

# BIOL 0005X - SUCCESS IN ANATOMY

## Catalog Description

Corequisite: Concurrent enrollment in BIOL 5

Hours: 18 lecture

Description: Optional course for students concurrently enrolled in BIOL 5 to gain a deeper understanding of course material through discussions focused on anatomical concepts, terminology, and the implementation of anatomical knowledge to clinical and problem solving situations.

Advanced study techniques, necessary for success in science courses, are modeled to strengthen student self-awareness, confidence, and ability to monitor learning. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Articulate principles and demonstrate techniques of study skills necessary to succeed in anatomy and science courses.
- CSLO #2: Apply anatomical knowledge to problem solving situations, clinical applications, and extended discussions of human structure.

## Effective Term

Fall 2022

## Course Type

Credit - Degree-applicable

## Contact Hours

18

## Outside of Class Hours

36

## Total Student Learning Hours

54

## Course Objectives

1. Identify preferred learning styles and design a study approach for the anatomy corequisite course that utilizes effective study techniques for these styles.
2. Draft and evaluate a written schedule that includes adequate study time for course load and other commitments.
3. Demonstrate pre-reading and active reading techniques using the anatomy corequisite textbook.
4. Prepare notes from textbook and lecture by utilizing discussed note-taking methods.
5. Synthesize and apply the concepts presented in anatomy corequisite course to develop study guides, concept maps, graphical organizers, and other review material.
6. Identify, describe, and compare the anatomical location, histology, and gross anatomical structure of human body systems.
7. Assess test-taking strategies and explain the difference between memorization and understanding as it relates to test preparation.

8. Implement anatomical knowledge to clinical situations by connecting symptoms, pathologies, and disease diagnosis to body systems affected.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Objective Examinations
  - Example: Objective Examinations: Objectives 6 & 7 will be evaluated using a multiple choice exam that will be scored and assigned a grade on a traditional grading scale. Examples of multiple choice questions for examination: 1. Objective #7 Which of the following study methods, used alone, often results only in memorization but not understanding? A. Reading lecture notes or the textbook B. Doing your own demonstrations C. Concept mapping D. Discussing the material 2. Objective #6: Which level of organization is smaller than an organ and larger than a cell? A. Chemical B. Tissue C. Organ system D. Organelle E. Organism
- Skill Demonstrations
  - Example: Objectives 2, 3, 4, & 5 will be evaluated through skill demonstrations. Homework assignments requiring students to demonstrate skills such as developing a written study schedule, a concept map or graphic organizer for a textbook chapter, or study guide derived from notes. The assignments will be graded using a rubric developed by the instructor and provided to the student.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will describe and model examples of different note-taking methods such as Cornell, outlining, mapping, or charting. Students will then have an opportunity in class to apply these methods to a page in their textbook. They will discuss which method they felt was most effective with their group and/or instructor. The student's homework will be to apply a method of their choice to their chapter reading for the week.
2. The instructor will summarize key endocrine system concepts. Students will write down the endocrine lecture concepts that are clearest to them and those that they need more explanation on. Clarification of these concepts will take place through instructor lead discussion or student group discussions. To apply these concepts to a problem solving situation, students will read the case study "Why Can't I Keep Up Anymore?" They will then discuss this endocrine system case study and follow up questions with their classmates and instructor. Applying the concepts learned in their anatomy corequisite course to case studies will help students to understand anatomy

and the interrelationships among the different systems of the human body.

#### Distance Learning

1. Instructor will post a recorded video lecture (with captions) on creating graphic organizers. The instructor will present examples of organizing nervous system concepts using various types of graphic organizers. Students will then create one graphic organizer of their choice for one nervous system course objective. Students will then share their organizer with other students through small group breakout sessions via an online conferencing tool, the discussion board, or other online collaboration tools.

- Classic Textbook?:
- OER Link:
- OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**

## Typical Out of Class Assignments Reading Assignments

1. Using the "Guide to Annotating your Science Textbook" provided by the instructor, read and annotate chapter 1 in the anatomy textbook and bring it to the next class discussion.
2. Read the textbook chapter on tissues of the body. Create a concept map to show the relationship between tissue types described in your reading.
3. Read the handout provided by the instructor on the SQ4R textbook reading system. Apply this method to the next textbook chapter covered in anatomy, fill out the SQ4R worksheet in the handout, and bring it to the next class discussion.
4. Read the case study articles provided by the instructor and be prepared to discuss follow up questions with classmates and instructor at the next class meeting.

## Writing, Problem Solving or Performance

1. Reflective journal writing will give students an opportunity to reflect and evaluate their learning process. Example prompt: Evaluate the study methods you applied this week in anatomy. Discuss which techniques were most effective and/or those that were not. How did you determine if they were effective? Why do you think some were more effective than others? Are there changes you can make for next week when studying?
2. Create a chapter study guide by applying at least three of the discussed graphic organizers or note taking methods to your notes from anatomy lecture, lab, and the textbook. Bring your completed study guide to the next class discussion where you will use it to create practice exam questions in your groups.

## Other (Term projects, research papers, portfolios, etc.) Required Materials

- Get Ready for A&P
  - Author: Lori K. Garrett
  - Publisher: Pearson
  - Publication Date: 2013
  - Text Edition: 3rd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Human Anatomy
  - Author: Martini
  - Publisher: Pearson
  - Publication Date: 2018
  - Text Edition: 9th