

Course Information Packet
Biology 351 — Human Anatomy
A Course Taught on a Modified Problem-Based
Learning (PBL) and a “Flipped” Lecture Format
Fall Term 2017 - 2018 Academic Year
Lecture: Hanson Hall of Science, Room 102
Laboratory: Hanson Hall of Science, Room 110

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Required Texts: **Both the text and the lecture outline are required:**

Martini, F.H., Tallitsch, R.B. & Nath, J. (2018) *Human Anatomy* (9th ed.)
San Francisco: Benjamin Cummings

Tallitsch, R.B. (2017) *Lecture and Laboratory Outline for Biology 351:*
Human Anatomy (12th ed.) Rock Island: Augustana Press

Our Joint Commitments:

By deciding to take this class you are making an overt decision—namely that you will attend this class *each and every day lecture and lab are scheduled, and that you will do your best to succeed in this class.*

By deciding to teach this class, I too am making an overt decision—namely that *I will offer class sessions (both lecture and lab) that are worth attending, and that I will do my best to help you succeed.* If I am not keeping this commitment let me know, just as I will let you know that you are not keeping your commitment, if that is the case.

Reading: The text utilized for this course has excellent illustrations, as well as excellent textual material. Reading pages and illustrations that pertain to the material covered in lecture are indicated in the appropriate sections of the required outline. This text was chosen for its reading clarity and for the quality of its illustrations. However, it was written from a “systems” approach, while this course is taught via the “regional” approach. Therefore the reading will jump around throughout the text, and for that I apologize. However, even with that problem this is the best text available for this level of course. ***Simply put, you are expected to do the text reading that is outlined in the Lecture-Laboratory Outline.*** The reading will help supplement lecture, and will

definitely be needed in order to understand what is discussed in class, in order to do well on lecture exams, lecture quizzes, and laboratory exams, and, finally, to solve your PBL sets.

As you will note when you look at the cover of this text I am the author of the text. Therefore I need to let all of you know upfront — any and all royalties I receive from texts sold to Augustana students are donated back to the college. *You are not paying my salary twice by using my text, and that is not why I am using it for this class.* I am using it simply because I strongly believe it is the best anatomy text out there for undergraduate use.

One of my course objectives (see below) is that students will develop a 3-dimensional understanding of anatomical relationships for each region of the body studied. Simply put, I expect you to be able to close your eyes and visualize what I am talking about in class. You cannot do this without paying very close attention to the illustrations in the text, as well as the material covered in laboratory. Indeed, you might find that the best place to study for a lecture exam is in the laboratory — thereby facilitating what you are studying for lecture.

1. Course Objectives:

- The course objectives that would be characterized as essential are as follows: By the end of this course you should have
 - gained factual knowledge, including new terminology and knowledge regarding the anatomy of the human body;
 - learned how to *apply* course material to improve your thought process, problem-solving skills, and decision-making processes;
 - developed a 3-dimensional understanding of anatomical relationships for all structures discussed within each region of the body studied.
- The course objectives of this course that would be characterized as important are as follows: By the end of this course you should have
 - developed specific skills, competencies and points of view needed by anatomists;
 - acquired skills in working with others as a member of a team;
 - learned how to find and use resources by answering questions or solving problems.
- Other course objectives that will help you in numerous situations, be it in college or beyond, are as follows:
 - Increased your written communication skills.
 - Increased your self-assessment skills.
 - Increased your ability to assess the work of others.
 - Developed a 3-dimensional understanding of anatomical relationships for all of the structures discussed within each region of the body.
 - Increased your test-taking abilities.
 - Accomplished the individual goals listed at the beginning of each lecture and laboratory section, as discussed in your lecture and laboratory outline.
- Finally, I hope that throughout the term you will have fun and enjoy the course.

2. **What you can expect of *me* this term:** I am a firm believer that a college education is a two-way street. As a professor, I hope you learn things from me. However, I also hope that I will learn things from you. In addition, I don't think it is appropriate to list what I expect of you without telling you what you can (and should) expect of me. So, during this term you can expect that I will:

- I was told the following by a very good friend who was an excellent teacher:
“Students won't give a damn about what you know until they know you give a damn.” You *can and should expect me to give a damn*—about you as a person and as a student.
- Do my best to make this term fun!
- Keep the class interesting, organized, and functioning in an open environment of mutual respect.
- Believe, foster and convey the attitude that everyone enrolled in this class has the ability to succeed if they try.
- Care about your progress in this class.
- Do my best to write examinations that aren't tricky, but are fair and test *what you know* rather than what you don't. *However*, if I do not achieve this goal, I will do my best to be a good listener as you discuss with me why you interpreted any and all questions in a particular way. I will also do my best to rectify the problem as much as possible.
- Return all graded tests and quizzes to you by the next class period.
- Understand that my class is not the only class you are taking this term, and that you have an academic and personal life outside of my classroom.
- Be fair and treat all students with respect.
- Set a standard of high expectations, and then help you live up to them.
- Point out patterns and relationships between the concepts covered in this class, as well as link these ideas and facts to previous knowledge.

3. **Human Anatomy will be taught this year as a “flipped” course.** Because anatomy is such a “content rich” course I have always been concerned about having to spend so much time in class passing information from me to the students and not having enough time (in class) to make sure that you, the student, really *understand* the information you need to know. So... human anatomy will be taught in a manner unlike anything you have had in the Biology Department thus far. In this class you will

- **Download the latest version of QuickTime Player**
 - If you are a Macintosh user
 - Go to <http://www.apple.com/quicktime/download/>
 - Follow the instructions to download the version of QuickTime Player that matches your system software
 - If you are a Windows user
 - Go to <http://quicktime-download.info/>
 - Follow the instructions to download the version of QuickTime Player that matches your system software

- **Access the lectures on line.**
 - Go to www.augustana.edu/users/bitallitsch
 - Click on “Courses” at the top of the web page and then click on “Human Anatomy”
 - Now click on the “Video Download Page” link in the “Related Links” box on the right side of the page
 - Enter the user name and the appropriate password for the term that you are enrolled in Human Anatomy. (*This will be supplied to you, as it is different than your Augustana username and password.*)
 - Click on the appropriate video title and download the QuickTime video
 - You will listen to the video lecture anytime you want, anywhere you want, as long as you do so before class starts
 - **You will come to class prepared to**
 - Ask any questions you might have concerning the lecture material
 - Verbally answer questions and participate in classroom “think sessions” that will help you *understand* the material covered in the QuickTime video lectures
 - **What will we do in class?**
 - I will ask if there are any questions concerning the lecture video you listened to on your computer
 - I will ask questions that will force you to *use the information covered in the video to solve complex problems*
4. **Communication between me (professor) and you (the student):** *You need to check your e-mail at least once a day, as this is the way I communicate with my students. If I have a question I want you to consider for class discussion, or if I want to notify you of a change in what is expected and/or going to be done in class you will be notified **no later than 6 p.m. the night before the class session.** If, for some reason, my e-mail to you will be later than that I will let you know that by 6 p.m. the night before the class session and, at that time, will give you the time to expect the e-mail outlining a change in what is expected and/or going to be done in class etc.*
 5. **PBL Assignments:** Throughout this term you will be given several PBL assignments. On the first day of class we will discuss the PBL process, and what will be expected of you as an individual and as a team member for each portion of these assignments. **Late work is not accepted under any circumstances.**
 6. **Quizzes:** There will be a quiz just about once a week. The first quiz will cover *only terminology and will be worth 20 points*. All other quizzes will be 10-point quizzes and will cover any and all lecture and reading material since the last quiz or the last lecture exam; whichever is less. The lowest grade on the 10-point quizzes will be dropped.
 7. **Unit Exams:** Exams will cover lecture material, reading, and related laboratory material (see below), and will include a variety of questions, ranging from true-false, multiple choice, multiple uglies, and essay. Five unit exams (counting the final) will be given. The

first exam is worth 50 points, with each of the remaining exams worth 100 points. All of these exams will be counted in your total point score.

Do not ask for a change in date or time of any exam for any reason other than something that is health-related; having two exams on the same day — regardless of how difficult you perceive my exam or the second exam will be — is not a justified reason for a change in examination date or time.

Help sessions will be scheduled the evening before each exam. All help sessions are scheduled in the regularly assigned lecture room, and will begin at 7 p.m. the night before the scheduled exam and will continue until all questions are answered. Because lecture and laboratory material are inter-related, material covered in lab is testable on lecture unit exams. No make-up exams are allowed unless prior arrangements are agreed to by all of the parties involved.

8. **Lecture Final Exam:** The last unit exam will be administered during the regularly scheduled final examination time period on Tuesday, 31 October at 9 a.m. in the regularly scheduled lecture room. This exam will be a unit exam, covering only the lower limb and associated laboratory material. Any request to change the date of this exam must be processed through the appropriate administrative office — no faculty member has the right to reschedule a final exam without permission of the Dean's office. (A help session will be scheduled the evening before the exam. This help session is scheduled in the regularly assigned lecture room the night before the exam, and will begin at 7 p.m. and will continue until all questions are answered.)
9. **Practice Exams:** You may access practice exams and print them out for your review from my web page. The address for the web page is as follows:
<http://www.augustana.edu/users/bitallitsch>

Keys are not posted to practice exams and are not distributed, as the answers are in your text and lecture notes. During review sessions only those questions that are problematic will be discussed.

My recommendations for using these practice exams are as follows:

- Approximately 3 – 5 days prior to the exam download one of the exams and work through the exam *using your lecture notes and texts*. Answering the questions, and verifying your answers via your lecture note and text, is an excellent way to review for the exam.
- Approximately 1– 2 days prior to the exam download the remaining exam and *take it like an exam*. Then grade your exam (utilizing your notes and text) and use the remaining time prior to the exam reviewing the material you did not get correct and reinforcing your knowledge of the material that you did get correct.

10. Laboratory Exams: Two laboratory exams (each worth 100 points) will be given during the term. Because lecture and laboratory material are inter-related, material covered in lecture is testable on lab exams.

11. Grades: Grades will be determined on a straight percentage scale. Because you will have an undetermined number of unannounced quizzes throughout the term I cannot give you a definitive number of total possible points for the term. I do give (+) and (-) grades at the end of the term, but those percentages are not set at the beginning of the term. They are determined at the end of the term as final grades are assigned.

A =	100 – 90%
B =	89 – 80%
C =	79 – 70%
D =	69 – 60%
F =	below 60%

You are responsible for keeping track of your point total throughout the term. Please do not come in and ask “Can I find out what my grade is thus far in the term?” as you already know that if you have picked up and kept all copies of your exams and quizzes; simply add up the points and divide by the total possible and the percentage is your grade at that point.

12. Cheating and Plagiarism Policy: First and foremost, cheating in a class or on a class assignment is the highest form of academic betrayal of social norms, expectations, and performance-based assessment. As a faculty member I cannot think of a higher form of disrespect for your fellow students, the faculty member teaching the course, and any future clients or patients that you may encounter in your vocation than to cheat in the courses that are supposed to prepare you for succeeding in a major course of study and, hopefully, your chosen vocation. That said, any individual suspected of, or caught cheating on an examination or quiz, or plagiarizing on a paper receive a “0” grade for that examination or paper and I will recommend that the Honor Council award “F” grade overall for the course. *(Please note: Having a PBL assignment turned in with your name on it for which you did little or no work will be, in this class, considered cheating and will cause you to receive a “O” grade for that paper and a recommendation to be awarded a “F” grade overall for the course.)* Either way, a drop slip will not be signed for the course. In addition, the Dean of Students Office and the Office of Academic Affairs will be notified, in writing, of the name of the student and the circumstances of the cheating incident.

13. Class Attendance and Decorum:

a. Class Attendance: Excessive absences, sleeping in class etc. will be taken into account in determining a student’s final grade. (I define excessive absences as more than 1 unexcused absence from class.)

b. Late arrivals: I understand that there will be times when you just can’t get to class on time. That’s normal, and no big deal, as long as it doesn’t become a habit. If and

when you do arrive late, please enter the classroom via the back door, located on the 2nd floor immediately above the lecture room.

c. Class Decorum:

- i. OK—so I’m old fashioned — I admit it. Because of this, old habits die hard. I was taught that gentlemen do not wear hats indoors — so hats are not allowed in lecture or laboratory under any circumstances other than religious and health-related reasons. And, because I have to treat everyone equally, women are not allowed to wear hats in class either, other than religious and health-related reasons.
- ii. Please do not put your feet on the furniture. Do not step onto chairs or arm rests to get from one row of chairs to another.
- iii. Because of the location of my office I am amazed as I observe the continuous stream of students that leave room 102 during lecture to go to the bathroom, get a drink of water, or to socialize with their friends. I apologize if this seems harsh but, unless you have a medical reason for using the bathroom during class (please let me know if this is the case and I will make the necessary accommodations) or encounter an extreme circumstance, if you get up to leave the room before class is over take everything with you because you won’t be coming back. You are in college now — go to the bathroom — get that drink of water *before class starts*. To leave in the middle of class is impolite and, as stated above, (except for the circumstances noted) if you get up to leave the room before class is over take everything with you because you won’t be coming back.

- d. **Cell Phones:** Neither the ringing nor the answering of cell phones during class will be tolerated — so turn it off!

- 14. Learning style points:** Periodically students have come to me with questions on how they should study for one of the various courses I teach. During these discussions, it has come to my attention that many individuals (both students and faculty alike) are unaware of their learning style(s) and effective studying strategies that would work with their individual learning style(s). *Therefore, everyone is required (15 points) to access the VARK web site and take the VARK learning style assessment. This is a required assignment, and these 15 points count in your overall course total and the overall number of possible points from which the 90, 80, 70, 60 percentages are determined at the end of the course.*

VARK is a short, simple inventory that has been well received by students and faculty alike because its dimensions are intuitively understood and its applications are practical. Its use has helped both students and faculty alike. It has helped students earn more effectively, and it has helped faculty to become more sensitive to the diversity of teaching strategies necessary to reach all students.

VARK is an acronym made from the initial letters of four sensory modal preferences (Visual, Aural, Read/write and Kinesthetic). People use these modal preferences when they are taking in or giving out information. For example some people prefer to “read about it,” others to talk or draw. Some have no strong preferences for any one mode. Although we have known for centuries about the different modes, this inventory, initially developed in 1987 by Neil Fleming at Lincoln University, New Zealand, was the first to systematically present a series of questions with help-sheets for students, teachers, employees, and others to use in their own way. It also sought to be advisory rather than diagnostic and predictive.

To take the VARK on-line with automatic scoring, go to:

<http://vark-learn.com/the-vark-questionnaire/>

This site also contains a list of study suggestions based on learning preferences.

In order to obtain your 15-point reward for taking the VARK test you are to e-mail the information listed below to me *before Monday of the second week of class*.

(Please make sure

that the subject line in the e-mail contains the following: Anatomy_VARK_score.) **Late work is not accepted under any circumstances.**

- a. point total
- b. subtotals for the four categories
- c. learning preference(s)

15. **Using “Review” on MS Word:** If you do not know how to use the “Review” tool in a MS Word document (also termed “Track Changes” in older MS Word versions) please go to ITS and get the necessary instructions.
16. **Proofreading Points:** As you have undoubtedly heard, we are using a different edition of my textbook this term; the new edition was released early in January. In addition, as you know from personal experience, proofreading is one of the toughest things to do when composing a document. Even though multiple sets of eyes proofread our text (including mine), some errors snuck through. We have done yet another in-depth proofread of the text since it was released and we found several instances of typos, spelling errors etc. that snuck past all of our proofreaders. That is where you come in: As you read the text should you find any form of typographical error please notify me of (a) the page number, (b) column, (c) paragraph, (d) line, and (e) what the typo is. ***For every error you find that no one else has found you will receive 5 bonus points added to your course point total.*** Your effort is and will be appreciated.
17. **Academic Accommodations:** All students enrolled in this class who have a documented disability have the right to reasonable accommodations under the American with Disabilities Act. Students requesting accommodations are required to provide documentation of their disability to the Coordinator of Student Success Services by filling out the “request for academic accommodations” form on the link provided:

<https://www.augustana.edu/student-life/residential-life/accommodations>. Please present the Accommodation Letter to me after class or during office hours in the first week of the term or at least seven days before needing the accommodations. Students who have or think they may have a disability are invited to contact the Coordinator of Student Success services for a confidential discussion. For more information, please contact Yen Dao, Coordinator of Student Success Services, at yendao@augustana.edu or visit room 440 of the Gerber Center.

Tentative Lecture Schedule

See Lecture and Laboratory Outline for Related Text Reading and Text Illustrations

Date		Lecture Topic
21	August	Course information; Introduction to Problem-Based Learning and the group process <i>Download: Course Intro (approximately 16 minutes)</i> <i>Download: Introductory Material (approximately 10 minutes)</i>
23	August	Library presentation; Questions dealing with the group process? Part 1 of PBL #1 Distributed; Four Basic Tissues <i>Download: Introductory Material (approximately 10 minutes)</i> <i>Download: Four Basic Tissues (approximately 43 minutes)</i> <i>Download: Four Basic Tissues: Arthrology (approximately 30 minutes)</i>
25	August	Quiz #1 (20 points, <i>covering terminology only</i>); Four Basic Tissues; Skin <i>Download: Four Basic Tissues: Arthrology (approximately 30 minutes)</i> <i>Download: Four Basic Tissues (continued) (approximately 13 minutes)</i> <i>Download: Skin (approximately 21 minutes)</i>
28	August	Part 1 of PBL #1 Due electronically at 11:59 pm; Four Basic Tissues; Skin <i>Download: Four Basic Tissues: Arthrology (approximately 30 minutes)</i> <i>Download: Four Basic Tissues (continued) (approximately 13 minutes)</i> <i>Download: Skin (approximately 21 minutes)</i>
30	August	Skin; True Back Muscles <i>Download: Back: Vertebral Column (approximately 15 minutes)</i> <i>Download: True Back Muscles: Part 1 (approximately 16 minutes)</i>

1	September	Lecture Exam #1 (50 points) (Part 2 of PBL #1 distributed electronically after exam)
4	September	No Classes due to Labor Day
6	September	True Back Muscles; Spinal Cord <i>Download: True Back Muscles: Part 1 (approximately 16 minutes)</i> <i>Download: Back: Spinal Cord (approximately 19 minutes)</i> <i>Download: Brachial and Lumbosacral Plexi (approximately 15 minutes)</i>
8	September	Quiz #2; Part 2 of PBL #1 Due by 11:59 pm Spinal Cord; Brachial and Lumbosacral plexi <i>Download: Back: Spinal Cord (approximately 19 minutes)</i> <i>Download: Brachial and Lumbosacral Plexi (approximately 15 minutes)</i> <i>Download: Back: Spinal Cord (approximately 19 minutes)</i> <i>Download: Brachial and Lumbosacral Plexi (approximately 15 minutes)</i> <i>Download: Autonomic Nervous System: Sympathetic Branch (approximately 24 minutes)</i> <i>Download: Autonomic Nervous System: Parasympathetic Branch (approximately)8 minutes)</i>
11	September	Part 3 of PBL #1 Distributed Autonomic Nervous System <i>Download: Autonomic Nervous System: Sympathetic Branch (approximately 24 minutes)</i> <i>Download: Autonomic Nervous System: Parasympathetic Branch (approximately)8 minutes)</i>
13	September	Autonomic Nervous System; Thoracic Cavity <i>Download: Autonomic Nervous System: Sympathetic Branch (approximately 24 minutes)</i> <i>Download: Autonomic Nervous System: Parasympathetic Branch (approximately) 8 minutes)</i> <i>Download: Thoracic Cavity: Musculature (approximately 11 minutes)</i> <i>Download: Thoracic Cavity: Pleural Cavities and Mediastinum (approximately 9 minutes)</i> <i>Download: Thoracic Cavity: Trachea and Lungs (approximately 9 minutes)</i>

15	September	Quiz #3; PBL #1 Due by 8 a.m. on Sunday, 17 /September Thoracic Cavity <i>Download: Thoracic Cavity: Trachea and Lungs (approximately 9 minutes)</i> <i>Download: Cardiac Anatomy (approximately 26 minutes)</i> <i>Download: Thoracic vasculature and other key structures (approximately 13 minutes)</i>
18	September	Discussion of PBL #1; Thoracic Cavity <i>Download: Cardiac Anatomy (approximately 26 minutes)</i> <i>Download: Thoracic vasculature and other key structures (approximately 13 minutes)</i>
20	September	Quiz #4; Part 1 of PBL #2 distributed; Thoracic Cavity; Upper Limb <i>Download: Thoracic vasculature and other key structures (approximately 13 minutes)</i> <i>Download: Upper Limb: Extrinsic Shoulder Muscles (approximately 25 minutes)</i> <i>Download: Upper Limb: Intrinsic Shoulder Muscles (approximately 12 minutes)</i>
22	September	Laboratory Midterm Exam — no lecture
25	September	Thoracic Cavity; Upper Limb <i>Download: Thoracic vasculature and other key structures (approximately 13 minutes)</i> <i>Download: Upper Limb: Intrinsic Shoulder Muscles (approximately 11 minutes)</i> <i>Download: Upper Limb: Arm (approximately 9 minutes)</i> <i>Download: Forearm: Anterior, Superficial Compartment (approximately 8 minutes)</i>
27	September	Lecture Exam #2 (100 points); Part 1 of PBL #2 due electronically no later than Wednesday by 11:59 p.m.
29	September	Upper Limb <i>Download: Upper Limb: Intrinsic Shoulder Muscles (approximately 11 minutes)</i> <i>Download: Upper Limb: Arm (approximately 9 minutes)</i> <i>Download: Forearm: Anterior, Superficial Compartment (approximately 8 minutes)</i> <i>Download: Forearm: Anterior, Intermediate and Deep Compartments (approximately 6 minutes)</i> <i>Download: Forearm: Posterior Compartment (approximately 11 minutes)</i>

2	October	Quiz # 5; Upper Limb <i>Download: Upper Limb: Intrinsic Shoulder Muscles (approximately 11 minutes)</i> <i>Download: Upper Limb: Arm (approximately 9 minutes)</i> <i>Download: Forearm: Anterior, Superficial Compartment (approximately 8 minutes)</i> <i>Download: Forearm: Anterior, Intermediate and Deep Compartments (approximately 6 minutes)</i> <i>Download: Forearm: Posterior Compartment (approximately 11 minutes)</i>
4	October	Upper Limb; <i>Download: Forearm: Anterior, Superficial Compartment (approximately 8 minutes)</i> <i>Download: Forearm: Anterior, Intermediate and Deep Compartments (approximately 6 minutes)</i> <i>Download: Forearm: Posterior Compartment (approximately 11 minutes)</i>
6	October	Lecture Exam #3 (100 points); Part 2 of PBL #2 due electronically by 11:59 p.m. Saturday
9	October	Abdominal & Pelvic Cavities <i>Download: Abdominal Cavity: Anterolateral Musculature (approximately 11 minutes)</i> <i>Download: Peritoneum (approximately 13 minutes)</i> <i>Download: Abdominal Cavity: General Organization; Stomach; Spleen approximately 17 minutes)</i> <i>Download: Abdominal Cavity: Anterolateral Musculature (approximately 11 minutes)</i>
11	October	Abdominal & Pelvic Cavities <i>Download: Abdominal Cavity: Anterolateral Musculature (approximately 11 minutes)</i> <i>Download: Peritoneum (approximately 13 minutes)</i> <i>Download: Abdominal Cavity: General Organization; Stomach; Spleen approximately 17 minutes)</i> <i>Download: Abdominal Cavity: Small Intestines, Large Intestines (approximately 24 minutes)</i> <i>Download: Kidneys and Ureters (approximately 7 minutes)</i> <i>Download: Abdominal Vasculature (approximately 15 minutes)</i> <i>Download: Abdomen and Pelvis: Pelvic Diaphragm (approximately 3 minutes)</i> <i>Download: Abdomen and Pelvis: Female Reproductive System (approximately 14 minutes)</i>

13	October	Quiz #6; Abdominal & Pelvic Cavities <i>Download: Abdominal Vasculature (approximately 15 minutes)</i> <i>Download: Abdomen and Pelvis: Pelvic Diaphragm (approximately 3 minutes)</i> <i>Download: Abdomen and Pelvis: Female Reproductive System (approximately 14 minutes)</i> <i>Final report for PBL #2 due at 11:59 Sunday evening</i>
16	October	Abdominal & Pelvic Cavities; Lower Limb <i>Download: Abdomen and Pelvis: Male Reproductive System (approximately 10 minutes)</i> <i>Download: Abdomen and Pelvis: Bladder and Urethra (approximately 5 minutes)</i> <i>Download: Thigh: Gluteal Region (approximately 10 minutes)</i> <i>Download: Thigh: Anterior Compartment (approximately 11 minutes)</i>
18	October	Abdominal & Pelvic Cavities; Lower Limb <i>Download: Abdomen and Pelvis: Male Reproductive System (approximately 10 minutes)</i> <i>Download: Abdomen and Pelvis: Bladder and Urethra (approximately 5 minutes)</i> <i>Download: Thigh: Gluteal Region (approximately 10 minutes)</i> <i>Download: Thigh: Anterior Compartment (approximately 11 minutes)</i> <i>Download: Thigh: Adductor Compartment (approximately 4 minutes)</i> <i>Download: Thigh: Posterior Compartment (approximately 6 minutes)</i> <i>Download: Leg: Anterior and Lateral Compartments (approximately 8 minutes)</i> <i>Download: Leg: Posterior Compartment (approximately 8 minutes)</i>
20	October	Lecture Exam #4 (100 points)
23	October	Lower Limb <i>Download: Thigh: Gluteal Region (approximately 10 minutes)</i> <i>Download: Thigh: Anterior Compartment (approximately 11 minutes)</i> <i>Download: Thigh: Adductor Compartment (approximately 4 minutes)</i> <i>Download: Thigh: Posterior Compartment (approximately 6 minutes)</i> <i>Download: Leg: Anterior and Lateral Compartments (approximately 8 minutes)</i> <i>Download: Leg: Posterior Compartment (approximately 8 minutes)</i>

25 October

Lower Limb

Download: Thigh: Gluteal Region (approximately 10 minutes)

Download: Thigh: Anterior Compartment (approximately 11 minutes)

Download: Thigh: Adductor Compartment (approximately 4 minutes)

Download: Thigh: Posterior Compartment (approximately 6 minutes)

Download: Leg: Anterior and Lateral Compartments (approximately 8 minutes)

Download: Leg: Posterior Compartment (approximately 8 minutes)

27 October

Laboratory final exams – no lecture

Tentative Laboratory Schedule

See Lecture and Laboratory Outline for Required Laboratory Material

Week	Laboratory Material
1	No labs scheduled this week
2	Vertebral Column; Spinal Cord
3	Thoracic Cavity
4	Upper Limb: Skeletal Material
5	Laboratory Exam #1 (100 points) Given on Friday of that week, by appointment. Review in lab anytime on Monday, Tuesday, Wednesday or Thursday of that week.
6	Upper Limb: Musculature Material
7	Abdominal and Pelvic Cavities
8	Lower Limb Skeletal Material
9	Lower Limb Musculature Material
10	Lab final - Given on Friday of that week, by appointment. Review in regularly scheduled lab sections