

**Biology 2651 Human Anatomy/Physiology I**

**Biology Department, College of Arts and Sciences, Valdosta State University**

**Section A (CRN 50325) (4 credit hours)**

**Summer Semester, 2013**

**Instructor** - Dr. J. Mitchell Lockhart

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**Office Hours:** As posted or by appointment

**Course hours:** Lecture Monday, Tuesday, Wednesday, Thursday

**Privacy Act:** Because of the Buckley Amendment or Privacy Act, grades will not be discussed over the phone, via email, given to friends, or given to relatives.

**Cheating:** Refer to the Student Code of Ethics in the Valdosta State University Student Handbook. A student caught cheating will be penalized ranging from receiving a zero for that assignment or test to failing the class.

**Important Dates:** Mid-Term June 27, **Final Exam Friday, July 26, 10:15AM-12:15 PM**

**\* The Instructor reserves the right to modify the above contents with proper notification.**

### **Course Outcomes:**

#### **Course:**

By the end of BIOL 2651, students who successfully complete the course should have:

1. Gained factual knowledge, to include anatomy and physiological terminology, methods, and principles, about Anatomy and Physiology I. (DO 2,3,5; VSUGEO 5)
2. Learned fundamental principles, generalizations, or theories of Human Anatomy and Physiology I. (DO 2,3,5; VSUGEO 5)
3. Learned to apply course material (to improve thinking, problem-solving, and decisions) in Human Anatomy and Physiology I. (DO 2,3,5; VSUGEO 5)
4. Developed specific skills, competencies and points of view needed by professional in the fields most closely related to Anatomy and Physiology I. (DO 2,3,5; VSUGEO 5)
5. Acquired an interest in learning more by asking questions and seeking answers about Anatomy and Physiology I. (DO 2,3,5; VSUGEO 5)

#### **Department:**

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral formats used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and the function of DNA/RNA to the development of form and function of the organism and to heredity.
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

#### **Valdosta State University General Education Outcomes:**

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies. They will possess sufficient knowledge of various aspects of another culture, including the language, social and religious customs, aesthetic expression, geography, and intellectual and political history, to

enable them to interact with individuals within that society from an informed perspective. They will possess an international viewpoint that will allow them to examine critically the culture of their own nation and to participate in global society.

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and

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**Human Anatomy and Physiology I**  
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**Tentative Lecture Outline - This is the order in which we will cover topics.**

<b>TOPIC</b>	<b>TEXT CHAPTERS</b>
Introduction to the Human Body	1
Chemical Level of Organization	2
Cellular Level of Organization	3
Tissue Level of Organization	4
Integumentary System	5

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Tentative Lab Schedule - This is the order in which we will cover topics.

		TOPIC	CHAPTERS
1	June 5	Microscope and Cells	1, 2
2	June 10	Tissues and Skin	4
3	June 12	Tissues and Skin	4
4			