

# APPLIED HUMAN PHYSIOLOGY WITH LAB

APK 2105C -- Class # 10280 -- Section 7A50 -- 4 CREDITS -- SUMMER C 2022

## INSTRUCTOR INFORMATION:

**NAME:** Diba Mani, Ph.D.

**CAMPUS OFFICE:** FLG 131

**EMAIL:** [dmani@ufl.edu](mailto:dmani@ufl.edu)

**PREFERRED METHOD OF CONTACT:** Canvas Messaging for students enrolled during the term

## OFFICE HOURS

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Office hours are held virtually via Zoom. Students may also request to meet privately with the course instructor (i.e. use of breakout rooms in Zoom during office hours) to discuss exams and grades. Details on the weekly time and Zoom Meeting information for Dr. Mani may be found in multiple locations in Canvas.

## TEACHING ASSISTANTS

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Our class is lucky to have a graduate Teaching Assistant (TA) and an Undergraduate Teaching Assistant (UGTA). The TAs hold weekly office hours via Zoom that anyone in this course is permitted to attend. Details on the weekly time and Zoom Meeting information for the TAs may be found in multiple locations in Canvas.

**TA:** Zeel Mehta – [mehta.zeel@ufl.edu](mailto:mehta.zeel@ufl.edu)

**UGTA:** Anny Licor - [licoranny@ufl.edu](mailto:licoranny@ufl.edu)



## COURSE INFORMATION:

### MEETING TIME/LOCATION

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All lectures and assignments are accessible through the Canvas course management system (<https://elearning.ufl.edu/>) the Canvas mobile app by Instructure. There are no in-person meetings for this course. This is a fully online course, so there are no in-person meetings. There are, however, plenty of opportunities to interact with Dr. Mani and other students virtually.

Although lectures are pre-recorded so that you may watch them at your convenience, please refer to the “Course Schedule” below for the suggested weekly timeline when it comes to accessing lecture content and reading assigned textbook sections.

### COURSE DESCRIPTION

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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

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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.

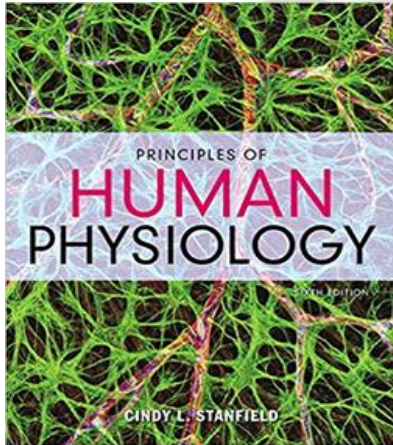
Students enrolling in this course must have at least the following minimum technical skills to succeed:

- General computer literacy is expected in this course. Ensure that your internet browser and extension are up to date before taking any exams.
- 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
- Learning how to interact with extension applications such as Flipgrid

## REQUIRED AND RECOMMENDED MATERIALS

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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

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This is a 3-month, fully online course with both lecture and lab components.

Lectures: Students will watch pre-recorded lecture videos. It is recommended that you read the textbook in advance of this and then take good notes during the lectures. You may pause and repeat the recordings as often as you’d like. Use the “chaptering” feature in Mediasite (where the lecture videos are stored) to hold your place when you pause.

Labs: PhysioEx lab modules will be completed through Mastering A&P (accessed via Canvas). Students will participate in virtual simulations of physiological experiments, which facilitate data collection and analysis, and then answer a series of questions.

Exams: You will take a total of four exams, accessible via Canvas > Quizzes. These exams are proctored with a required lock-down browser called Honorlock. Students must have functioning webcam and microphone on a computer (either laptop or desktop), as well as a stable internet connection in a cleared, well-lit space, ideally at a desk or table. Students must complete all course-specific exam proctoring instructions to earn credit for their exams. Exams are *not* cumulative.

## GENERAL EDUCATION SUBJECT AREA GOALS

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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 course purpose explains how these objectives will be met.*

## COURSE LEARNING OBJECTIVES

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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 Education SLOs	APK 2105c Course Goals	Assessment Methods
<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><li>• Discussions</li></ul>

General Education SLOs	APK 2105c Course Goals	Assessment Methods
<p><b>Communication:</b> Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</p>	<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>• Discussions</li> <li>• Flipgrid posts</li> </ul>
<p><b>Critical Thinking:</b> Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.</p>	<ul style="list-style-type: none"> <li>• Predict how perturbations (e.g., disease, experimental manipulations) will alter the physiological function and identify the mechanisms of action involved.</li> <li>• Generate and interpret various graphical representations of physiological data.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecure exams</li> <li>• Discussions</li> <li>• Flipgrid posts</li> <li>• Online lab modules</li> </ul>

## COURSE AND UNIVERSITY POLICIES:

### UF STUDENT COMPUTING REQUIREMENTS

Since this course takes place online, and per the UF student computing requirements, 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 other UF courses (<https://it.ufl.edu/policies/student-computing-requirements/>). Access to a fast, secure internet network 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. If you have any problems connecting to eduroam, you can contact the UF Computing Help Desk.

If you require assistance with acquiring internet access, a post on the Discussion Board will provide some resources for your consideration. There are more than 100 Wi-Fi hotspots in Florida (if you are based in Florida), including several state university campuses and community colleges. You may connect to eduroam in other states as well. 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 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

## PARTICIPATION POLICY

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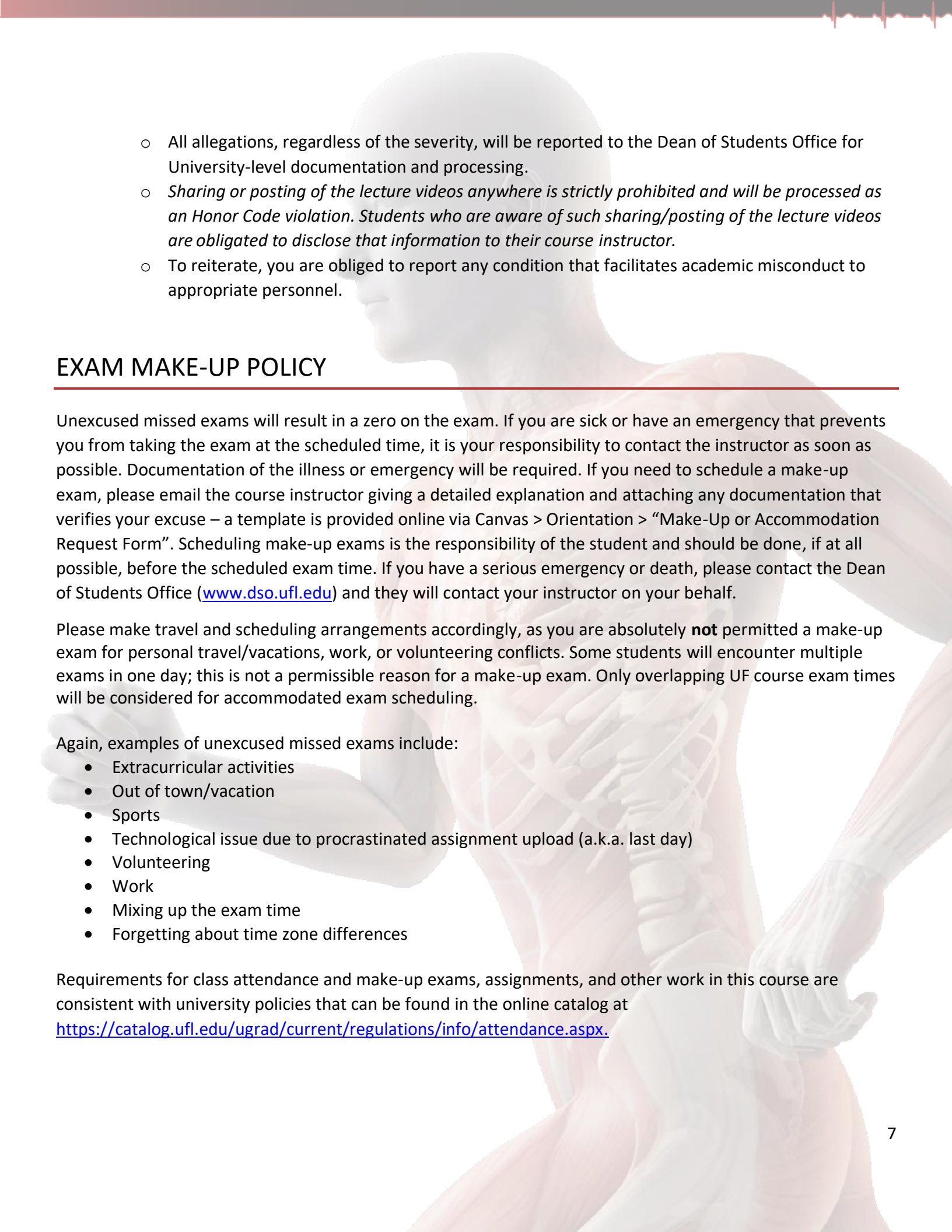
As this is an entirely online course, you are not expected to physically be on the main UF campus at any time. To reiterate, there is no attendance for lectures or labs comprising this course, as all lectures are all pre-recorded and available in Canvas, and labs are conducted individually, and are self-paced. However, you *are* expected to participate in and complete the labs, homework assignments, engagement activities, and exams.

## PERSONAL CONDUCT POLICY

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Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Submit assignments on time.
  - If you miss a deadline, please recognize that requesting an exception to submitting late is unfair to your classmates and instructor.
- Show respect for the authority and expertise of the course instructor through politeness and use of proper titles (i.e. Dr. Mani).
- Use professional, courteous standards for all emails and discussion posts:
  - Descriptive subject line
  - Address the reader using the proper title and name spelling
  - Body of the email should be concise but have sufficient detail
  - Give a respectful salutation (i.e. thank you, sincerely, respectfully)
- Follow the guidelines for appropriate behavior in virtual environments (i.e. name visible, non-offensive background during virtual office hours, appropriate dress during virtual office hours and while making Flipgrid recordings).
- 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 behaviors that are in violation of this code and the possible sanctions.
  - Honor code violations of any kind will not be tolerated, and sanctions will be determined by the course instructor for first-time violators.
    - This applies to all components of the course, including lab activity, homework, assignments, activities, and examinations.
  - Any use, access, or handling of technology during an exam will result in a zero on the exam *and* potential failure of the course.

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- All allegations, regardless of the severity, will be reported to the Dean of Students Office for University-level documentation and processing.
  - *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.*
  - To reiterate, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

## EXAM MAKE-UP POLICY

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Unexcused missed exams will result in a zero on the exam. If you are sick or have an emergency that prevents you from taking the exam at the scheduled time, it is your responsibility to contact the instructor as soon as possible. Documentation of the illness or emergency will be required. If you need to schedule a make-up exam, please email the course instructor giving a detailed explanation and attaching any documentation that verifies your excuse – a template is provided online via Canvas > Orientation > “Make-Up or Accommodation Request Form”. Scheduling make-up exams is the responsibility of the student and should be done, if at all possible, before the scheduled exam time. If you have a serious emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and they will contact your instructor on your behalf.

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
- Sports
- Technological issue due to procrastinated assignment upload (a.k.a. last day)
- Volunteering
- Work
- Mixing up the exam time
- Forgetting about time zone differences

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>.

## ACCOMMODATING STUDENTS WITH DISABILITIES

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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 from the start of the semester 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. You will need to provide your instructor's UFL e-mail address to the DRC to get that letter sent out. Upon receipt, your instructor *will* respond to you to confirm any accommodations. If you do not hear from me within a couple days, reach out again in case the letter was never received.


## HONORLOCK SYSTEM REQUIREMENTS (EXAM PROCTORING)

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Students requesting 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.



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- 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 – again, this means you are in a private room (reach out with a completed “Make-Up or Accommodation Request Form” to Dr. Mani in advance of the exam, if this is an issue). 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 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 ACCESSIBILITY (IDEA)

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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, are 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.



## PREFERRED NAME

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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](https://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 when engaging in course activities online.

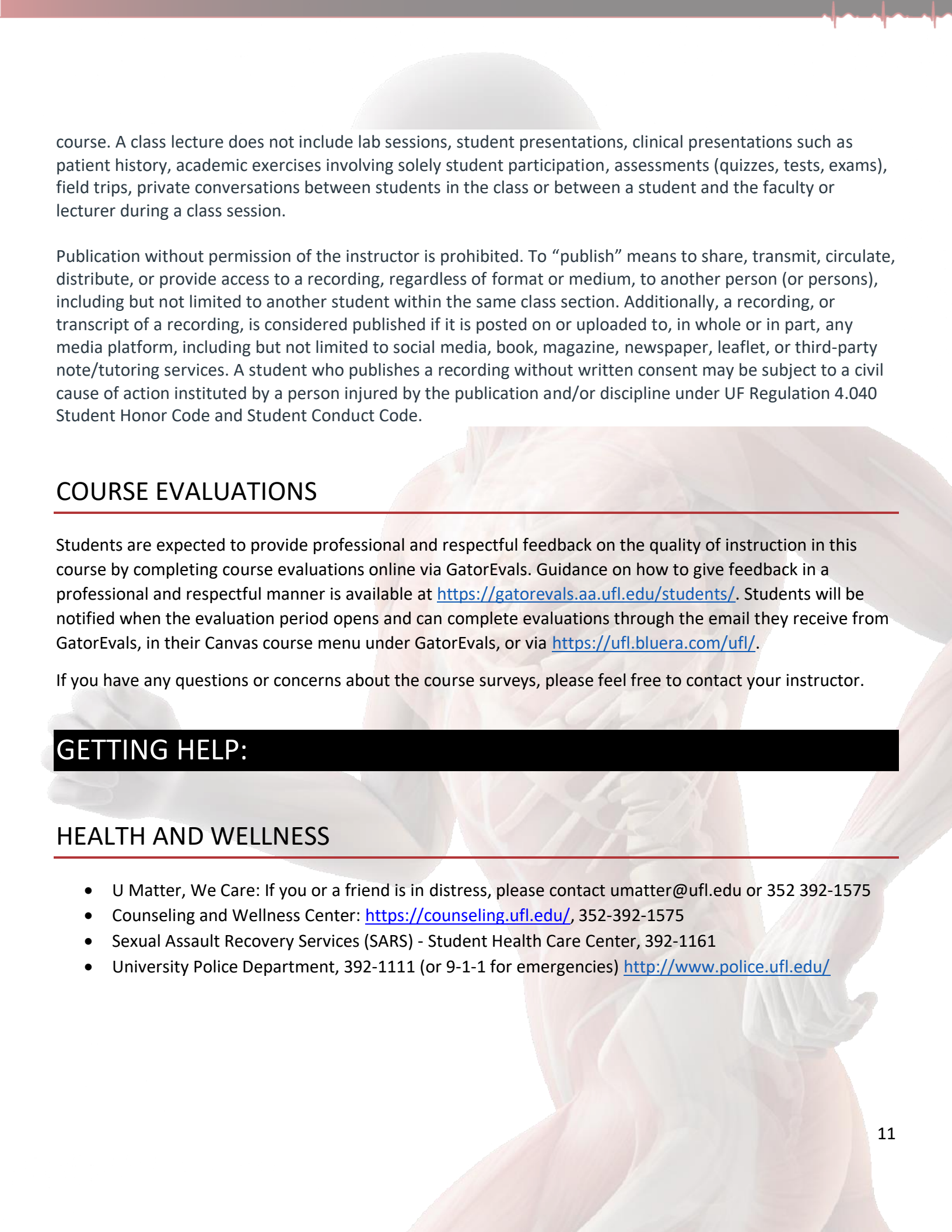
## PRIVACY (FERPA)

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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 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. Flipgrid), please let me know within the first couple weeks of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record video or audio of lab lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida



course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## COURSE EVALUATIONS

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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/>.

If you have any questions or concerns about the course surveys, please feel free to contact your instructor.

## GETTING HELP:

## HEALTH AND WELLNESS

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- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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/>
- 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 graded components of the course. Any adjustment will be in announced in Canvas.

Evaluation Components (number of each)	Approximate % of Total Grade
Syllabus Quiz	0%
Lecture Exams (4)	50%
Homework (4)	15%
Mastering A&P Labs (11)	25%
Engagement (8)	10%

**Syllabus Quiz** – Students must earn 100% on the syllabus quiz in Canvas before access to the rest of the course modules is permitted.

**Exams** – Each exam will consist of 40 questions, 1.25 points per question. Questions may be multiple choice, multiple answer, true/false, and matching. There may be images embedded into questions, as well. 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. These exams are intended to test your depth of knowledge for the given chapters— details are important. Exam questions are generated by the course instructor and most of the focus should be given to the lecture notes when studying.

Students will take exams online via HonorLock. Exams will be open for 24 hours: students must complete the exam within that time frame. 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. Students are not permitted access to any kind of materials (this includes calculators and smart watches) or notes during these exams (a.k.a. exams are “closed-book”). As such, recordings of exams flagged will be reviewed by a team to confirm or refute academic dishonesty. Again, students are not permitted access to any kind of materials or notes during these exams. Students will, however, be allowed one piece of blank scratch paper and a pencil. The blank sheet of paper must be shown (front and back) during the HonorLock room scan, and should be torn up and destroyed upon exam submission (on camera). Failure to follow the Honorlock instructions outlined for exams in this course may merit reporting to appropriate University entities for student academic misconduct. Please reach out to Dr. Mani in advance of exams with any questions or concerns about proctoring accommodations.

Exams are reviewed 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, which may take a few days. 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. These are typically one-on-one meetings that take place in Zoom > Breakout Rooms during virtual office hours. Please note that reviewing lecture exams is **not** possible in this course. To reiterate, exams and exam answer keys (or “missed questions”) will **not** be posted.

**Homework** – Each of the four homework assignments is due according to the dates specified in the course schedule. Homework assignments will be open from the first day of the semester. As such, **general requests for homework assignment due date extensions will be denied**. 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). 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 accepted.

Homework assignments can be accessed through Mastering A&P on Canvas. Homework assignments generally comprise multiple choice, true/false, fill in the blank, and matching questions. 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 only have up to two attempts per question (multiple choice).
- **Late submissions of homework will not be accepted.**
  - 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.

**Mastering A&P Labs** – 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 walkthrough of several “experiments”. You will have on-going access to these labs (i.e. there is no time limit) to complete each lab and accompanying questions. Within these assignments, you’ll also find some interactive flow charts and case studies. These module activities are intended to help you learn how to appropriately identify and transfer basic physiological concepts to clinical scenarios. Some students have reported spending up to 2-3 hours on each, so 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. All virtual labs will be open from the first day of the semester. As such, **general requests for lab due date extensions will be denied. Failure to complete at least nine of the eleven labs will result in a whole letter grade penalty. Late labs will not be accepted.**

**Engagement** – Ten percent (10%) of your final grade is earned through activities designed to augment our online community. These activities include video posts and peer comments through Flipgrid, a simple and free discussion experience designed for learners, and developing practice exam questions on Canvas Discussion Boards.

The assignments contributing to your Engagement grade include four unique posts and comments on at least one peer’s post via Canvas > Assignments > Flipgrid. The topics for the four Flipgrid posts are:

1. Introductions
2. Physiology Across the Globe
3. Dinner with a Scientist
4. Media Coverage on Physiology

The latter portion of the Engagement grade is through the submission of at least one practice question for each exam on the Discussion Board, as well as feedback on at least one classmate’s question. You will *not be able to see the posts others have made unless you contribute* first. You will be expected to follow the following format, so that your peers may use your question for exam preparation:

1. Your question (without answer)
2. The possible answers

3. The correct answer (highlighted, bolded, separated as "the answer")
4. Referenced section of course content

Expanded directions are available on Canvas. Please make sure to post your submissions in the correct Flipgrid Topic or Discussion Board each exam period – failure to do so (i.e. incorrect uploading in a different place will result in a “0” grade). Creativity and personality are so very welcome on these Engagement submissions!

## GRADING SCALE

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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. **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: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

**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	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	90.00-100%	4.0
B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
E	0-59.99%	0

## WEEKLY COURSE SCHEDULE:

The table below is a tentative course overview; it is highly recommended that you follow the schedule as closely as possible. Notice that assignment deadlines are organized by exam (of which there are four) rather than week-by-week; this is to give students maximum flexibility and accommodation based on their schedules and obligations outside this class. It is strongly recommended that you avoid procrastinating activities to the

last week leading to an exam. Do follow the reading assignments listed in Canvas (and below) based on the following topics, as only those listed will be included in exams. Chapter learning goals are elaborated within each module on Canvas. Any changes to this schedule will be posted in Canvas.

Week	Date	Topic	Reading	Mastering A&P Labs; Engagement
1	May 9 – May 13, 2022	Ch. 1 - Introduction to Physiology	Sections 1.1-1.2	Flipgrid Post & Comment 1: due Monday, May 16 <sup>th</sup>  Lab 1: Introduction
		Ch. 2 – Cell Structure & Function	Sections 2.1-2.5	
2	May 16 – May 20	Ch. 3 – Cell Metabolism	Sections 3.1-3.6	Lab 2: Transport Mechanisms  Homework 1 (Ch. 1, 2, & 3)  Exam 1 Practice Question
	<b>EXAM 1</b>	Opens Mon, May 23 <sup>rd</sup> at 5:00 AM EST; Closes Tues, May 24 <sup>th</sup> at 5:00 AM EST Homework 1 & Labs Due by Exam Start on Mon, May 23 <sup>rd</sup> at 5:00 AM EST		
3	May 23 – May 27	Ch. 4 – Membrane Transport	Sections 4.1-4.7	Flipgrid Post & Comment 2: due Monday, June 6 <sup>th</sup>
4	May 30* – Jun 3	Ch. 5 – Chem Messengers Ch. 6 – Endocrine System	Sections 5.1-5.4 Sections 6.1-6.5	Lab 3: Endocrine  Lab 4: Neurophysiology 1
5	Jun 6 – Jun 10	Ch. 7 – Nerve Cells	Sections 7.1-7.5	Lab 5: Neurophysiology 2
6	Jun 13 – Jun 17	Ch. 8 – Synaptic Transmission	Sections 8.1-8.5	Homework 2 (Ch. 4, 5, 6, 7, & 8)  Exam 2 Practice Question
	<b>EXAM 2</b>	Opens Fri, Jun 17 <sup>th</sup> at 5:00 AM EST; Closes Sat, Jun 18 <sup>th</sup> at 5:00 AM EST Homework 2 & Labs Due by Exam Start on Fri, Jun 17 <sup>th</sup> at 5:00 AM EST		
7*	Jun 20 – Jun 24	<b>SUMMER BREAK</b> – It is recommended that you use this week to get ahead of schedule if you are unsatisfied with your grade or expecting scheduling conflicts for the remaining weeks of the term.		
8	Jun 27 – Jul 1	Ch. 12 –Muscle Physiology Ch. 13 – Cardiac Function	Sections 12.1-12.5 Sections 13.1-13.4 (exclude Ionic Basis of Electrical	Flipgrid Post & Comment 3: due Monday, July 4 <sup>th</sup> *  Lab 6: Muscle



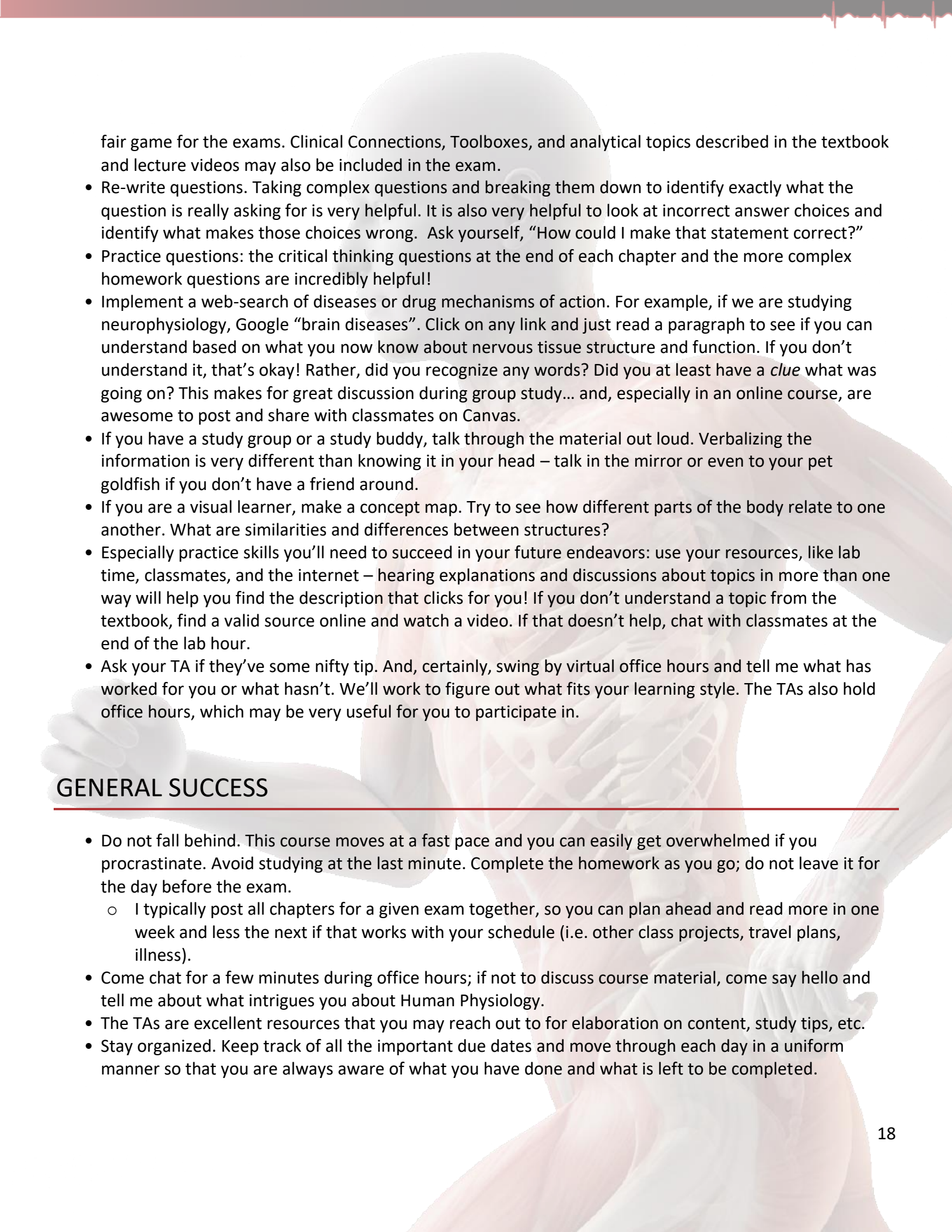
			Activity in the Heart), 13.5-13.6	Lab 7: Cardiovascular 1 Lab 8: Cardiovascular 2
9	Jul 4* – Jul 8	Ch. 14 – Blood Pressure	Sections 14.1-14.6, 14.8	Homework 3 (Ch. 12, 13, & 14) Exam 3 Practice Question
	<b>EXAM 3</b>	Opens Mon, Jul 11 <sup>th</sup> at 5:00 AM EST; Closes Tues, Jul 12 <sup>th</sup> at 5:00 AM EST Homework 3 & Labs Due by Exam Start on Mon, Jul 11 <sup>th</sup> at 5:00 AM EST		
10	Jul 11 – Jul 15	Ch. 16 – Pulmonary Ventilation	Sections 16.1-16.5	Flipgrid Post & Comment 4: due Monday, August 1 <sup>st</sup>
11	Jul 18 – Jul 22	Ch. 17 – Gas Exchange	Sections 17.1-17.8	Lab 9: Pulmonary
12	Jul 25 – Jul 29	Ch. 18 – Renal Function	Sections 18.1-18.5 (only the first paragraph of 18.5 and the section titled "Micturition")	Lab 10: Acid & Base Lab 11: Renal
13	Aug 1 – Aug 5	Ch. 19 – Fluid/Electrolyte Balance	Sections 19.1-19.3, 19.7	Homework 4 (Ch. 16, 17, 18, & 19) Exam 4 Practice Question
	<b>EXAM 4</b>	Opens Fri, Aug 5 <sup>th</sup> at 5:00 AM EST; Closes Sat, Aug 6 <sup>th</sup> at 5:00 AM EST Homework 4 & Labs Due by Exam Start on Fri, Aug 5 <sup>th</sup> at 5:00 AM EST		

\*Official SU 22 weekday holiday

## TIPS:

## STUDYING

- Read from the text before watching the lectures. Do not take notes, underline, highlight, or attempt to memorize anything. Just read and enjoy!
- Snowball 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.
- Don't miss the engagement activities, homework, and labs – these are excellent “open-book” activities to help you apply course material and engage with your instructor and peers!
- 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!
- Implement a web-search of 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 has worked for you or what hasn’t. We’ll work to figure out what fits your learning style. The TAs also hold office hours, which may be very useful for you to participate in.

## GENERAL SUCCESS

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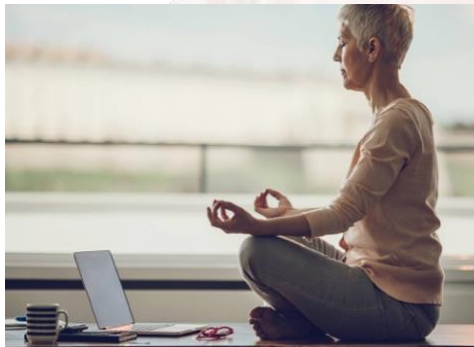
- Do not fall behind. This course moves at a fast pace and you can easily get overwhelmed if you procrastinate. Avoid studying at the last minute. Complete the homework as you go; do not leave it for the day before the exam.
  - I typically post all chapters for a given exam together, so you can plan 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 TAs 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 FROM DR. MANI

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Things happen – that’s life. If there are some majorly overwhelming things happening during your semester, send me an email, come by my weekly office hour – accessibly conveniently via Zoom! 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.



I reiterate that it is important 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. Please review some of the resources listed above, such as informing me of your “preferred” name, changing your “display” name in Canvas, and acquiring an equitable testing setup through the Disability Resource Center, if and as appropriate.

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. 😊