do not stop the assignment, just show the environment by moving the camera. You will lose time if you get up from the assignment for any reason.

Online assignments are open book, unless specifically stated as closed book in the syllabus and/or class schedule.

- For open book assignments:
 - I know students have the textbook and notes in front of them when taking online assignment. These assignments have been designed to allow for that, if the assignment is not listed as closed book in the syllabus and/or schedule. You can have notes and the textbook with you and look things up if the assignment is an open book assignment. The timing of the assignment will prevent you from doing that for everything.
 - If you are using an e-text or e-notes, that is fine to use while taking the open book assignments. You are also allowed to look up terms that you are not familiar with online. The lockdown browser locks that computer, so to do any of these options would require a second electronic device.
 - It is not acceptable to google questions and then copy answers over for any type of assignment (see “Earning your grade” section).
- For closed book assignments:
 - You are not allowed any books, notes, recordings, and/or any type of information to be accessible that is not coming directly from your brain. During the environment check you must show that nothing is accessible.
 - If you have accommodations for a disability, then you are allowed anything that matches the requirements on the accommodation form sent from Disability Services.
 - It is not acceptable to google questions and then copy answers over for any type of assignment (see “Earning your grade” section).
 - With closed book assignments, it is even more crucial that you perform an adequate environment check to show what is around you. **For closed book assignments, failure to show what is in the environment around your computer will result in a zero grade for the entire assignment.** This policy has no exceptions, unless you have accommodations from Disability Services. An adequate environment check for closed book assignments must include:
 - Showing me what is within reach of you (that means the tabletop surface or wherever your computer/laptop is sitting).
 - Not having any electronic devices (other than what you are using to take the assignment) near you.

- Having no notes, books, recordings, cheat sheets, manuscripts, holographic projections, or any other form of storing and/or accessing course materials that is known or unknown around you.
- During closed book assignments:
 - You should never get up and move off camera unless it is an emergency. In an emergency, you must explain yourself when you return in the video recording and email Dr Hollier immediately after submitting the assignment.
 - You should not be talking to other people or talking to yourself out loud. Talking out loud will be considered a form of cheating, as you could be reading the question to someone around the corner, having them find the answer, and then having them communicate that answer to you in some form. This is not allowed.
 - Your face should always be visible within the camera view.
 - You should not be looking away from the screen for any reason. See the video links below.

Official Information from GSU:

Respondus Lockdown Browser: This free Internet browser must be installed on your computer and used for all assignments. The first time you take an assignment requiring the lockdown browser, you will see directions for installing it. You will complete the “Lockdown browser test” quiz to ensure your computer works with the lockdown browser and webcam (Respondus Monitor) before you can take any other assignment that requires the Respondus Lockdown Browser and Respondus Monitor.

Respondus will record you as you complete your test. The testing process requires that you first complete an environmental scan. An environmental scan should provide clear video footage of the workspace in which you are taking your exam to ensure that the testing environment is secure. Items in your immediate surroundings will be seen and recorded by your camera during the environmental scan. You should remove any items you deem private and/or personal.

You are expected to watch the general information for students on taking assignments that use the lockdown browser with webcam that is available at:

https://mediaspace.gsu.edu/media/Respondus+Overview/1_i54pcnec

https://mediaspace.gsu.edu/media/Respondus+with+Webcam+Hints/1_m80fipoc

https://gsutech.service-now.com/sp?id=kb_article&sys_id=f9c2da0fdb889b00601b502bdc961930

If you have assignment problems while using the Lockdown Browser

If you encounter problems with online assignments other than what is listed below, then close the assignment, do not submit it, and email me immediately explaining the situation that occurred. Your email must be received within 3 minutes of the problem occurring. Take a picture of the time and the computer screen to log the time. Email that picture as an attachment (this can be done after sending your initial email that is within 3 minutes of the problem).

Potential problems and solutions:

- **You open the wrong test:** Immediately close it, do not answer any questions, and email me within 3 minutes of opening the assignment that you accidentally opened the wrong assignment. If your email is timed more than 3 minutes after opening the assignment then it means you have potentially reviewed all questions. That would mean you are ineligible for the assignment being reset as you would have reviewed the questions. This is not fair / discriminating to other students. If you do this more than twice, then the third time and onwards your assignment will not be reset. Make sure you verify the assignment that you want to take before opening an assignment.

- **Your computer freezes during a test:** save your answers as you go! Take a picture of the computer screen with a clock, watch, or something showing the time of that picture. I will reopen the assignment with however much time you have remaining. Answers that were saved will still be saved and you will complete the remaining questions you did not answer. If you do not save any answers as you go, then you will have to answer all of the questions in the remaining time. So, make sure you save answers as you go for every assignment.

Computer requirements for the Respondus Lockdown Browser and Respondus Monitor:

- A "full" PC or MAC computer, or an iPad.
 - "Full" is defined here as having a standard operating system for a PC or MAC, not a mobile version of the operating system. As an example, the mobile version of Windows is not compatible with the Respondus Lockdown Browser and Respondus Monitor.
 - If using a MAC, you will most likely have to download Google Chrome for the MAC and use that to open iCollege and then access the quizzes. Safari on the MAC may not work with the Lockdown Browser and has caused issues for students previously.
 - iPad's are compatible providing the instructor activates that option. Dr Hollier always activates this option, and so iPads will work in Dr Hollier's classes. Whether iPads can be used in other instructors' classes is dependent on the instructor allowing the use of iPads and activating that option.
- Chromebooks are **NOT** compatible with the lockdown browser.
- Android based tablets are **NOT** compatible with the lockdown browser.
- Mobile phones are **NOT** compatible with the lockdown browser.
- For more information on the Respondus Lockdown Browser and Respondus Monitor, please see <http://www.mhollier.com/booksRespondus.html> .

Video and/or audio recording in general

Video and/or audio recording will be used in this course. This can occur at any point, any time, and/or any location. Recordings can be taken with any device that captures video and/or audio that is known or unknown, including, but not limited to, webcams, cameras, digital recorders, parabolic microphones, drones, bubblechip, etc. This does not mean Dr Hollier employs all of these methods, just that anything is possible from anyone in the course and/or location. Dr Hollier can control certain things in the class, such as using the Respondus Monitor for assignments. However, Dr Hollier cannot control what other students in the course record, recordings from any security cameras, drones, etc. The policy for this course is that students are permitted to record classes for their own personal use. This means students cannot share the recording, in whole or part(s), with anyone else in any format and/or medium. Students are not allowed to post these recordings online in any way and/or on any platform. Any recordings are for individual student use by the person who made the recording only. However, that does not mean a student could not record you, as could happen anywhere in society today. Dr Hollier has no control over what other students decide to record in this course / class and assumes no responsibility for the action of anyone else. Anything you deem to be personal and/or private should not be on display in any digital environment (such as a webcam) and/or in any public location (such as a classroom, on campus, etc.). By passing the syllabus quiz and/or signing the syllabus signature sheet you acknowledge that you could be recorded at any time in this course / class. By passing the syllabus quiz and/or signing the syllabus signature sheet you acknowledge that you will remove from view anything private and/or personal that you do not want anyone else to see.

Querying graded work

If you disagree with the grade on any graded work, then you must send Dr Hollier an email within 5 business days of receiving the grade. Querying grades on assignments cannot be made at the end of the semester when you have calculated your course grade. Grade queries must be within 5 business days of receiving the grade for that assignment. The only exception to this is that any grade query on assignments close to the end of the semester must be submitted a minimum of 2 days before the end of classes date listed in the class schedule (this could mean less than 5 business days to query grades for assignments towards the end of the semester). During final exam week you can only query an assignment within 2 days of the grade being posted. For the in class and/or proctored part of a final exam, this has to be done before 11am of the next day from the date of the in class final exam (example: Your final in class exam is Tuesday, you have until 11am on Wednesday to query the in class final exam). After these specified time points the grades on the assignment(s) are considered final, accepted as an accurate grade by everyone, and can no longer be queried. The email querying your assignment(s) grade must be through iCollege and must contain: (i) Assignment title; (ii) Attempt number (if applicable); (iii) Question number; (iv) Why you think it was graded incorrectly; (v) What score you think you should have received. This must be done for each assignment and/or question that you want to query. Dr Hollier will review the assignment / question(s), apply the grading criteria to the assignment / question(s), apply course policies strictly to the letter of the policies in the syllabus, and reply with information as to why it was graded the way it was. **This could result in the grade either increasing, remaining the same, or decreasing.** The grade that is applied in regrading will be the final grade for that assignment / question(s) whether it increased, remained the same, or decreased. The original grade will be considered invalid, and the grade according to the grading criteria after regrading will be used. Dr Hollier does not review graded work in person. If you did not clearly answer the question, then you cannot add clarification or further explanations after the fact. Only the submitted work will be considered, not "this is what I meant". All grade queries must be done through email so there is written documentation of the grade breakdown. Verbal queries will be ignored. All course policies will be strictly applied when any grade query is submitted. **This could also result in the overall course grade either increasing, remaining the same, or decreasing.** The original grade will be considered invalid, and the grade after all course policies are strictly applied will be the valid grade.

Requesting extensions

- Extensions can be requested by sending an email in iCollege to Dr Hollier. Emails sent to Dr Hollier's GSU email will be ignored with no reply given. Repeated emails to Dr Hollier's GSU email will result in no extension(s) being granted when you finally do use the iCollege email system.
- In the email on iCollege, you must type up the list of assignments to be extended and the due date when you want the assignment(s) extending to. If the date you request is not reasonable, then Dr Hollier will set your due date.
 - Attaching a screenshot is not acceptable as it takes me more time to work out what you want extended. Stating everything between a date range is not acceptable. I don't carry the schedule around with me or have it memorized. This is why the dates are in the schedule. You want the extension and I am doing this as a benefit to you. If you don't get an extension then it does not affect my grade. Don't make my work harder than it needs to be. You are one person, I give extensions for all classes which have many students. The simple act of me having to work out what you want extending compounds when multiple students do this and wastes my limited time. I will ignore requests that do anything other than type up the assignment titles and due dates when making requests for extensions.
 - If you do not include a due date in your email then it will be set to the Sunday after the date of your email for 11:59pm.

- Extensions are for assignments not completed and/or submitted. They are not do-overs where you get to take an assignment again to see if you can get a better grade. If you have started an assignment and something goes technically wrong, then do not submit the test. Email Dr Hollier and state the assignment has not been submitted and explain what happened. If you have completed an assignment and/or submitted an assignment, then it cannot be extended.
- You can only request extensions for work listed in the bullet point below. Items that have no course grade will not be extended. These must be completed in the designated time frame if you wish to use them studying from.
- **Assignments that can be extended:**
 - Lecture:
 - Chapter Tests
 - Important Topics Extra Credit Tests
 - Extra Credit for Chapter Tests
 - Mastering Tutorials (if given in the course)
 - Mastering Disease Cases (if given in the course)
 - Short Quizzes
 - Lab:
 - Extra credit for the midterm exam
 - Post-lab Homework assignments (if given in the course)
 - Online Quizzes (if given in the course)
 - Histology Drawings (if given in the course)
 - Lab Reports based on online activities (if given in the course)
- **Assignments that cannot be extended:**
 - Assignments that you miss because you did not complete the start of the semester quizzes in the FIRST week of classes will NOT be extended and you will have earned zero's on those assignments. This applies to ALL assignments, even if they are in the list of assignments above that can be extended. You should have started this course when classes officially started.
 - Lecture:
 - Online Discussions of any type (if given in the course)
 - Follow-Up Quizzes (if given in the course)
 - Case Study (if given in the course)
 - Any component of the Final exam grade (Online Multiple Choice / MultiSelect Final, Bonus Quiz, A.S.S., Proctored / In-Class Final)
 - Online attendance
 - In-class attendance
 - Online discussions
 - In-class discussions
 - Lab:
 - Midterm exam
 - Final exam
 - In-Class Quizzes (if given in the course)
 - Pre-lab homework assignments (if given in the course)
 - Lab Reports based on in-class experiments (if given in the course)
 - Unknown Report (Micro lab) (if given in the course)
 - Extra Credit Assignment(s) in lab
 - Online attendance
 - In-class attendance
 - Online discussions
 - In-class discussions

- **Extenuating circumstances:** Extenuating circumstances supersede the list of what is and is not extendable.
- When requesting an extension, you must **list ALL assignments by TITLE**, and the due date you want it extending to.
- You can always complete tutorial assignments on Mastering before I have extended it, and when the extension is applied it will be regraded for you. This means you don't have to wait for me to respond.
- For the syllabus quiz, roll verification quiz, cheating & plagiarism quiz, and lockdown browser test quiz, if you did not take these during the first week of classes, then you will have to email Dr Hollier in iCollege and request an extension. The latest these can be extended to is the end of the second week of classes. Failure to complete these within that time will result in you being entered as never attended under the roll verification policy.
- There are 2 deadlines for requesting extended work (excluding the syllabus quiz, roll verification quiz, cheating & plagiarism quiz, and lockdown browser test quiz):
 - **Before midpoint extension request date:** This will be set approximately 1 week before midpoint. **Assignments up to this date can be extended with a due date of no later than Sunday at 11:59pm before the midpoint / last day to withdraw date.** If you do not request an extension for an assignment in this time frame then you will not be able to extend it later in the course. If you do not complete it by the day before midpoint, it will not be extended again, even if this is your first extension request for this assignment.
 - Students must have sufficient information to make an informed decision about their course progress at midpoint. The due date of the Sunday before midpoint is the last possible extension date so that student receive those grades, Dr Hollier can grade any written answers / assignments, and Dr Hollier can post the weekly course average for the student that includes the grades from the extended assignments before midpoint.
 - **After midpoint extension request date:** This will be set approximately 2 weeks before the last day of classes or the lab final exam. **Assignments from the “before midpoint extension request date” until the “after midpoint extension request date” can be extended with a due date of no later than 1 week before the last day of classes / lab final exam.** If you do not request an extension for an assignment in this time frame then you will not be able to extend it later in the course. If you do not complete it by the date of no later than 1 week before the last day of classes / lab final exam, it will not be extended again, even if this is your first extension request for this assignment. Assignments due after the second extension date cannot be extended. You will need to plan your time accordingly and get the work done by the due date.
 - **Extenuating circumstances:** Extenuating circumstances supersede the above extension request dates.
 - Not being aware of the dates for these deadlines is not an acceptable excuse. They are posted in the class schedule.
- **Extenuating circumstances:** For extenuating circumstances you must submit your documentation through the dean of students site to be approved (<https://deanofstudents.gsu.edu>) for an extension. Approval of the extenuating circumstances is made by the Dean of Students, not Dr Hollier.
- The deadline for extended work will be sent in a reply email. It is your responsibility to check your email for the due date and to ensure that you complete the work before that date.
- **No assignment, other than the part(s) of the final exam, will be extended into final exam week.** All assignments (excluding the final exam) must be finished by the end of classes as listed in the official college calendar. Criteria for the before midpoint extension request date and after midpoint extension request date apply.

- Each assignment will only be extended a maximum of twice. Not completing assignment(s) within the time(s) that the assignment(s) has been extended for will result in no additional extensions for those assignments. Exceptions to this rule: (i) Work requested to be extended under the before midpoint extension request date category must be completed by the day before midpoint. If you do not complete it by the day before midpoint, it will not be extended again, even if this is your first extension request for this assignment. (ii) Work requested to be extended under the after midpoint extension request date category must be completed by the date of no later than 1 week before the last day of classes / lab final exam. If you do not complete it by the date of no later than 1 week before the last day of classes / lab final exam, it will not be extended again, even if this is your first extension request for this assignment.
- Extension requests must be requested within 2 classes of your return to class, but no later than the official end of classes date. Extension requests will not be accepted after the official end of classes, except for the final exam.
- After completing online tests that have been extended, you must email Dr Hollier to let him know that it needs grading. When doing this, you must specify what test Dr Hollier needs to grade for you. Until you send this email and Dr Hollier has graded it, the test will show with a grade of zero. **If you forget to inform Dr Hollier that it needs grading within a week of submitting the test then you may be stuck with a grade of zero.**
- Work submitted late without requesting an extension according to the policy for requesting extensions results in a grade of zero.
- **Discussions are not extendable.** They require an interaction with either Dr Hollier and/or other students, and so all must be on the same schedule for that to work. Not being on the same schedule prevents discussions from achieving their academic goal. Thus, discussions cannot be extended as the academic goal cannot be achieved without the interaction.

Online Assignment Review Period

Online assignments will be **available for review for 5 business days after the assignment grades are released**. The assignment will then be closed and will NOT be able to be reviewed after that point. You should verify your answers and how they were graded in that 5 business day period. If you requested an extension and want to review your extended assignment, then you will have to attend a tutoring session to review the assignment(s). This can include attending Webex tutoring. Inform Dr Hollier which assignment(s) you wish to review and they will be opened for a short period of time. That means you have to be prepared to review at that point. If you cannot attend any of the regular tutoring hours, then email Dr Hollier and arrangements can be made for a different time for you to review the assignment(s).

Reviewing Assignments (tests, quizzes, etc.)

You can review your MultiSelect and paragraph questions throughout the semester using the lockdown browser. MultiSelect parts are graded automatically and available for review immediately. Paragraph parts require manual grading and will typically be graded within 1-2 days of the end of the test period. To review your attempt(s), go to quizzes in iCollege, click on the drop down arrow next to the quiz, click on submissions, and then click on the attempt. For paragraph questions, you will be able to view the feedback and/or the correct answer in the feedback section. When you see the question and your written answer you will need to click on the link for feedback to see it.

Online assignments will be **available for review for 5 business days after the test grades are released**. The tests will then be closed and will NOT be able to be reviewed after that point. You should verify your answers and how they were graded in that 5 business day period.

If you requested an extension, the only way for you to review the test once it has been closed is to attend Dr Hollier's posted Webex hours. The test will be opened when you attend the Webex tutoring hours and closed when you leave the Webex tutoring hours. This includes your ability to review any first attempt of an assignment before taking your second attempt. That means you have to plan when to take assignments with 2 attempts if you want that review if you ask for an extension.

For assignments that used the Lockdown Browser, follow the steps shown on the next page to review tests. For assignments that did not use the Respondus Lockdown Browser, these same steps work, except that you click on the part that states "not clickable". For reviewing feedback, you may have to click launch in lockdown browser when it asks.

I specifically close the tests after a review period for several reasons:

- Students need to review after the test, so they learn from mistakes made for future tests. Limiting access to the review period forces students to review before the next test.
- If students do badly on a test, then they need to fix their knowledge and understanding, as future chapters depend on students' knowledge and understanding from previous chapters. Limiting access forces students to review and fix their knowledge/understanding before moving on with the next material.
- Students should be learning the material for the long-term, not just to pass a test. This course contains material that is essential for careers in the health field. If a student learns the material for just the test, then they do not have that knowledge/understanding when they move forward in their career. This can cause students to fail out of programs later in their career. It is difficult to get into these programs to start with. It is more difficult to get back in when you fail out as so many people apply. Why should they give you a second chance when they haven't given some people a first chance? Failing out of a health field program due to lack of knowledge from courses they have already passed is a complete waste of time and money for the student, as they would not have achieved their career goal.
- Students want to review tests so they can memorize answers, not show what they actually have learned. This is very similar to the above comment. Students need to learn this material for the long term, not to pass a test. A comprehensive exam at the end of the semester is designed to see what you have learned from the course, not what you can memorize within a week before the exam.

Step-by-step directions for assignments that use the Respondus Lockdown Browser

1 Click on the **Quizzes** tab in the top navigation bar.

2 Click on the quiz titled **Lockdown Browser Test - Requires Respondus LockDown Browser + Webcam** in the Quiz List.

3 Click on the **Submissions** dropdown menu.

4 Click on **Submissions** in the dropdown menu.

5 Click on the **Launch LockDown Browser** button.

6 Click on the **Attempt 1** link in the Submissions table.

Not clickable (referring to the Attempt 1 link in the Submissions table)

Lockdown browser window launched (referring to the Respondus LockDown Browser window)

New tab with test (referring to the new browser tab showing the test content)

The screenshots show the following content:

- Quiz List:** A table with columns for Quiz Name, Feedback, and Attempts. The quiz "Lockdown Browser Test - Requires Respondus LockDown Browser + Webcam" has 2 / unlimited attempts.
- Quiz Summary:** Shows details for "A&P1 Chapter test 07 - Extra Credit - Requires Respondus LockDown Browser + Webcam". It includes a dropdown menu for Submissions, Reports, and Update. Current user: Demo Student (username: Demo.1852665). Quiz Period: Due on Jul 22, 2019 11:59 PM. Time Allowed: 0:30:00. Attempts: Allowed - 1, Completed - 1.
- Quiz Submissions:** Shows a table with columns for Individual Attempts and Overall Grade. The table has one row for Attempt 1 with a score of 8 / 25 - 32%. A red arrow points to the "Attempt 1" link with the text "Not clickable".
- Download and install the latest version of LockDown Browser** button.
- Launch LockDown Browser** button.
- Respondus LockDown Browser window:** Shows the quiz submission page in a separate window. It includes the quiz title, user information, and the submission table. A red arrow points to the "Attempt 1" link with the text "6".
- New browser tab:** Shows a new tab titled "Quiz Submissions - A&P1 Chapter test 07 - Extra Credit - Requires Respondus LockDown Browser + Webcam" with the test content.

Step-by-step directions for understanding Multiple Choice or MultiSelect questions when reviewing these assignments

Course Start	Evaluation Status	Attempts
Roll Verification Quiz ▼		0 / unlimited
Lockdown Browser Test - Requires Respondus LockDown Browser + Webcam ▼	Feedback: On Attempt	1 / unlimited
Syllabus Quiz ▼	Feedback: On Attempt	1 / unlimited
Cheating & Plagiarism ▼		0 / unlimited
Misc	Evaluation Status	Attempts
Reviewing paragraph assignemnts ▼	Feedback: On Attempt	1 / 1
Reviewing Multiple Choice or MultiSelect assignments ▼	Feedback: On Attempt	1 / 1

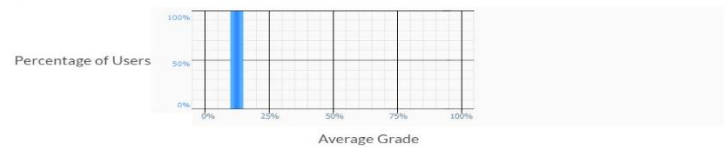
Demo Student (username: demo.1191369)

Individual Attempts	Score
Attempt 1	0.4 / 3 - 13.33 %
Overall Grade (highest attempt): 0.4 / 3 - 13.33 %	

Class Statistics

Class Average: 0.4 / 3 - 13.33 %
 Your Score: 0.4 / 3 - 13.33 %

Score Distribution



Quiz Submissions - Reviewing Multiple Choice or MultiSelect assignments

Demo Student (username: demo.1191369)

Attempt 1

Written: Apr 5, 2020 11:46 AM - Apr 5, 2020 11:46 AM

Submission View

Your quiz has been submitted successfully.

Question 1 0 / 1 point

Multiple choice questions have a single correct answer.

- This is the correct answer
- This is incorrect answer 1
- This is incorrect answer 2
- This is incorrect answer 3
- This is incorrect answer 4

[View Feedback](#)

Question 2 0.4 / 2 points

Any number (all, 4, 3, 2, or 1) of answers could be correct. Make sure you read the question and each answer carefully.

- This is correct answer 1
- This is incorrect answer 1
- This is incorrect answer 2
- This is incorrect answer 3
- This is correct answer 2

[View Feedback](#)

Attempt Score: 0.4 / 3 - 13.33 %
 Overall Grade (highest attempt): 0.4 / 3 - 13.33 %

Done

Blue arrows indicate the correct answer if you did not get the question fully correct (did not score 100% for that question)

Red crosses indicate an answer that you selected and got wrong

For Multiple Choice questions the filled circle shown here is what you selected

Ticks inside these boxes indicate the answer options you selected

How to understand MultiSelect grading icons

- Blue arrow(s) indicate what the correct option(s) were.
- A blue arrow and green tick means that is a correct answer and you correctly identified that as a correct answer.
- No blue arrow and a green tick means that it was not a correct answer and you correctly identified it as a wrong answer by not selecting it.
- A blue arrow and a red cross means that it was a correct answer, however you did not select it as a correct answer, and got that part of the question wrong.
- No blue arrow and a red cross means that it was not a correct answer, and you wrongly identified it as a correct answer.
- The ticks in the little boxes are the options you selected as correct for that question. An absence of a tick means you did not select that option as a correct answer.

MultiSelect grading explanation

Lets assume there are 5 answer options to a question.

- Example 1: The correct answers should have been 4 of the answers are correct (should have been selected) and 1 of the answers is wrong (should not have been selected). If we assume you selected 3 of the correct answers and left 2 answers not selected (1 should have been left unchecked, but 1 should have been selected). Your score is 4 correct (the 3 you correctly selected and the 1 you correctly did not select) and 1 wrong (the one you did not select when you should have). Your score is right minus wrong divided by total answers. For this example that is $(4-1) / 5 = 3/5 = 60\%$ or 1.2 points for that question (maximum is 2 points).
- Example 2: The correct answers should have been 4 of the answers are correct (should have been selected) and 1 of the answers is wrong (should not have been selected). If we assume you selected 4 of the correct answers and left 1 answers not selected (1 should have been left unchecked). Your score is 4 correct (the 4 you correctly selected and the 1 you correctly did not select) and 0 wrong. Your score is right minus wrong divided by total answers. For this example that is $(5-0) / 5 = 5/5 = 100\%$ or 2 points for that question (maximum is 2 points).
- Example 3: The correct answers should have been 4 of the answers are correct (should have been selected) and 1 of the answers is wrong (should not have been selected). If we assume you selected 1 of the correct answers and left 4 answers not selected (1 should have been left unchecked, but 3 should have been selected). Your score is 2 correct (the 1 you correctly selected and the 1 you correctly did not select) and 3 wrong (the 3 you should have selected but did not). Your score is right minus wrong divided by total answers. For this example that is $(2-3) / 5 = 0/5 = 0\%$ or 0 points for that question (maximum is 2 points). I do not do negative points which would happen as 2 minus 3 is -1.

Tests – Laboratory Class

There will be no makeup tests / exams given in class. Online tests can be made up by following the rules for requesting extensions as listed in the “Make-ups for online assignments” section. The exception to those rules are for a student who has a special permission for being absent during the exam time (this requires a fully documented and valid reason). Documented excuses must be provided within 2 classes of your return to class, but no later than the date of the final exam. Excuses will not be accepted after the final exam, except for the final exam. Students **MUST be ON TIME** for their in-class scheduled exam. No students will be allowed to enter the lab after the exam has begun. The mid-term practical exam will cover all material up to the day of the exam, and the final will cover everything from after the midterm exam up to the final. **Failure to take the midterm and/or final exams will result in all extra credit work graded being excluded from their final grade** (meaning that the extra credit work grades will be zero).

Makeup tests, tests given on a different day and/or time and/or location, and/or tests for students who have accommodations for disabilities WILL be different to the test given to the rest of the class. Any of these situations will require valid and documented reasons. These situations will use an online equivalent of the appropriate test and will be given using the Respondus Lockdown Browser and Respondus Monitor.

Any online equivalent of the test MAY be given in a different format to the test given to the rest of the class. The online equivalent could include, but is not limited to, fill in the blank answers, matching questions, diagram questions, mathematical questions, and/or a test composed entirely of paragraph/essay questions. Online equivalent exams allow accommodations to be met for a student with GSU officially documented accommodations, such as extended time, a distraction-free environment, utilization screen readers/allowed notes, and/or other accommodations listed on the GSU officially documented accommodations form. If a student has valid, documented reasons for a makeup, due to some of the same reasons listed for students who require accommodations, the makeup test will be an online equivalent.

Failure to take a test but taking the extra credit for the test will result in a zero grade for that test. Extra credit for tests is only included if you actually take the test.

I do not believe in curving grades as it is unfair to all students in the class and goes against my academic ethics, so please do not ask me at the end of the semester. The grade you earn is the grade you get.

The Midterm exam and Final exam are closed book exams. You are NOT allowed anything to assist you other than your own brain. This means you cannot have anything, including, but not limited to, books, notes, electronic devices, etc. during these tests.

Online tests will be available for review for 5 business days after the test grades are released. The tests will then be closed and will not be able to be reviewed after that point. You should verify your answers and how they were graded in that 5 business day period.

You are NOT allowed to take pictures or images of tests in any way or form. This includes, but not limited to, during the test and when reviewing tests. You are not allowed to write down test questions. You can review test questions in iCollege, but you are not allowed to keep a copy in any form. Making a copy of any test question in any form (known or unknown) is considered cheating.

When planning the time and date for taking online tests or quizzes, always check the iCollege maintenance time(s). You must plan to complete the quiz / test within the time frame for the test / quiz, and allow for any scheduled iCollege maintenance. During the iCollege maintenance time you will not be able to access iCollege. If you are in progress of completing a quiz or test when the iCollege maintenance starts you will lose that work. Requesting a test or quiz to be reopened as you did not plan around the iCollege maintenance time is not an acceptable reason for requesting an extension and your request will be denied.

When working through tests online always make sure you save each answer as you go. If you do not do this and something goes wrong, then you will only have the remaining time to answer all questions (see "If you have test problems" section).

Online class exam format:

- There are 50 multiple-choice and/or MultiSelect questions on lab exams. Multiple choice questions only have one correct answer. Multiselect questions have one or more answers that could be correct, including the possibility that every answer is correct.
- Multiselect questions will be graded as right answers minus wrong answer. For example, if 3 answers are correct and 1 is wrong, and you only select 2 correct answers, then you score $3-1 = 2$ points out of 4 for that question = 50% for that question.
- Each question (Multiple Choice or MultiSelect) is worth 1 point.
- 2 minutes per question + 5 minutes additional to the total time (total time is 105 minutes).
- You will have 2 attempts only (highest scoring attempt being the one that is used).
- **This is a closed book exam. You are NOT allowed anything to assist you other than your own brain. This means you cannot have anything, including, but not limited to, books, notes, electronic devices, etc. during this quiz.**
- Lab exams will be administered with the Respondus Lockdown Browser and Respondus Monitor.

A&P Practical Exam Assessments

A&P classes will include practical exam assessments throughout the semester in place of being on exam days.

Format:

- There will be 5 practical exam assessments throughout the semester as listed in the schedule.
- During the class day listed for a practical exam assessment, each student will demonstrate they have mastered the appropriate skill to Dr Hollier before the end of class.
- For identification assessments, students will have 30 seconds per item pointed at to respond. Responding after this time will count as not correctly identifying the item.
- For interpretation of results assessments, students will have 1 minute to demonstrate each assessment. Not successfully demonstrating within the time limit will count as not meeting that assessment.
- For demonstration assessments, students will have 2 minutes to demonstrate each assessment. Not successfully demonstrating within the time limit will count as not meeting that assessment.
- For demonstration and interpretation assessments, students will have 4 minutes to demonstrate each assessment. Not successfully demonstrating within the time limit will count as not meeting that assessment.
- Students will have 1 attempt to demonstrate the skill.

A&P2 Practical Exam Assessments:

- Practical exam assessment 1:
 - Skill: You will select an endocrine tissue from ones viewed during the day and focus the microscope correctly on the tissue at 40X total magnification, 100X total magnification, and 400X total magnification. Dr Hollier will watch you manipulate the microscope and check the focus at each magnification before moving to the next.
 - Grading: 33% for correctly focusing at 40X total magnification; 33% for correctly focusing at 100X total magnification; 34% for correctly focusing at 400X total magnification.
- Practical exam assessment 2:
 - Skill: Students will perform an ECG on a patient. This will require the student to correctly connect the apparatus to the patient, record an ECG on the computer, identify the peaks on the ECG on the computer screen, and interpret the results for if the ECG is normal or what abnormalities may be present.

- Grading: 33% for correctly connecting the apparatus to the patient and recording the ECG; 33% for correctly identifying the peaks on the ECG graph; 34% for correctly interpreting the ECG for normalcy / abnormalities.
- Practical exam assessment 3:
 - Skill: Students will demonstrate their ability to determine pulse on a patient at the radial and brachial locations, and perform a blood pressure determination on a patient.
 - Grading: 33% for correctly determining radial pulse; 33% for correctly determining brachial pulse; 34% for correctly determining blood pressure.
- Practical exam assessment 4:
 - Skill: Students will dissect an animal and locate / identify two organs on the dissected animal listed by Dr Hollier.
 - Grading: 50% for dissecting and identifying organ 1; 50% for dissecting and identifying organ 2.
- Practical exam assessment 5:
 - Skill: Students will dissect an animal and locate and identify two organs on the dissected animal listed by Dr Hollier.
 - Grading: 50% for dissecting and identifying organ 1; 50% for dissecting and identifying organ 2.

Notes for practical exam assessments:

- Students absent on practical exam assessment days will not be able to make up the assessment another day unless extenuating circumstances apply.
- The number of practical exam assessments dropped at the end of the course is identified in the table listing number of assignments dropped under the course grade section of this syllabus.
- Grades will be told to students at the time of the practical exam assessment and posted in iCollege during the week the assessment was performed. Student queries about their grade on the practical exam assessments must be made at the time of their practical exam assessment. Once the student walks away from the practical exam assessment the grade assigned is the final grade for that practical exam assignment.

Final exams in final exam week

The date of the final exam cannot be changed for any reason. There will not be any alternatives for any non-valid reason. For valid, documentable reasons, the departmental policy is that an incomplete is given (refer to the incomplete policy in this syllabus) and the student takes a makeup exam the following semester. This would mean any courses that have this course as a prerequisite could not be taken until the semester after the makeup exam has been completed and the grade change processed. This would effectively delay your college progress by an entire semester.

Modified Mastering site (A&P Lab classes)

Modified Mastering is REQUIRED for this course.

Students should register with the appropriate Modified Mastering site (Modified MasteringA&P) with their own account using your name as it is listed in iCollege. You cannot just use another student's account (such as a friend who has already taken the class). Your name must match what is in iCollege. If you register under a different name and/or with an email that does not indicate who it is, then you will receive no credit (zero points) for all assignments that you complete. This situation will not be fixed at the end of the semester under any circumstance. The account MUST be in your name and registered with an email account that identifies you. Your student GSU email account can be used as that would identify you as the owner of that email account.

Lecture and laboratory classes are separate classes at Perimeter College and each has its own Mastering course, which means there is Mastering course for lecture class and a different Mastering course for Laboratory class (depending on whether your instructor(s) use them in the course). You only need one access code (for the lecture textbook; see book information part of the syllabus) and will be provided with different course ID's for lecture and laboratory classes (by the instructor of each class if they use Mastering). If your instructor uses Mastering in your course(s), then you must register with each course. Dr Hollier has separate courses in mastering for both lecture and laboratory class. If you are taking one or both with him, then you need to register for the appropriate course(s).

Registering

- Go to www.pearson.com/mastering .
- Under Register, select **Student** .
- Confirm you have the information needed, then select **OK! Register now** .
- Enter your instructor's **course ID (this is in the course information files folder in iCollege; you must pass ALL start of the semester quizzes with a score of 100% on each quiz to see this folder), and Continue** .
- Enter your existing Pearson account **username** and **password** to Sign In . You have an account if you have ever used a MyLab or Mastering product. If you don't have an account, select **Create** and complete the required fields.
- Select an access option.
- If purchasing directly through Pearson then the system generates your access code and probably enters it for you. If you purchased the Access Code elsewhere, enter the access code.
- From the You're Done! page, select **Go To My Courses** .
- On the My Courses page, select the course name to start your work.

To sign in later:

- Go to www.pearson.com/mastering .
- Select **Sign In** .
- Enter your Pearson account **username** and **password**, and **Sign In** .
- Select the course name to start your work.

To upgrade temporary access to full access:

- Go to www.pearson.com/mastering .
- Select **Sign In** .
- Enter your Pearson account **username** and **password**, and **Sign In** .
- Select **Upgrade access** for the course .
- Enter an access code or buy access with a credit card or PayPal.

Pearson sets a registration date range of 2 weeks for Mastering based on the start date of the course listed by the instructor for when students can register for a Mastering account. That means **students must register for Mastering within 2 weeks of the start of classes. You will not be allowed to register after the 2-week window.** If you cannot afford the access code in the first two weeks, then you can register for free temporary access in that 2-week window. The 2-week time period set by Pearson will NOT be modified by Dr Hollier or Pearson if you do not register within the first 2 weeks of the course. All students have the same ability to register for Mastering within the first 2 weeks of class. If a student decides to not register within the first 2 weeks of class then that is their decision through choice or apathy for their own education and success in courses. Dr Hollier will not over-ride the standard setting of the 2-week registration period.

If you use the 2 week free temporary access, you must pay for the access before your free access ends. Once your free access ends, it will not be possible for you to pay and continue using Mastering. Don't wait until the last day of your free trial if you do wish to continue using Mastering!

Due to the 2-week registration period explained above, Dr Hollier sets the course start date to the official first day of class. This gives all students the full 2-weeks to register with Modified Mastering. The downside is that students cannot complete the Mastering registration or purchase of the eText book through Pearson before the official first day of classes.

Free temporary access is provided by Pearson, and may include access to the eText during this free temporary access period. If you only pay for Mastering access and do not pay for the access with the eText, then the eText will not be available after the temporary period has expired. However, signing up for multiple accounts, one after another using different email addresses is prevented by Pearson through two ways: (i) Not allowing students to register after 2 weeks from the listed start date of the course. (ii) When temporary access accounts expire, the grades are no longer visible to the course instructor and there is nothing that the course instructor can do about this.

Pearson is a company that expects payment for its products and services. If you try to circumvent paying for Mastering but still expect to benefit from it, then it may be impossible to get your grades, or you may be required to pay for each account you created instead of a single account. The sole responsibility for registering, paying, and using Mastering is on the student.

This website is designed to help you learn and master the subject material. This website is run by the publishers of your textbook, and will be used to complete online quizzes, homework, and to allow you to study through online tutorials (all types of assignments are due within the time frame listed in the schedule). All grades displayed in the Modified Mastering site will be percentages for the assignments.

The same rules and regulations as listed under end of chapter quizzes apply to all work performed on this website. If you are identified as cheating/plagiarizing (see end of chapter quizzes and cheating/plagiarism sections of this syllabus), then you will be suspended from the mastering site (this means you will not be able to access any of the tutorials, homework assignments, or quizzes; you will only be able to access the study area of the site). Access to this website is by use of the code inside your NEW textbook that is required for this course. If you purchased a used textbook, then you will have to purchase an access code for the website separately (see Dr Hollier's webpage at <http://www.mhollier.com> under the textbook options for the course to find out how to purchase this code separately).

Modified MasteringA&P – How to use for Lab class

Modified MasteringA&P is required for this course. In Modified MasteringA&P you are expected / required to use the following:

- Expected use:
 - Anatomical models from PAL.
 - Virtual dissections (for A&P2 lab) in PAL
 - Histology slides in PAL in addition to the file provided by Dr Hollier in iCollege.
 - Histology drawings are to be done from the file provided by Dr Hollier.
 - For A&P1 Lab this is in the Ex06 content folder.
 - For A&P2 Lab this is in the Ex27 content folder.
- Required use:

- Lab reports from PhysioEx. You have to complete the PhysioEx activities listed in the class schedule and submit the completed lab report generated at the end of the activity. You then upload that pdf file in iCollege as your completed lab report. See the section in the syllabus on A&P Online Lab Reports for more information.
- Histology assignments from the assignments tab (these are based on the histology slides in PAL that is located in the study area of MAsteringA&P).
- Anatomical Model assignments from the assignments tab (these are based on the anatomical models in PAL that is located in the study area of MAsteringA&P).

PAL and PhysioEx are accessible through the Study area of Modified MasteringA&P. It is not possible to import this content in to iCollege due to the interactivity of it. iCollege just cannot support it. The only way for it to work is inside Modified MasteringA&P.

If you ignore the expected use of PAL then you are not learning the material as you should. This can not only affect your grade, but also limit your learning of the material in relation to how lecture and lab classes operate. Generally, lab class teaches you the anatomy for the most part and lecture class teaches you the physiology. You are learning the same content at about the same time in both classes (providing you are taking both at the same pace, such as both as mini-mester classes or both as full semester classes). Not learning the anatomy can impact how well you do in lecture class. Not learning anatomy will impact your future careers.

Online classes require that students are self-motivated. Just because I am not standing over your shoulder watching you in this online setting does not mean you should not study those anatomical models. You should be thinking of learning for your career, not just quizzes and tests.

Discussions for on campus (face-to-face) classes

Face-to-face classes are defined as classes where you attend in person on campus. They are not blended or online classes. Face-to-face classes may have all assignments performed online. However, the classes are held in person and traditional lectures / laboratory exercises are given according to the class schedule. Discussions will be facilitated by Dr Hollier in the classroom during class time. Discussions will be mixed in with the lecture / laboratory as and when appropriate. Students are welcome to bring topics up for discussion or ask questions, as they would in any face-to-face class format.

Discussions held in the classroom are intended to engage you in the material covered in the course as an individual student and this requires that you actively participate, provide dialogue, and demonstrate that you have learned from the course material by applying your understanding to the topic.

Discussions will be conducted in the classroom / laboratory each class as part of your course grade. Only students present in the room are eligible to participate. Dr Hollier will display a QR code on the projector for students to scan on their mobile device. The QR code will direct the student to an online form where they are to follow the instructions in the discussion on the form. It is important that each student includes their name in the format of "Last name, First name" as listed in iCollege for the student before they post their discussion. If your name changed and was not updated by the start of the semester in iCollege, then you must list your former name that was listed in iCollege at the start of the semester for the entire semester. Some of the discussions submitted by students will used to start the next class.

Grading for discussions:

- The maximum points per week for face-to-face discussions is 10 points.
 - If the class meets twice a week, then each discussion is worth a maximum of 5 points.
 - If the class meets once a week, then each discussion is worth a maximum of 10 points.
- Submitting your discussion in the online form with your “Last name, First name” before your submission is graded according to the above.
- The following will score you zero points:
 - Not including your “Last name, First name” before your submission.
 - Not submitting the discussion.
 - Not meeting attendance requirements but still submitting a discussion.

Notes for discussions:

- **Discussions for on campus (face-to-face) classes are not extendable.**
- **Discussions for on campus (face-to-face) classes are performed in the classroom and require the student to be present in the classroom and have met the attendance requirement for that class.**
- Sending a picture of the QR code to another student so they can submit a discussion when they are not present in the room is considered cheating.
 - Examples of this include, but are not limited to:
 - Leaving the class early and asking another student to text you a picture of the QR code to allow you to submit the discussion when you did not participate until the class end.
 - Asking another student to submit the discussion for you if you leave early.
 - Not turning up for class and asking another student to text you a picture of the QR code to allow you to submit the discussion when you did not attend class.
 - Both the student who sends the code to the other student, and the student who uses it, will be written up for cheating.
 - Both students will be penalized with a negative score for that number of points for the day in their discussion grade. This negative score will not be dropped at the end of the semester.
- Registering late for classes does not change the requirement for the first week’s instructor-initiated discussion posting. Registering late for a class is a student decision and is never recommended.

Quizzes – Laboratory Class

Quizzes will be given online according the schedule. Quizzes will be graded as one point per question.

Online quizzes will be available for review for 5 business days after the quiz grades are released. The quizzes will then be closed and will not be able to be reviewed after that point. You should verify your answers and how they were graded in that 5 business day period.

You are NOT allowed to take pictures or images of quizzes in any way or form. This includes, but not limited to, during the quiz and when reviewing quizzes. You are not allowed to write down quiz questions. You can review quiz questions in iCollege, but you are not allowed to keep a copy in any form. Making a copy of any quiz question in any form (known or unknown) is considered cheating.

The Lockdown Browser with a webcam is required for all online quizzes in iCollege. Refer to the section “Respondus Lockdown Browser with Respondus Monitor” for more information.

Online quiz format:

- There are 10 multiple-choice and/or MultiSelect questions on lab quizzes. Multiple choice questions only have one correct answer. Multiselect questions have one or more answers that could be correct, including the possibility that every answer is correct.
- Multiselect questions will be graded as right answers minus wrong answer. For example, if 3 answers are correct and 1 is wrong, and you only select 2 correct answers, then you score $3-1 = 2$ points out of 4 for that question = 50% for that question.
- Each question (Multiple Choice or MultiSelect) is worth 1 point.
- 2 minutes per question + 5 minutes additional to the total time (total time is 25 minutes).
- You will have 2 attempts only (highest scoring attempt being the one that is used).
- Lab quizzes will be administered with the Respondus Lockdown Browser and Respondus Monitor.

Online Homework – Post-Laboratory Class

Online homework assignments will be given in iCollege according to the class schedule (online homework column). These assignments will cover the exercises listed in the class schedule. Online homework assignments are given after the exercise was covered in class. These assignments will have 10 multiple-choice questions (1 correct answer), have a time limit of 15 minutes (1 minute per question, plus 5 additional minutes), and you will have 2 attempts only (highest scoring attempt being the one that is used). You will need to use the Lockdown Browser and webcam to take these online homework assignments.

Online Histology Assignments for A&P Labs

The histology requirement for this course will be performed in Modified Mastering. In the study area of Modified Mastering is a section for Practice Anatomy Lab (PAL). Directions for accessing the study area are shown in iCollege (Course Information Files content folder, file = "PAL directions"). You need to study this area for the histology slide parts according to the assignment titles listed in the schedule. The histology quizzes in Modified Mastering will be based on those slides and will cover the location, anatomy, and/or physiology of those slides in PAL.

If the assignment title is numbered 1, 2, or 3, then it does not relate to the slides in order in the table below. Numbered assignments mean you are taking a random pool of questions from that titled assignment that many times. For example, Epithelial 1, Epithelial 2, and Epithelial 3 assignments all have pooled questions that cover all slides related to epithelial tissues on each assignment.

Each histology assignment will consist of up to 10 questions and have 2 attempts only (highest scoring attempt being the one that is used). There will be 10 histology assignments in total.

The histology questions on quizzes in iCollege and on the midterm/final exam will come from the histology slides taken in our on-campus labs. A file containing labeled images of these histology slides is in iCollege (A&P1 Lab = Ex06 content folder, file = "A&P1 Lab - Histology Drawings"; A&P2 Lab = Ex27 content folder = "A&P2 Lab - Histology Drawings"). Histology questions on quizzes in iCollege and on the midterm and final exam will ask you for the location, anatomy (structure = identification), and/or physiology (function) of the slides. The questions could cover the tissue in general or ask about any of the items listed in the labels part of the tables below.

A&P2 Lab quiz and midterm/final exam slides and structures:

Tissue	Total Magnification	Labels to be included in addition to list on template
Hypophysis (pituitary-anterior)	400X	5: Acidophil, basophil, chromophobe, nucleus, plasma membrane
Blood smear	400X	7: Erythrocytes, platelets, monocytes, lymphocytes, neutrophils, eosinophils, basophils
Stomach	400X	7: Columnar epithelial cells, chief cells, parietal cells, gastric pits, lamina propria, gastric glands, submucosa
Duodenum	100X	9: Villi, duodenal gland, goblet cells, intestinal crypts, lamina propria, lumen, mucosa, muscularis mucosa, submucosa
Ileum	100X	8: Peyer's patches, villi, intestinal crypts, lumen, submucosa, muscularis, lamina propria, muscularis mucosa
Kidney (renal cortex)	400X	5: Glomerulus, proximal convoluted tubule, distal convoluted tubule, glomerular capsule, glomerular capsular space
Testes	100X	4: Basal lamina, lumen of seminiferous tubule, spermatogonia, interstitial cells
Uterus – Menstrual phase	40X	4: Myometrium, Endometrium, Stratum basalis, Stratum functionalis
Uterus – Proliferative phase	40X	5: Myometrium, Endometrium, Stratum basalis, Stratum functionalis, glands
Uterus – Secretory phase	40X	5: Myometrium, Endometrium, Stratum basalis, Stratum functionalis, glands
Thyroid and Parathyroid Glands	400X	3: Thyroid: colloid filled follicles, follicular cells, parafollicular cells 2: Parathyroid: chief cells, oxyphil cells
Adrenal Gland	100X	5: Capsule, zona glomerulosa, zona fasciculata, zona reticularis, adrenal medulla
Pancreas	400X	4: Acinar cells, islet cells, alpha cells, beta cells
Cardiac tissue	400X	3: Intercalated discs, sarcolemma, cardiac muscle cells
Artery	40X	4: Tunica interna, tunica media, tunica externa, lumen of artery
Vein	40X	4: Tunica interna, tunica media, tunica externa, lumen of vein
Lung tissue	40X	5: Alveoli, alveolar sac, alveolar duct, bronchiole, capillaries
Large intestine (colon)	100X	5: Lumen, intestinal crypts, lamina propria, muscularis externa, muscularis mucosa
Whole ovary	40X	9: Primary follicle, oocyte, secondary follicle, vesicular (Graafian) follicle, corpus luteum, corpus albicans, secondary oocyte, corona radiata, blood vessels

Online Anatomical Models Assignments for A&P Labs

The anatomical model requirement for this course will be performed in Modified Mastering. In the study area of Modified Mastering is a section for Practice Anatomy Lab (PAL). Directions for accessing the study area are shown in iCollege (Course Information Files content folder, file = "PAL directions"). You need to study this area for the anatomical models parts according to the assignment titles listed in the schedule. The anatomical models quizzes in Modified Mastering will be based on the anatomical models in PAL.

If the assignment title is numbered 1, 2, or 3, then it means you are taking a random pool of questions from that titled assignment that many times.

Each anatomical model assignment will consist of up to 10 questions and have 2 attempts only (highest scoring attempt being the one that is used). There will be 10 anatomical model assignments in total.

A&P Online Laboratory reports

Students are required to submit one or more lab reports on a laboratory exercise in which the scientific method is used. **Online lab reports are the generated reports from completing the PhysioEx activities as listed in the schedule.**

To complete the PhysioEx activities, you need to log into Modified MastertingA&P, click on study area, then click on “Lab Tools”, then click on the PhysioEx link. Work through the appropriate exercise as listed in the class schedule and generate the report. The report must be saved as a PDF file. The PDF file is submitted in iCollege under the Assignments tab in the appropriate dropbox for that report. Submitting the file to the wrong assignment dropbox will result in a score of 0% for that report.

As you progress through each activity, if it asks you to submit something, then you must submit it for that to be recorded. Not submitting means a score of 0% on that part of the report.

If you cannot print the report to a PDF file, then you can save it as a PDF file IF you used Google Chrome to complete the activity. For this reason, it is strongly recommended that you use Google Chrome when completing PhysioEx activities. If you complete an activity in a different browser and cannot save the report as a PDF file then you will have to redo the activity from the beginning again.

Directions for how to save the report as a PDF file using Google Chrome are shown in the file “Chrome Save To PDF” in iCollege.

Grading of PhysioEx lab reports:

The lab reports will be graded according to how many questions you answered correctly, ability to follow directions, and completion of the experimental part of the exercise.

Section		Percentage of lab report grade
Pre-lab quiz		10%
Experimental results	Predict questions	15%
	Stop & Think Questions	15%
	Experimental Data	20%
Post-lab quiz		20%
Review sheet results		20%
Total		100%

Extra credit work

Extra credit assignment for the mid-term exam

- This is to gain points back on a test. One assignment will be available for the mid-term exam only, this is NOT available for the final. The assignment will be composed of questions from the same pool of questions used for the laboratory quizzes.
- The online extra credit assignment will consist of 25 multiple choice questions (2 minutes per question, plus 5 minutes extra = 55 minutes). You will only have 2 attempts at this extra credit assignment, and it will be available as listed in the schedule. It will be administered with the Respondus Lockdown Browser and Respondus Monitor.
- The extra credit assignment is worth a maximum of 10 points to be added to your test score, and is based on how well you perform on the extra credit assignment. Example, if you score 100% on the extra credit assignment, then 10 points will be added to your test score. If you score 50% on the extra credit assignment, then only 5 points will be added to your test score. It is possible to score a maximum of 110% on your test by completing the extra credit assignment.
- Extra credit for the tests only counts if you take the test. Failure to take the test will result in any points from the extra credit test being reduced to zero.

Essay

- This extra credit assignment is worth maximum of 5% to be added to your final overall grade, but the precise amount you get is determined by the grade you receive for the essay (e.g. a grade of 80% for the essay is equivalent to 4% towards your overall class grade). Extra credit essay points are added to the overall course grade at the end of the semester. The rules for the extra credit assignment, the choice of topics and grading rubric are listed below:
 - There are two parts to this essay:
 - **The essay:** create an essay (in something like **Microsoft Word**) on a topic listed. In Microbiology this must be about the specific organism listed for the disease in the table.
 - **A scientific research paper evaluation (in something like Microsoft Word):** Find an original scientific research paper on the disease you signed up and answer the 5 questions in the scientific research paper evaluation about that paper. It cannot be a review paper, they must actually do lab work, present data, and discuss the data. **Failure to do this part of the assignment will result in a zero grade for the overall assignment.** Only upload your file, do not copy and paste the file in to turnitin. If you copy and paste your assignment in to turnitin then all formatting and tables will be removed and your submitted work will not have the correct formatting. You will lose formatting points this way that will not be credited back.
 - Both parts will be in a single file (in something like **Microsoft Word**). The essay will be at the start. The Scientific research paper evaluation will be after the essay.
 - **Make sure you read the section “Scientific Research Paper Evaluation” below.**
 - Both parts must be in the single word file for the essay to be graded. If you only do one part, then the grade will be zero.
 - If you do not include the Scientific Research Paper evaluation section and meet its requirements, then Dr Hollier will NOT even read your essay.
 - The work must be type-written (word processed) with page margins set to 1 inches for all sides (top, bottom, left and right), text font as arial, text size as 12, **SINGLE LINE SPACED (1.0)**, and paragraphs are to be separated by a single line. No macros are to be used in the document. The paper **must be 2-4 full pages long** (this does not include the scientific research paper evaluation section or the reference section). Two pages means two entire pages of the correct formatted text. Anything at or less than 1 page will receive a grade of zero.
 - At the top of the document include your name and student ID number, then on the line beneath write the name of the disease you are writing about as the title.
 - The assignment **MUST** be submitted to the assignments tab in iCollege. You will only be able to submit the work once, **your first submission is your final submission**. The paper submitted WILL be placed in the repository at turnitin, so that it can be checked against other papers for plagiarism (past, present, and future). If you do not agree with this, then do not submit a paper (there is NO alternative extra credit to this assignment). **By submitting the paper you are agreeing to have the paper placed in the repository.** Only upload your file, do not copy and paste the file. If you copy and paste your assignment then all formatting and tables will be removed and your submitted work will not have the correct formatting. You will lose formatting points this way that will not be credited back. You must submit the file in Microsoft Word format (.doc or .docx format). Files submitted in other formats (such as .pages or .pdf) will result in a zero score for formatting in the grading rubric.
 - The work must be your own, **anyone who cheats** (either allows their work to be copied, or copies someone else’s work) **will receive a grade of zero**. This also includes (but is not limited to) copying from text books, the internet, or having someone else do the work for you. See Cheating and Plagiarism section of the syllabus.

- You **MUST** include at least two references for your assignment, and **at least one MUST be from a Scientific Research Paper**. See “References” and “Scientific Research Paper References” sections of the syllabus for more information. This must be about the topic you select and you must incorporate information from this source in your assignment. **Violation of this rule WILL instantly earn you a grade of zero. Failure to do this part of the assignment will result in a zero grade for the overall assignment.**
- Essays do NOT include images or bullet point lists (whether true bullet points, numbered, or lettered lists).
- The paper will be graded on content, grammar, and spelling as described in the grading rubric.
- **The titles of each section** (General description, [Life cycle](#), Pathophysiology, Symptoms, Treatment, Prognosis, and Conclusion) **MUST be included on the top of the slide**. Use the grading rubric to ensure you complete all the required information for each titled section
 - General description: This should include a brief summary of what the disease is, what part(s) of the body it affects, the prevalence of the disease, and if it affects any specific population group more than others.
 - Pathophysiology: Detailed explanation of the disease. This includes cause(s), how they affect the body/cell, how that affects the functioning of the body system and the body as a whole.
 - Symptoms: This will include a list of the symptoms and tests performed to clinically diagnose a person with the disease.
 - Treatment: This section lists the treatments for the disease, and if they treat the disease or symptoms of the disease.
 - Prognosis: This section identifies the predicted outcomes of the disease over time (survival/mortality rate expressed as percentages over time, time for recovery). This section does require actual numbers!
 - Conclusion: Summary of the disease (what you think are the most important things you learned about the disease from this paper).
 - Scientific Research Paper evaluation: See Scientific research paper section in the syllabus. Failure to answer the five questions and meet this requirement will result in a grade of zero. This section does not count towards the 2-4 page length for the previous sections.
 - References: See references section in the syllabus. You must include the lecture text book and your scientific research paper as minimum references. This section does not count towards the 2-4 page length for the previous sections.
- Your topic selected from the list cannot be used to discuss how microorganisms cause the disease. The purpose of this extra credit is to get you to critically think about how the human body goes wrong and the outcomes from that. If you submit a topic and discuss microorganisms, then you will receive a grade of zero.
- The assignment due date is listed in the class schedule at the end of the syllabus. **Late submissions will NOT be graded**. You can submit your essay any time before the due date, starting from day 1 of the semester. The essay may be graded at any time after submission (including any day after the paper is submitted before the due date for the paper).
- If you are in more than one of my classes that offers the extra credit paper/presentation then you **MUST** choose a different disease for each class. You cannot submit the same topic twice in different classes (or future classes). A grade of zero will be given if you violate this rule for BOTH/ALL essays (and this can be retroactively applied to the class grade).
- Signing up for extra credit topics will be done within iCollege on the discussion board “Extra Credit Assignment”. Only one person can sign up for a specific title. To sign up for the title, reply to the discussion thread for that title with your name. Once you have signed up for a

topic you cannot change your topic. You can only sign up for one topic. If someone has already signed up for that topic, pick a different topic. Only after ALL topics have one person signed up can someone sign up for the same topic as someone else. Anyone who signs up for a discussion topic that is already taken when a topic is available that no one has signed up for WILL receive a grade of zero for the assignment. The date and time of the reply for signing up on the discussion post will be used to determine who signed up first.

- By submitting an essay you are agreeing to the above rules and regulations. **Violation of any of these rules WILL earn you a grade of zero.**
- Assignment: Write an essay about one of the following diseases/conditions:

Gigantism & pituitary dwarfism	Anaphylactic shock	Atherosclerosis
Sickle-cell anemia	Asthma	Thrombophlebitis
Arrhythmias	Hepatitis	Systemic lupus erythematosus
Orthostatic hypotension	Frostbite	Erectile dysfunction
Lymphangitis	Hypospadias	Atelectasis
Severe immunodeficiency syndrome	Dehydration (in the extreme)	Infant respiratory distress syndrome
Chronic obstructive pulmonary disease	Preeclampsia	Small cell carcinoma
Prostate cancer	Hemophilia A	Gallstones
Diabetes mellitus	Hemophilia B	Lactose intolerance
Anuria	Hemophilia C	Cleft palate
Addison's disease	Diabetes insipidus	Metabolic acidosis
Fetal alcohol syndrome	Hyperparathyroidism	Metabolic alkalosis
Myxedema	Cushing's disease	Heat stroke
Xeroderma pigmentosum	Thrombocytopenia	Hypoaldosteronism
Myocardial infarction	Erythroblastosis fetalis	Familial hypercholesterolemia
Hypovolemic shock	Breast cancer	Chronic renal disease
Lymphedema	Hypertrophic cardiomyopathy	

Grading rubric for essay:

Anatomy & Physiology essay grading rubric	Excellent 100%	Above average 80%	Average 60%	Below average 40%	Poor 20%	Missing 0%
Length	20 pts	16 pts	12 pts	8 pts	4 pts	0 pts
Length of paper should be 2-4 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is correct length of 2-4 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is slightly short or long with about 1.75 or 4.25 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is short or long with about 1.5 or 4.5 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is grossly short or long with about 1.25 or 4.75 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is extremely long with more than 5 full sides of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).	Paper is less than one 1 full side of single line spaced text, with 1 inch margins on all sides (top, bottom, left, and right).
General description	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
General description of the disease. This should include a brief summary of what the disease is, what part(s) of the body it affects, the prevalence of the disease, and if it affects any specific population group more than others.	General description is accurate and complete with all the required information in sufficient depth.	General description is accurate and complete with all the required information but NOT in sufficient depth.	General description is accurate and in sufficient depth but is missing one piece of required information or is inaccurate in one piece of required information.	General description is accurate and in sufficient depth but is missing two or more pieces of required information, or is inaccurate in two or more pieces of required information.	General description is inaccurate in all pieces of required information, but all required information parts were attempted.	General description is not present in the paper.
Pathophysiology	25 pts	20 pts	15 pts	10 pts	5 pts	0 pts
Detailed explanation of the disease. This includes cause(s), how they affect the body/cell, how that affects the functioning of the body system and the body as a whole.	Pathophysiology is accurate and complete with all the required information in sufficient depth.	Pathophysiology is accurate and complete with all the required information but NOT in sufficient depth.	Pathophysiology is accurate and in sufficient depth but is missing one piece of required information or is inaccurate in one piece of required information.	Pathophysiology is accurate and in sufficient depth but is missing two or more pieces of required information, or is inaccurate in two or more pieces of required information.	Pathophysiology is inaccurate in all pieces of required information, but all required information parts were attempted.	Pathophysiology is not present in the paper.
Symptoms	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
This will include a list of the symptoms and tests performed to clinically diagnose a person with the disease.	Symptoms and diagnosis are accurate and complete with all the required information in sufficient depth.	Symptoms and diagnosis are accurate and complete with all the required information but NOT in sufficient depth.	Symptoms and diagnosis are accurate and in sufficient depth but is missing one piece of required information or is inaccurate in one piece of required information.	Symptoms and diagnosis are accurate and in sufficient depth but is missing two or more pieces of required information, or is inaccurate in two or more pieces of required information.	Symptoms and diagnosis are inaccurate in all pieces of required information, but all required information parts were attempted.	Symptoms and diagnosis are not present in the paper.
Treatment	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
This section lists the treatments for the disease, and if they treat the disease or symptoms of the disease.	Treatment is accurate and complete with all the required information in sufficient depth.	Treatment is accurate and complete with all the required information but NOT in sufficient depth.	Treatment is accurate and in sufficient depth but is missing one piece of required information or is inaccurate in one piece of required information.	Treatment is accurate and in sufficient depth but is missing two or more pieces of required information, or is inaccurate in two or more pieces of required information.	Treatment is inaccurate in all pieces of required information, but all required information parts were attempted.	Treatment is not present in the paper.
Prognosis	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
This section identifies the predicted outcomes of the disease over time (survival/mortality rate expressed as percentages over time, time for recovery). This section does require actual numbers!	Prognosis is accurate and complete with all the required information in sufficient depth.	Prognosis is accurate and complete with all the required information but NOT in sufficient depth.	Prognosis is accurate and in sufficient depth but is missing one piece of required information or is inaccurate in one piece of required information.	Prognosis is accurate and in sufficient depth but is missing two or more pieces of required information, or is inaccurate in two or more pieces of required information.	Prognosis is inaccurate in all pieces of required information, but all required information parts were attempted.	Prognosis is not present in the paper
Conclusion	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts
Summary of the disease (what you think are the most important things you learned about the disease from this paper).	Conclusion shows understanding of disease, and is accurate with regards to the information conveyed.	Conclusion shows understanding of disease, but is slightly inaccurate with regards to the information conveyed.	Conclusion shows understanding of disease, but is grossly inaccurate with regards to the information conveyed.	Conclusion shows a lack of understanding of the disease, and is slightly inaccurate with regards to the information conveyed.	Conclusion shows a lack of understanding of the disease, and is grossly inaccurate with regards to the information conveyed.	Conclusion is not present in the paper
Grammar	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
This section is scoring you on your grammar and spelling in the essay.	Grammar and spelling is excellent.	Grammar and/or spelling is above average.	Grammar and/or spelling is average.	Grammar and/or spelling is below average.	Grammar and/or spelling is poor.	Grammar and/or spelling is terrible.

See syllabus for explanation of categories and requirements, as well as using the information above.

Notes on extra credit

- **Failure to take either part of the final exam will result in ALL extra credit work being excluded from your course grade** (meaning that the extra credit work grades for ALL unit tests and the essay will be reduced to zero).
- This is the only extra credit work that is available. Additional extra credit work will not be given under any circumstance, so do not ask when you realize that you need to improve your grade.
- If you miss the time frame, or decide you do not need it and later change your mind, you will not be allowed to take it. Do the work on time!

Scientific Research Paper Evaluation

A scientific research paper is a scientific paper (not a review article) from a peer-reviewed journal. An original scientific paper is where the authors actually did some laboratory experiments, presented the data, and made conclusions about their data (these articles must contain an abstract, introduction, methods, results, and discussion sections). You can access research papers using Galileo or going to a library that contains research papers. This is more than just finding a research paper and citing at the end of the assignment. You are expected to evaluate the accuracy of the methods used in the research and of the conclusions drawn by the authors. The purpose of this is to teach you how to find accurate information (the internet is not always correct!), how to read a scientific research paper, and to develop the skills in assessing the accuracy and conclusions made by others (critical thinking skills). In the assignment you must add an in-line citation next to the information that you obtained from the scientific research paper with the words “**Scientific research paper**” in bold in front of the citation, example = (**Scientific research paper**: Hollier, 2007). The citation in the references section must meet all the requirements of the references section in the syllabus.

The original scientific research paper must be about the topic you selected. The answers to the questions below must relate to the original scientific research paper and discuss their abstract, methods, results, and conclusions made in that paper.

At the end of the essay, after the last section (the conclusion section), you must use the heading of “Scientific Research Paper”. This section does NOT count towards the paper length of 2-4 sides/pages. In this section you must present your evaluation of the paper by answering the following questions about the original scientific research paper (type the question on one line, answer it on the line beneath it, and leave a single line space between the answer and the next question). **The answers require explanations. Simply answering “yes” or “no” is not acceptable. Justify all of your answers. A minimum of 5 lines of text is required for answering each question. If any answers are less than 5 lines in length then you will earn an overall grade of zero for the entire assignment.**

1. What two main points did you understand from the abstract?
2. What methods were used to conduct the research? Why were they appropriate?
3. What key finding did you see in the results?
4. Provide a summary of the author’s conclusions.
5. Were the conclusions accurate for the results presented in the paper?

References

All assessed work must be correctly referenced throughout the assignment AND at the end of the assignment within a “References” section. Assignments MUST include at least two references. One reference MUST be a scientific research paper reference (you may use Galileo to locate a reference for this requirement). Internet references MUST be an active link to the actual page referenced (if it is not an active link then it will be considered to be incorrectly referenced). **References MUST be placed within the text to show which parts were referenced (citing source, page**

number, paragraph number) and quoted material MUST be placed within quotation marks, in addition to the reference list at the end of the assignment. An example of an in-text reference would be “Welcome to the study of one of the most fascinating subjects possible – your own body” (Marieb, Pg1, Para1). Invalid references are unacceptable, whether intentional or not, and can result in a grade of zero for that assignment and/or be viewed as a form of cheating. The “references” section at the end of your assignment (may also be termed bibliography) MUST use the following style:

- For a book or manual:
 - Title of book, Edition number, Chapter number and title, Section heading, Page numbers, Paragraph number, Year of publication, Publisher name, ISBN.
- For scientific papers:
 - Author names (Surname, First Initial.), (Year – in parentheses). Title of article. Journal name, volume number, page numbers (x-y).
- For internet references:
 - Title of site, Date site was referenced, Title of subheading within site where reference was made to, web address (as an active link that when clicked will take me directly to that site).
- References obtained through Galileo must have “**Galileo:**” (in bold) at the start of the reference, and then have the correct reference as described above.

Copyright of Course Materials

Copyright: Copyright is a doctrine of federal law that invests the “author” of a creative work of original “expression” with certain exclusive rights, enforceable by law, for a limited period of time, and subject to defined limitations. U.S. copyright law is found in the Copyright Act, Title 17 of the United States Code.

These exclusive rights, set forth in Section 106 of Title 17, include the rights to do, and to authorize others to do, the following:

- reproduce copies of the work;
- distribute copies of the work to the public;
- create derivative works based on the work;
- perform the work publicly (in the case of certain types of works) and, in the case of sound recordings, to do so by digital transmission; and
- display the work publicly (in the case of certain types of works).

Violation of any of these rights, by engaging in the activity without authority from the copyright owner or a relevant statutory exception or limitation on the right at issue, is called “infringement” and is subject to potentially significant civil liability and, in certain cases, criminal liability. Infringement and the legal remedies for infringement are discussed in Part I.M. In addition to civil and/or criminal liability, infringement of these rights may also result in a grade reduction/change to an “F” for the course.

Copyright can apply to a wide array of different types of works, including those identified in Sections 102(a) and 103:

- literary works (including novels, articles, texts, poems, and computer programs);
- musical works (the notes and lyrics written by songwriters);
- dramatic works (such as plays);
- pantomimes and choreographic works;
- pictorial, graphic and sculptural works (including photographs and drawings);
- motion pictures and other audiovisual works (including television programs and home movies);

- sound recordings (the sounds made by the performing artist and record company);
- architectural works; and
- compilations and databases of the foregoing and of other material (to the extent they reflect original “authorship” in the selection or arrangement of elements).

It is important to distinguish the copyright in a work from the ownership of a particular copy of a work. For example, ownership of a copy of a book does not include ownership of any of the copyright rights, such as the right to make copies of the content of that book. See Section 202. There are, however, specific exceptions and limitations on the copyright rights that allow the owner of a copy of a work to take certain actions with respect to that work that do not violate the exclusive rights of the copyright holder. See Parts I.F-L.

A copyrightable original work of creative expression is protected by copyright automatically, from the moment it is fixed in any “tangible medium of expression” (such as paper, film, or a computer disk or memory) from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. For example, copyright attaches to a literary work such as an article or a novel as soon as the author writes it on paper or types it onto a computer hard drive. No other act or process need take place.

Although registration of a work with the U.S. Copyright Office is not necessary to obtain copyright protection, there are significant benefits to the copyright owner from registration if the owner must go to court to enforce a copyright against an alleged infringer. See discussion of remedies in Part I.M.

A work is protected by copyright even if it does not contain a formal copyright notice (the word “copyright,” abbreviation “copr.,” or symbol “©” with the year of first publication and name of the copyright owner), although works first published before March 1, 1989, without notice, may have entered the public domain (see discussion of the public domain in Part I.C).

Any recording (audio, video, or any other format known or unknown) made in class by anyone (student or instructor) is considered part of the course materials for the course and is therefore copyrighted by Dr Hollier. The rights of the student for that recording are the same as the rights of the student for all course materials under the copyright policy for the course.

Copyright License Summary

- Dr. Mark Hollier's course materials are protected by copyright.
- Dr. Mark Hollier is the owner of the copyright.
- Under this copyright:
 - You are NOT free to copy, distribute, display, and/or perform the work.
 - You may NOT use this work for commercial purposes.
 - You may NOT alter, transform, and/or build upon this work.

GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External Sites

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites, including, but not limited to, Chegg, Course Hero, OneClass, Stuvia, StuDocu, or any other site. Unauthorized sale or commercial distribution of such material is a violation of the instructor’s intellectual property and the privacy rights of students attending the class, and is prohibited.

Dr Hollier does not give permission for any student to distribute his course materials to any site, person, company, organization, entity, or anything that is known or unknown. Students can only use the course materials for their own personal use. This includes that students are not allowed to give Dr Hollier's course materials to other students in other classes.

Roll Verification Policy – On campus (face-to-face; in-class) classes

Students' academic success is the major priority of the College. The roll verification period (formerly known as the "no show" period) will be listed in the class schedule. During the roll verification period for on campus (face-to-face) classes, students **MUST** sign the roll verification sheet in class and complete the syllabus quiz in iCollege (scoring 100%).

Roll verification and attendance for on campus (face-to-face) classes requires a physical signature on a piece of paper in the classroom. One of the main reasons is related to student VISAs for international students and their requirement that they can only take one online class a semester and must be enrolled as a full-time student. All of their other classes must be on campus (face-to-face) classes with actual attendance (<https://isss.gsu.edu/incoming-students/step-1-admissions/sevis-student-exchange-visitor-information-system/>). Due to this policy, the only way to comply is to perform roll verification and attendance for on campus classes in the classroom.

The only way to meet this roll verification requirement for on campus classes is to come to the classroom and sign the roll verification sheet. Until you have signed the roll verification sheet in the classroom, you will not be able to access any course materials and assignments in iCollege (other than some start of the semester assignments). This requires Dr Hollier to manually enter a score in iCollege after you have signed the roll verification sheet. This will occur at some point after class has ended on the same day you signed the roll verification sheet. If you miss classes at the start of the semester, this will delay when you can access course materials and assignments in iCollege.

Dr Hollier will not email students to let them know that they have not completed work. Ensuring work is completed is the student's responsibility alone. Failure to complete roll verification within the roll verification period will result in the student being entered as never attended / participated. This will result in the student being institutionally withdrawn / removed from the course due to Science class safety reasons. Students will not be reinstated into Science courses if they failed to meet the roll verification requirements for either the lecture or laboratory class in the roll verification period Students who are reported as 'never attended' ("no show") in a co-requisite course during the enrollment verification period may be administratively dropped from both courses and may NOT be able to be reinstated in the course.

During the "roll verification" period, students **MUST** sign the roll verification sheet in the classroom and complete the "Syllabus quiz" in iCollege (scoring 100%). Failure to sign the roll verification sheet and complete syllabus quiz during the roll verification period will result in the student being entered as never attended / participated.

This is a college policy that I cannot over-ride and must comply with. The federal government requires this to be accurate (no exceptions) in order to provide financial aid to the university. Institutes have lost federal financial aid support for violating this requirement.

Attendance Policy – On campus (face-to-face; in-class) classes

Students' academic success is the major priority of the College. Because regular participation enhances the learning process, students are expected to adhere to the attendance policy set forth by the College and individual faculty members. Differences in content and teaching styles exist among

courses, which can impact students' learning. Therefore, students are strongly encouraged to attend all classes to better prepare them for assignments, tests, and other course-related activities. Students are accountable for assignments, announcements, and material covered during an absence. You are expected to attend all classes and take all exams. Students' responsibility for materials covered is unaffected by absence. Arrival to any class 10 minutes after the scheduled class time is counted as absence; similarly an early departure 10 minutes before the class is over is also counted as an absence.

Students who register for an on-campus class are agreeing that they will attend class on campus at its specified meeting days and times. Students who want to complete all work online and not come to the classroom must register for an online section of the course. They should not register for an on-campus class and treat it like an online class.

Roll verification and attendance for on campus (face-to-face) classes requires a physical signature on a piece of paper in the classroom. One of the main reasons is related to student VISAs for international students and their requirement that they can only take one online class a semester and must be enrolled as a full-time student. All of their other classes must be on campus (face-to-face) classes with actual attendance (<https://isss.gsu.edu/incoming-students/step-1-admissions/sevis-student-exchange-visitor-information-system/>). Due to this policy, the only way to comply is to perform roll verification and attendance for on campus classes in the classroom.

Faculty have been directed by the Department Chair of Life & Earth Sciences for Perimeter College to meet the above requirements through attendance and/or assignment grades that can only be earned in the classroom for on campus classes. How this is accomplished has been left up to each individual faculty member to identify in the course syllabus.

Dr Hollier will comply with the above policy through an attendance grade and participation in discussions in the classroom. All other assignments will be given in an online setting. Online assignments offer many benefits to students, including, but not limited to: the ability to be given multiple attempts with the highest score being the one that counts; reduced stress environments as the student picks their location, environment, and can play music in the background if desired; reduced distractions than in a classroom; ability to meet ADA requirements for students with disabilities; ability to extend assignments according to the extension policy listed in this syllabus; reduced anxiety for students; more frequent assignments that cover less course material on the assignment.

Attendance after the roll verification period will be determined by attendance sheets in the classroom. Each weeks attendance is worth 1 point. For classes that meet twice a week, that means 0.5 points per class. For classes that meet once per week, that means 1 point per class. Attendance points will be updated in iCollege after the last class that week and will be listed as a weekly attendance total.

Any official request or policy from GSU, the State government, and/or the Federal government for reporting of attendance will be based on when you last signed an attendance sheet in the classroom. If you are ill and do not come to class, you will need to submit an absence authorization request to the Dean of Students (<https://deanofstudents.gsu.edu> ; <https://deanofstudents.gsu.edu/student-assistance/#professor>) when you are feeling better and/or able to access a computer / mobile device. The Dean of Students online process may require documentation. The number of on campus absences you're excused for before you must request an absence authorization is listed in the number of assignments dropped part of this syllabus.

If you are ill, don't come to class.

Do not come and infect your classmates or Dr Hollier and make it hard for them to get their work done just because you are ill. **Missed classes due to illness, up to the number allowed under the number of on campus absences you're excused for before you must request an absence authorization, will NOT require an authorization absence from the Dean of Students.** These will be dropped at the end of the semester according to the number of assignments dropped section in the syllabus. You will be expected to keep up with the work missed through the materials in iCollege when you are feeling better / capable of doing that. Assignments can be extended according to the extension policy in this syllabus.

All students are expected to log into iCollege frequently (at a minimum of twice per week) and must always check announcements / emails / course materials when they log into the class.

If a student registers late, then any classes that were held prior to when they registered will be considered missed classes. These will count as unexcused missed classes in relation to the attendance policy. Registering late was the student's choice. Material for the course was covered in the missed class(es) where the student was not present. The student missed that information and thus missed class. Class registration is the student's responsibility and registering after classes have started is not recommended as they will have missed class material.

Inclement weather / School closings

Severe weather and other reasons may cause the college to close unexpectedly. Check the college website (<http://perimeter.gsu.edu/>) regularly for updates and to see when the college will reopen. Please ensure you have signed up for Panther Alerts at <http://safety.gsu.edu/emergency-management/about/emergencynotifications/> . This will give you updates to your email, phone, etc. when the college closes or other situations arise. During the times the college is closed, you are expected to do the following:

- For lecture classes, the class will continue as listed in the class schedule. Go over the material posted in iCollege and watch the recorded lectures for this week. Come to class and/or tutoring times with questions on the material you reviewed if you have any questions.
- For lab classes, an updated schedule or a notice of how exercises will be accommodated, will be posted in iCollege when these arrangements have been made by the lab supervisor for the campus.

Cheating and Plagiarism

Earning your grade

You are expected to demonstrate your knowledge and understanding to earn grades. The grade you earn in class, whether an online class or a face-to-face class, is used to demonstrate your competency in the course. Graded work is for the instructor to assess how well you are doing in the course by seeing your knowledge and understanding of the material. By submitting work that is not your own, these objectives are not achieved, and you are deceiving the instructor as to your competence in the course. Any form of misrepresenting your knowledge, understanding, and/or competency in any graded test/assignment is considered cheating. This includes, but is not limited to, copying/pasting/typing correct answer feedback from previous attempts of online tests where you have reviewed the questions, typing up word-for-word from Dr Hollier's lecture notes or a text book, or googling questions and copying/pasting/typing answers from online. If you do this then you have only demonstrated that you can copy and paste, and not that you have understood and learned the course material. Working on assignment(s), test(s), quiz(zes) as a group or having someone else complete

assignment(s), test(s), quiz(zes) for you is not allowed (any group work will explicitly state that in the syllabus; no statement under an assignment, test, or quiz category means it is individual work). Sharing your work, including, but not limited to, showing other students your work as an example, is not allowed. This is not acceptable. **You are NOT allowed to take pictures or images of tests in any way or form.** This includes, but not limited to, during the test and when reviewing tests. You are not allowed to write down test questions. You can review test questions in iCollege, but you are not allowed to keep copy in any form. Making a copy of any test question in any form (known or unknown) is considered cheating. It is not acceptable to give someone else your work to look at or look at someone else's work on any assignment (such as lab reports), whether you have finished this course or are in this course. You write the assignment yourself, not look at what someone else did and then make changes. Using a service, including, but not limited to, groupme, where you share information about tests and/or assignments is considered cheating. A grade of zero will be given for the entire test or assignment, and this zero grade will not be dropped when your lowest graded item grade is dropped. These are just a few examples of cheating, any form of deceiving the instructor about your knowledge, understanding, and/or competency on graded work is cheating and will result in zero grades for that work and the other penalties listed in the cheating/plagiarism section can and will also be applied. Dr Hollier can ask you to explain the content of any work you submit for a grade and if you fail to be able to explain what you submitted you can face the penalties for cheating / plagiarism. For more information on cheating and plagiarism see the sections in the syllabus referring to each graded assignment, assessed work, plagiarism, and cheating/plagiarism, and any other applicable sections in this syllabus.

Ethics, Morals, and Honesty

Ethics can be defined as the moral principles of an individual that relate to how they behave or conduct an activity. Morals can be defined as the beliefs and/or standards that a person finds as acceptable to do. Honesty can be defined as being truthful and/or not being deceitful. Dr Hollier expects all students to be honest and have good morals and ethics in relation to only submitting assignments that they have created on their own. Any form of deceiving Dr Hollier in relation to your knowledge, understanding, and/or competency in this course is considered dishonest, unethical, and immoral. Being dishonest, unethical, and/or immoral will result in charges of cheating and/or plagiarism.

Assessed work

Any assessed work that is submitted needs to be correctly referenced. Correct referencing includes correctly citing references during the text, a reference section at the end of the work citing where the information came from, and the correct use of quotations around the quotes that you have referenced (see reference section for more information). **THE ONLY ITEMS YOU CAN QUOTE INCLUDE: OPINIONS, DIRECTIONS OF USE, AND GOVERNMENTAL AND/OR OFFICIAL STATEMENTS THAT HAVE BEEN RELEASED BY A GOVERNMENT OR ORGANIZATION.** Examples of what you cannot quote include (but not limited to): factual information, information provided by your instructor, information from text books, the internet, laboratory manuals, journals, periodicals, magazines, any other source of published or web posted information, any

other source of media (TV, radio, podcasts, or any other source of media type), other students work (past or present classes), your own work from previous classes (you MUST do new work, and CANNOT submit work you previously submitted in any other class). This is information that you read, learn, and then process yourself into your own work. Paraphrasing by changing a few words here and there, or changing every other word, is not acceptable. The purpose of assessed work is that you do the work yourself, and it represents your own work and your competency in the subject (not your competency to use a thesaurus, change some words, or cut and paste). You cannot copy from other students, work together to create two different pieces of work, or plagiarize anyone else's work from the class, different classes, or anywhere else (see cheating and plagiarism section of syllabus). You CANNOT submit any work of your own that you have already submitted in a previous class (either a previous class of mine, with another instructor at Perimeter College, or with another instructor at any other institution). If you do submit previous work of your own, you will be considered to have plagiarized your work and cheated by not doing the work again as is required, and will result in the same consequences as cheating / plagiarizing from other sources. **If you quote material that you are not allowed to quote, then you will be subject to the consequences listed under "Cheating and Plagiarism" in this syllabus. There will be NO exceptions to this rule, there is no valid excuse for plagiarism.** All assessed work must be correctly referenced throughout the assignment AND at the end of the assignment within a "References" section (see reference section in this syllabus).

Plagiarism

Plagiarism is a serious academic offense and is unacceptable. Graded work is for the instructor to assess how well you are doing in the course by seeing your knowledge and understanding of the material. By submitting work that is not your own, these objectives are not achieved, and you are deceiving the instructor as to your competence in the course. The following are categories of plagiarism as defined by www.turnitin.com. You still must follow the information listed in the "assessed work" section, "references" section, "scientific research paper references" section, "turnitin.com" section, and all other sections of this syllabus.

- *Clone*— An act of submitting another's work, word-for-word, as one's own..
- *CTRL-C*— A written piece that contains significant portions of text from a single source without alterations.
- *Find-Replace*— The act of changing key words and phrases but retaining the essential content of the source in a paper.
- *Remix*— An act of paraphrasing from other sources and making the content fit together seamlessly.
- *Recycle*— The act of borrowing generously from one's own previous work without citation; To self plagiarize.
- *Hybrid*— The act of combining perfectly cited sources with copied passages—without citation—in one paper.
- *Mashup*— A paper that represents a mix of copied material from several different sources without proper citation.

- *404 Error*— A written piece that includes citations to non-existent or inaccurate information about sources.
- *Aggregator*— The “Aggregator” includes proper citation, but the paper contains almost no original work.
- *Re-Tweet*— This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

Contract Cheating

Contract cheating, as described by www.plagiarism.org, is “Paying someone to write your paper, whether it’s a fellow student or an essay mill, is a form of plagiarism and is usually considered one of the most serious by teachers and administrators alike.” Contract cheating also occurs if you pay someone to take a test for you. Contract cheating is a form of misrepresenting your knowledge, understanding, and/or competency on an assignment(s) and is deceiving your instructor of your abilities and competencies in the course. Graded work is for the instructor to assess how well you are doing in the course by seeing your knowledge and understanding of the material. By submitting work that is not your own, these objectives are not achieved, and you are deceiving the instructor as to your competence in the course.

Turnitin.com

This class will use turnitin.com, a plagiarism prevention site, for some assessed work. However, any assessed work may be sent by the instructor to turnitin.com. Any work submitted in the form of lab reports, essays, etc. (as directed by the instructor) will be submitted online to www.turnitin.com by the student. **Students will upload appropriate assignments into the ASSIGNMENTS tab of iCollege.** This will automatically send it to Turnitin for analysis. **ALL WORK SUBMITTED TO TURNITIN.COM WILL BE PLACED INTO THE REPOSITORY AT TURNITIN SO THAT IT CAN BE CHECKED AGAINST OTHER PAPERS/ASSIGNMENTS FOR PLAGIARISM (PAST, PRESENT, AND FUTURE).** Only upload your file, do not copy and paste the file in to turnitin. If you copy and paste your assignment in to turnitin then all formatting and tables will be removed and your submitted work will not have the correct formatting. You will lose formatting points this way that will not be credited back. You must submit the file in Microsoft Word format (.doc or .docx format). Files submitted in other formats (such as .pages or .pdf) will result in a zero score for formatting in the grading rubric. After submission, you will receive a receipt after submission of an assessment. Ensure that you print this receipt as this is proof of your submission in case something goes wrong. **When you upload your work you MUST check your work on the preview (confirmation) page to ensure that the entire work is present** (not checking and only part of your work being submitted will be the work that is graded, you will not be allowed to resubmit). The preview removes images and other formatting (including table format). As such, you are responsible for ensuring all your text is present. **You will only be allowed to upload your work once, THE FIRST SUBMISSION IS THE FINAL SUBMISSION (there are NO exceptions to this rule),** so make sure your work is complete and is your final version. This policy is here to ensure you do not plagiarize from the start of the assignment. You CANNOT submit work to see if you would get caught, then change it if a section is highlighted by turnitin, to get around plagiarism. You cannot submit an assignment and then decide that you did not want to submit the assignment as you were caught plagiarizing on that assignment. Any work that is submitted to turnitin.com will be graded using grademark on turnitin. The grade(s) for the assignment(s) and comments from the instructor can be

accessed by clicking on the assignment on Turnitin. It is your responsibility to check your grade and to any the comments.

Lockdown Browser with a webcam is required for all appropriate assignments in iCollege

- Most assignments in iCollege will require you to use the Respondus Lockdown Browser. A quiz in iCollege titled “Lockdown Browser Test - Requires Respondus Lockdown Browser + Webcam” is available for you to check that the Lockdown browser works on your computer before taking a test. You should take this quiz every time before taking an actual test to ensure all components of the browser are working on your computer (before taking the actual test).
- You must pass the lockdown browser quiz on iCollege with a score of 100% before any others assignments on iCollege will be released and visible to you.
- The lockdown browser will:
 - **Be used to verify who is taking the assignment.** This requires you to have a webcam so you can show your government / Perimeter College photo ID and your face at the start of each assignment. This is to ensure that you are the actual person taking the assignment and that it is not someone else taking the assignment for you. Once you have verified your identity, closing the lockdown browser and reopening it will result in a grade of zero for that assignment. The webcam may remain recording while you take the entire assignment. The Perimeter College account holder must maintain password security and not share his or her login information with anyone; including spouses, parents, friends, or family. Allowing someone other than the registered student to access this iCollege class for any reason is considered cheating and a violation of the Perimeter College Academic Honesty Policy. The first occasion a student violates these rules will result in Dr Hollier selecting the option to send that student to the expulsion panel immediately and an immediate F in the course – absolutely no exceptions.
 - **Prevent you from opening other windows, browsers, and files on that computer while taking the assignment.** This will prevent direct copying and pasting answers on the assignment. Any form of copying and pasting of answers, even if using other computers and typing what you read, is still cheating.
- Students must also show valid ID and take a picture of their face with the webcam. Students are not allowed to cover up the webcam to prevent the assignment being recorded. Students must perform the environment check to show what is around them during the assignment. Any assignment where the identity of the student is not clear, an official ID card is not shown during the test setup, an environment check is inadequately performed, or the student is not visible in the recording will be graded as a zero score. If this is done more than once, then in addition to the zero score, the student will be written up for academic dishonesty.
- When you open the quiz in iCollege can download the Lockdown Browser if you have not done so previously.
- If you do not have a webcam on your computer, then you must arrange to come to the college and take the assignment on a Perimeter College computer. The laptops loaned out by the library at Perimeter College campuses to be used within the library have both the lockdown browser installed and a webcam. These have been tested and work with the lockdown browser with webcam. Not all Perimeter College computers have webcams.
- If you have problems installing the Lockdown browser on your computer, then you must also come to the college to take the tests as described above.
- You must perform the environment check to show what is around you. Failure to show what is in the environment around your computer will result in a zero grade for the entire assignment.
 - An adequate environment check means showing me what is within reach of you. That means the tabletop surface or wherever your computer/laptop is sitting.

- Tests are open book, so I expect to see your text book and notes.
- Other electronic devices are allowed, but cannot be used to google questions and copy answers from. They can be used to lookup definitions of words you do not understand. They can be used to access the eText if that is your book.
- If you use a second electronic device during the assignment for an open book assignment (see below), you MUST show the camera what was on the screen of that device. Hold it there for at least 10 seconds. That does not mean you can google the question, read an answer, then lookup something else and show me the second thing but not the first! When you finishing typing you must show me the screen of the second device immediately. If you start typing again / pressing buttons without showing me the screen then I will assume you are cheating.
- You should NOT be getting up and moving off screen during an assignment. If an emergency occurs and you have to get up and leave, then you must do an environment check again when you return by showing the area around you. Do not stop the assignment, just show the environment by moving the camera. You will lose time if you get up from the assignment for any reason.
- **You are NOT allowed to take pictures or images of tests in any way or form.** This includes, but not limited to, during the test, and when reviewing tests. You are not allowed to write down test questions. You can review test questions in iCollege, but you are not allowed to keep a copy in any form. Making a copy of any test question in any form (known or unknown) is considered cheating.
- You are not allowed to leave the view of the webcam and/or talk to anyone else while taking a test or quiz that requires the Lockdown Browser and Respondus Monitor.
- If you have technical issues while taking a test / quiz using the Lockdown Browser and Respondus Monitor, then you will be required to take all tests on a Perimeter College campus using the Lockdown Browser and Respondus Monitor on a GSU computer provided for student use.

Online assignments are open book, unless specifically stated as closed book in the syllabus and/or class schedule.

- For open book assignments:
 - I know students have the textbook and notes in front of them when taking online assignment. These assignments have been designed to allow for that, if the assignment is not listed as closed book in the syllabus and/or schedule. You can have notes and the textbook with you and look things up if the assignment is an open book assignment. The timing of the assignment will prevent you from doing that for everything.
 - If you are using an e-text or e-notes, that is fine to use while taking the open book assignments. You are also allowed to look up terms that you are not familiar with online. The lockdown browser locks that computer, so to do any of these options would require a second electronic device.
 - It is not acceptable to google questions and then copy answers over for any type of assignment (see “Earning your grade” section).
- For closed book assignments:
 - You are not allowed any books, notes, recordings, and/or any type of information to be accessible that is not coming directly from your brain. During the environment check you must show that nothing is accessible.
 - If you have accommodations for a disability, then you are allowed anything that matches the requirements on the accommodation form sent from Disability Services.
 - It is not acceptable to google questions and then copy answers over for any type of assignment (see “Earning your grade” section).

Academic Honesty

Please review GSU's policy on academic dishonesty at the following websites:

<http://codeofconduct.gsu.edu/>

<https://deanofstudents.gsu.edu/faculty/#academic-honesty>

<https://catalogs.gsu.edu/content.php?catoid=13&navoid=1436>

Dr Hollier's policies on cheating and/or plagiarism (in addition to the college wide policies): Students who give their work to another student to review and/or allow their work to be copied are just as guilty of cheating and/or plagiarism and will receive the same penalty as the student who copied the work (no exceptions). Cheating and plagiarism also includes (but is not limited to): **quoting or copying material you are not allowed to quote (see assessed work section of syllabus), submitting false references (see referencing section of the syllabus),** attempting to copy answers during tests/exams from other students/individuals, using ANY electronic devices during tests/exams (regardless of the reason; with the exception of a simple calculator that would be provided by Dr Hollier if it is required), copying answers/work between students/individuals, copying answers/work from the internet, copying answers/work from any source that gives the same question, having another student/individual take quizzes/do the work for you, and/or working in groups (of students or other individuals) to complete gradable work in any format (unless specifically directed by Dr Hollier as constituting gradable group work). Students must also show valid ID and take a picture of their face with the webcam for tests using the Respondus Lockdown Browser and Respondus Monitor. Students are not allowed to cover up the webcam to prevent the test being recorded. Students must perform the environment check to show what is around them during the test. Any test where the identity of the student is not clear, an environment check is adequately performed, or the student is not visible in the recording will be graded as a zero score is considered a violation of the test conditions and a form of academic dishonesty.

When an instructor believes there has been a violation of the Academic Honesty Policy (AHP), the student may accept the instructor's decision or appeal it to the department chair. If the student chooses, he or she may appeal the decision of the department chair to the campus academic dean. The decision of the dean is final. **Multiple violations may result in expulsion.**

Penalties/punishments for cheating and/or plagiarism in Dr Hollier's classes (one or more will be applied):

- **A grade reduction to ZERO for that work/assignment category. This will not be dropped if it is part of a grade where the lowest grade is dropped.**
 - **When one item is detected as plagiarized, previous items can be checked for plagiarism.**
 - **If previous work within that assignment category, or other assignment category, is identified as plagiarized then that work will additionally penalized for cheating and/or plagiarism.**
 - **Additional penalties can include zero grades for each work identified for cheating and/or plagiarism, zero grades for**

each assignment category where cheating and/or plagiarism occurred, or an F in the course.

- **Loss of ALL extra credit for the entire semester.**
- **An “F” in the course.**
- **A charge of academic dishonesty will prevent you from being able to withdraw from the course.**
- **If the charges of academic dishonesty are upheld or not contested, then Dr Hollier will not write you a letter of recommendation.**

Dr Hollier reserves the right to also refer any incident to the expulsion panel and student affairs/Dean of Student Services (which includes the College Court/Judicial board) depending on the seriousness of the violation of Dr Hollier’s policies.

iCollege

iCollege is used to supplement this course. It is used to disseminate course materials (lecture notes, reviews, extra credit work, quizzes, and discussion board questions, etc.), provide the primary communication tools (e-mail and discussion board) for students to contact Dr Hollier and other students in the class, posting of grades for all tests and quizzes, and to provide announcements relevant to the course. **It is the students’ responsibility to ensure that they do not try to take online quizzes during schedule maintenance times for iCollege. The students MUST check the maintenance schedule each week and before taking each quiz. IF YOU TAKE QUIZZES DURING THE MAINTENANCE TIME AND THE QUIZ STOPS OR CLOSES, THEN THE QUIZ WILL NOT BE RESET, AND YOU WILL NOT BE ALLOWED TO HAVE ANOTHER CHANCE AT THE QUIZ.**

Materials posted on iCollege (or any other media type) CANNOT be posted by students in any way or form elsewhere (including, but not limited to: web pages, torrents, on CD/DVD, in paper publications, giving materials to students in other classes or colleges/universities). Violation of this could result in a grade reduction to your overall course grade by 10% per item posted and/or legal action by Dr Hollier or the publisher who owns the copyright of the material.

Support for iCollege:

- The support options can be found by visiting the iCollege login page and looking for help or support options.

If problems occur, then **you have the following responsibilities:**

- You must get help IMMEDIATELY from the 24/7 technical support, not days later.
- If the problems are not resolved within 48 hours THEN contact me.
- Make sure you have an ALTERNATIVE COMPUTER ACCESS PLAN. If your computer (any part!) or internet connection fails then it is your responsibility to have an alternative access plan (another computer).
- Make sure you BACK-UP YOUR WORK REGULARLY (recommended is weekly) to some type of media other than your computer (CD, flash drive, external hard drive, etc.)
- For problems with electronic quizzes / assignments that is due to iCollege failure only (this does not include problems with your computer or internet connection, only problems with iCollege

itself), then you must: (i) contact the helpdesk, AND (ii) notify me immediately (by e-mail (iCollege, GSU, or personal), phone, or mail. **Failure to perform BOTH of these actions could result in forfeiture of any considerations, time extensions, etc.**

Success in College classes

- **Get sufficient sleep:** For you to learn effectively, you need to ensure you get adequate sleep. Sleep is an important time where your body repairs itself and processes the information you have been studying. Not getting sufficient sleep (6-8 hours) means you do not effectively process the information from that day and are left with information in your next days “temporary store”. That means you can put less into it the next day!
- **Plan some recreation time:** Everyone needs to unwind, so you should plan some down time to relax and recoup. It is often good to plan your weekly schedule with a day off from studying or college work. This allows you to recoup, gather your thoughts, relax, reduce stress, not start to hate the course material, and not go insane.
- **Spend enough time studying:** For either a full-semester lecture or lab class, you should be spending about 9-12 hours of studying outside of class each week. For lecture and lab combined, that is a 18-24 hours a week. The amount of time needed varies per student and is linked to how effectively your study time is. For a half-semester class, you need to double these times per week. If planning 24 hours a week, then that would equate to 4 hours a day.
- **Take breaks during study time:** Your brain can only absorb so much materials at any given time. You need to take short (~5 minute breaks) every 20-30 minutes). This does not mean study for 5 minutes and then watch an episode of your favorite TV show! Also split up your study time throughout the week. Don't think you can study for 8 hours in a single day. Your brain can only handle so much at a time. Beyond that, you're either wasting your time or your efficiency of studying has decreased. When adding 4 hours of study time a day to 6 of your days, you should probably split it up into at least two, 2 hour slots.
- **Study technique:** You will need to work out your study style for each specific class. What works in one class may not work for another class. How a person learns is unique to that person. There is no one style that is guaranteed to work for everyone. Only you can work out your learning style. Some suggestions are in the section on “How to study for classes”.
- **Don't take on too much:** If you have taken on too much, then you will not do well in any of it. You need to look at the big picture of your career. Perhaps taking less classes, cutting back work hours, or cutting back on your social life, is something you need to change to succeed and actually get the career you want. It is better to get in a little later than never get in as you did not get the grades you needed due to taking on too much.
- **Create a schedule:** Create a weekly schedule planning your entire week. Include everything in your life on each day, such as time in class, study time, test taking time, sleep, traveling to/from work/college, eating, relaxing, etc. Each day should represent the full 24 hours. There is a “Weekly schedule planner” file in the course information and files folder on iCollege where you can fill it in. This schedule should help you see if you have taken on too much or not. You should also hold yourself to it each week, as later or tomorrow never comes. If you cannot fit everything into the 24 hours each day, then something has to give. You cannot make a day longer! Only you can decide what needs to change.

Learning styles

- The following are the most commonly referenced learning styles:
 - *Visual learners:* Learn by observing things. Visual learners understand information best when presented with pictures, images, and diagrams. They can easily visualize information, have a good sense of direction, and usually like to draw out processes or create concept maps.

- *Auditory learners*: Learn by hearing sound / music / rhythm. Auditory learners understand information best when listening only, sometimes requiring them to close their eyes while listening. They often learn best by presenting / explaining the information verbally to someone else.
- *Reading / Writing learners*: Learn by reading information and then writing it down. Reading / writing learners understand information best when they hand write what they have read and/or summarize the information with handwriting. They often do best by taking lots of notes during lectures / recorded lectures.
- *Kinesthetic learners*: Learn through a hands-on approach that often uses multiple senses at the same time (touch, vision, hearing) and by doing something (such as solving problems or a lab experiment). Kinesthetic learners understand information best when doing something, such as an activity. They often learn best through activities and answering questions after doing something, such as an online activity.
- In the past 10-20 years there has been a lot of focus on learning styles in all levels of education. However, there really is little data to suggest that matching a learning style to each student actually improves their grades or what they retain.
- It is better to think of learning styles more as learning preferences. For example, you may prefer to watch a news show on TV rather than read the news from an app or a newspaper. Just because you prefer to watch the news on TV does not mean you wouldn't understand the news in a newspaper. Both ways would create the same outcome, you learned something in the news. Just because you have a preference does not mean it is the only way you learn, or even the best way. Perhaps reading the newspaper helps you understand the issue better than passively watching it on TV, even though you prefer to watch it on TV.
- We have discovered enough about how the brain learns information to be better learners. The following is very much a summary and presented in a simplified way.
 - Information initially goes into a temporary buffer in your cerebral cortex. Your brain then sifts through this and transfers some of it to your short-term memory.
 - Your temporary buffer can only hold so much, which is why you should take breaks every 15-30 minutes while studying. Your temporary buffer is also emptied during REM sleep so you can refill it the next day. If you don't get enough sleep, then you do not empty your temporary buffer, and cannot add as much the next day.
 - Learning requires you to transfer information from your short-term memory to long-term memory. What aids transfer of information from short-term memory to long-term memory is excitement, rehearsal, and association of old and new information.
 - *Excitement*: If you have an interest in something you are more likely to learn it. If you have no interest in the topic you find it very hard to learn that information. When you are interested in something, your adrenalin (epinephrine) levels increase. This hormone not only works in the extreme of the fight-or-flight response, but aids in memory transfer. There are simple ways to increase adrenalin levels before studying, such as taking a 5-minute walk around the house. The slightly higher adrenalin levels, in theory, help with that memory transfer. Another option would be to read while working out on a treadmill or stationary bike at a gym.
 - *Rehearsal*: This requires a time commitment to go over everything multiple times. The more often you access a memory, the easier it is for your brain to find it, process it, and integrate it with other information. Accessing information (memories) more frequently results in more long-term potentiation in your neurons (see below).
 - *Association of old and new information*: It is easier to continue something than start from scratch. With learning it is the same. It is easier to tie new information to old information than to create entirely separate pieces of information (memories). This requires you to connect information between chapters of a course for example, rather than just study one chapter at a time and not see how they relate to each

other. Linking information together results in a greater level of long-term potentiation in and between neurons (see below).

- Memories are stored in our brains, and neurons change when information is stored in them. What actually occurs is long-term potentiation. The neuronal RNA content changes, novel proteins are produced, dendrites and axon terminals change shape, make new contacts, and/or increase in numbers. More neurotransmitters are synthesized and released when you access that memory. More receptors are embedded in the post-synaptic membranes. All of this allows your brain to make stronger and more numerous connections, which results in your being able to remember that information more easily and have a better understanding and application of that information.
- Everyone is also somewhat unique with how they learn, and what works for one person may not work for another person. Only you can work out what helps you learn. Try different ways. If one way is not helping, then try something else. If something does not work for you, then there is no point wasting your time in continuing to try to learn that way. Also, do not immediately rule out a method of learning because it is not what you prefer. You may find a method that you think is tedious (such as the time-consuming method of handwriting notes) helps you learn even though you find it tedious.

How to study for classes

This is only a guide on how to study for my lecture classes. The methods listed below may or may not be useful to every student, each of us are different and study/learn in different ways. What may work some students, may not work for others. These are Dr Hollier's suggestions:

1. For each hour of lecture class time you should be spending 3-4 hours of time studying at home.
2. Before the material is covered in class, read the chapter summaries. This will familiarize you with the key parts of the chapter before they are covered in class, and will enable you to follow the class more easily.
3. Print out and bring the fill in the blank lecture notes with you to class and fill in the blanks as we go through class. This will stop you just sitting there doing nothing and from writing down everything I say in class. It is strongly recommended instead of highlighting in the book, as writing the key words will help them sink in more easily than just highlighting them.
4. Print out and use the fill in the blank lecture notes while watching the recorded lectures. This will stop you just sitting there doing nothing and from writing down everything. It is strongly recommended to use the fill-in-the-blank notes instead of highlighting in the book, as writing the key words will help them sink in more easily than just highlighting them.
 - Recorded lectures are the equivalent of coming to class. When you come to an in-class session, you bring your pen and paper and take notes during the lecture. In-class sessions are specifically scheduled. When you watch the recorded lectures, you should be doing the same. Take notes and watch them at set times each week.
 - While I understand that some students do not have much experience with online classes, most students are aware of the importance of going to class. In thinking about what has data supporting learning, there is a significant amount of data showing that students who go to in-class sessions do better on tests, and in the course, than students who do not go to in-class sessions. In line with that, utilizing the recorded lectures in conjunction with the fill-in-the-blank notes as an online equivalent of in-class sessions will increase your learning of the course material.
 - Reading the transcripts only is not an equivalent to watching the recorded lectures in conjunction with utilizing the fill-in-the-blank notes. If all you do is read the transcript you are ignoring auditory and visual inputs that aid in learning. Having the material come through multiple senses at once has been demonstrated as a more effective way to learn something. Using only a single sense, such as reading alone, is significantly less effective for learning.

- Recorded lectures are intended to be used in conjunction with the fill-in-the-blank notes. To maximize your learning, you need to be completing the fill-in-the-blank notes with a pen or pencil (not typing into them). Typing on the computer has been shown to not help in learning. However, manually writing has been shown to improve learning.
 - I specifically created the fill-in-the-blank notes with certain words missing that are important ones to pick up on. If you're not using them, I would definitely recommend that.
5. When the chapter is completed, read the chapter cover to cover and fill in any blanks that you missed during class. It is very important you read the chapter cover to cover, as my tests and quizzes can come from any part of the chapter, whether I covered it in class or not. When reading the chapter, do NOT read the chapter all at once. The brain can only handle small amounts of information at a time, so read for 10-15 minutes (complete sub-sections), then take 2-3 minutes break where you do not think about the material, before moving on to the next part. This is very important. If you read the entire chapter straight through without breaks, you will most probably not learn anything, or only the very beginning of the chapter.
 6. After finishing reading the chapter, wait about 30 minutes and read the chapter summary again.
 7. Go to the mastering site and take the tutorials (if any are present), then the homework assignment. The tutorials will help you understand the key concepts for the topics they cover, and the homework will test your overall understanding of the chapter material. After completing the homework, re-read the parts of the chapter and lecture notes for the areas where you had problems in the homework (got the questions incorrect).
 8. If you are still unsure of the chapter, or specific parts of the chapter, grab two pens of different color and some paper (or a small notebook). Write a sub-chapter heading down on the page, then using one color write down what you remember about that topic in bullet point format on one half of the page. Then read the sub-chapter part and write down the bullet points summarizing it in the other color on the other half of the page (so the two parts in different colors are side by side). This will show you the difference between what you remember and what was covered in the section. Do this for all sections of the chapter or for the parts you are having problems with. Take breaks between each section. When the section/chapter is covered, read through the notes and see what the differences were. These notes will also be useful to study from. The actual writing down of the information is one of the most useful/effective ways I have seen for students to actually learn and remember the material, however it is time consuming.
 9. Also make use of the study area in the mastering site. This will give other ways to study, such as mp3 tutorials that you can download to your mp3 player (playing these in the car is a way to learn the material by osmosis from hearing it over and over), more quizzes to take, animations to watch, pre-made flash cards (if you are a flash card person), and a lot more. This is an extremely valuable resource to help you learn, so make full use of it.
 10. Re-read through the lecture class notes or notes made above, and the chapter summary before taking the quiz online.
 11. Take the short quiz in iCollege. For the questions you get wrong, work out why you were wrong and what the correct answer is. By understanding your mistakes you will learn a lot. The point of this is not just to find the correct answer and memorize it, as that will ultimately get you know where, but to learn why you were wrong, and why the correct is the correct answer.
 12. If you have further questions after doing all of the above, come and see me during office hours and we can work through parts of the above together, or I can provide further explanations for the areas you are having trouble with.

MultiSelect questions and learning

- If you are doing well on the essay questions, but not as well as you want on the MultiSelect questions, then it suggests that you are generally understanding the material, but not taking in the specific details of the material. The MultiSelect parts of the tests are very much focused on

specific details in the recorded lectures and/or text book. That is where I would suggest you devote more time. You may need to go over them more than once or twice.

- MultiSelect questions were created to test detailed knowledge, understanding, and application of the course content. The tests are generated from pools of questions that could come from any part of the content listed as being covered on that test.
- You cannot use process of elimination with MultiSelect questions as you do with Multiple Choice questions. MultiSelect questions thus prevent you from making “educated guesses” and test you on what you actually know.
- MultiSelect questions could have any number of correct answers. The best way to approach them is to view each answer as a true/false statement relative to what the question asks. View each answer independently from the other answers.
- The questions are written based on specific details, not overall concepts. If you study and generally understand the material, but cannot list / name specific examples, structures, functions, etc. then you have not learned sufficient details for these questions. These MultiSelect questions focus on details.
- The best way to learn the details of the course content is to utilize the fill-in-the-blank notes while watching the recorded lectures. Another option is the writing what you remember with two different color pens option listed above in the general learning information.

Paragraph / Essay questions and learning

- If you are doing well on the MultiSelect questions, but not the paragraph / essay questions, then it suggests that you are memorizing details but not necessarily understanding the bigger picture and/or able to reach higher Blooms taxonomy levels of the course content (application, analysis, synthesis, or evaluation levels).
- Paragraph / essay questions require you to apply what you have learned in new ways / to new examples, analyze information related to the concepts and work out how it is related or solve a problem, summarize the concepts with examples, and/or evaluate concepts for accuracy / comparison / implementation.
- The best way to approach these questions is to first identify what is specifically is being asked. Just writing what you know about something may not answer the question that was actually asked. The most common mistake I see is that students just write down what they know about the topic, but it doesn’t actually answer the question that was asked.
- These questions require critical thinking, which is very difficult to teach someone. It was how you think about something, not something you can necessarily read and memorize. However, if you do not have a good understanding of the concepts then you will struggle with these questions. So, the first thing to do is make sure you understand the concepts of the content that could be covered on the test first.
- A lot of the essay questions also require you to provide specific examples in your answer. A good way to learn examples is to write down headings, a brief summary of the concept as the first bullet point, and then examples as bullet points beneath. When listing the examples, try to explain why it is a good example and how it relates to the concept.

Early Alerts / Course Performance Alerts

Perimeter College utilizes an “Early Alert” system to identify students who are at risk of failing a course (<https://success.students.gsu.edu/early-alert/>). Perimeter College defines the Early Alert system as “Early Alert at Georgia State University is an initiative that seeks to provide feedback and support to students who have demonstrated behaviors within the first six weeks of the semester that may hinder academic performance and overall college success. This outreach effort is a partnership between faculty teaching undergraduate students and staff in the Office of Student Success.”

The principle of Early Alerts is to help struggling students while there is still time to make changes and improve grades. Statistics from GSU shows this helps students who are struggling. This goal is an admirable goal in education. However, there are problems with the implementation of this system, consequences to these actions, and a conflict with general higher education principles. These are outlined below:

- The Early Alerts initiative is discriminatory to all students who are not reported as at risk. Students who receive an at-risk alert are given additional support and resources from the University that students not at risk do not receive. Every student should be given the same opportunities to improve their grade. Getting into Health Field related career programs, such as nursing, is competitive. Every student should be aiming for an A grade in prerequisite courses to be as competitive as possible. To offer additional help and support in improving their grade to a student who could fail a class, but not to a student who is averaging a B or C is discrimination. The B and C students should also be given the same opportunities so they can be more competitive in applications to their future programs.
- If a student is averaging an A, B, or C, and are thus not reported as at risk, they could still fail the course. For example, if they stop attending class, stop taking tests, and/or miss other assignment deadlines, then they could still fail the class. Early Alerts are submitted around one quarter to one third of the way through the course for full semester classes, about two thirds of the way through the course for mini-mester 1 courses, and before the course even starts for mini-mester 2 courses. The course grade is spread out over the length of the course as best possible. When Early Alerts are submitted, a student could not have scored enough course points to pass the course, even if they had a score of 100% on every assignment, regardless of whether it is a full semester, mini-mester 1, or mini-mester 2 course.
- The Early Alert notification has two consequences depending on whether you receive one or not:
 - *If you receive an Early Alert:* Students consciously (and subconsciously) acknowledge they have to do better. This results in students either continuing to study, try to improve their study efficiency, and/or make changes to other aspects of their life so they can spend more time studying for the course. These are all positive things.
 - *If you do not receive an Early Alert:* Students are aware when Early Alerts come out. If a student does not receive an Early Alert they often consciously (and subconsciously) assume they are doing well and will get an A in the course. This is not necessarily correct, as all students can improve their study habits and time spent studying. By not receiving the alert, students generally do not make any changes. This means a B or C level student will still get that B or C at the end of the course. To get the A grade, the B and C level student would need to make changes just like the student who received the alert. Some students may also slack off if they don't receive an alert, which would result in a decrease in their grade.

Due to the above reasons, Dr Hollier will list every single student as at risk. This allows all students to be reminded that they need to continue studying, try to improve, complete all assignments, and give them access to the resources of the University to help them improve their grade. There are no exceptions to this situation. Every single student, even if you are averaging a 100%, will be reported as at risk in any Early Alert system (or any University initiative that has the same outcome).

[Start of Alert]

At Risk: Yes

Alert Reason: General Concern

Comments:

All students at this point in the semester are at potential of failing the class if they decide to stop attending class, do not study sufficiently, do not ask the instructor questions when they are having

problems, or stop taking the tests. Given the point in the semester, it is possible that any student could fail.

Students have weekly assignments and/or tests and know how well (or not) they are doing on the tests and in the course. Students have the responsibility to monitor their progress in this way and take action when needed. Students should use the document “How to calculate your lecture grade” or “How to calculate your lab grade” to track their progress. Students can confirm they have correctly calculated their grade by emailing a picture of the completed tables to Dr Hollier as an attachment in iCollege. In doing so, they will know their current progress and if they are struggling in the course. It will also identify where they are struggling.

As an alert, students should utilize the grade calculator provided to them. If they are not doing this, then they should. This is an alert for them to do this.

Please refer to the class syllabus section “Early Alerts / Course Performance Alerts” for more information about these alerts, their purpose, and why Dr. Hollier enters the same alert for ALL students.

[End of Alert]

Bottom line: You have the responsibility

- To track your progress with the student grade calculator provided.
- To attend every class meeting for face-to-face classes or enter iCollege online each week for online classes.
- To come and see me when you are having problems.
- To continue studying for the course and complete the assignments.

Academic support

You should always seek assistance from the course instructor first. However, the following are options to obtain further academic support:

- *Learning and Tutorial Center (LTC)*: The LTC is a resource for student success. It's mission is to "enable Perimeter College's diverse population of students to achieve their educational, personal, and career goals through tutoring and technology-based instruction, empowering them to become successful, independent, lifelong learners." There is a CRLA-certified LTC located on each of PC's five campuses where we provide academic support in mathematics, reading, writing, science and more. In addition to our face-to-face tutoring services, we provide a variety of other services and resources to accommodate student needs.
- *PERIMETER COLLEGE Nursing Tutorial Lab*: The Nursing Tutorial Lab was built and designed to provide academic assistance to nursing and pre-nursing students at Perimeter College. Students may self-refer or be referred to the program by College faculty and staff. Depending on need, students may receive assistance in such areas as medical-math skills, science, and college survival skills: test taking strategies; time management; stress reduction; and general study skills. Review sessions in specific content areas are offered. The Tutorial Lab Director and a Biology tutor are available for individual or small group tutoring sessions.
- *Library*: The college library is a great resource for finding information, using student computers, media spots to complete online work of a variety of types, a place to study, and a place to obtain general help or find out where to obtain help.
- *Disability services*: Perimeter College is committed to providing educational opportunities for all students and assisting them in making their college experience successful and positive. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The Center for Disability Services coordinates the provision of reasonable accommodations for students with disabilities.

Perimeter College Student Scholarships

Perimeter College offers merit-based, need-based and service-based scholarships. All scholarship awards are contingent upon the availability of funds and are subject to revision. Information is located at <https://perimeter.gsu.edu/student-accounts/scholarships/>.

Letters of Recommendation

<http://www.mhollier.com/letters.html>

Dr Hollier will only provide letters of recommendation to students who get either an A or a B as their overall course grade. **To request a letter of recommendation you must give me four weeks notice before the date that you require it.** You must also e-mail the following information to my college e-mail address (mhollier@gsu.edu):

- Your full name and what personal pronoun you use to refer to yourself (he, she, they, ze, ve, etc.).
- Which course(s) you took with me and which semester you took each of those courses.
- The full name and address of the college/university you are applying to.
- The name of the program that you are applying for as listed on the application form.
- Your science class course grades for all science courses taken at PERIMETER COLLEGE.
- Your current GPA.
- A list and brief description of any volunteering / community service you have performed within the last two years.
- Any information that you are including on your application that I am expected to know.
- The date that you require the letter(s) by.
- If you are applying to the Byrdine F. Lewis School of Nursing and Health Professions (Georgia State University) then you also need to send me the following information exactly as you entered it on your online application:
 - Student name.
 - Panther ID number.
 - Student email.
 - Program you are applying to (Traditional, ACE, or ACE and traditional)
 - Term you are applying for.
- Whether the letter will be submitted electronically or whether you need it printed and placed in a signed and sealed envelope.
 - If it will be electronically submitted, then enter my information into their system (Dr Mark Hollier, Associate Professor of Biology, mhollier@gsu.edu, 678-891-3779, 555 N.Indian Creek Dr, Clarkston, GA 30021). It is your responsibility to ensure that any required information I need for submitting your letter of recommendation electronically is sent to my email address.
 - For printed letters, specify the full address that should go on the front of the envelope. Also indicate if you want to pick it up from me or if I am to mail it directly to the address you provided.

If you were written up for cheating and/or plagiarism, or decide to let your class work “fall in to the hands” of students after you leave my classes, your name will be black listed for letters of recommendation. If you do request a letter of recommendation under these situations, Dr. Hollier will either decline writing you a letter, or write a letter of recommendation including general information about your lack of integrity and ethics.

Class Withdrawal

After the enrollment verification period, students who elect to withdraw from either course (lecture or lab) will NOT automatically be dropped from the co-requisite course. Students who elect to withdraw

from either course are advised and strongly encouraged to initiate withdrawals from both co-requisite courses at the same time. Students should regularly check their PAWS/GoSOLAR accounts to ensure official enrollment in a course. Students are advised to withdraw from co-requisite courses if they withdraw from either course throughout the course of the semester.

<https://catalog.gsu.edu/>

<https://catalogs.gsu.edu/content.php?catoid=13&navoid=1563>

Students are responsible for formally adding, dropping, or withdrawing from classes using the online registration system, PAWS at paws.gsu.edu. Students may not attend a class unless they have registered for that class, nor should students simply stop attending a class unless they have formally dropped or withdrawn from that class. Students should be aware of the financial obligations and academic impact of adding, dropping, or withdrawing from classes by consulting with an academic advisor and referring to information concerning the tuition refund schedule found on the Student Financial Services' webpage, sfs.gsu.edu.

Incomplete

<https://catalogs.gsu.edu/content.php?catoid=13&navoid=1573&hl=%22Incomplete%22&returnto=search>

A grade of incomplete ("I") may be assigned at the instructor's discretion if a student 1) is earning a passing grade at the time the incomplete is requested, and 2) has completed most of the major assignments, generally all but one, and 3) cannot complete the remainder of the coursework due to non-academic reasons beyond the student's control. If an instructor denies a student's request for an incomplete, the student may appeal to the department chair. The decision of the department chair is final.

If a situation that does not allow you to continue the course work occurs during the semester prior to midpoint, then you are expected to withdraw from classes before midpoint. A grade of incomplete or a hardship withdrawal is not available if the circumstance(s) / situation occur before midpoint. If the circumstance(s) / situation occur after midpoint, then you may be eligible for either an incomplete or hardship withdrawal. Neither of these options (incomplete or hardship withdrawal) are guaranteed. They are determined by college policy.

Expectations of the students

Students are responsible for all material covered and announcements made in class. Students are expected to complete all assignments on time, come to all classes, participate in classroom activities in groups/individually (depending on the activity), check iCollege daily, and communicate/participate in a professional manner. Students should conduct themselves in a professional and academic manner that respects the rights of other students and the instructor. Because entering and exiting the room during class can be distracting to other students (as well as the instructor), refrain from such movements except as physiologically necessary. Any unnecessary or loud talking during class should be avoided. Eating and drinking is prohibited in the classroom. Students that do not conduct themselves in a professional and academic manner may be dismissed from class and receive a zero for any assignments, quizzes, or test for that class time. Continued noncompliance of these expectations will result in severe grade reductions for one or more tests from the course (as decided by the instructor).

Electronic devices

1. Students are responsible for their electronic devices if they bring to class. The college and/or Dr. Hollier are not responsible/liable for any damage or loss of electronic devices.
2. Electronic devices are allowed during class times. The electronic devices must not disrupt the class, and sound(s) must be turned off.

3. **Electronic devices of any kind (except devices for the hard of hearing) are NOT allowed during tests, exams, quizzes, etc. and when going over the tests, exams, quizzes, etc. once they have been graded.** The first violation of this part of the policy will result in an immediate grade of zero for that test. A second violation will result in an F for the entire course. This includes, but is not limited to, phones, smart watches, smart glasses, and programmable calculators. If you have smart glasses, you will need to have a pair of regular glasses to wear during tests, exams, quizzes, etc.
4. **Cell phone use (or ringing) in class will not be tolerated.**
5. Voice recorders are to be used to aid in note taking during class only, and have the following constraints:
 - a. The recorder must be placed next to the student (not at the front of the class next to the instructor).
 - b. The instructor and/or PERIMETER COLLEGE cannot be held responsible for any damage or loss of the recording device.
 - c. It is understood that such recordings are to be utilized only for the student's personal use as a study supplement.
 - d. Recorders are not to be operated in playback mode or otherwise operated in a manner such as to cause disruption to the class.
 - e. Recordings may not be posted for dissemination anywhere in any form.
6. Laptops can only be used to allow students to type notes instead of writing them, or to look at the class material instead of printing it out. Laptops are not to be used for surfing the internet, doing work for other classes, or playing games. Laptops cannot be used to record the class through a webcam in any way or form. Typing must be kept to a quiet level, if your keyboard is too noisy (as determined by the instructor), then you will not be allowed to use your laptop during class. Violation of any part of this policy will result in the forfeiture of your right to use your laptop.
7. Use of imaging devices of any kind (cameras, video recorders, etc.) is strictly prohibited in the class.

Dress attire

The instructor reserves the right to identify attire which is inappropriate for a classroom setting, including (but not limited to): attire with curse words, attire depicting nudity, and attire with minimal coverage. Please use discretion and be courteous to those around you when choosing attire.

Tobacco and Smoke-Free Campus Policy

<http://codeofconduct.gsu.edu/>

Georgia State University ("Georgia State") is committed to providing a clean, healthy, and comfortable environment for all students, faculty, staff and visitors. The use of tobacco products is prohibited on all property owned, leased or used by Georgia State, including but not limited to all internal and external areas; parking garages and parking lots; and in Georgia State owned and/or leased vehicles. Such use is also prohibited within 25 feet of all Georgia State building entrances and exits. Tobacco products include cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco, such as hookahs, or simulate the use of tobacco such as electronic cigarettes. The advertising, sale or free sampling of tobacco products on Georgia State property is also prohibited.

Children in class / at college

The college has a policy that prohibits children from sitting in or being left in the hallway during class. **If you come to class with a child, then you will be asked to leave the class. If you bring a child to a test then you will not be allowed to take the test**, and the policy of no make-up tests for missed tests WILL apply to this situation (no exceptions).

Disruptive behavior

<http://codeofconduct.gsu.edu/>

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages, or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, excessive tardiness, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

House Bill 280

Please refer to www.usg.edu/hb280 regarding House Bill 280.

Important statements

1. **Student Code of Conduct:** Students should be familiar with the Student Code of Conduct (<http://codeofconduct.gsu.edu/>).
2. **GSU statement:** The course syllabus provides a general plan for the course; deviations may be necessary.
3. **GSU statement:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.
4. **GSU email policy:** Every student is assigned an official Georgia State University email address at the time of acceptance. It is essential that students regularly check this email account. Academic departments and student service units across campus use the University assigned email as a means of communicating with students about official university business, and students are held responsible for this information. Email from Georgia State will be sent to the student's official Georgia State e-mail address. It will not be sent to any other address (such as a Gmail or Yahoo account). However, students may configure their Georgia State account to forward to another address. (<https://catalogs.gsu.edu/content.php?catoid=13&navoid=1531>)
Perimeter College requires students to use GSU-provided email accounts for communication. The Perimeter College account holder must maintain password security and not share his or her login information with anyone, including spouses, parents, friends, or family. Therefore, only the registered student is permitted to login to iCollege with his or her assigned username and password to participate in this class. Allowing someone other than the registered student to access this iCollege class for any reason is considered cheating and a violation of the Georgia State University's Policy on Academic Honesty. Users must not use profanity, obscenities, or derogatory remarks in email messages. Threatening, sexual, ethnic, and/or racial harassment, including unwanted / unsolicited bulk electronic mail, is strictly prohibited. Persons in violation of this procedure are subject to a range of sanctions, including the loss of computer network access privileges, disciplinary action, dismissal from the College and legal action.
5. **Sexual Misconduct Policy:** The University System of Georgia is committed to ensuring a safe learning environment that supports the dignity of all members of the University System of Georgia community. The University System of Georgia does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. The University System of Georgia will not tolerate sexual misconduct, which is prohibited, and which

includes, but is not limited to, domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. The University System further strongly encourages members of the University System community to report instances of sexual misconduct promptly. These policies and procedures are intended to ensure that all parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough and equitable manner. Prevention is one of the primary mechanisms used to reduce incidents of sexual violence on campuses. USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community including students, faculty, and staff. Such programs are designed to stop sexual violence through the promotion of positive and healthy behaviors. Programming will educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting. (<http://codeofconduct.gsu.edu/>)

- 6. American Disability Act Statement:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Students are required to give the instructor of the course reasonable notice of any accommodations (“Request academic accommodations in a timely manner relative to the semester that they plan to attend”; <https://disability.gsu.edu/about-us/rights-responsibilities/>). Accommodations will be applied to assignments that have a due date in the class schedule of 7 days after the date the official accommodation was received. Assignments that have a due date of less than 7 days in the official class schedule from when the official request was received will not be adjusted. Requesting extensions on these assignments will also result in additional accommodations being applied if an extension is granted. The dates will strictly go by the dates in the official class schedule and not extension dates. An accommodations form will be generated by Dr Hollier upon receiving the official Disability Form from the Disability Services and the student (both should be on the email if the form is emailed). All parties (student, instructor, and Disability Services) will review and sign the form to ensure that all conditions are legally met.

- 7. Non-discrimination Statement:** Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin, or veteran status in employment or the administration of the program and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established. Additionally, no chartered student organization may engage in discriminatory conduct whether collectively or through the actions of its individual members. (See Code Section I. Chartering Student Organizations.). (<http://codeofconduct.gsu.edu/>)

- 8. Affirmative Action Statement:** It is the policy of Georgia State University to implement affirmative action and equal opportunity for all employees and students, without regard to race, color, religion, national origin, sex, age, sexual orientation, veteran status or disability. This policy also applies to applicants for employment or admission.

- 9. Basic Needs Statement:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The Embark program at GSU (<https://deanofstudents.gsu.edu/student-assistance/embark/>) provides resources for students facing homelessness.

- 10. Counseling Services:** The Counseling Center provides individual counseling sessions, group counseling, couples counseling and mind-body services that are free of charge to enrolled Georgia State University students (<https://counselingcenter.gsu.edu/services/counseling-services/>

). While counseling might be helpful in numerous situations, students who are experiencing the following are strongly encouraged to seek counseling services:

- Experienced a change in appetite or weight
- Experienced a loss (e.g., a relationship breakup, a parent's death)
- Feeling overwhelmed by what is going on in life
- Having thoughts about hurting themselves or someone else
- Inability to concentrate on schoolwork or other activities
- Inability to sleep at night or constantly feel tired
- Increased use of alcohol or other drugs (including cigarettes)
- Unhappiness on most days or feeling a sense of hopelessness
- Worrying excessively or are constantly on edge

11. **Campus Safety:** Georgia State University values the safety of all university community members on all of our campuses. To promote campus safety, the university is providing the LiveSafe app free for all students, faculty, and staff. This app provides a quick, convenient, and discrete way to communicate with the GSU police. I strongly recommend that you download the app from either the Apple App Store or Google Play. You can sign-up for Panther Alerts and learn more about LiveSafe by visiting the GSU LiveSafe webpage: <https://safety.gsu.edu/livesafe/> .

- In addition, please make sure you have the campus police numbers in your phone.
- For emergencies call 404-413-3333
- For non-emergencies and to request a safety escort call 404-413-2100
- If you are hearing impaired call 404-413-3203

Disclaimer:

Dr Hollier reserves the right to make any changes to any part of this syllabus at any time (students CANNOT change the syllabus). Any changes to be made will be discussed with students, and then the approved changes (by instructor and students) will be written down and ALL students will have to sign for the changes to take effect. If a student fails to sign for the changes, then the changes will NOT apply to that student (and they will not be allowed to sign later) if they change their mind.

Instructor: Dr. Mark Hollier
Phone: 678-891-3779
Email: mhollier@gsu.edu = emergencies only
Course Abbreviation: BIOL-2252L-012
CRN: 84284
Course Hours: 1
Class times: TR 10:00-12:45 (10:00am-12:45pm)
Class location: CC-2200

Day	Time (24hr)	Time (12hr)	Location
Monday	14:00-16:30	2:00pm-3:30pm	Weber
Tuesday	14:30-16:50	2:30pm-3:50pm	LTC (ES-1200)
Tuesday	16:30-18:50	3:30pm-5:50pm	Office (CC-1188)
Tuesday	16:30-17:00	4:30pm-5:00pm	Weber
Wednesday	14:30-16:50	2:30pm-3:50pm	Weber
Thursday	14:30-16:30	2:30pm-3:30pm	LTC (ES-1200)
Thursday	15:30-16:30	3:30pm-4:30pm	Office (CC-1188)
Thursday	16:30-17:00	4:30pm-5:00pm	Weber

Any changes to tutoring hours, whether for a single day or a change for the duration of the semester, will be posted in the announcements section of iCollege. You should always check the announcements prior to attending any tutoring and advising time.

Weber tutoring is available outside of the above listed hours. Dr. Hollier is always willing to schedule appointments outside of the regular posting tutoring and advising hours. To schedule a session outside of the regular hours, you need to email Dr. Hollier in iCollege 48 hours prior to the day you wish to meet. In your email, specify what time of the day you can meet. Dr. Hollier will do his best to meet your schedule. However, the day and time must be mutually compatible for both of us. Students who turn up outside the hours listed or without an appointment will be turned away / ejected from Weber.

Office location: CC-1128

Date (start of week, Monday)	Lab	Exercises	Misc dates	Anatomical Models (Mastering - Assignments)	Histology Assignments (Mastering - Assignments)	Lab Reports (Mastering - PhysioEx)	Online Homework - Post-Lab (iCollege)	Quizzes (iCollege)	Discussions for on campus (face-to-face) classes	Lab Practical Exam Assessments	Misc. Assignments towards course grade
10/09/23	1	27 - Functional Anatomy of the Endocrine Glands Pig Dissection: Overview of Internal Organs, and Endocrine system GLOVES & GOGGLES	Start of classes = 10/09/23 Roll Verification Period = 10/09/23-10/16/23 Roll Verification MUST be signed in class (no emails or online quit is allowed by Department / College policy for on campus classes)	AP2 Lab - Anatomical Models 01 (Endocrine system) = 10/09/23-10/19/23	AP2 Lab - Histology 01 (Endocrine) = 10/09/23-10/19/23		A&P2 Post-Lab Homework 01 (Ex27 & Ex29) = 10/13/23-10/16/23	A&P2 Quiz 01 (Ex27) = 10/13/23-10/16/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).		iCollege: Syllabus quiz = 10/09/23-10/15/23 Roll Verification = MUST be signed in class Plagiarism module = 10/09/23-10/15/23
10/09/23	2	29 - Blood GLOVES & GOGGLES	Safety Contracts uploaded under assignments in iCollege = 10/09/23-10/16/23	AP2 Lab - Anatomical Models 02 (Endocrine system) = 10/09/23-10/19/23	AP2 Lab - Histology 02 (Endocrine) = 10/09/23-10/19/23			A&P2 Quiz 02 (Ex29) = 10/13/23-10/16/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 1 (performed during class in the lab room) = 10/12/23	Success in this course = 10/09/23-10/15/23 Lockdown Browser Test = 10/09/23-10/15/23
10/16/23	3	30 - Anatomy of the Heart 31 - Conduction System of the Heart and Electrocardiography		AP2 Lab - Anatomical Models 03 (Cardiovascular system Heart) = 10/16/23-10/20/23	AP2 Lab - Histology 03 (Cardiovascular) = 10/16/23-10/20/23	Exercise 4: Endocrine System Physiology = Activities 1 and 2 = 10/16/23-10/18/23	A&P2 Post-Lab Homework 02 (Ex30-31) = 10/20/23-10/23/23	A&P2 Quiz 03 (Ex30-31) = 10/20/23-10/23/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).		
10/16/23	4	32 - Anatomy of Blood Vessels Pig Dissection: Cardiovascular system GLOVES & GOGGLES	Before midpoint extension request date = 10/19/23	AP2 Lab - Anatomical Models 04 (Cardiovascular system Arteries) = 10/16/23-10/20/23	AP2 Lab - Histology 04 (Cardiovascular) = 10/16/23-10/20/23	Exercise 11: Blood Analysis = Activity 4 = 10/16/23-10/18/23	A&P2 Post-Lab Homework 03 (Ex32) = 10/20/23-10/23/23	A&P2 Quiz 04 (Ex32) = 10/20/23-10/23/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 2 (performed during class in the lab room) = 10/19/23	
10/23/23	5	33 - Human Cardiovascular Physiology-Blood Pressure and Pulse Determinants		AP2 Lab - Anatomical Models 05 (Respiratory system) = 10/23/23-10/27/23	AP2 Lab - Histology 05 (Respiratory) = 10/23/23-10/27/23	Exercise 6: Cardiovascular Physiology = Activity 4 = 10/23/23-10/25/23	A&P2 Post-Lab Homework 04 (Ex33) = 10/27/23-10/30/23	A&P2 Quiz 05 (Ex33) = 10/24/23-10/27/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 3 (performed during class in the lab room) = 10/24/23	Online (iCollege) = MOTEUM EXAM = Closed book (no resources other than your brain) = 10/24/23
10/23/23	6	36 - Anatomy of the Respiratory System Pig Dissection: Respiratory system GLOVES & GOGGLES	Last day to withdraw = 10/27/23	AP2 Lab - Anatomical Models 06 (Respiratory system) = 10/23/23-11/03/23	AP2 Lab - Histology 06 (Respiratory) = 10/23/23-11/03/23	Exercise 5: Cardiovascular Dynamics = Activity 4 = 10/23/23-10/25/23	A&P2 Lab Midterm Extra Credit = 10/27/23-10/30/23	A&P2 Quiz 06 (Ex36-37) = 11/03/23-11/06/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 3 (performed during class in the lab room) = 10/30/23	
10/30/23	7	37 - Respiratory System Physiology		AP2 Lab - Anatomical Models 07 (Digestive system) = 10/30/23-11/03/23	AP2 Lab - Histology 06 (Respiratory) = 10/23/23-11/03/23	Exercise 7: Respiratory System Mechanics = Activity 1 = 10/30/23-11/01/23	A&P2 Post-Lab Homework 05 (Ex38-37) = 11/03/23-11/06/23	A&P2 Quiz 06 (Ex36-37) = 11/03/23-11/06/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 3 (performed during class in the lab room) = 11/03/23	
10/30/23	8	38 - Anatomy of the Digestive System Pig Dissection: Digestive system GLOVES & GOGGLES		AP2 Lab - Anatomical Models 08 (Digestive system) = 10/30/23-11/03/23	AP2 Lab - Histology 07 (Digestive) = 10/30/23-11/03/23		A&P2 Post-Lab Homework 06 (Ex38) = 11/03/23-11/06/23	A&P2 Quiz 07 (Ex38) = 11/03/23-11/06/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 3 (performed during class in the lab room) = 11/02/23	
11/06/23	9	39 - Digestive System Processes: Chemical and Physical GLOVES & GOGGLES		AP2 Lab - Anatomical Models 09 (Urinary system) = 11/06/23-11/10/23	AP2 Lab - Histology 08 (Urinary) = 11/06/23-11/10/23	Exercise 8: Chemical and Physical Processes of Digestion = Activities 1, 3, and 4 = 11/06/23-11/08/23	A&P2 Post-Lab Homework 07 (Ex39) = 11/10/23-11/13/23	A&P2 Quiz 08 (Ex39) = 11/10/23-11/13/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).		iCollege (Assignments): Extra credit assignment = 11/07/23
11/06/23	10	40 - Anatomy of the Urinary System 41 - Urinalysis GLOVES & GOGGLES		AP2 Lab - Anatomical Models 10 (Reproductive system) = 11/13/23-11/17/23	AP2 Lab - Histology 09 (Reproductive) = 11/13/23-11/17/23	Exercise 9: Renal System Physiology = Activity 4 = 11/13/23-11/15/23	A&P2 Post-Lab Homework 08 (Ex40-41) = 11/13/23-11/17/23	A&P2 Quiz 08 (Ex39) = 11/10/23-11/13/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 4 (performed during class in the lab room) = 11/09/23	
11/13/23	11	Pig Dissection: Urinary System, Reproductive System GLOVES & GOGGLES	After midpoint extension request date = 11/19/23	AP2 Lab - Anatomical Models 10 (Reproductive system) = 11/13/23-11/17/23	AP2 Lab - Histology 09 (Reproductive) = 11/13/23-11/17/23	Exercise 9: Renal System Physiology = Activity 4 = 11/13/23-11/15/23	A&P2 Post-Lab Homework 09 (Ex42) = 11/17/23-11/20/23	A&P2 Quiz 09 (Ex40-41) = 11/17/23-11/20/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).	Lab Practical Exam Assessment 4 (performed during class in the lab room) = 11/14/23	
11/13/23	12	43 - Physiology of Reproduction: Gametogenesis and the Female Cycles 44 - Survey of Embryonic Development	Thanksgiving Break = 11/20/23-11/26/23	AP2 Lab - Anatomical Models 10 (Reproductive system) = 11/13/23-11/17/23	AP2 Lab - Histology 10 (Reproductive) = 11/13/23-11/17/23		A&P2 Post-Lab Homework 10 (Ex43-44) = 11/17/23-11/20/23	A&P2 Quiz 10 (Ex42-43-44) = 11/17/23-11/20/23	Submit your discussion from the classroom using the QR code displayed in class. If you are not in the classroom, then you cannot submit your discussion (see policy in the syllabus).		
11/27/23			End of classes = 11/28/23								Online (iCollege) = FINAL EXAM = Closed book (no resources other than your brain) = 11/27/23-11/28/23

Disclaimer: The class dates and content are tentative, and as such are subject to change.
Work due dates are 11:59pm of the day indicated, unless otherwise indicated (late submissions will NOT be graded)
Online assignments are open from 12:01am on the first date of the range listed until 11:59pm of the last date listed.