Human Biology 2
BIOL 1823 WI01

Lectures: Dr. Wasundara Fernando (she/her/hers)
Office: BIO 310
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Lecture: Huggins Science Hall, HSH 010
MWF 9:30-10:20 am

Please check My Acadia/ Self-Service for assigned classrooms, as they may change in the first week of classes.

Evaluation	Percentage	Date
Quizzes	20%	Weekly
Test 1	20%	Jan 27
Test 2	20%	Feb 26
Final (Cumulative)	40%	April exam period

Office hours are reserved for you to come and talk to me, ask questions, share stories, or simply say hi. I am here to assist you! If the time listed above does not fit with your schedule, please email me to set up an appointment.

Part 1: Course Information

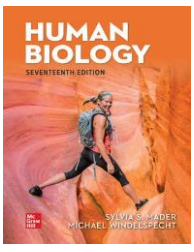
Course Description

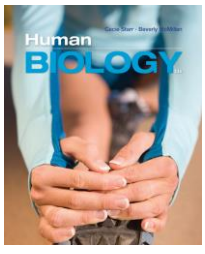
The human body is an incredibly complex machine that works through the intricate coordination of different systems at the cellular, tissue and organ levels. The focus of this course is to provide a superficial introduction (breadth not depth) to the structure and function of the major systems in the human body. This semester we will look at whole organ systems, with detailed examinations of the skeletal, muscular, nervous, endocrine, immune, special senses, genetics and reproductive systems. Toward the end of the term, we will look into human evolution and ecology.

Prerequisite(s)

BIOL 1813 with a minimum grade of C-.

Course Materials & Requirements





- Recommended textbooks:
  - Human Biology by Sylvia Mader and Michael Windelspecht (17th Ed), McGraw-Hill Education.

OR

  - Human Biology by Cecie Starr and Beverly McMillan (11th Ed), Cengage Learning.

- Earlier editions and used textbooks should also work. The textbooks are recommended (not required) and will provide further reading if you are interested in. All material for tests and examinations will be taken directly from lecture notes and other reading material provided to you during lectures and labs.
- A tablet or laptop with internet access for quizzes and examinations. This is mandatory as all examinations will take place in class but online.
- Vaughan Memorial Library's Biology LibGuide

Course Structure

- Lectures will be in person and lecture material will be presented in 50 min lecture slots.
- Lectures will take place in HSH 010 - MWF 9:30 am - 10:20 am.
- Lecture slides will be made available on the lecture Moodle page.
- I will not be recording or live-streaming lectures, and students are expected to attend all lectures in-person.

Learning Outcomes

This course establishes the foundation and knowledge required for several upper year courses. Lectures will help you:

1. Identify the major anatomical features and the basic physiology of the skeletal, muscular, skeletal, nervous, endocrine, reproductive and immune systems.
2. Detailed examination of our special senses (vision, smell, hearing and taste).
3. Understand how homeostasis works and the importance of homeostasis in maintaining a constant internal environment.
4. Understand human genetics and how genetic material is transferred.
5. Understand the basics of human evolution and ecology.

How to meet the Learning Outcomes?

1. Attend lectures on a regular basis, engage, take notes, and ask for clarification when something is unclear.
2. Please ask questions in class, but if you'd prefer, email or come and meet me during my office hours.
3. Study on a regular basis. Keep up with the weekly lecture quizzes- they are designed to help you review and keep up to date.
4. Lecture evaluation will be via online quizzes, two tests, and one final exam.

Part 2: Course Plan

The instructors reserve the right to amend the course plan with reasonable notice.

Date	Topic
Section 1: Support and Movement in Humans	
Jan 6 – 10	Introduction to BIOL 1863; Revisit BIOL 1813; Overview of the Skeletal System
Jan 13 – 15	Axial Skeleton; Appendicular Skeleton; Articulation; Bone Growth
Jan 20 – 24	Overview of the Muscular System; Muscle Contraction; Review before Test 1
Section 2: Integration and Coordination in Humans	
Jan 27 – 31	**Jan 27: Test 1**; Overview of the Nervous System
Feb 3 – 7	Central Nervous System; Peripheral Nervous System
Feb 10 – 14	Sensory Receptors and Somatic Senses; Senses of Taste, Smell and Vision; Senses of Hearing and Equilibrium
Feb 17 – 21	**Feb 17: Heritage Day; Feb 18 - 21: Fall study break - No classes.**
Section 3: Reproduction, Homeostasis and Immunity	
Feb 24 – 28	Review before Test 2; **Feb 26: Test 2**; Reproductive System – 1
Mar 3 – 7	Reproductive System – 2; Development and Aging; Overview of the Endocrine System
Mar 10 – 14	Hypothalamus and The Pituitary Gland; Thyroid, Parathyroid and Adrenal Glands; Pancreas and other Endocrine Glands; Homeostasis – 1
Mar 17 – 21	Homeostasis – 2; Immune System
Mar 24 – 28	Biology of infectious diseases (Guest lecture – Dr. Melanie Coombs); Human Genetics
Mar 31 – Apr 4	Human Evolution and Ecology; Course Review – 1; Course Review – 2

Part 3: Assessment and Grading

1. Weekly quizzes (20%) - Weekly quizzes integrate lecture and reading material. Quizzes will be made available to you on Moodle (online) at the beginning of the relevant week. The number of attempts is unlimited, and the quizzes can be completed at any time within the next two weeks. They will not be re-opened once they are closed.
2. Test 1 and 2 (20% each) – The in-class tests will be written in the lecture time and classroom unless you are registered with the Accessibility Services. If you have to miss a test, you need to contact me before the test. Missed tests without a valid reason will result in 0%. Make-up tests will not be provided. Both tests are closed book exams.
3. Final Exam (40%) - This cumulative exam is based on lecture material. Material from guest lectures will be on the final exam. The exam will be written in the April exam period. It is a closed book exam.
4. If you are registered with Accessibility Services, appropriate accommodation will be made for in-class tests and the final exam.

***No additional assignments will be offered to compensate for poor performance on quizzes/tests/exams.**

Part 4: Course Policies

Studies have shown that students who take notes by hand (rather than typing on a computer) perform significantly better in their ability to retain information. While you are permitted to use laptops or tablets to take notes in lecture, please limit their use to classroom material only. Using them for other purposes (i.e. social media) will negatively impact your ability to learn, and it is distracting to myself and others. If your use of electronic devices becomes a distraction to me or others, you will either be asked to put your device away or to leave the classroom.

Lectures will be delivered in-person. In the event of a campus closure (e.g., due to weather) or a change in the public health situation, the lectures may be moved on-line or cancelled. You will be notified via e-mail and Moodle in the event of a change in delivery mode.

Lecture:

Students are expected to attend all classes sessions in person.

Make-up tests for either absence, or poor performance, will not be provided as an option. In the event that you have a valid excuse for missing either of the tests, the weight from the missed test will be distributed to the final exam. If you are going to miss a test, it is your responsibility to let me know before the exam. Missed test(s) without a valid excuse will result in a mark of zero. University policies on missing classes, etc. can be found here:

https://registrar.acadiau.ca/RecordsandOtherRequests.html

Lecture recording:

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions.

Part 5: University Policies

University policies are available in the Acadia University Academic Calendar or through the Registrar's website: https://registrar.acadiau.ca/welcometotheregistrarsoffice.html

Equity, Diversity and Inclusion

Acadia University is committed to becoming a culturally safe and anti-oppressive community. This can only be achieved where there are simultaneous efforts to eliminate all forms of discrimination and harassment from our campus community, including the elimination of all discrimination, harassment and violence based on one's identity, including but not limited to, gender, race, class, ethnicity, sexual orientation, disability, gender identity, gender expression, and Indigeneity. The policy against harassment and discrimination, and resources for students who believe they may have experienced, or witnessed, discrimination or harassment, are available here: https://www2.acadiau.ca/student-life/equity-judicial/equity.html

Last Drop Day

Last day to drop a course and receive a "W". Please check the Acadia University calendar dates, which are available here: https://registrar.acadiau.ca/AcademicCalendars.html

Inform Your Instructor of Accommodations

Acadia University is dedicated to improving access to campus life for all students with disabilities. While we attempt to ensure that all courses are accessible, we recognize that there are barriers that need to be addressed on an individual basis. Students who require accommodation to complete coursework or otherwise fully participate in class should contact Accessible Learning Services directly as soon as possible. https://www2.acadiau.ca/student-life/accessiblelearning.html

The Use of Animals in Teaching and Research

The use of animals in teaching and research at Acadia University is done in accordance with guidelines on the care and use of animals published by the Canadian Council on Animal Care (CCAC). For more information on the CCAC, please visit their website at http://www.ccac.ca

Commitment to Integrity

It is standard practice in Biology to check exams and assignments for cheating and plagiarism. Cheating in the class and/or lab, including plagiarism, will not be tolerated. Please read the appropriate sections of the current Acadia University Academic Calendar: https://registrar.acadiau.ca/AcademicCalendars.html

Information on copy-write and course content from Acadia University is available through the Vaughan Memorial Library: http://libguides.acadiau.ca/c.php?g=433650&p=5027078

The spoken and written course content (including the syllabus, handouts, lectures, presentations, labs, assignments, quizzes, tests, and exams) are the intellectual property of the instructor and may only be copied for personal use. Sharing these materials or uploading them where they may be accessed by others is a violation of copyright. If you wish to make audio, video, or photographic recordings in class, you must first obtain the consent of the instructor and of any other persons (e.g., guest speakers, other students) who may be captured in such recordings. In the case of personal use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

Part 6: Program Learning Outcomes

The Biology Department maps Program Learning Outcomes (PLOs) in each course throughout our program in order to align content and skills across courses. As BIOL 1823 is a first-year course and a continuation from BIOL 1813, some PLOs here will be Introduced and some of these will be reinforced. Some PLOs are indicated as proficient as you develop advanced skills in upper-level courses. All PLOs do not apply to all courses but represent the entire program.

Foundations of knowledge		Course specific examples	**Proficiency** 1-Introduction 2-Reinforcement 3-Proficient
Scientific method, inquiry and hypothesis testing	Find, understand, explain and apply information from the literature; understand how to use the scientific method to examine problems from different perspectives.	Explain the scientific process and practice the scientific method, scientific writing, and use of citations.	2
Support and Movement in Humans	Explain the involvement of the skeletal system and the muscular system in support and movement of the human body.	Explain the structure and function of the human skeletal system and muscular system.	1
Integration and Coordination in Humans	Describe organ systems involved in integration and coordination of the human body.	Explain the structure and function of the nervous system and sensory organs.	1
Homeostasis, Immunity and Reproduction	Explain how an internal constant environment is maintained within the human body. Explain the defense mechanisms of the human body. Explain the genetics involved in human reproduction.	Explain the structure and functions of endocrine, immune and reproductive systems. Explain the evolution of human and human interactions with ecosystems and biosphere.	1
Professional skills			
Ethical practices	Demonstrate ethical conduct, apply principles of academic integrity, and understand the principles of EDI in science	Ethical practices and accountability in both independent and group work.	2
Collaboration and group work	Work effectively in groups within and across disciplines	Small group work in the lecture, within discipline.	2
Critical thinking	Analyze and evaluate information to make science-based decisions	Lecture, in practical work and assessments.	2
Computer proficiency	Use common and discipline-specific software	MS Word, Excel, PowerPoint and also Moodle.	2

Scientific communication	Communicate science effectively to both scientific and general audiences	Iterative writing with opportunity for feedback and developing skills.	2

Acadia is a Scent-Free Campus

In consideration of the difficulties that exposure to scented products causes individuals with sensitivities and allergies, all students, faculty, staff, employees of any companies working on university property, visitors, and guests of Acadia University, or of members of the University community are asked to refrain from wearing scented personal care products such as perfumes / aftershave, lotions, hair spray and deodorant. In addition, users of tobacco and cannabis are asked to be aware that odours associated with product use may impact individuals with sensitivities and allergies. Acadia University in consultation with its contracted cleaning staff, have agreed to use products that do not leave residual odors that may cause difficulties for individuals with sensitivities and allergies.