



## APPLIED HUMAN PHYSIOLOGY WITH LAB

APK 2105C -- 4 CREDITS -- FALL 2020

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<b>OFFICE HOURS:</b>	Online; details posted on Canvas.
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**MEETING TIME/LOCATION:** This is a fully online course - there are no in-person meetings. Lab sessions are required and held weekly; these are led by graduate teaching assistants (TA). Although lectures are pre-recorded so that you may watch them at your convenience, please refer to the "Course Schedule" below for the weekly timeline to follow. There are seven sections for this course; you must attend your section.

CLASS #	SECTION #	LAB DAY & TIME	LAB LOCATION
21222	1C48	F   Period 3-4 (9:35 AM – 11:30 AM)	Online
10692	2108	M   Period 2-3 (8:30 AM – 10:25 AM)	Online
10693	2109	W   Period 2-3 (8:30 AM – 10:25 AM)	Online
10694	3348	W   Period 4-5 (10:40 AM – 12:35 PM)	Online
10695	5095	F   Period 4-5 (10:40 AM – 12:35 PM)	Online
10700	8900	F   Period 2-3 (8:30 AM – 10:25 AM)	Online
10701	8901	R   Period 6-7 (12:50 PM – 2:45 PM)	Online

**COURSE DESCRIPTION:** This physiology course will introduce students to the functions of the human body at the cellular, tissue, organ, systemic, and organismal levels with heavy emphasis on mechanisms of action.

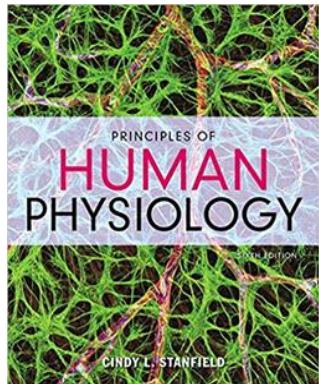
**PREREQUISITE KNOWLEDGE AND SKILLS:** Sophomore, Junior, or Senior status. Any previous experiences in the following areas may be helpful to students: medical terminology, anatomy, physics, chemistry, and/or biology. Students do *not* need to have taken any of these courses to be successful in this course.

Students enrolling in this course must have at least the following minimum technical skills to succeed:

- Using the learning management system, Canvas
- Using e-mail with attachments
- Microsoft Office: Word, PowerPoint
- Using Zoom video conferencing
- Downloading and installing software such as Google Chrome with extension for HonorLock and Pearson Mastering A&P

**REQUIRED AND RECOMMENDED MATERIALS:** For this course, students must access two resources: (1) the textbook, and (2) Mastering A&P website (where lab modules will be completed). There are a couple options regarding how to gain access to these required course materials.

Textbook: Stanfield, Cindy L. *Principles of Human Physiology*. 6<sup>th</sup> edition. Mobile, AL: Pearson, 2017.



Mastering A&P online program access. Students may “opt-in” to acquire access via link in Canvas for a reduced price and pay for these materials through their UF student account, which gives access to an e-version of the textbook and access to Mastering A&P. To do this, log into your Canvas account and navigate to the APK 2105C course homepage. On the left-hand side of the window, select “My Lab and Mastering”, and then follow the prompts accordingly. Students who do not choose this option will be

able to purchase an access code through the UF Bookstore. Both options provide access to the same online materials. There may also be a discounted, loose-leaf print version of the textbook available at the UF Bookstore for students who would like a physical text for the course. Copies of the textbook are available through the UF library system course reserves.

If you already have a copy of the textbook, you will still need to purchase the access code that provides you access to My Lab and Mastering/Mastering A&P; there is not a way to purchase an access code without the e-textbook, these materials are bundled together.

**COURSE FORMAT:**

This class is 100% online, with meeting times scheduled for weekly labs and four exams throughout the semester (the fourth administered during Final Exam Week).

Lectures: Students will watch pre-recorded lecture videos. It is recommended that you read the text in advance of this and then take good notes during the lectures.

Labs: Students will meet in an online forum (via Zoom) during their lab times with a graduate TA, who will lead them through experiments and discussions. Labs are managed by your graduate TA – they are your instructor for the lab component. As such, they should be your first point of contact regarding lab matters.

Lab modules will be completed through Mastering A&P (accessed via Canvas). Students will perform simulations and then answer a series of questions. The graduate TAs are the primary resource for the lab component of the course (activities, quizzes, and related grades).

Exams: Students will take a total of four exams, accessible via Quizzes on Canvas. These exams are proctored with a required lock-down browser. Students must have functioning webcam and microphone, as well as a stable internet connection in a cleared space, ideally at a desk or table.

**PURPOSE OF COURSE:** The purpose of this course is to introduce students to physiology (the study of how the body's structures function) and to present information and engage students in a way that promotes critical and creative thinking within the context of health and movement studies. Students will be asked to identify important structures of the human body and to integrate the functions of these basic structures together at all levels of the hierarchical organization (molecular, cellular, tissue, organ, and organ system) so that the information can be applied to novel, clinical scenarios. This applied method of teaching physiology is intended to enhance the long-term retention of the concepts covered and prepare students for future courses and

experiences which may require health or movement-based communication and problem solving.

**COURSE LEARNING OBJECTIVES:** Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments. The following table describes the UF General Education student learning outcomes (SLOs) and the specific learning objectives for APK 2105C. By the end of this course, students should be able to:

General Ed SLOs	APK 2105C Course Goals	Assessment Method
<b>Content:</b> Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.	<ul style="list-style-type: none"><li>Describe the basic structures as well as the basic and more complex functions of the cell, the endocrine, nervous, muscular, cardiovascular, respiratory, and renal systems</li><li>Name and give examples of key physiological themes and basic regulatory mechanisms for sustaining life/health (e.g. homeostasis, negative and positive feedback)</li><li>Explain how major systems of the body are integrated and how these interactions influence homeostasis</li></ul>	<ul style="list-style-type: none"><li>Lecture exams</li><li>Online homework</li><li>Online lab modules</li></ul>
<b>Communication:</b> Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.	<ul style="list-style-type: none"><li>Use correct anatomical, physiological, scientific, and medical terminology to describe and explain physiological phenomena, experiments used to study such phenomena, and how disease or injury impacts those processes</li></ul>	<ul style="list-style-type: none"><li>Lab discussions</li><li>Lab reports</li></ul>
<b>Critical Thinking:</b> Analyze information carefully and logically from multiple	<ul style="list-style-type: none"><li>Predict how perturbations (e.g., disease, experimental manipulations) will alter</li></ul>	<ul style="list-style-type: none"><li>Lab discussions</li><li>Lecture exams</li><li>Lab modules</li></ul>

<p>perspectives, using discipline specific methods, and develop reasoned solutions to problems.</p>	<p>physiological function and identify the mechanisms of action involved</p> <ul style="list-style-type: none"> <li>• Generate and interpret various graphical representations of physiological data</li> </ul>	<ul style="list-style-type: none"> <li>• Lab reports</li> </ul>
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## COURSE AND UNIVERSITY POLICIES:

**UF STUDENT COMPUTING REQUIREMENTS:** Given this course is fully online, and, per the UF student computing requirements, “access to and on-going use of a computer is required for all students.” UF does not recommend students relying on/regularly using tablet devices, mobile phones, or Chromebook devices as their primary computer, as these may not be compatible with specific platforms used in this course or UF (<https://it.ufl.edu/policies/student-computing-requirements/>). Access to fast, secure Wi-Fi will be necessary for this course. If a student is in an area with limited internet access, UF students can access eduroam for free with their GatorLink log-in credentials.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. As well, you may connect to eduroam in other states. You don't have to sit in a car: many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. In Florida, all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs. Here's a link to all the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

### ATTENDANCE POLICY:

Lecture: There is no attendance for lectures of this course, as all lectures will be pre-recorded and available in Canvas. Saving, sharing, or posting the pre-recorded lectures anywhere or with anyone is strictly prohibited and will be processed as an Honor Code violation.

**Lab:** Attendance will be taken during the weekly lab session. Attend the lab section for which you are enrolled. If you have to miss your lab for any reason, please make arrangements with your TA to attend another lab section that week. Also:

- Send an e-mail to **both** your own TA and the TA whose section you hope to attend instead. Both TAs must confirm/approve your request. A schedule of sections and the leading TA can be found on Canvas.
- Follow appropriate format for correspondence (see “Personal Conduct Policy” below).
- Communicate via your own UFL e-mail account.
- Provide documentation to support your reason for requesting the change.
- Include information about your usual section’s time/day, and which other section (time/day) you’re requesting to attend.
- Once, approved, make sure that you have the meeting link (Zoom) for the new section you’ll be attending.

Please keep in mind that the arrangements should be made with the TAs *before* your missed section. More than one un-made-up lab will result in a partial letter grade penalty. For example, if you earned a B+ in the course, but missed two labs that were not made-up by attending another section, you would receive a B in the course. The following are not valid excuses for missing lab: work, volunteer position, personal travel/vacation.

**PERSONAL CONDUCT POLICY:** Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Arrive to live sessions (lab) on time.
- Do not use social media or other external internet browsing during live sessions.
- Follow the guidelines for appropriate behavior in virtual environments (i.e. name visible, non-offensive background (whether virtual or not), appropriate dress during live sessions).
- Submit assignments by the deadlines. If you miss a deadline, please recognize that requesting an exception to submitting is unfair to your classmates and instructor.
- Show respect for the course instructor and classmates by not holding personal conversations during class time (your graduate TAs are the instructors of the lab component of this course and should be respected as such).
- Use professional, courteous standards for any web exchanges (i.e. emails).
  - Descriptive subject line
  - Address the reader with the proper title and name spelling
  - Be concise but provide sufficient detail in the body of the message
  - Give a respectful salutation
  - Avoid undefined acronyms

- UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.
  - Any use, access, or handling of technology during an exam will result in a zero on the exam and potential failure of the course.
  - Honor code violations of any kind will not be tolerated, whether on lab activity, homework, or assessments. Sanctions will be determined by the course instructor for violators.
  - All allegations, regardless of severity, will be reported to the Dean of Students Office for University-level documentation and processing.
  - Any and all lecture video links are specific for students currently registered for the web-based lectures of APK 2105C only. Sharing or posting of the lecture videos anywhere is strictly prohibited and will be processed as an Honor Code violation. Students who are aware of such sharing/posting of the lecture videos are obligated to disclose that information to their course instructor.
- You are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

The use of software to promote academic integrity through plagiarism detection is advocated for. Although not required, Turnitin is an excellent resource for this and reference/citation assistance.

**EXAM MAKE-UP POLICY:** Make-up assessments will be given at the discretion of the instructor (or TA for lab activities). To schedule a make-up exam, please fill out the Make-Up Exam Request form posted in Canvas and submit it to your course instructor with appropriate time *before* the missed exam - documentation will be required at the time of submission.

Please make travel and scheduling arrangements accordingly, as you are absolutely not permitted a make-up exam for personal travel/vacations, work, or volunteering conflicts. Some students will encounter multiple exams in one day; this is not a permissible reason for a make-up exam. Only overlapping UF course exam times will be considered for accommodated exam scheduling.

Again, examples of unexcused missed exams include:

- Extracurricular activities

- Out of town/vacation
- Sleeping in
- Sports
- Technological issue due to procrastinated assignment upload
- Volunteering
- Work
- Mixing up the exam time
- Forgetting about time zone differences

In the case you **miss an exam due to an unexcused reason**, all may not be lost! If you contact the course instructor within 24 hours of the start time of the missed exam, you will be allowed to take the exam with a **20% penalty**. If you contact the course instructor within 48 hours of the start time of the missed exam, you will be allowed to take the exam with a **40% penalty**. Contacting the instructor 48 hours after the start time of the missed exam will result in a **zero on the exam**. Please reach out to the instructor via UFL e-mail in this situation. It is your responsibility to check your e-mail frequently to receive a [penalized] exam extension.

If you have a serious emergency or life event, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and they will contact your instructor so that you do not have to provide documentation to individual instructors to make-up an exam. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**HONORLOCK SYSTEM REQUIREMENTS (EXAM PROCTORING):** Exams will be proctored using HonorLock. You will not need to sign-up or schedule a testing time, nor will you need to create an account. To ensure your device is compliant with HonorLock, a series of pre-assessment checks must be performed before gaining access to the exam. Please do so in advance of the exam; we are unable to further accommodate for individual technological issues that may detract from your exam time. Specifications necessary for HonorLock to work are listed below:

- **System compatibility and setup:**
  - HonorLock is only supported through *Google Chrome web browser* on Mac, PC (no other mobile devices or tables are supported)
  - Students must install the *HonorLock Extension* within Chrome
  - HonorLock will not support Windows 8, Windows 8.1, Mac OSX 10.11 and Mac OSX 10.12. You can find the updated *Minimum System Requirements* and a system compatibility test at [www.honorlock.com/support](http://www.honorlock.com/support).
- **Additional considerations using HonorLock for exams:**

- You will need to take the exam on a desktop computer or laptop with a webcam and microphone set up on your chosen device. This will not work on mobile devices or tablets, including iPads and smart phones.
- You need to make sure that the **camera is facing YOU at all times** – if the camera does not stay facing you or if you are out of frame, the exam will pause, preventing you from continuing even midway through. This will detract from your exam time.
- You need to open Canvas on the **Google Chrome internet browser** and to download the *HonorLock Chrome Extension*. Other internet browsers will **not** be compatible with HonorLock.
- Make sure you have a stable Internet connection wherever you are taking the exam (i.e. good Wi-Fi).
- A 360-degree scan of your testing room/environment will be required. If you are using a laptop, you will need to pick up your laptop and rotate it for the room scan, including your examination surface (i.e. desk, table), floor space, your lap, etc. The testing environment should be cleared of any clutter, no notes, or textbooks laying out. These could constitute a violation of the Honor Code (i.e. academic dishonesty).
- Make sure the room you are taking the exam in is well-lit and that you are by yourself. Rooms that are not bright enough may get flagged as “blurry” or “unclear”. Avoid posters or photographs on the wall behind you; try to minimize noise (i.e. talking aloud). These will also flag your exam, which will be reviewed by a member of the instructor team for the course to confirm or refute any academic dishonesty.
- You must have a valid and clear photo identification (ID) card (Gator ID, driver’s license, passport) to show at the start of the exam. Make sure the image is clear.
- Only one screen (I.e. cannot have multiple monitors) and one tab (i.e. the tab that is being used for the exam) in Chrome is allowed. HonorLock has an integrity algorithm that can detect search-engine use, so do not attempt to search for answers, even if it is on a secondary device.
- An HonorLock Practice Quiz will be set up under Quizzes in Canvas. **Please go through this practice test well in-advance of taking the exam.** This practice quiz allows you to go through all of the pre-assessment checks so you will know what to expect when taking the exam itself. Take the practice quiz on the device you intend to take the exam on, in the same environment (building, room, etc).
- **Failure to meet the items above may result in a 0 grade.** If you encounter any issues with the testing platform or the exam, you should immediately contact HonorLock for assistance. If this fails, you need to email your course instructor right away with specific details (i.e.

screenshots of your chat conversation with HonorLock with time stamps) of what occurred so that they can assist you as quickly as possible.

**INCLUSION, DIVERSITY, EQUITY, AND ACCESS (IDEA):** All individuals, irrespective of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course. Please do reach out for assistance regarding accommodations – I do not want inaccessibility to keep anyone from the opportunity to learn and grow.

**ACCOMMODATING STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Homework assignments and lab modules are intentionally accessible for at least 2-4 weeks prior to the due date to account for those who may need more time for completion.

Students registered with the DRC: It is strongly recommended that you submit all of your lecture exam requests through the DRC in the *first week of classes* to ensure that they are approved in time. Exams will be taken in Canvas similar to other students but with their specific accommodations (i.e. extended time, use of screen reader).

**PREFERRED NAME:** It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your name on the class roster.

You may also change your “Display Name” in Canvas. Canvas uses the “Display Name” as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as “Ally” instead of “Allison.” To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select “Directory Profile.” Click “Edit” on the right of the name panel, uncheck “Use my legal name” under “Display Name,” update how you wish your name to be displayed, and click “Submit” at the bottom. This change may

take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Please do keep your preferred name (first and last, if possible) visible for live sessions.

**PRIVACY (FERPA):** Aspects of course content may be audio and visually recorded for students in the class to refer back to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. By enrolling in this course, you will be required to have audio and video enabled for your group presentation. If you do not want your image in any recording pertaining to course content (i.e. presentations, demonstrations), please let me know within the first couple week of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

## GETTING HELP:

### Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)  
<http://www.police.ufl.edu/>

### Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints
  - On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
  - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## GRADING:

The following table outlines the point-accruing components of the course. To calculate the final grade, total points earned in the course will be summed and divided by 520.

Evaluation Components	Points Possible (out of 520)	% of Total Grade
Lecture Exams	50 pts X 4 exams = 200 pts	200/520 = 38.5%
Lab Participation	5 pts X 11 labs = 55 pts	55/520 = 10.6%
Lab Modules (PhysioEx)	10 pts X 10 modules = 100 pts	100/520 = 19.2%
Homework	40 pts X 4 assignments = 160 pts	160/520 = 30.8%
Syllabus Quiz	5 pts X 1 quiz = 5 pts	5/520 = 0.9%

**Syllabus Quiz** - The syllabus quiz is based on any and all content found in this syllabus. Students will be given an unlimited number of attempts on the quiz. It is recommended that students complete the quiz as soon as possible in order to unlock the course material – a score of 5/5 must be earned in order to do so. Students will receive a zero for the syllabus quiz if it is not completed prior to taking Exam 1.

**Lecture Exams** – Each exam will consist of 40 questions, 1.25 points per question. Questions may be multiple choice and true/false. Students are not permitted access to any kind of materials (this includes calculators and smart watches) or notes during these exams. Exam questions are generated by the course instructor and the majority of focus should be given to the lecture notes and the textbook when studying. Special content from the textbook, including *Clinical Connections* and *Toolboxes*, should also be reviewed for the exams. Students will take exams online via HonorLock. Again, students are required to have a functioning webcam and microphone, as well as reliable internet and a cleared space, ideally a desk or table. Exams are closed-book; as such, recordings of exams flagged will be reviewed by a team to confirm or refute academic dishonesty.

Exams 1, 2, and 3 are permitted 50 minutes (one class period) to complete but will open 15 minutes before the start of the class period (a.k.a. 3:50 PM EST) to account for any technological issues and to ensure students have time for HonorLock pre-exam steps.

Exam 4, which will be conducted during Final Exam Week, and will have a 2-hr exam duration (inclusive of time to account for any technological issues and to ensure students have time for HonorLock pre-exam steps). Exams will be accessible on specific days, within specific timeframes, as suggested on One.UF:

- **Tuesday, September 22<sup>nd</sup> during Period 9 (4:05 PM EST – 4:55 PM EST)**
- **Tuesday, October 20<sup>th</sup> during Period 9 (4:05 PM EST – 4:55 PM EST)**
- **Tuesday, November 17<sup>th</sup> during Period 9 (4:05 PM EST – 4:55 PM EST)**
- **TBA (Final Exam Week)**

Exams are reviewed by the instruction team prior to publication to confirm there are no mistakes and to maintain that the exam is fair, which includes the appropriate level of challenge. Exams and exam answer keys will **not** be posted. Exam grades will be posted to the Canvas gradebook after HonorLock recordings are reviewed. The course instructor goes through every single exam question and reviews class performance on each one, making adjustments to the “accepted” answers, if and as necessary. Please do not reach out to suggest changes – any possible change will be primarily based on exam question statistics provided by Canvas to the instructor. Any change will be announced via Canvas. The most commonly missed questions will be shared in a post-exam review announcement. Any discussion on exam specifics may be scheduled with the course instructor after exam grades are posted. However, reviewing previous lecture exams will not be possible (i.e. we can discuss Lecture Exam 1 after grades are posted and up to the week prior to Lecture Exam 2).

**Lab Participation** – Students are expected to attend their specific lab sections; attendance will be taken. All lab meetings will occur over Zoom with their graduate TAs. It is expected that students complete their weekly/assigned PhysioEx lab modules prior to their lab as their lab discussion will be the foundation for that meeting. It is also expected that students will be active participants during their labs (i.e. engaging in conversation, asking and answering questions, etc.). Participation will be assessed and evaluated out of 5 points for each lab meeting. Students are encouraged to strive for full participation and enthusiasm in all labs so that the maximal amount of points are clearly earned.

Points	Guidelines
0 pts	<ul style="list-style-type: none"><li>• Not present</li></ul>
1 pts	<ul style="list-style-type: none"><li>• Physically present</li><li>• Late to the Zoom lab meeting</li></ul>

	<ul style="list-style-type: none"> <li>Poor demonstrations of communication and listening skills</li> <li>Poses questions that are off topic/provides off-topic answers to others' questions</li> <li>Does not work well with others; does not show any interest in discussions (i.e. does not contribute)</li> <li>Student is unprepared (e.g. did not complete PhysioEx ahead of time)</li> <li>Displays disruptive, disrespectful, and unprofessional behavior</li> </ul>
<b>2 pts</b>	<ul style="list-style-type: none"> <li>Physically present</li> <li>Late to Zoom lab meeting</li> <li>Listens in the background, does not contribute to the discussion/group activity.</li> <li>Declines to participate/answer questions even when prompted by the lab TA</li> <li>Does not appear to have prepared for class ahead of time (i.e. unable to answer questions re: the week's PhysioEx lab)</li> </ul>
<b>3 pts</b>	<ul style="list-style-type: none"> <li>Physically present</li> <li>On time to the lab Zoom meeting</li> <li>Somewhat engaged in discussion/ group activity</li> <li>Does not voluntary participates, requires prompting from the lab TA</li> <li>Does not appear to have prepared for class ahead of time (i.e. unable to answer questions re: the week's PhysioEx lab)</li> </ul>
<b>4 pts</b>	<ul style="list-style-type: none"> <li>Physically present</li> <li>On time to the lab Zoom meeting</li> <li>Actively engaged in discussion/group activity</li> <li>Participates in labs, but with some reluctance</li> <li>Comes to the lab meetings somewhat prepared</li> </ul>
<b>5 pts</b>	<ul style="list-style-type: none"> <li>Physically present</li> <li>On time to the lab Zoom meeting</li> <li>Actively engaged in discussion/group activity</li> <li>Participates in labs with enthusiasm (offers ideas, asks questions, answers others' questions)</li> <li>Contributes to the learning environment through: positive attitude, thoughtful questions, respectful behavior, coming to class prepared</li> </ul>

**Homework** – Each of the four homework assignments is due according to the dates specified in the course schedule. Homework assignments will be open for several weeks prior to their due date. It will be your responsibility to know the due dates and to complete the homework assignment in a timely manner (all deadlines are in EST). **Requests for homework assignment due date extensions will be denied.** It is highly recommended that students complete their homework assignment early rather than waiting last minute (i.e. the night it is due). Technological issues presented within 24

hours of the deadline will not be acceptable. Homework assignments can be accessed through Mastering A&P on Canvas. Homework assignments comprise multiple choice, true/false, fill in the blank, and some matching. These questions are specific to the textbook, so that should be your primary resource for answering those questions. These assignments are **not** intended to be used as the primary study tool for preparing for the exams. The function of the homework assignments is to (a) get students more familiar with the textbook and (b) to get students eased into answering physiology questions.

The following are specific homework grading guidelines to keep in mind:

- You may open/close an assignment as many times as you wish until it is due.
- For the fill in the blank questions, spelling and proper tense/plurality of the word counts. For example, if a question asked for the name of the **cells** which carry oxygen, the correct response would be **erythrocytes** (plural).
- For multiple choice and fill-in-the-blank questions, you are penalized 50% if you miss on the first attempt and 100% if you miss on the second attempt. For true/false questions, you are penalized 100% if you miss on the first attempt.
- You are penalized a small fraction for opening a hint, if one is available.
- **Late submissions of homework will not be accepted.** However, if you complete some of the questions, but fail to complete all questions prior to the deadline, those completed will be automatically submitted at the due date/time and added to the gradebook. Again, technological errors/mis-submissions due to attempted submissions within 24 hours of the due date will not be excusable.
- **There may be a delay in the gradebook update between Mastering A&P and Canvas** (and grades will typically not be synced from Mastering A&P to Canvas until after the due date) so please allow for up to 24 hours to pass before contacting the course instructor with grade issues for homework or lab modules.

**Mastering A&P (PhysioEx) Lab Modules** – Each lab module is a PhysioEx lab that can be accessed through Mastering A&P through Canvas. **PhysioEx Labs will close Friday at 11:59 PM the week a PhysioEx lab is due.** While the deadline for each PhysioEx Lab is on a Friday, it will be imperative for you to complete the lab module **prior** to your lab for that particular week (i.e. even though it is due on a Friday but you have lab on Tuesday, you need to complete the PhysioEx before your lab on Tuesday).

Your laboratory experiences for this course will be module-based activities found in Mastering A&P. You will be given some background reading with each lab and then asked to perform a step-by-step walk through of several “experiments.” Following these experiments, you will submit the PDF document of your lab showing the data you collected in each module. You will also be asked to provide short essay responses to some questions regarding what happened in the experiments or what you might predict would happen if you changed something in the experiments. It is imperative that you complete all the questions for each lab. Two, three, or four of the responses for each lab

will be randomly selected for grading (depending on the lab). However, unanswered questions will automatically be counted as one of the graded questions.

**Example 1:** Let's say there is a lab in which there are six questions to answer and the randomly assigned questions for grading are 5 and 6. If you responded to only questions 1, 2, and 3, you would not receive any points for this lab.

**Example 2:** Let's say there is a lab with four questions and the randomly selected questions for grading are 1 and 2. If you answered both 1 and 2, but did not answer 3 and 4, you would not receive any points for this lab.

Please be as clear and complete with your answers as possible to ensure you earn maximum points for your efforts. Each lab is worth 10 points, and is graded within Canvas through your uploaded PDF. Point associations within Mastering A&P should be ignored, as the grade contributing to your final grade in the Canvas gradebook will be provided by your TA. **Failure to complete at least 9 of the 10 PhysioEx labs will result in a whole letter grade penalty.** You will have on-going access to these labs (i.e. there is no time limit) to complete each lab and accompanying questions. However, these typically do not take longer than 2-3 hours each. Please plan to complete the lab module and questions well in advance of the due date. Plagiarism will not be tolerated; any level of plagiarism will be reported.

**GRADING SCALE:** All grades will be posted directly into the Canvas gradebook. Any discrepancies with points displayed in gradebook should be pointed out to the instructor before the last day of class. Any lab activity grades must be discussed with your graduate TA as soon as possible, and no later than the last day of your lab meeting. Again, requests for excused lab attendance should be made *before* the lab meeting. **There is no curve for this course and final grades will not be rounded up.** See the UF undergraduate catalog web page for information regarding current UF grading policies: [www.registrar.ufl.edu/catalog/policies/regulationgrades](http://www.registrar.ufl.edu/catalog/policies/regulationgrades).

**Extra credit is not offered in this course. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.**

Minus grades are not assigned for this course. A minimum grade of C is required for all General Education courses, such as this one.

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	531-590.0	90.00-100%	4.0
B+	513.30-530.99	87.00-89.99%	3.33

B	472.00-513.29	80.00-86.99%	3.0
C+	454.30-471.99	77.00-79.99%	2.33
C	413.00-454.29	70.00-76.99%	2.0
D+	395.3-412.99	67.00-69.99%	1.33
D	354.00-395.29	60.00-66.99%	1.0
E	0-353.99	0-59.99%	0

## WEEKLY COURSE SCHEDULE:

The table below is a tentative course overview. Any changes to this schedule will be posted in Canvas.

Follow the chapters and sections listed in Canvas based on the following topics. Chapter learning goals and “points of focus” will be elaborated on Canvas. Those sections and chapters not listed will not be included in exams.

All PhysioEx lab modules are due on Friday at 11:59 PM (all times are in EST) but should be completed before your individual lab section meets. Homework exams are due the night before an exam (except HW 4 due on the last day of class). Note the due dates in advance, as late submissions will not be accepted.

	Dates	Lecture	Lab Activities/Assessments ( <i>due dates</i> )
<b>Week 1</b>	Aug 31-Sept 4	Syllabus Intro to Physiology Cell Structure & Function	<b>No labs</b>
<b>Week 2</b>	Sept 7-11	Cell Structure & Function Cell Metabolism <i>No Mon labs</i>	<b>Lab 1 – Intro to Lab/Graphs/Reports</b> <i>Labor Day observance (no labs) on Monday, Sept 7; Monday labs attend a different section.</i>
<b>Week 3</b>	Sept 14-18	Cell Metabolism	<b>Lab 2 –Transport Mechanisms</b>
<b>Week 4</b>	Sept 21-25	<b>Exam 1 – Chapters 1, 2, and 3: Tues, Sept 22 at 4:05 PM</b> <b>HW 1 due Mon, Sept 21 at 11:59 PM</b> Cell Membrane Transport	<b>Lab 3 – Endocrine</b>
<b>Week 5</b>	Sept 28-Oct 2	Chemical Messengers Endocrine System	<b>Lab 4 – Neuro 1</b>
<b>Week 6</b>	Oct 5-9	Endocrine System Neural Signaling	<b>Lab 5 – Neuro 2</b>
<b>Week 7</b>	Oct 12-16	Neural Signaling Neural Integration	<b>Lab 6 – Muscle</b>

<b>Week 8</b>	Oct 19-23	<b>Exam 2 – Chapters 4, 5, 6, 7, and 8:</b> <b>Tues, Oct 20 at 4:05 PM</b> <b>HW 2 due Mon, Oct 19 at 11:59 PM</b> Muscle Physiology	<b>Lab 7 – Cardio 1</b>
<b>Week 9</b>	Oct 26-30	Muscle Physiology Cardiac Function	<b>Lab 8 – Cardio 2</b>
<b>Week 10</b>	Nov 2-6	Cardiac Function	<b>Lab 9 – Pulmonary</b>
<b>Week 11</b>	Nov 9-13	Vessels & Pressure <b>No Wed labs</b>	<b>Lab 10 – Acid/Base</b> <i>Veteran's Day observance (no labs) on Wednesday, Nov 11; Wednesday labs attend a different section.</i>
<b>Week 12</b>	Nov 16-20	<b>Exam 3 – Chapters 12, 13, and 14:</b> <b>Tues, Nov 17 at 4:05 PM</b> <b>HW 3 due Mon, Nov 16 at 11:59 PM</b> Pulmonary Ventilation	<b>Lab 11 – Renal</b> . .
<b>Week 13</b>	Nov 23-27	Pulmonary Ventilation Gas Exchange	<b>No labs</b>
<b>Week 14</b>	Nov 30-Dec 4	Gas Exchange Renal Function	<b>No labs</b> <i>Thanksgiving observance Wednesday through Friday.</i>
<b>Week 15</b>	Dec 7-11	Renal Function Fluid/Electrolyte Balance <b>HW 4 due Wed, Dec 9 at 11:59 PM</b>	<b>No labs</b> <i>Reading Days on Thursday and Friday (Dec 10 and 11).</i>
		<b>Exam 4 – Chapters 16, 17, 18, and 19: TBA</b>	<b>Final Exam week</b>

#### STUDY TIPS:

- Read from the text before watching the lectures. Do not take notes, underline, highlight, or attempt to memorize anything. Just read and enjoy!
- Snow-ball the lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to the exam.
- Sections you will not be required to know for the exams will be omitted in the list of chapters and chapter sections listed on Canvas. **Do** pay attention to special announcements or lectures – these are fair game for the exams. Clinical Connections, Toolboxes, and analytical topics described in the textbook and lecture videos may also be included in the exam.
- Re-write questions. Taking complex questions and breaking them down to identify exactly what the question is really asking for is very helpful. It is also very helpful

- to look at incorrect answer choices and identify what makes those choices wrong. Ask yourself, “How could I make that statement correct?”
- Practice questions: the critical thinking questions at the end of each chapter and the more complex homework questions are incredibly helpful!
  - Google diseases or drug mechanisms of action. For example, if we are studying neurophysiology, Google “brain diseases”. Click on any link and just read a paragraph to see if you can understand based on what you now know about nervous tissue structure and function. If you don’t understand it, that’s okay! Rather, did you recognize any words? Did you at least have a *clue* what was going on? This makes for great discussion during group study... and, especially in an online course, are awesome to post and share with classmates on Canvas.
  - If you have a study group or a study buddy, talk through the material out loud. Verbalizing the information is very different than knowing it in your head – talk in the mirror or even to your pet goldfish if you don’t have a friend around.
  - If you are a visual learner, make a concept map. Try to see how different parts of the body relate to one another. What are similarities and differences between structures?
  - Especially practice skills you’ll need to succeed in your future endeavors: use your resources, like lab time, classmates, and the internet – hearing explanations and discussions about topics in more than one way will help you find the description that clicks for you! If you don’t understand a topic from the textbook, find a valid source online and watch a video. If that doesn’t help, chat with classmates at the end of the lab hour. Ask your TA if they’ve some nifty tip. And, certainly, swing by virtual office hours and tell me what worked for you – or hasn’t. We’ll work to figure out what fits your learning style. The UGTAs also hold office hours, which may be very useful for you to participate in.

#### **SUCCESS TIPS:**

- Do not fall behind. This course moves at a fast pace and you can easily get overwhelmed if you procrastinate. Avoid studying at the last minute. Complete the homework as you go; do not leave it for the day before the exam.
  - I typically post all chapters for a given exam together, so you can plan ahead and read more in one week and less the next if that works with your schedule (i.e. other class projects, travel plans, illness).
- Come chat for a few minutes during office hours; if not to discuss course material, come say hello and tell me about what intrigues you about Human Physiology.
- The undergraduate and graduate teaching assistants (TA, UGTA) are excellent resources that you may reach out to for elaboration on content, study tips, etc.
- Stay organized. Keep track of all the important due dates and move through each day in a uniform manner so that you are always aware of what you have done and what is left to be completed.

- Check Canvas announcements/emails daily; just pretend it is Facebook or Insta for school. Your course instructor will post important and helpful information (such as friendly reminders of due dates) as announcements.
  - The Discussion board may be useful for conversations and resource sharing between classmates (i.e. share that cool YouTube video you came across about the Krebs cycle).
- Have a positive attitude: this stuff is pretty neat!

**PERSONAL NOTE:**

Things happen (Spring 2020 is an excellent and very relevant example of that). That's life. If there are some majorly overwhelming things happening during your semester, send me an email, come by my office; we'll work together to catch our breaths and figure out what steps you should take to do in hopes of wrapping up the course well. Again, I'd love to meet each of you; come by and chat academia (grad school, anyone?), sports, and traveling the world some time during the term. ☺

