

BISC 307 (General Physiology), Spring 2024 (Tentative, Subject to Revision)

Date	Day	Topic	Silverthorn – 8 th Ed.	Quizzes*
Jan 8	M	01 Introduction; Evolutionary Perspectives 1	Ch 1, Ch 6 (181-190)	
Jan 10	W	02 Evolutionary Perspectives 2	See Blackboard for resources	
Jan 12	F	03 Evolutionary Perspectives 3	See Blackboard for resources	----
Jan 15	M	<i>Holiday (MLK Day) – No Class</i>	----	
Jan 17	W	04 Regulation of Metabolic Fuel 1	Ch 22 (692-719)	
Jan 19	F	05 Regulation of Metabolic Fuel 2	Ch 22 (692-719)	Quiz 1
Jan 22	M	06 Adrenal Glucocorticoids 1	Ch 7, Ch 23 (728-734)	
Jan 24	W	07 Adrenal Glucocorticoids 2	Ch 7, Ch 23 (728-734)	
Jan 26	F	08 Adrenal Glucocorticoids 3**	Ch 7, Ch 23 (728-734)	Quiz 2
Jan 29	M	09 Thyroid, Growth Hormone	Ch 23 (734-741)	
Jan 31	W	10 Calcium Balance	Ch 23 (741-751)	
Feb 2	F	11 Reproduction 1	Ch 26 (800-815)	Quiz 3
Feb 5	M	EXAM 1	Jan 8 through Jan 31 (10 lects)	
Feb 7	W	12 Reproduction 2	Ch 26 (815-836)	
Feb 9	F	13 Reproduction 3	Ch 26 (815-836)	Quiz 4
Feb 12	M	14 Respiratory System 1	Ch 17	
Feb 14	W	15 Respiratory System 2	Ch 18	
Feb 16	F	16 Respiratory System 3	Ch 18	Quiz 5
Feb 19	M	<i>Holiday (President's Day) – No Class</i>	----	
Feb 21	W	17 Cardiovascular System 1	Ch 14 (432-452)	
Feb 23	F	18 Cardiovascular System 2***	Ch 14 (432-452)	Quiz 6
Feb 26	M	19 Heart as a Pump 1	Ch 14 (452-474)	
Feb 28	W	20 Heart as a Pump 2	Ch 14 (452-474)	
Mar 1	F	21 Heart as a Pump 3	Ch 14 (452-474)	Quiz 7
Mar 4	M	EXAM 2	Feb 2 through Feb 28 (10 lects)	
Mar 6	W	22 Blood Vessels & Pressure	Ch 15 (476-489)	
Mar 8	F	23 Distribution of Blood	Ch 15 (489-506)	Quiz 8
Mar 11	M	<i>Spring Break</i>	----	
Mar 13	W	<i>Spring Break</i>	----	
Mar 15	F	<i>Spring Break</i>	----	----
Mar 18	M	24 Membrane Dynamics	Ch 5	
Mar 20	W	25 Electrical Signals 1	Ch 8 (224-249)	
Mar 22	F	26 Electrical Signals 2	Ch 8 (224-249)	Quiz 9
Mar 25	M	27 Action Potentials 1	Ch 8 (224-249)	
Mar 27	W	28 Action Potentials 2	Ch 8 (224-249)	
Mar 29	F	29 Synaptic Transmission 1	Ch 8 (249-265)	Quiz 10
Apr 1	M	30 Synaptic Transmission 2	Ch 8 (249-265), Ch 11 (355-368)	
Apr 3	W	31 Skeletal Muscle 1	Ch 11 (368-372), Ch 12 (374-400)	
Apr 5	F	EXAM 3****	Mar 1 through Apr 1 (10 lects)	Quiz 11
Apr 8	M	32 Skeletal Muscle 2	Ch 12 (374-400)	
Apr 10	W	33 Skeletal Muscle 3	Ch 12 (374-400)	
Apr 12	F	34 Smooth Muscle	Ch 12 (400-409)	Quiz 12
Apr 15	M	35 Kidney Function & Filtration 1	Ch 19 (587-600)	
Apr 17	W	36 Kidney Function & Filtration 2	Ch 19 (587-600)	
Apr 19	F	37 Tubular Reabsorption & Secretion	Ch 19 (600-615)	Quiz 13
Apr 22	M	38 Water & Salt Balance 1	Ch 20 (618-636)	
Apr 24	W	39 Water & Salt Balance 2	Ch 20 (618-636)	
Apr 26	F	40 Volume, Osmolarity, Acid-Base Balance	Ch 20 (636-652)	Quiz 14
May 1	W	EXAM 4, 2:00 – 4:00 pm	Apr 3 through Apr 26 (10 lects)	

* Quizzes are available at 5 pm on indicated Fridays, and are due the following Tuesday by 10 am.

** January 26 is the last day to drop without a mark of "W" and with tuition refund.

*** February 23 is the last day to drop without a mark of "W" and without tuition refund.

**** April 5 is the last day to drop with a mark of "W".

A. General Course Description and Policies

Catalog Description

BISC 307L General Physiology (4 units, Spring semester only) Physiological functions of the circulatory, endocrine, integumentary, musculoskeletal, nervous, respiratory, and urogenital systems of animals. Lecture, 3 hours; laboratory, 3 hours. Prerequisite: BISC 220L or BISC 221L.

Overview

Physiology is unique among the biomedical sciences in its focus on the functions of intact, living organisms. It is especially concerned with homeostasis, which refers to regulation of conditions inside the body within the narrow limits that are compatible with life. This course will cover the physiology of human cells, tissues, organs, and organ systems, with emphasis on mechanisms by which homeostasis is maintained, and on the integration of each system with other systems. Evolution is emphasized as a unifying concept.

Instructor

Prof. Albert Herrera, HNB 116, 213-740-9177, aherrera@usc.edu

Laboratory Manager

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Laboratory Instructors

TBN-1

TBN-2

Textbooks

- *Human Physiology: An Integrated Approach*, by Dee Unglaub Silverthorn, 8th edition.
Note: Reading assignments are given for the 8th edition, but that edition is not substantially different from the previous (7th) edition. Students interested in saving money may opt for the older version. Corresponding reading assignments for the 7th edition will be posted on Blackboard (see Course Documents). Users of the 7th edition should consult the 8th edition to check for differences.

Blackboard (<https://blackboard.usc.edu/>)

- All course materials, information, links to Zoom sessions, recordings, quizzes, and grades will be posted on Blackboard until Commencement Day. We will also make extensive use of Blackboard discussion forums, as will be explained in lecture. Blackboard is to be used only for appropriate, course-related activities. Inappropriate use of Blackboard and other electronic resources may result in disciplinary action (see Academic Integrity section below, p. 7-8).

Lecture

MWF 1:00-1:50 pm, class no. 13018R, SOS B46

- Lectures will be recorded and made available as streaming video and downloadable audio files. Links to the recordings will be posted in Blackboard.
- For some topics, basic or introductory material will be presented via short, pre-recorded video lectures. When we meet in class, we can then use the lecture time to discuss more advanced aspects of the topic. So, it is important that you view and understand the pre-recorded lectures before coming to class. This approach will also free up lecture time for interactive problem-solving, discussion of applications, and analysis of recent research – activities that will help you prepare for the lecture exams. Not every topic will follow this approach. Some topics will be covered entirely by traditional lectures.

- *Important Advice:* Please do not use the lecture recordings as a substitute for regular attendance at lecture or as an excuse to procrastinate. In the past, students who earned the highest grades were those who attended nearly every lecture and took careful notes. Shortly after each lecture, use the recordings to fill gaps in your notes and to focus on the more difficult material. In this way, you will keep up with the lecture schedule and be able to use the time just before exams to practice applying your knowledge to solve novel problems. Be creative in your use of these recordings. For example, keep track of the approximate elapsed time during the lecture, so you can note the timing of material you need to review. Try viewing the video recordings in small groups, so you can pause and discuss the material as you proceed. Take advantage of the portability of the audio recordings. Download them to your phone, computer, or other audio player and look for opportunities to listen when you are not otherwise occupied with mindful tasks. Speed up the playback or better yet, slow it down!

Laboratory

- See Part B below for the laboratory syllabus. ***Lab sections will be conducted in-person.***

Lecture Exams

Exam 1: Monday, Feb 5, 1:00-1:50 pm

Exam 2: Monday, Mar 4, 1:00-1:50 pm

Exam 3: Friday, Apr 5, 1:00-1:50 pm

Exam 4: Wednesday, May 1, 2:00-4:00 pm

- Lecture exams will consist entirely of multiple choice and true/false questions. The exams are closed-book, i.e., you may not consult books, notes, internet sources, other references, or other persons during the exams.
- Lecture exams cover lecture subjects only; laboratory subjects will not be covered. Lecture exams are not cumulative; each of the four exams will be worth the same number of points and will cover 10 lectures, as specified in the Lecture Schedule. There will not be a comprehensive final. Exam 4 will be given at the scheduled time of the final but will cover only the last 10 lectures of the course.
- Thoroughly memorizing and understanding the terms and concepts are essential. However, this level of learning will leave you only about half-prepared for the lecture exams. **On exams, you will be required to apply what you learned to solve novel problems, many of which will pertain to situations that we never specifically discussed.** Students find this approach very challenging but when they master it, as most of you will, the level of satisfaction is high. Even better, you will likely discover that you learned more than you thought you would. We will not ask more of you than you can handle, if you are willing to work hard. Please see the next section (Lecture Quizzes) for additional comments on exam questions.

Lecture Quizzes

- Fourteen quizzes will be administered via Blackboard. The quizzes will be posted by 5 pm on Fridays and must be completed by 10 am on the following Tuesday. Questions will cover the lecture material discussed on the previous Friday, Monday, and Wednesday (see the table below for specific coverage and exceptions). Each quiz will consist of 4 questions, worth 0.5 points each. Question types will be multiple choice, true/false, or short answer. To allow students to miss two quizzes for any reason, and to excuse uncharacteristically low scores, only the highest 12 scores will be counted toward the final grade. Therefore, a maximum of 24 points can be earned from the quizzes, or 4 % of the total course grade. No accommodations will be made for students who take fewer than 12 quizzes. Quiz answers will be posted at the 10 am Tuesday deadline. You will likely find it helpful to discuss the quiz questions and answers at the Q&A sessions on Tuesdays and Fridays (see below).
- My intention is to make the quiz questions as challenging as those that will appear on the more point-heavy exams. To do well in this course, it will not be sufficient to merely look up or memorize answers. You must also be able to apply your knowledge to solve novel thought problems. The quizzes are

designed to give you low-stakes practice at this and to gauge your level of preparation for exams. This will only work, however, if you take the quizzes seriously and responsibly. You may consult your textbook and any other printed or electronic material. You may also discuss the quiz questions with fellow students, if those discussions focus on understanding the underlying principles. You should not simply share or reveal your answers to other students, nor try to obtain answers from current or former students, for several reasons. First, you will not know until after the deadline whether your answer is correct. Second, you may deprive a fellow student of a learning opportunity. Third, you will diminish your own chances for a better grade by broadcasting your hard-won answers. Fourth, quiz questions are revised regularly, usually with the goal of making them more challenging. Each quiz is worth only 0.3% of the course grade, but its potential value as a learning tool is much greater. The quizzes will require a disproportionately large amount of effort – on my part to craft challenging questions, and on your part to discern and understand the correct answers. It is likely that students who cheat by merely copying other students’ quiz answers will pay a price on exam days. Please don’t be one of those students. In the 15 years since we introduced the quizzes, students have come to see them as one of the most challenging parts of the course, but also one of the most valuable. If you take the quizzes seriously, we think you will come to the same conclusion.

- The following table summarizes important information about the quizzes.

Quiz No.	Posted by 5 pm on Fri	Deadline 10 am on Tues	Lectures Covered
1	Jan 19	Jan 23	1, 2, 3, 4
2	Jan 26	Jan 30	5, 6, 7
3	Feb 2	Feb 6	8, 9, 10
4	Feb 9	Feb 13	11, 12
5	Feb 16	Feb 21 (Wed)*	13, 14, 15
6	Feb 23	Feb 27	16, 17
7	Mar 1	Mar 5	18, 19, 20
8	Mar 8	Mar 19	21, 22
9	Mar 22	Mar 26	23, 24, 25
10	Mar 29	Apr 2	26, 27, 28
11	Apr 5	Apr 9	29, 30, 31
12	Apr 12	Apr 16	32, 33
13	Apr 19	Apr 23	34, 35, 36
14	Apr 26	Apr 30	37, 38, 39, 40

* Deadline extended due to Feb 19 holiday

Twice Weekly Question & Answer Sessions

- Dr. Herrera will hold live Q&A sessions via Zoom twice a week:
Tuesdays, 1:00-1:50 pm
Fridays, 2:30-3:30 pm (Q&A session for Apr 5 will be held one day earlier, on Thurs, Apr 4 at 2:30-3:30 pm)
- Q&A sessions will be recorded and archived via Zoom.

Instructor Office Hours

Please contact Dr. Herrera directly for individual office hour appointments. Office hours are intended for discussion of individual, confidential matters such as grades. Course subject matter and other public issues should be discussed in Q&A sessions so all students can benefit from the interchange.

Grading

- Grades will be based on the total number of points earned on exams, online quizzes and laboratory work, as shown in the table below. After each exam, a curve and table will be posted that shows the letter grades that correspond to current point totals.

Portion	Item	Pts Each	Number	Total	Portion Totals
Lecture	Exams 1-4	100	4	400	Lecture = 424 pts
	Online Quizzes	2	14	24*	
Laboratory	Group Presentation	35	1	35	Lab = 176 pts
	Lab Quizzes	5	8	40	
	Lab Reports	30	3	90	
	General Participation	11	1	11	
*Only the highest 12 quiz scores will count.					Course total = 600 pts

- Final letter grades will be determined by the following scheme. The mean point total of the top 10% of students will be determined. Students who earn a certain high percentage of that mean will earn an A or A-. Students whose totals fall below the A- level but above a certain lower percentage will earn a B+, B, or B-. Students below the B- level but above an even lower percentage will earn a C+, C, or C-, etc.
- An important consequence of this scheme is that, for the most part, grading is not competitive in this class. There are not fixed numbers of As and Bs to be assigned. The more the point totals are skewed (clustered) toward high values, the more As and Bs will be assigned.***
- This scheme should facilitate cooperative learning and peer instruction. High-achieving students should help others; doing so will not jeopardize their high grades. By teaching others, students will solidify their own understanding. Methods for accomplishing this will be discussed.***

Impairments Affecting Your Performance

- Students occasionally encounter difficulties that affect their academic performance, such as illness, accidents, bereavement, depression, anxiety, learning disabilities, and other problems. If you encounter such difficulties, please bring them to the attention of one of the instructors. We can refer you to sources of help and may be able to offer accommodations. All such discussions will be confidential. Please seek help as soon as you feel your performance is being affected. Specific policies regarding exams are explained in the next section.

Support Services

- Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents as soon as possible. Reporting such incidents is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. A list of offices to which one can report such incidents, as well as sources of support for other issues, follows.
- Student Health Counseling Services (213) 740-7711 – on call 24/7 engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
- National Suicide Prevention Lifeline (800) 273-8255 – on call 24/7 suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress.

- Relationship & Sexual Violence Prevention Services (213) 740-9355 – on call 24/7 sites.google.com/usc.edu/rsvpclientservices/home. Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- Office of Equity and Diversity - Title IX (213) 740-5086 equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.
- Bias Assessment Response and Support (213) 740-7619 lgbtqplus.usc.edu/resources/bias-incident-reporting/. Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.
- Office of Student Accessibility Services (213) 740-0776 osas.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. Please see section below entitled “Students with Disabilities” for important course-specific information.
- Campus Support and Intervention (213) 821-4710 campussupport.usc.edu
Assists students, faculty, and staff in resolving complex personal, financial, and academic issues adversely affecting their success and wellbeing.
- Diversity at USC (213) 740-2101 diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – on call 24/7 dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
- USC Department of Public Safety (Non-Emergency) - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu. Non-emergency assistance or information.

Exam Policies

- Re-grading: Answers to lecture exam questions will be posted on Blackboard shortly after each exam. If you feel an error was made in the grading of your exam, you should submit your well-justified case to Dr. Herrera via email. Specify which questions you think were incorrectly graded and why.
- Missed Exams: *No make-up exams will be given.* Students who are unable to take an exam at the scheduled time must contact Dr. Herrera as soon as possible, preferably in advance. If the student has a valid, well-documented reason for missing the exam, a score equal to the average of the other 3 exams will be assigned. Such an adjustment can be made for only one exam. Students who are ill and miss a regularly scheduled lecture or laboratory exam must see a doctor to document their illness. Within 48 hours of the missed exam, you must provide, in writing, the following information: 1) your doctor's name and telephone number, and 2) a statement signed by you authorizing us to discuss the situation

with your doctor. We will contact your doctor and ask her or him whether you were too ill to take the exam. Note that neither you nor the doctor need tell us the nature of your illness. Simply visiting the Engemann Student Health Center or another medical facility will not be considered a valid medical excuse. Similarly, if an emergency prevents you from taking an exam, you must provide convincing documentation of the emergency. If your excuse is judged not to be valid, or you do not provide it within the allotted time, you receive a score of zero for the missed exam.

- **Missing Exam 4:** If you miss Exam 4 and you provide a valid medical excuse or proof of emergency within 48 hours after the scheduled exam time, a course grade of Incomplete (IN) will be assigned. It will be your responsibility to contact Dr. Herrera to make arrangements for completing the course and replacing the IN with the grade you earned. You have a year to complete the requirements for removal of an IN. After this, your grade will change to an IX (Lapsed Incomplete) which counts as an F in the GPA. If you miss Exam 4 and do not submit a valid excuse, a course grade will be calculated based on your other scores and a zero for Exam 4.

Academic Integrity

- Our university depends on honesty, integrity, and ethical behavior among its members. For students, ethical behavior includes respecting the intellectual property of others, submitting individual work unless otherwise directed by the instructor, protecting one's own academic work from misuse by others, and avoiding the use of another's work as one's own. There are well-defined standards for the ethical behavior of instructors as well.
- We have reliable, time-tested methods for detecting cheating, plagiarism, and other violations of academic integrity. Please note that to protect the integrity of grades and the academic process, sanctions for violations are severe. The minimum sanction is usually an F for the course. Suspension or expulsion from the university is also possible.
- Here is a partial list of actual violations that have been perpetrated by students in Prof. Herrera's classes in recent years. The numbers in parentheses refer to relevant paragraphs in the University Governance section of SCampus (see resource #5 below).
 1. Copying answers from other students during lecture or lab exams. (11.13)
 2. Submitting lab reports containing substantial portions plagiarized from other students. (11.11, 11.12)
 3. Use of Blackboard resources for commercial gain (11.19)
 4. Selling class notes and material downloaded from Blackboard to a web-based company that re-sells such material. (11.12B)
 5. Re-submission of a lab report written by the same student in an earlier semester. (11.16)
 6. Altering answers on a graded exam and submitting the altered exam for re-grading. (11.13B)
 7. Continuing to write answers on an exam after time has been called. (11.21)
 8. Unauthorized use of personal electronic devices, e.g., smartphones, during exams. (11.13)
 9. Students using multiple clickers to gain participation points for non-attending students. (11.18)

- All of these offenses were serious and resulted in disciplinary action. Do not attempt any of these!
- **Resources on academic integrity standards, policies, and expectations:**
 1. Academic Integrity: sjacs.usc.edu/students/academic-integrity/
 2. Guide for Avoiding Plagiarism: <https://libguides.usc.edu/c.php?g=234929&p=1559180>
 3. Overview of Academic Integrity: chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fsjacs.usc.edu%2Ffiles%2F2015%2F11%2FAcademic-Integrity-sheet-2013.pdf&clen=499145
 4. Tutorial on Academic Integrity: https://uslibraries.usc.edu/tutorials/avoiding-plagiarism/story_html5.html
 5. SCampus (see Part B, paragraph 11): <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>
 6. Scientific Misconduct: ooc.usc.edu/research-compliance/scientific-integrity/

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS and should be delivered to Prof. Herrera and Dr. Moore early in the semester, *at least two weeks before Exam 1*. For more information, please call the OSAS office at 213-740-0776 or go to their website: osas.usc.edu.

Policies Concerning Student-Athletes

Although the schedule of athletic competitions is somewhat uncertain due to COVID-related restrictions, USC's policy is that student-athletes may not be penalized when University-sanctioned competitions conflict with course activities or examinations. When a class will be missed for a sanctioned competition, the student-athlete should inform the instructor in advance. The student must provide the instructor with an Excused Absence Letter from Student-Athlete Academic Services (SAAS). Information about such letters can be found on the SAAS website (<https://saas.usc.edu/>). The letter must certify that the student-athlete is participating in a University-sponsored event that deserves accommodation. Accommodations will not be made for other types of conflicting events. More information on the University's policy on student-athletes can be found at faculty.usc.edu/leadership/service/oaaa/. Arrangements for the accommodation must be agreed upon in advance of the event. If multiple team members will be absent, each must make an individual arrangement with the instructor. If an assignment is due on the date when class is missed, the instructor may require that it be turned in before the missed class or at the first class meeting after the student returns. If a test has been scheduled for the date when class is missed, the instructor may arrange with SAAS to have the test administered by an academically qualified proctor (not a coach) during the trip. Alternatively, the instructor may agree to pro-rate the exam score, i.e., substitute the missing exam score with a score based on the average of the student's scores for the other exams compared to the class average for those exams.

Email Communication

To ensure privacy, only students' USC accounts (*usc.edu* domain name) can be used for email communications regarding confidential matters. Students are responsible for understanding the content of official messages sent to their USC accounts, and so should check their USC email regularly.

Emergency Preparedness / Course Continuity / COVID-19 Health and Safety Protocols

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/> or 213-740-9233) will provide information related to safety and course continuity. We expect that instruction will be continued by means of Blackboard, teleconferencing, video/audio recording, and other technologies. Alternative assignments may be given if classes are canceled for prolonged periods. If you have not already done so, please register with TrojansAlert and/or download the mobile safety app to facilitate communication during emergencies.

Information about the university's response to the COVID-19 pandemic can be found on the USC COVID-19 Resource Center (coronavirus.usc.edu).

B. Laboratory

Lab Schedule

Wk	Dates	Day	Exercises	Comments
1	Jan 9 ↓ Jan 11	Tu ↓ Th	No lab meeting this week	
2	Jan 16 ↓ Jan 18	Tu ↓ Th	Introduction to Lab (via Zoom)	Safety issues; introduce group presentations of classic papers; introduce lab reports, discussions of papers, quizzes, lab reports
3	Jan 23 ↓ Jan 25	Tu ↓ Th	Optional lab meeting	Discussion of group presentations
4	Jan 30 ↓ Feb 1	Tu ↓ Th	Group Presentations	Powerpoint (or similar) group presentations discussing classic papers & modern followups
5	Feb 6 ↓ Feb 8	Tu ↓ Th	Discussion of two evolution papers	Be prepared to ask and answer questions. Quizzes 1&2 (10 Q) due 48 hours after end of lab period
6	Feb 13 ↓ Feb 15	Tu ↓ Th	Discussion of two endocrinology papers	Be prepared to ask and answer questions. Quizzes 3&4 (10 Q) due 48 hours after end of lab period
7	Feb 20 ↓ Feb 22	Tu ↓ Th	Cardiology Lab Simulation; Introduction to SimHeart & SimVessel	Quiz 5 (5 Q) due 48 hours after end of lab period
8	Feb 27 ↓ Feb 29	Tu ↓ Th	Introduction to LabScribe cardio-vascular system	Draft of cardiovascular proposal due 48 hours after end of lab period
9	Mar 5 ↓ Mar 7	Tu ↓ Th	Conduct cardiovascular experiments	Lab Report 1 due Monday, March 20, 5:00 pm
10	Mar 12-14	---	<i>Spring Break</i>	-----
11	Mar 19 ↓ Mar 21	Tu ↓ Th	Simulation: Electrical activity in <i>Aplysia</i> & leech	Quiz 6 (5 Q) due 48 hours after end of lab period
12	Mar 26 ↓ Mar 28	Tu ↓ Th	Discussion of Cl ⁻ current paper; Introduction to SimNeuron & SimNerve	Quiz 7 (5 Q) due 48 hours after end of lab period Draft of SimNeuron or SimNerve proposal due 48 hours after end of lab period
13	Apr 2 ↓ Apr 4	Tu ↓ Th	Conduct nerve experiments	Lab Report 2 due Saturday, April 15, 5:00 pm
14	Apr 9 ↓ Apr 11	Tu ↓ Th	Skeletal Muscle Simulation Introduction to SimMuscle Introduction to LabScribe EMG system	Quiz 8 (5 Q) due 48 hours after end of lab period Draft of SimMuscle proposal due 48 hours after end of lab period
15	Apr 16 ↓ Apr 18	Tu ↓ Th	Conduct muscle experiments	Lab Report 3 due Saturday, April 29, 5:00 pm
16	Apr 21 ↓ Apr 25	Tu ↓ Th	Kidney Function - Urinalysis	

Goals of the Laboratory

The laboratory is an integral and essential component of the course, with 3 main goals:

1. Give you experience with the processes, tissues, and concepts discussed in the lecture part of the class.
2. Encourage the development of scientific literacy, i.e., the ability to find, read, comprehend, and discuss original research articles from the physiology literature.
3. Deepen your appreciation of the scientific method by requiring you to design, execute, and analyze your own experiments.
4. Develop writing skills in the format of scientific research papers and a lab manual exercise.

Laboratory Sections

Tue am	11:00-1:50	13284R	Wed pm	2:00-4:50	13286R
Wed am	8:00-10:50	13281R	Thu pm	3:00-5:50	13289R

Lab Manual

- A laboratory manual will not be required for this class. Handouts describing the lab exercises will be distributed as PDF files via Blackboard.

Lab Grading (*Details of grading for the lab portion of the class will be announced.*)

- Performance in the lab will account for about 30% of each student's grade. The assignment of lab points is shown on page 5.
- To encourage improved writing, lab reports will be graded strictly, according to a published rubric which was adapted by Dr. Herrera for this course. Grading criteria for lab reports will be published on Blackboard.

Final Thoughts

- Please forgive the length of this syllabus. We feel it is important for everyone to know exactly what to expect. We hope you will enjoy our mutual exploration of physiology. The mechanisms we will study are fundamentally important in all animals, and highly relevant to the understanding of human health. We promise to apply all of our experience in teaching and research to present an interesting and informative course and to assign grades fairly. Good luck!