

General Physiology (BI205): Lecture Syllabus

Spring 2021

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COURSE AND INSTRUCTOR INFORMATION

Course Information Lecture (4 hrs)
Lecture Times: MTWF 11:00-11:50am*
Room: **ILH 200** (aka. STD 200)
*Section A – In class MW / Zoom TF
*Section B – In class TF / Zoom MW

Instructor **Dr. Terese M. Zidon**
Office: STD 325
Office Phone: 660-248-6339
E-mail: tzidon@centralmethodist.edu



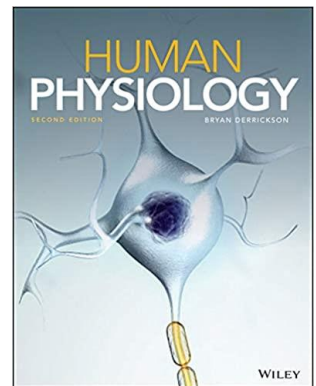
Class Zoom ID: Zoom Link: <https://centralmethodist.zoom.us/j/91895404275>
Zoom ID: **918 9540 4275**
Password: BI205

Instructor Availability: To facilitate communication, please contact me via the “private discussion forum” in myCMU or talk with me before or after class with any questions. You can also schedule a meeting to discuss course material as needed. It is important to me that each of you does well in the course and I am available to assist you in any way I can! **Get help early and as often as you need it!!!**

Website: **MyCMU** is the course management system this course uses to access the lecture handouts, useful internet links related to content discussed in class, and grade information. A purchased WileyPlus access code is the website where assignments and study tools are located.

Office Hours **MF: 1-3pm** (STD 205) or by appointment only.
Zoom Office Hours ID*: **660 248 6339**
*There is a waiting room, please be patient as I may be in a meeting with another student.

Courseware Info: Flyer information for purchasing an access code and registering for WileyPlus is found in myCMU > General Physiology > About Course page. In order to access the course assignments, eTextbook, and study tools this semester, you must purchase the access code through WileyPlus (cost: \$69).
The Course Section ID: **A40224**.



Prerequisites/ Co-requisites:
Concurrent enrollment in BI205L is highly recommended to enhance the physiology experience.
Prerequisites: BI101 General Biology I and BI102 General Biology II. Additional prerequisites: entire year of general chemistry OR permission to take the course by the instructor, Dr. Zidon, and division chair, Dr. Gordon.

Course Description and Objectives

This college course is a foundational course designed to provide you with a detailed view of human physiology at the molecular, cellular, tissue, and organismal level. The overall goal of the course is to familiarize you with the amazing physiology of the various organs and organ systems of the human body. There is particular emphasis on system control (i.e., homeostasis) and systemic integration. The study of physiology contains a lot of new terminology, organizational constructs, and requires critical thinking to relate newly learned concepts to clinical application. We will briefly cover structure, so it is highly recommended that you have taken an extensive anatomy course (*BI107 Anatomy*). This course is primarily intended for pre-med (Biology), Nursing, Athletic Training, and other health related fields.

COURSE EXPECTATIONS:

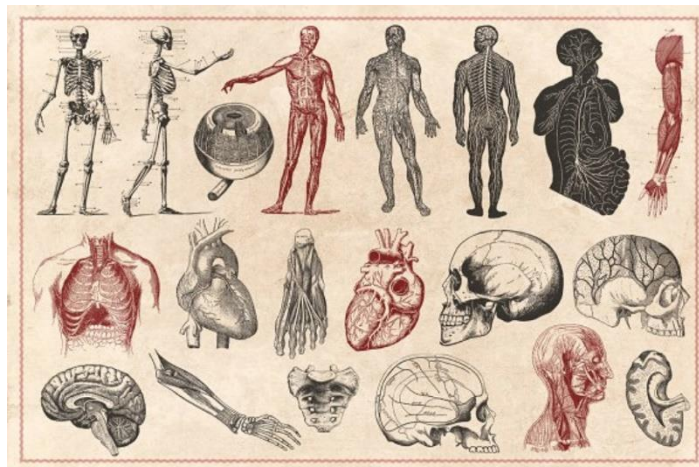
This is a college classroom and you have the opportunity to learn material that will prepare you for your future career. You will learn the most if you attend each class session, are on time, and if we are all respectful to each other. Reading the assigned materials will help you grasp concepts covered in lecture and retain them for the tests and in future courses. Being an active participant in class, asking questions, and engaging in class discussions will also increase your understanding and retention of the material. I will be prepared for each class session, too, so we can work together on building your knowledge. In addition, I am available to assist you outside of class via e-mail or in person by appointment or during office hours.

Learning, studying, and understanding the anatomy course content is your responsibility. Final course grades are assigned objectively and without regard to student's academic standing or to the requirements of other departments or programs. It is your responsibility (as a CMU student) to see that you are above any minimum requirements that may apply.

LEARNING OUTCOMES

When you complete this course, I am confident and hopeful you will be able to (or will):

- Develop a vocabulary of appropriate terminology to effectively communicate physiological information.
- Explain physiological functions of body systems; both at the organ and cellular/molecular level.
- Explain the principle of homeostasis and the use of feedback loops to control physiological living systems.
- Explain interrelationships within and between physiological systems.
- Synthesize ideas to make a connection between physiological knowledge and real-world situations (*pathophysiological studies*).
- Explain the function of hormones at the molecular level, including the reproductive hormones.
- Explain the electrical/chemical activity of neuronal transmission.
- Describe the autonomic nervous system.
- Itemize functional aspects of the senses.
- Describe the mechanism of muscle contractions at the molecular and cellular level.
- Detail the cardiac cycle and electrical activity of the heart.
- Describe variations of cardiac output, blood flow, and blood pressure.
- Summarize immune system mechanisms.
- Explain gas exchange within the lungs and at the tissue level normally and during an environmental change.
- Outline renal control of electrolytes and acid-base balance.
- Describe neural and endocrine regulation of the digestive system.
- Compare the ways energy metabolism is regulated and nutrients are absorbed, digested and processed through the GI tract.
- Compare male and female reproductive systems, including hormones and development.



COURSE ASSESSMENT

Lecture:	Percentage (%)	Grading Scale*:
Four Lecture Exams ¹ <i>Each exam is worth 16.25%</i>	65%	A = 90.0–100.0% B = 80.0–89.9%
In-class (i.e., Zoom) Quizzes ²	12%	C = 70.0–79.9%
In-class (i.e., Zoom) Assignments ³	10%	D = 60.0–69.9%
HW Assignments ⁴	13%	F = 0.00–59.9%
	100%	

**Grades are final and non-negotiable. There is no rounding up in this course for any single student.*

¹**Exams** are in-seat. They consist of multiple choice, matching, fill in the blank, and/or short answer. Exam material is primarily from the lectures, homework, handout materials, classroom discussions, and the textbook. Bonus essay questions may be added to exams at the discretion of the instructor, but the “extra” points opportunity will only be added to the specific exam, meaning no exam will exceed 100%. The exams will cover material from the previous lectures, which will be announced in class. All exam dates are written on the schedule.

****NOTE:** Cell phones or any other electronic devices (including ipads, laptops, smart watches on wrist, etc.) out during an exam will result in a zero for the exam..

Seating during exams: Every two seats must be occupied first before filling in the gaps. Occupancy will start with front rows and proceed to the back rows. In addition, you will place your backpacks that have your tablets, cell phones, and/or smart watches in the front or back of the room and pick them up on your way out.

²**In-class quizzes** will be administered during the semester (see semester schedule below) to assess individual knowledge and understanding of physiological content. The lowest quiz score will be dropped at the end of the semester. For example, if you are absent for a quiz you will receive a zero for that quiz and that quiz will be dropped.

³**Homework (HW) assignments on your WileyPlus Account:**

Assignments and/or case studies are to be completed on your own outside of class and are available on WileyPlus (you need to purchase an access code! – see pg 1). The assignment will contain various questions pertaining to the physiological content covered in class to assess your knowledge over the in-class content and your integration/application skills. There will be nine assignments over the course of the semester that you redo one time. Each assignment is due on the due date (see schedule of topics for the weeks the assignment is due), no exceptions. **Late assignments will not be accepted for any reason** (excused or unexcused): 1) the assignments are all online and you have at least a week to complete them and 2) because the answers are available after the assignment due date on WileyPlus to use as a study tool. The lowest assignment grade will be dropped at the end of the semester.

Make up exams are to be completed ahead of time for any college duty absence (sports, concerts, etc). An excused absence after the exam date requires documentation (e.g., coach, Dr. or nurse’s note, etc) and an exam must be made up within 5 business days of when the exam was administered or you will receive a 0. For all make-up exams it is your responsibility to contact the Center for Learning and Teaching to schedule an appointment to take the exam in-seat. Call: 660-248-6890 or visit their website.

INSTRUCTOR’S NOTES:

ATTENDANCE POLICY: COVID / QUARANTINE, CLASS CANCELLATION, COLLEGE DUTY INFORMATION:

Class preparation and participation is important to student success and the learning environment discussion opportunities will enhance your knowledge. Attendance in lecture or on Zoom is highly encouraged because it will affect your learning.

- If you are scheduled to be “in class” – you are expected to come to class and participate that day in-seat.
- If you are scheduled to be on Zoom during class – you are expected to attend class via Zoom and participate as necessary.

If you miss a class, you are to contact another student to determine what was missed during a class period or watch the videos. If there are extenuating circumstances (i.e., serious health issues) and you are unable to make it to class or to an exam, please let me know via the discussion forum and accommodations will be discussed between the professor and student on an individual basis.

Communication with the instructor is key to a good class learning experience. If there is a serious reason (e.g., ill, sports, college duty, etc.) for missing an exam you must contact the instructor at least **24 hours prior** to the

assigned assessment. The excuse's validity is at the discretion of the instructor and may require authentic documentation (e.g., Dr's note, coaches note, name on quarantine list, etc.).

COVID-19 Attendance Updates: Use the following guidelines if you are quarantined this semester:

- Email me within 24 hours of missing a scheduled exam to reschedule a time to take it as soon as possible.
- If you are in quarantine and are verified (i.e., are on the quarantine list), accommodations will be determined in partnership with the Center for Learning and Teaching. These issues will be dealt with on a case-by-case basis. You have 2 days to complete an in-class exam once you are out of quarantine.
- Being absent does not excuse you from turning in homework or assignments to myCMU late. It would be wise to complete and submit work as early as possible to avoid an emergency.
- To earn points for in-class activities in which you cannot participate, you must contact me within 24 hours of your absence to learn specifically what should be covered on a particular assignment.
- As a responsible student and an avid learner, **you will only miss in-seat scheduled classes if you are legitimately sick**, displaying any symptoms of COVID-19, or participating in a University Sanctioned event. Missing class to finish homework or to take a friend to a doctor is not a wise choice and will not be considered an excused absence.

COVID Symptoms List: The symptoms of COVID-19 are many and varied, but may include the following:

Fever, dry cough, unusual tiredness, gastro-intestinal distress, change in sense of smell or taste, etc.

A more thorough list of symptoms is available at:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Class Cancellation:

On occasion it will be necessary to cancel a class unexpectedly due to weather, illness, or other life situations and you will be immediately notified via an announcement in class, on MyCMU announcement blog, and an e-mail.

Athletic or Club Accommodations (College duty):

The student's responsibility for being an active member of a sports team or taking a special trip for a club is to choose classes for the semester that minimize potential absences as much as possible. The student must anticipate and plan for any advanced absences for the upcoming semester, and make arrangements with the instructor about each absence ONE WEEK in advance. **The student must make up any exam BEFORE the event takes place.** Failure to inform the instructor prior to the student's absence is an unexcused absence and will result in a zero for an exam.

Syllabus Modifications:

Make sure to read the course syllabus carefully. There may be modifications (course requirements, scheduled topics, exam dates, in-class assignments, overall points, etc.) to the course syllabus as the semester progresses to accommodate student learning or varying dates due to weather incidents. Students will be notified and given explanation of any changes made to the syllabus.

STUDENT IN-CLASS AND ZOOM RESPONSIBILITIES:

We will start lecture promptly at 11:00am. If you need to arrive late or leave early for any reason, please come in quietly to minimize interruptions. Late arrivals and early departures are disruptive and disrespectful to the entire class and can impede your and other students learning. I highly encourage open discussion during lecture yet please do so with the utmost respect to all individuals in the classroom. If you have a question or concern about a lecture topic please use appropriate classroom etiquette. **A good learning environment requires respect for your fellow students and your instructor.** If talking or inappropriate behavior becomes a problem, I will ask the offenders to leave the classroom and proper actions will proceed.

Learning and understanding the course content is your responsibility! I, as the instructor, am here to facilitate your learning and help you when needed. As a student enrolled in this course, **it is your responsibility to judge whether or not you have the skills to succeed in this course.** You must carefully assess your own skill level and knowledge of chemistry, biology, and test taking. As always, there is assistance in the areas of biology, math, etc. available (and free of charge) at the writing or tutoring center on campus for you through the Center for Learning and Teaching. **Please be proactive and ask for assistance early.**

Wear a face mask during class (2021): All students are required to wear a face mask while in class, there are no exceptions. Wearing a face mask is about protecting others, our Central Methodist Community, and the communities we work in. The primary purpose of wearing a face mask is to reduce the probability of virus spreading from the wearer (who may not know they are spreading the virus) into the environment and to others. The secondary purpose of the face covering is to reduce the likelihood that large droplets containing virus that are spread by others may enter the nose and mouth of the wearer. The use of a face mask does not replace the continued need to maintain physical distances from others, at least 6 feet, but instead augments physical distancing and helps us further reduce the likelihood of virus transmission.

A face mask is a cloth, bandana, or other type of material that covers an individual's mouth and nose. The CDC lists five criteria for "cloth face coverings," which should:

- Fit snugly but comfortably against the side of the face
- Be secured with ties or ear loops
- Include multiple layers of fabric
- Allow for breathing without restriction
- Be able to be cleaned or laundered and machine-dried without damage or change to shape.



Image: www.groovebags.com

The complete CMU Face Mask Policy is available at:

https://www.centralmethodist.edu/about/offices/human-resources/_docs/FaceCoveringPolicy.pdf

CMU Best practices for students on Zoom during their regularly scheduled class time.

- Be early to class so you are in a mindset that is conducive to learning.
- Have your class materials organized and accessible during your scheduled class period
- Dress as you would for a face-to-face class
- Sit upright with the lights on to help you stay focused while learning remotely
- Test your microphone and speakers for Zoom so you can hear well and can be heard
- Use your first and last names as your sign in, do not leave the name as "iPad" or use something amusing (*this is important for attendance taking the first weeks of class*)
- Use the Chat function or "raise your hand" as necessary to ask questions or comment. This should be done in a professional manner and respectful to all others in the Zoom meeting.

Technology Policy:

The time we have together each week is fairly short (~4 hrs / week) so I really want all students to remain present or "in-class" during lecture time. My hope is that you can learn or become familiar with the information during class and then really study that information outside of class. We will make "being present" a core value of this class by following the guidelines below:

- iPads will be permitted during class to access only the course notes, courseware, or eTextbook only. These devices should be used only in conjunction with exercises directly related to class activity. I recognize that your tablets can be a useful way to take notes or even to search out additional information during class. However, inappropriate use—defined as use that inhibits the learning experience for you OR others in the room—is prohibited. This includes, but is not limited to: messaging, texting, games, etc. If you are using your tablet inappropriately or if other students feel they cannot learn because of your distraction you will be asked to leave the classroom (i.e., disruptive behavior) for the remainder of that class period.
- I kindly ask that all cell phones are turned off or muted during lecture to decrease distractions for both you and the other students around you! Use of cellular phones for entertainment purposes (internet and/or texting) in any way during the lecture sessions is extremely disrespectful and will be noted.

****NOTE:** Cell phones or any other electronic devices (including iPods, laptops, smart watches, etc) out during an exam will result in a zero for the exam.

Academic Integrity:

CMU students are required to comply with the Academic Conduct Policy stated in the student handbook is expected at all times. Academic dishonesty is a serious offense and will not be tolerated. This includes, but is not limited to: cheating on assignments or exams, plagiarizing (copying another's idea or words without proper credit), stealing of tests or other academic materials, and/or knowingly falsifying records. The first offense penalty for academic dishonesty on **any** assignment will result in an **F** (0 pts) for the assignment and the Academic Affairs and Office of Student conduct will be notified; there are no exceptions. The second offense will result in the student being dropped from the course with an **F** and Academic Affairs and the Dean of Student Affairs will be notified.

They will then decide on further disciplinary action, depending on the severity of the offense, which may include suspension or dismissal from the College. Refer to the *Student Handbook* for the CMU honor code. I am committed to this honor code.

An Honor Code is as follows: ***No student shall commit any act of academic dishonesty in order to advance her or his own academic performance, or to impede or advance the academic progress of others.***

Examples of Cheating are defined as:

- a) Receiving aid during an exam from anyone (or anything, such as a device) other than the instructor
- b) Using unauthorized materials during an exam (e.g., cell phone, smart watch, copied content, etc.)
- c) Giving unauthorized aid to another student taking an exam (e.g., talking when exam is handed out)
- d) Plagiarism. Defined as copying an individuals' words or ideas without giving the source proper credit.
- e) Copying another student's work on any homework assignment or during class.

Success in this course:

Discipline and dedication in your study habits are important to be successful in this course. **Cramming for an exam does not work well in this course.** If you do not master the material from one week prior to starting the next week you will find yourself behind in this course and not do well on the exams. Regularly scheduled study sessions are highly recommended. ***The quality of your study time is as important as the quantity and neither one can be substituted for the other.***

- 1) Attend every class, pay attention and take notes. Research has shown that physical note taking reinforces learning through the process of both hearing the information and writing it down.
- 2) Reread your notes DAILY or at least three times per week (not just the night before the exam) to make sure you understand what you are learning and not just memorizing (although there will be plenty of memorization required). As a student, you need to be spending a minimum of 2 hours studying outside of class for every hour you are in class.
- 3) Understand how you learn best. Visit **vark-learn.com**. This site diagnoses your learning type and will provide you with type-specific learning strategies.
- 4) Read the textbook and self-evaluate your understanding by answering end of section or questions associated with each chapter and the review questions at the end of the chapter.
- 5) Productively interact with your classmates by discussing topics or join/make a study group to help with your understanding. Study groups are highly encouraged as teaching one another will help keep you accountable to learn the information.
- 6) Complete all assignments on time and to the best of your ability.
- 7) If you have tried to understand a topic, have read the textbook, but still don't "get it", please ask the instructor. Please use the discussion forum set up for the course so you will have a written reply to your question in one location, but you can also make an appointment to meet me on campus to discuss a topic. You are encouraged to seek assistance from me by scheduled appointment whenever you have questions concerning course topics.

OTHER STUDENT RESOURCES:

Library Resources:

Online databases are available for you to write a paper or a lab report

Website: <https://centralmethodist.edu/academics/library/library-services.html>

CMU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, communicate your concerns with the instructor. In addition to speaking with the instructor, the following resources are available to ensure an opportunity to learn in an inclusive environment that values mutual respect.

Students with Disabilities:

Students with documented disabilities who may need academic services for this course are required to register with the Center for Learning and Teaching. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus as soon as possible. The structure or the content of the course may make an accommodation not feasible. Website for the Disability Services page.

Website: <https://centralmethodist.edu/academics/learning-teaching/disability-accommodations.html>

Student Success Services / Center for Learning and Teaching:

They provide you with personal advisors to help with many aspects of being a CMU student such as: student success planning (balancing academic rigor with other activities, identifying & overcoming barriers to success, mastering effective study skills, taking ownership of success and setbacks), adjustment to CMU, adjustment as a nontraditional student, coping with academic stress, etc. Website for the Center for Learning and Teaching.

Website: <https://centralmethodist.edu/academics/learning-teaching/index.html>

Counseling services:

If you are having a hard time managing time and stress, and building healthy habits to improve academic success, or deal with any personal issues that may be getting in the way of focusing on your courses.

For students who are experiencing conflict which is impacting their educational environment, contact the Counseling Center at 660-248-6274 to schedule your initial appointment or visit the Counseling Center's website:

Website: <https://centralmethodist.edu/student-life/services-and-resources/counseling-center.html>

Non-Discrimination Policy:

CMU does not discriminate on the basis of race, color, sexual preference, religion, sex, national origin, age, or federally defined disability in its recruitment and admission of students. The University's educational programs, activities, financial aid, loan, and scholarship programs are made available to all qualified students without regard to race, color, sexual preference, religion, sex, national origin, age, or federally defined disability. The University complies with all federal and state non-discrimination requirements.

Intellectual Pluralism:

CMU and I welcome the diversity of ideas and opinions that students hold. It is this diversity that drives the intellectual stimulation and learning. If you have concerns with the structure or content of the course please address those concerns first with the instructor. Your grade will in no way be affected by our conversation. If after speaking with me you are not satisfied, you should direct your concerns to the Division Chair, Dr. James "Tiger" Gordon (jgordon@centralmethodist.edu).

Grievance Policy:

CMU has established a grievance policy and process designed to provide students and others with a process to resolve potential issues. This policy and process is established to provide persons with an avenue to file a written concern and to establish a process to track and implement changes as a result of said concern. For more detailed information, consult the CLAS catalog.

Website: <https://clas-catalog.centralmethodist.edu/info/University%20Policies.html#info13-grievance>

If an issue cannot be solved through consultation with the faculty or division chair, students can report an incident/issue within 30 days of the event via the online web form:

<https://cm.maxient.com/reportingform.php?CentralMethodistUniv>

FREQUENTLY ASKED QUESTIONS (FAQS)*

Lecture Questions

Q. Do I have to attend lectures?

A. Yes, the first two weeks of class are mandatory for me to take attendance to comply with university procedures. However, attendance is not mandatory, but highly encouraged because at times I throw in a random "pop" quiz or in-class assignment during class, which cannot be made up (*see the Course Assessment section*). In addition, most of the exam and/or quiz material that is discussed in class is potentially testable material and may not be found in the textbook or available elsewhere. If you choose to miss a class, you do so at your own risk.

Q. Can I record the lectures?

A. Yes, students may audio-record the lecture for their personal use but make sure to get permission from the professor. Please note that students agree to the following terms if they choose to audio-record the lectures (or Zoom) for the semester:

- Recordings are not to be distributed without the permission of the instructor via the internet. This includes, but is not limited to social media sites (e.g., facebook), any peer-to-peer file sharing (e.g., OneDrive or Google Drive) or any other distribution channels.
- Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments or if the instructor permits sharing for other reasons.

Non-compliance with these terms violates an instructor's intellectual property rights and the Copyright Laws of the United States. Students violating this agreement will be subject to disciplinary actions under the Code of Student

Conduct. Recordings are intended to permit lecture content review to enhance studying. Audio-recordings are no substitute for attending class.

Textbook courseware

Q. How do I access homework assignments this semester? I don't see them on myCMU.

A. This semester you will need to purchase an access code to WileyPlus to be able to complete the assignments (\$69). Access includes the eText, assignments, practice questions, animations, etc. to help you learn physiology. There is a flyer located on myCMU General Physiology Course Page on how to register and purchase the access code to the course website. The course code is **A40224** (see pg. 1 of the syllabus). To register you must use your school e-mail for better identification purposes and to receive proper credit for your work.

Exam and/or Assignment Questions

Q. I worked really hard – I did all of the readings and homework questions, I took well-written notes during class, I attended every lecture and reviewed my notes frequently – but I didn't do well on the test. What am I doing wrong?

A. I am happy to give you my advice, but please take it as just that; there isn't always a clear answer or direct solution to this question that I can provide. First thing, understand that physiology is a very procedural and logical way of looking at the human body and the cellular level of the human body; unlike Anatomy which is very much rote memorization. Yes, there is memorization in physiology, but more thinking about the steps in a certain organ system and how that system (or systems) works together with another system to keep the body functioning "normally" (i.e., homeostasis).

First, make an appointment with me to look over your exam to find out what was correct / incorrect to try to determine any patterns in your testing. For example, did you miss all of the questions for a single chapter? Did you miss all of the fill in the blank or part of the essay?

My general advice to study or perform better is as follows:

Option 1) study with more focus for the exams, meaning really buckle down and learn the material using flashcards for terminology and either a whiteboard or notebook paper to write and re-write the notes (or pathways) in your own words to help memorize the steps. In addition to studying, try and teach someone the material (e.g., group study), you really learn the material when you have to teach it to someone! Realize this will take a lot of time and commitment.

Option 2) Maybe just seeing another person teach the material and/or stopping helpful videos will help you understand the material better? Here are some helpful YouTube channels I use to learn and re-learn the material if I need a refresher on a topic. When I watch these videos I am doing so actively, I take notes and stop the video and rewind, when necessary. Note that some of the video channels are for medical students or those in nursing school already and may cover in-depth material that I do not cover in class.

Ninja Nerd Science: these videos are geared to professional students (e.g., medical, physical therapy, physician assistant students, etc.) so may be a little bit more in-depth than this course.

Website: https://www.youtube.com/channel/UC6QYFutt9cluQ3uSM963_KQ

Wendy Riggs - a professor who uses a "flipped classroom" and has her students watch her physiology lectures prior to coming to class. She does a pretty good job explaining the content!

Website: <https://www.youtube.com/channel/UC-yQpFb89u7qb-duWMZvoog>

Anatomy and Physiology Crash Course: This site has a good overview of a lot of the topics covered in class, but doesn't go into as much detail sometimes as this physiology course.

https://www.youtube.com/watch?v=pVkuCrgQCCc&list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8

RegisterednurseRN.com: This site is great for those interested in nursing and can get clinical at times, which is great for those interested in clinical scenarios. Sarah is wonderful at explaining some difficult concepts in both anatomy and physiology.

Website: <https://www.registerednursern.com/nursing-videos/>

Khan Academy: This site is a wonderful refresher, but may not go into as much detail as we go in during class.

Website: <https://www.khanacademy.org/science/biology/principles-of-physiology>

Option 3) Tutoring is also available for you through the NetTutor service. Tutoring via NetTutor is another resource for you to help you learn the material. You can access tutors through myCMU. Once you are logged in to myCMU, select student help, then tutoring, and finally Net Tutor (This **video** walks you through the steps and is posted in

myCMU). There is also tutoring through the Center for Learning and Teaching with a student who is familiar with physiology or perhaps can give you tips in learning it better!

Website: <https://centralmethodist.edu/academics/learning-teaching/index.html> (then click "schedule a tutoring appointment").

Of course, you can always come and talk with me if you are having trouble either diagnosing or solving your test-taking issues or why you are not fully understanding the material. While I can't promise a foolproof solution to how you study or take tests, I will listen and offer advice where I can.

Q. I missed the deadline for the homework assignment. Would you please open the assignment so I can receive credit for it?

A. Unfortunately, no. All homework assignments on WileyPlus have a firm deadline because once the due date passes the assignment is opened to all students to use as a study tool to review content. Please see the Course Assessment for this policy.

Q. Can I do something for extra credit or to make up for missed homework assignment or quizzes?

A. Again, no. There are bonus opportunities at the end of each exam. Completing the bonus on exams can only help your score, format for bonus questions is essay. In addition, your exam score will not exceed 100%. There are also bonuses at the end of the in-class quizzes and will be applied to the quizzes alone.

Q. How do I calculate my overall grade?

A. To calculate your total grade for the course use the following information and equation:

- Exam scores are worth 65% of your total grade
- Homework Assignments are worth 13% of your total grade
- Quizzes are worth 12% of your final grade.
- In-class Assignments are worth 10% of your final grade

To calculate your overall grade:

$= (\text{exam average} \times 0.65) + (\text{HW assignment average} \times 0.13) + (\text{quiz average} \times 0.12) + (\text{in-class assignment average} \times 0.10) = \text{your OVERALL score out of 1.0 (or 100\%)}$.

Helpful website [for an example](#) of how to calculate weighted percentages:

<https://www.youtube.com/watch/P0oinC6ejFI>

Q. Do I have to take the final if I am ok with the grade I currently have after Exam 4?

A. No, you do not have to take the comprehensive final if you are satisfied with the current grade you have. The comprehensive final exam is optional and may replace a low exam score from earlier in the semester. Therefore, if you choose to take the final comprehensive exam (covers all chapters), you can replace one of your previous exam scores with the final exam score. This is pending you do better on the comprehensive exam. If you do not do better on the final online comprehensive exam, the score will not be counted toward your overall grade.

Let's use this student's exam scores as an example of what taking the final exam may entail:

- Exam 1 – 80/100
- Exam 2 – 75/100
- Exam 3 – 90/100
- Exam 4 – 84/100

If this student decided to take the optional final comprehensive exam and scored a 92/100; the Exam 2 score would be replaced by the 92/100.

Thus, the final exam scores would look like this:

- Exam 1 – 80/100
- Exam 2 – **92/100** (the 75 has now been replaced by the comprehensive final score of 92)
- Exam 3 – 90/100
- Exam 4 – 84/100

Tentative Schedule of Physiology Lecture Topics Spring 2021*

The schedule of topics is subject to change based on student progression and understanding.
Any changes will be announced in class and posted on the public discussion forum or announcement blog in myCMU.
Readings pertain to the required textbook: Human Physiology by Brian Derrickson, 2nd ed. eText in WileyPlus

Week	Dates	TOPIC	Chapter Readings (Section)	What is DUE this week?
1	1/19 - 1/22 <i>No class 1/18</i>	Introduction Homeostasis Enzyme Kinetics	Ch 1 (1.1, 1.6) Ch 1 (1.4) Ch 4 (4.1-4.3)	
2	1/25 - 1/29	Biological Membranes Membrane Physiology	Ch 5 (5.1-5.3) Ch 5 (5.4-5.7)	HW Assign 1 Quiz 1
3	2/1 - 2/5	Cell Communication Hormones I	Ch 6 (6.1-6.5) Ch 13 (13.1-13.2)	HW Assign 2
4	2/8 - 2/12	Hormones II Reproductive Hormones	Ch 13 (13.3-13.8) Ch 23 (23.2-23.2)	Exam I: Week 1-3 content
5	2/15 – 2/19	Neurons Neuronal Conduction	Ch 7 (7.1-7.2) Ch 7 (7.3-7.5)	HW Assign 3 Quiz 2
6	2/22 – 2/26 <i>No class 2/23</i>	Sensory Physiology Vision and Hearing	Ch 9 (9.1-9.2) Ch 9 (9.5-9.6)	HW Assign 4
7	3/1 – 3/5	Autonomic NS Muscular Contractions Control of Movement	Ch 10 (10.1-10.2) Ch 11 (11.11.1-11.5) Ch 13 (13.4)	Exam 2: Week 4-6 content
8	3/8 – 3/12	Control of Movement Cardiovascular Physiology	Ch 12 (12.1-12.2) Ch 14 (14.1-14.5)	HW Assign 5
9	3/15 – 3/17 <i>No class 3/19</i>	Blood Flow and Blood Pressure Blood	Ch 15 (15.1-15.5) Ch 16 (16.1-16.6)	HW Assign 6 Quiz 3
10	3/22 – 3/26	Immune System	Ch 17 (17.1-17.3)	
11	3/29 – 4/1 <i>No class 4/2</i>	Ventilation and Gas Exchange	Ch 18 (18.1-18.5)	Exam 3: Week 7-10 content
12	4/5 – 4/9	Kidneys and Urine Formation	Ch 19 (19.1-19.6)	HW Assign 7 Quiz 4
13	4/12 – 4/16	Fluid, Electrolyte, and pH balance	Ch 20 (20.1-20.3)	HW Assign 8
14	4/19 – 4/23	Digestion Metabolism and Energy Balance	Ch 21 (21.21.8) Ch 22 (22.1-22.3)	HW Assign 9 Quiz 5
15	4/26 – 4/30	Reproduction	Ch 23 (23.2-23.5)	Exam 4: Week 11-15 content
<i>Optional Comprehensive Final Exam (ILH – STED 200) Monday (5/3) 7:30 – 9:30am</i>				

* Although I will do my best to adhere to this schedule, it is a tentative schedule that is subject to change during the course due to student progression. I will announce any necessary changes to the schedule during lecture, on MyCMU announcement blog, or via email announcement.