

ST. PETERSBURG COLLEGE

COURSE OUTLINE

BSC 1083
Prefix Number

HUMAN ANATOMY
Course Title
Cr.Hrs.

3

Course Description:

Prerequisite: ENCO020 and REA 0002 or EAP 1695. This course is a study of the general and specific structural anatomy of the human body. The systems approach is used, examining each major body system in detail. The systems covered include integumentary, skeletal, muscular, nervous, sensory, reproductive, endocrine, cardiovascular, lymphatic, respiratory, digestive, and urinary.

Instructor:

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Required Textbook:

Essentials of Human Anatomy & Physiology, 7th Edition Author: Elaine N. Marieb Publisher: Benjamin Cummings ISBN: 0-8053-5385-2

Major Learning Outcomes:

1. The student will demonstrate knowledge of body plan and organization. 2. The student will demonstrate knowledge of histology. 3. The student will demonstrate knowledge of the integumentary system. 4. The student will demonstrate knowledge of the skeletal system. 5. The student will demonstrate knowledge of the muscular system. 6. The student will demonstrate knowledge of the nervous system. 7. The student will demonstrate knowledge of special senses. 8. The student will demonstrate knowledge of reproductive systems. 9. The student will demonstrate knowledge of the endocrine system. 10. The student will demonstrate knowledge of the cardiovascular system. 11. The student will demonstrate knowledge of the lymphatic system. 12. The student will demonstrate knowledge of the respiratory system. 13. The student will demonstrate knowledge of the digestive system. 14. The student will demonstrate knowledge of the urinary system.

Attendance:

Attendance is mandatory. You are permitted to audit or withdraw until the deadline date established by the college. Students who wish to audit or withdraw must do so by the specified date of November 1, 2004.

Course Assignments:

The student is required to write 3 abstracts from articles regarding specific material covered in class. **See abstract handout. Each abstract is worth 20 points.** The abstracts are graded on content, grammar and format. 15 points for content and 5 points for grammar and format. All abstracts must be typed.

The exact date of the exams will be announced in class and is also posted on the class schedule; it is the *student's responsibility* to be aware of these dates. Sufficient notification of any modification to the course schedule and/or exam date will be given to the students.

2 Examinations will be administered. 1 midterm exam and 1 final exam given during exam week. Each exam is worth 100 points.

Examinations are NOT to be missed. If a true emergency occurs then the possibility of a make-up may be possible. In order to maintain ethical and fair academic standards, appropriate documentation may be required. If a make-up is given the format, time and date will be at the discretion of the instructor.

All exams are multiple choice except makeups; each student is required to have the proper **SCANTRON ANSWER CARD, 882E** to take the exam. Available in the College Bookstore.

Grading System: final grade is

90-100 = A; 80-89 = B; 70-79 = C; 60-69 D; Below 60 = F

Students are responsible for the material presented in the required text and in the class sessions. It is strongly recommended that each student allow daily study time to master the material.

Students are responsible for the material in each chapter of the required textbook, material in the lecture notes and material presented by the instructor during lecture.

The student should read the appropriate chapter before class and be prepared to take notes during each lecture.

Incomplete Grades: Students who do not finish the course will NOT automatically be granted an incomplete, if you have an emergency that prevents you from completing this course please see me. At that time we can discuss a plan.

Disability Statement: If you wish to receive special accommodations as a student with a documented disability, please bring it to my attention immediately so we may appropriate accommodations.

Classroom Environment: This is a fast paced lecture, filled with factual information. As a courtesy to every student attending the class, each student is asked to **turn off all cell phones and refrain from talking during the lecture.** There is ample time to ask questions directly to the instructor during the lecture and after the lecture.

What is an abstract?

An abstract is a condensed version of a longer piece of writing that highlights the major points covered, concisely describes the content and scope of the writing, and reviews the writing's contents in abbreviated form.

What types of abstracts are typically used?

Two types of abstracts are typically used:

1. Informative Abstracts

- communicate specific information from the report, article, or paper.
- include the purpose, methods, and scope of the report, article, or paper.
- provide the report, article, or paper's results, conclusions, and recommendations.
- are short -- from a paragraph to a page or two, depending upon the length of the original work being abstracted. Usually informative abstracts are 10% or less of the length of the original piece.
- allow readers to decide whether they want to read the report, article, or paper.

Why are abstracts so important?

The practice of using key words in an abstract is vital because of today's electronic information retrieval systems. Titles and abstracts are filed electronically, and key words are put in electronic storage. When people search for information, they enter key words related to the subject, and the computer prints out the titles of articles, papers, and reports containing those key words. Thus, an abstract must contain key words about what is essential in an article, paper, or report so that someone else can retrieve information from it.

Qualities of a Good Abstract

An effective abstract has the following qualities:

- uses one or more well developed paragraphs: these are unified, coherent, concise, and able to stand alone.
- uses an introduction/body/conclusion structure which presents the article, paper, or report's purpose, results, conclusions, and recommendations in that order.
- follows strictly the chronology of the article, paper, or report.
- provides logical connections (or transitions) between the information included.
- adds **no** new information, but simply summarizes the report.
- is understandable to a wide audience.

- oftentimes uses passive verbs to downplay the author and emphasize the information. Check with your teacher if you're unsure whether or not to use passive voice.

Steps for Writing Effective Abstracts

To write an effective abstract, follow these steps:

- Reread the article, paper, or report with the goal of abstracting in mind.
 - Look specifically for these main parts of the article, paper, or report: purpose, methods, scope, results, conclusions, and recommendation.
 - Use the headings, outline heads, and table of contents as a guide to writing your abstract.
 - If you're writing an abstract about another person's article, paper, or report, the introduction and the summary are good places to begin. These areas generally cover what the article emphasizes.
- After you've finished rereading the article, paper, or report, write a rough draft **without looking back** at what you're abstracting.
 - Don't merely copy key sentences from the article, paper, or report: you'll put in too much or too little information.
 - Don't rely on the way material was phrased in the article, paper, or report: summarize information in a new way.
- Revise your rough draft to
 - correct weaknesses in organization.
 - improve transitions from point to point.
 - drop unnecessary information.
 - add important information you left out.
 - eliminate wordiness.
 - fix errors in grammar, spelling, and punctuation.
- Print your final copy and read it again to catch any glitches that you find.

A Sample Abstract

PASM: A partitionable SIMD/MIMD System for Image Processing and Pattern Recognition

PASM, a large-scale multimicroprocessor system being designed at Purdue University for image processing and pattern recognition, is described. This system can be dynamically reconfigured to operate as one or more independent SIMD and/or MIMD machines. PASM consists of a parallel computation unit, which contains N processor, N memories, and an interconnection network; Q microcontrollers, each of which controls N/Q parallel secondary storage devices; a distributed memory management system; and a system control unit, to coordinate the other system components. Possible values for N and Q are 1024 and 16, respectively. The control schemes and memory management on PASM are explored. Examples of how PASM can be used to perform image processing tasks are given