USC Dornsife College of Letters, Arts and Sciences

Course ID and Title: HBIO 301L – Human Anatomy
Units: 4
Term – Day – Time: Fall 2024 – MWF – 9:00 a.m. – 9:50 a.m.
Location: THH 202

Instructor: Kurt Kwast, Ph.D.
Office Hours: Wednesday 12:00 – 1:30 p.m., Thursday 11:00 a.m. – 12:30 p.m. via Zoom (Meeting ID: 981 665 0147 Passcode: HBIO), and by appointment
Office Hour Location: AHF 251
Contact Information: kwast@usc.edu

Supplemental (Peer) Instructor (SI): TBA
Review Sessions: TBA
Contact Info: hbio301si@gmail.com
Location: TBA

Lab: Tuesday 11:00 – 1:50 p.m. (38435R)
Tuesday 2:00 – 4:50 p.m. (38436R)
Tuesday 5:00 – 7:50 p.m. (38437R)
Wednesday 11:00 a.m. – 1:50 p.m. (38438R)
Wednesday 2:00 – 4:50 p.m. (38439R)
Thursday 2:00 – 4:50 p.m. (38440R)
Thursday 5:00 – 7:50 p.m. (38441R)
Friday 1:00 – 3:50 p.m. (384442R)
Location: PED B7
Laboratory Instructors: Joshua Carlos (jcarlos6@usc.edu)
Charles (Kiki) Crawford (charles.crawford@usc.edu)
Gudrun "Bara" Floyd (gbfloyd@usc.edu)
Chrisandra Kufeldt (kufeldt@usc.edu)
Lisa Le (lelisa@usc.edu)
Office Hours: TBA or by appointment
Office: PED 109

Laboratory Director: Anh-Khoi Nguyen, Ph.D.
Office Hours: by appointment
Contact Info: agnguyen@usc.edu
Office: PED 109

IT Help: Dornsife Technology Services
Hours of Service: TBA
Contact Info: https://dtssupport.usc.edu, 213-740-2775

Course Description

Exploration of the anatomical structures of the human body to gain a fundamental understanding of the structure and function of body organs and systems and their interactions, emphasizing the tissues and structures that comprise the major organ systems of the body as well as functional implications of these structural relationships.

Learning Objectives

The primary learning objective is for students to be able to identify the structural components of the human body and describe their functional attributes. Specific learning objectives include the following:

- Develop a vocabulary of appropriate anatomical terminology in order to be able to effectively communicate information related to anatomy.
- Identify and describe the different levels of organization (*i.e.,* molecules, organelles, cells, tissues, organs, organ systems, and whole organism) and how simpler levels contribute to more complex ones.
- Identify the structural components and be able to describe the functional attributes of each of the body's organ systems and the interrelationships within and between them.
- Use anatomical knowledge in order to predict physiological consequences and knowledge of function to predict anatomical features.
- Describe the pathophysiology of common diseases as well as use critical thinking skills to make real-world connections between life-style choices and human health.

Relevant Human Biology BS & BA Degree Learning Objectives Addressed in Part by This Course

- Develop a deeper comprehension of the central and cross-disciplinary concepts of human biology, which include bioenergetics, the interrelationship of human form and function, physiological homeostasis, and biomechanics.
- Develop proficiency in modern methodologies pertinent to research in biological and medical sciences.
- Think critically, analyze, synthesize, and use information to solve real-world problems.
- Develop sufficient depth of knowledge and skill for graduate study in the health professions or other biology-related disciplines or entry-level employment in a wide variety of health-related fields.

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None

Course Notes

A letter grade will be assigned for this course. The course is web-enhanced and will use Blackboard and Pearson's MyLab Mastering Suite. Pdf-formatted slides of all lectures will be provided <u>before</u> each lecture. In addition, some videos will be provided.

Technological Proficiency and Hardware/Software Required

Although there are no specific technology/software requirements *per se*, you will need an internet-enabled device with browser capabilities, such as a tablet, laptop or desktop computer, to access Blackboard, which will be the gateway for most assignments as well as the repository for lecture slides, videos, and other course materials. Should we need to go online, lectures will be delivered via Zoom and exams will require Respondus Lockdown Browser. Support for these resources can be found at the ITS Customer Support Center.

USC Technology and Loaner Program

If students need resources to successfully participate in this class, such as a laptop or internet hotspot, you may be eligible for the university's loaner program. Please see the following links for additional relevant information: USC Computing Center Laptop Loaner Program; USC Technology Support Links: Zoom information for students, Blackboard help for students, Software available to USC Campus.

Required Readings

Human Anatomy, **9th edition**, Marieb, E. N., Wilhelm, P. B., and J. Mallatt. Pearson Benjamin Cummings, San Francisco, CA, 2017 (ISBN: 9780135747551) with **Modified Mastering A & P/**ET VP A/C, 8/E, ISBN-13: 978-0134568034. Hardcopies of the text can be obtained from the campus bookstore and various online retailers including Pearson. There are many purchasing options including an eText, loose leaf, and hardback version of the text but you must purchase Modified Mastering as this is required for access to the Pearson website where all homework and pre-lecture assignments will be completed. It is not necessary for you to purchase Learning Catalytics as it will not be used this semester.

Human Anatomy Laboratory Manual. Matveyenko, M. A. B., Camacho, A., Kwast, K.E. and E. M. Kolb. The spiral bound hard copy is available for purchase at the campus bookstore and USC Custom Publishing, and an electronic version is available from USC Custom Publishing.

Description and Assessment of Assignments

Written Exams will be administered in person on specific days during the class period (see Course Schedule below). Exams will be used to access all of the learning objectives. Exams may include multiple choice, multiple answer, true or false, fill-in-the-blank, short answer, or essay questions. A request to take a make-up exam must be accompanied by evidence of a university-sanctioned excused absence (*e.g.,* a letter from a doctor, athletic release, etc.) and must be made before the date of the scheduled exam. Make-up exams may be given in a different format from that of the scheduled exam (*e.g.,* essay).

In-Class Work will be unscheduled and used to access all learning objectives, especially the last two. Work may include small group assignments, polls, a summary of lecture points, open-note quizzes, problem solving in groups, a submitted question of a "muddy point," or other individual assignments to be submitted or reported on by the end of class. When working in groups, all members will receive the same score for the work product. Students who miss an assignment as a result of either arriving late or leaving early will not have the opportunity to make up the work. However, the lowest three in-class assignments will be dropped to allow for occasional absences.

Pre-Lecture and Homework Assignments will be completed at the Pearson website, with a link provided in Blackboard. Typically, these assignments will be posted on Fridays at 5:00 p.m., with homework assignments typically due Wednesday by 9:00 p.m. and pre-lecture assignments due at the beginning of the class period in which the material will be covered (the day of the week will vary depending on the lecture schedule). Please check the Pearson calendar every Friday evening to see when specific assignments are due.

Participation

Students are expected to attend lectures in-person and to participate in in-class activities, which may include as noted above small group assignments, polls, a summary of lecture points, open-note quizzes, problem solving in groups, a submitted question of a "muddy point," or other individual assignments to be submitted or reported on by the end of class unless otherwise noted.

Grading Breakdown

Assignment	Points	% of Grade
In-Class Learning Assignments	50	5
Pre-lecture Assignments	50	5
Homework Assignments	100	10
Midterm Exam 1	120	12
Midterm Exam 2	120	12
Midterm Exam 3	120	12
Final Exam	190	19
Laboratory	250	25
Total	1000	100

Grading Scale

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.0
A-	900 - 929	3.67
B+	870 - 899	3.33
B	830 - 869	3.0
B-	800 - 829	2.67
C+	770 - 799	2.33
C	730 - 769	2.0
C-	700 - 729	1.67
D+	670 - 699	1.33
D	630 - 669	1.0
D-	600 - 629	0.67
F	<600	0.0

Individual assignments, exams and labs will be scored but not assigned a letter grade. Only the final point tally will be assigned a letter grade.

Late Work

All in-class assignments will be due by the end of class and cannot be made up if missed. Similarly, all pre-lecture and homework assignments will have published due dates and will not be accepted late. However, the lowest three assignments of each will be dropped to allow for occasional in-class absences and missed pre-lecture or homework assignment deadlines.

Communication Policies

Students are *strongly* encouraged to contact the instructor in regard to all matters involving course content or policy during office hours. Should you have a question about specific course content and cannot attend office hours, students are encouraged to submit their question to the course blog. Should you need to communicate with the instructor outside of class or office hours about a question other than course content, please email the instructor from your USC email account *making sure to include in the subject line the course number and your full name* (expect significant delays or no response if this information is omitted). Simple questions will be answered by email but for more complex discussions students may be instructed to visit office hours. Best attempts will be made to answer all emails within 48 hours, 72 hours over a weekend and the work day following a holiday. Note that the instructor may not respond to non-emergency emails 24 hours preceding an exam and may not respond to emails sent from non-USC accounts.

To promote independence and critical thinking, students are encouraged to work through the following process for obtaining answers to course-related questions before contacting the instructor. First, consult the course syllabus. If you cannot find the answer you need, next please consult a classmate. If you still cannot find a satisfactory answer, email the instructor using your USC email *making sure to include the course number in the subject line.* In your email, please indicate the steps you have gone through to seek the answer for your question. Use your USC email account for all correspondence with the instructor.

Technology Policies

It is expected that students will use any internet-enable device(s) to participate in activities guided by the instructor alone. Such activities include looking up terms, doing research, and completing in-class work. Please make sure all electronic devices are silenced so as not to disturb classmates or the instructor during class. Use of electronic devices for other purposes during class is strongly discouraged and you may be asked to put a device away should your instructor deem it to be disruptive. If you require an internet-enabled device, please see the "Technological Proficiency and Hardware/Software Required" section above.

Policy on the Use of AI Generators: Permitted on Specific Assignments that Explicitly State AI Use is Okay

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that specifically indicate the permitted use of AI. However, you should be aware that AI text generation tools may very well present incorrect information, biased responses, and incomplete analyses. Thus, at this time AI will not produce text that meets the standards of this course and you will be responsible for any errors or omissions provided by the tool.

To adhere to our university values, you must cite any AI-generated material (*e.g*., text, images, *etc*.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more detail on how and when to use AI Generators for your submissions.

Diversity, Equity, and Inclusion Statement

I and your laboratory instructors are committed to the creation and maintenance of inclusive learning spaces in which you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed. In HBIO 301, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that each of you and the faculty bring to class. I view the diversity that all of us bring to this class as a resource that cultivates strength and benefit.

Your success at USC and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. I encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

It is my intent that all students be well served by this course and that your learning needs be addressed both in and out of class. If your needs are not being met, please talk to me or the appropriate resource provider listed at the end of this syllabus.

Zoom Etiquette (if applicable)

In order to simulate an in-class-room experience during any synchronous Zoom sessions, one that promotes positive interactions and feedback to the instructor and fellow students, students are strongly encouraged to attend the sessions dressed in classroom attire and to turn on their webcams if they are located in a learning-appropriate environment. So as to circumvent Zoombombing, synchronous Zoom sessions will be password protected and students will only be allowed to enter through the USC's Blackboard site when displaying their full name as it appears in the class roster (aliases are not permitted). Microphones should be muted unless actively asking questions or involved in discussion. In-meeting chat will likely be enabled but actively monitored for disruptive or inappropriate posts and recorded for further review. Disruptive or inappropriate behavior will not be tolerated and anyone engaging in such behavior shall be removed from the session. Should bandwidth be an issue, try joining with the video from your webcam and use your cellphone for the audio. If you have any questions or concerns about complying with these policies, please email the instructor.

Synchronous Session Recordings

If we are instructed to do so by the administration, all synchronous sessions (save for office hours) will be recorded and posted on Blackboard, typically within a few hours of the session.

Sharing of Course Materials Outside of the Learning Environment is Strictly Prohibited

USC has a strict policy (SCampus Section 11.12[B]) that prohibits sharing of *any* synchronous and asynchronous course content outside of the learning environment. Any student who violates this policy will be prosecuted to the maximum extent allowable by the USC Student Conduct Code, including failure of the course and suspension from the University.

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Tentative Course Schedule

DATE	TOPIC, EVENT, OR HOLIDAY	MARIEB et al. (9th ed.)
Aug. 26	Introduction	
Aug. 28	Body Orientation and Gross Anatomy	Ch. 1

Aug. 30	Body Orientation and Gross Anatomy	Ch. 1
Sept. 2	**LABOR DAY HOLIDAY**	
Sept. 4	Basic Embryology/Tissues	Ch. 3 & 4
Sept. 6	Tissues	Ch. 4
Sept. 9	Tissues/Integumentary System	Ch. 4 - 5
Sept. 11	Integumentary System	Ch. 5
Sept.13	Bone & The Skeletal Tissues	Ch. 6
Sept. 16	The Axial Skeleton	Ch. 7
Sept. 18	Axial/Appendicular Skeleton	Ch. 7 - 8
Sept. 20	Appendicular	Ch. 8
Sept. 23	Joints / Articulations	Ch. 9
Sept. 25	**MIDTERM EXAM 1**	
Sept. 27	Joints / Articulations	Ch. 9
Sept. 30	The Muscular System/ Skeletal Muscles	Ch. 10 - 11
Oct. 2	The Muscular System/ Skeletal Muscles	Ch. 10 - 11
Oct. 4	Skeletal Muscles	Ch. 11
Oct. 7	Skeletal Muscles	Ch. 11
Oct. 9	The Nervous System	Ch. 12
Oct. 11	**FALL RECESS**	
Oct. 14	The Central Nervous System (CNS)	Ch. 13
Oct. 16	The Central Nervous System (CNS)	Ch. 13
Oct. 18	The Central Nervous System (CNS)	Ch. 13
Oct. 21	The Central Nervous System / The Peripheral Nervous System (PNS)	Ch. 13 & 14
Oct. 23	The Peripheral Nervous System (PNS) / Special Senses	Ch. 14 & 16
Oct. 25	**MIDTERM II**	
Oct. 28	Special Senses	Ch. 16
Oct. 30	Special Senses	Ch. 16
Nov. 1	Special Senses	Ch. 16
Nov. 4	The Endocrine System	Ch. 17
Nov. 6	Endocrine / Blood	Ch. 17 & 18
Nov. 8	The Heart	Ch. 19
Nov. 11	**VETERAN'S DAY HOLIDAY**	
Nov. 13	The Heart/Blood Vessels	Ch. 19
Nov. 15	Blood Vessels / The Lymphatic System	Ch. 20 & 21
Nov. 18	The Respiratory System	Ch. 22
Nov. 20	The Respiratory System	Ch. 22
Nov. 22	The Digestive System	Ch. 23
Nov. 25	**MIDTERM III**	
Nov 27 & 29	**THANKSGIVING HOLIDAY BREAK**	

Dec. 2	The Digestive System/The Urinary System	Ch. 23 & 24
Dec. 4	The Urinary System	Ch. 24
Dec. 6	The Reproductive System	Ch. 25
Dec. 16	**11:00 a.m. – 1:00 p.m. FINAL EXAMINATION**	

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*

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 – 24/7 on call*

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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.