IB303 – Anatomy (4 credits)
Course Syllabus

Course Description: This course will provide an overview of the diversity of body structure in vertebrate animals. The variation in body structure seen amongst vertebrates will be investigated from evolutionary, functional/biomechanical, and human health perspectives through lectures, online activities, and face-to-face laboratory activities. Through this course, students will develop a better understanding of the vocabulary of anatomy, the structural design of vertebrates, a basic understanding of the biomechanical underpinnings of these structures and how vertebrate structure, phylogenetic history and function combine to create the diversity of forms seen in nature.

Course Structure: This is a 4-credit course including a lab.

Lecture: Lecture will be held in the Psychology Building, Rm 23, three days a week, MWF from 11am-12pm. There will also be lecture quizzes and other activities posted on the Moodle site to be done online. Aside from lectures, you should plan on devoting 6-7 hours a week on course work, although specific times will vary depending on your input, needs and personal study habits.

Labs: Natural History Building, Rm 4002. 1 day a week/3 hours, NOTE: labs will require the dissection of preserved cat tissues. There is no way to complete the course successfully without dissection.

SLO:

1. Learn basic anatomy and terminology for a series of vertebrate organ systems.
2. Explore the developmental origin of several anatomical systems
3. Compare and contrast the basic anatomy of each system across multiple vertebrate groups
4. Follow the evolution of certain anatomical structures across vertebrates.
5. Analyze the function of several anatomical system utilizing simple biomechanical models
6. Identify the role of different anatomical systems in the integrated whole of the vertebrate body.
7. Apply knowledge learned to human health issues associated with anatomy.

Prerequisites: IB150, or consent of instructor.

Requirements met: IB major, upper level lab course.

Lecturer: Dr. Philip Anderson
Office Location: Vivarium 202A
One on One support: By appointment
Email: andersps@illinois.edu
   I will aim to respond to course-related emails within 24 hours except on weekends. Keep this in mind when emailing questions concerning assignments with deadlines.

Lab Instructor: Joanne Manaster
Email: joannema@illinois.edu
   Joanne manages the laboratory and addresses concerns related to lab teaching, the practical exams, and lab absences.

Teaching Assistants:
Jules, Kasey and Ratna are graduate students in the School of Integrative Biology. They teach the laboratories and help create, set up, proctor, and grade the practical exams as well as help to grade the lecture exams.
Communication Plan
As an enrolled student, you will have access to the course from your Moodle dashboard. It is also accessible here:  https://learn.illinois.edu/course/view.php?id=59776

What you will find on Moodle:

- The syllabi for lecture and lab
- Lecture quizzes, activities and exams.
- Videos of dissection and affiliated quizzes
- Weekly pre-lab video quizzes and lab manual quizzes
- Updates from the instructors and TAs.
- Resources, lecture notes and handouts.
- Course gradebook

Announcements will be updated every week on the site and will be made visible on the main page. All schedules and deadlines will be posted both on the announcements page when they are approaching and at all times on the individual module pages at all times. Announcements will also be made during lecture, but everything announced there will also be posted on the site.

If you have an inquiry, you can use the emails listed for each instructor. Their bio section will also note how fast to expect an answer. If you would like further one-on-one discussion with Dr. Anderson please reach out via email to set-up an appointment. Dr. Anderson can also meet with small groups of students for discussion if you prefer.

As with all communication in a class, the expectation is for students to act is a professional and kind manner when interacting with both each other and with instructors. A full description on netiquette is listed below.

Time and Place

Lecture classes will meet from 11-11:50AM on MWF in the Psychology Building Rm 23. This lecture hall is large enough to allow for social distancing (sitting every-other seat) if students prefer. We ask that students respect each other’s preferences when it comes to social distancing. After each lecture, there will be a short (~5 question) lecture quiz posted on the Moodle cite. Quizzes should be completed by midnight the day of the lecture. These quizzes are worth 5 points apiece and will help ensure that students are following along with the material.

Lab classes Students will begin the week by watching an asynchronous lesson of the TA dissecting and showing the structures and explaining the background of the material. This will be of tremendous help to do this activity before the lab course. There is a quiz associated with this activity, and those who complete it before the lab will receive 10 points. After the lab section, the video will still be available but will only be worth 5 points up until the corresponding practical exam.

Then, students will attend their assigned lab section.

<table>
<thead>
<tr>
<th>Section</th>
<th>Day</th>
<th>Time (original)</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB1</td>
<td>Monday</td>
<td>2-4:50pm</td>
<td>Ratna</td>
</tr>
<tr>
<td>AB2</td>
<td>Tuesday</td>
<td>9-11:50am</td>
<td>Ratna</td>
</tr>
<tr>
<td>AB3</td>
<td>Tuesday</td>
<td>2-4:50pm</td>
<td>Kasey</td>
</tr>
<tr>
<td>AB4</td>
<td>Wednesday</td>
<td>2-4:50pm</td>
<td>Jules</td>
</tr>
<tr>
<td>AB5</td>
<td>Thursday</td>
<td>9-11:50am</td>
<td>Jules</td>
</tr>
<tr>
<td>AB6</td>
<td>Thursday</td>
<td>2-4:50pm</td>
<td>Kasey</td>
</tr>
</tbody>
</table>
Expectations: Assessment in this course will include a combination of formative and summative assessments. Some are evaluated based on the answers given, others are evaluated based on participation. A full grade breakdown follows:

Grade Breakdown:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Attendance</td>
<td>40pts</td>
</tr>
<tr>
<td>Lecture Quizzes</td>
<td>130pts</td>
</tr>
<tr>
<td>Weekly activities</td>
<td>120pts</td>
</tr>
<tr>
<td>Module Exams</td>
<td>360pts</td>
</tr>
<tr>
<td>Lab Practical 1</td>
<td>20pts</td>
</tr>
<tr>
<td>Lab Practical 2</td>
<td>40pts</td>
</tr>
<tr>
<td>Lab Practical 3</td>
<td>70pts</td>
</tr>
<tr>
<td>Lab Practical 4</td>
<td>70pts</td>
</tr>
<tr>
<td>Pre-lab video/lab manual quizzes</td>
<td>100pts</td>
</tr>
<tr>
<td>10 quizzes, 10 points each if taken before your lab section</td>
<td></td>
</tr>
<tr>
<td>Lab Participation</td>
<td>50pts</td>
</tr>
<tr>
<td>Total</td>
<td>1000pts</td>
</tr>
</tbody>
</table>

Lecture Attendance
- Worth 40 points.
- Evaluated using iClicker activities during lecture. The course supports both physical iClickers and the iClicker Mobile App. Instructions for setting-up the mobile app will be posted on the Moodle site.
- To earn the 40 points, students must attend at least 75% of all lectures over the course of the term.
- We will take into account COVID-related absences, as outlined under policies below, when calculating this grade.

Lecture Quizzes
- Worth 130 points total (5 points for each of 26 lectures)
- Available on Moodle to be taken AFTER the lecture to evaluate comprehension of the lecture material.
- Each quiz will close by noon the day following the lecture.

Weekly activities:
- Worth 120 points total (20 points each for 6 activities)
- During certain weeks there will be an online activity to complete related to the current module subject.
- The form of activity will vary but may include directed lessons in Moodle, video activities and digital exercises. These activities will include some form of deliverable content to hand in that will be worth points.
- These will always be due Friday at 5pm the week they are assigned.

Module Exams:
- Each module will culminate in an exam.
- These exams will be combination of multiple choice and essay and be worth 60 pts apiece (360 pts
overall) and be designed to be completed during a normal class period.

- Most of these exams will fall on Fridays, so be aware that attendance to Friday lectures will be mandatory.
- The exams will cover material from the lectures and are not cumulative.
- There will be no final exam.

Pre-lab video quizzes
- Worth 100 points total (10 points for each of 10 lab sessions)
- IMPORTANT: If taken after your lab session, possible points to be earned are reduced to only 5.
- Available on Moodle to be taken BEFORE the class to ensure you are prepared to engage with the material in the lab.
- All quizzes will be available from the prior Friday at 8am.
- **Exception for Week 1, the quiz will be available from Thursday 8/25, with full points possible even after your lab session.

Lab Participation
- Worth 50 points total, (5 points each for 10 lab sessions), you earn points for doing the following:
  - Attending the class
  - Remaining for 90 minutes to 3 hours.
  - Having all supplies and safety gear.
  - Participating in dissection.
  - Assisting with clean up.

Lab practical exams
- There will be four lab practicals, worth 20pts, 40 pts, 70pts, and 70 points respectively. Practicals will not be cumulative.
- There will be no final practical.
- Practical exams will be administered during a time choice on Wednesday or Thursday evening. For each practical, each exam session will have equivalent but different questions.
- Practical exams will be held in the laboratory space.
- The format of the exam will be short answer identifying the structure with a follow-up question to be answered.
- In order to participate in the practical exam, students must attend all prior labs, or have made arrangements with Joanne and their TA to make up the lab in case of an absence.
- Make-up Practical exams are offered only for extreme documented excuses. Contact Joanne Manaster at joannema@illinois.edu to make arrangements.

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Practical information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Sep</td>
<td>Practical 1, No regular lab <strong>20pts</strong></td>
</tr>
<tr>
<td>Wed or Thurs</td>
<td><strong>Covers the skeleton</strong></td>
</tr>
<tr>
<td>4-5, 5-6 or 6-7pm</td>
<td></td>
</tr>
<tr>
<td>26-Sep</td>
<td>Practical 2, No regular lab <strong>40pts</strong></td>
</tr>
<tr>
<td>Wed or Thurs</td>
<td><strong>Covers musculature</strong></td>
</tr>
<tr>
<td>4-5, 5-6 or 6-7pm</td>
<td></td>
</tr>
<tr>
<td>24-Oct</td>
<td>Practical 3, No regular lab <strong>70pts</strong></td>
</tr>
<tr>
<td>Wed or Thurs</td>
<td><strong>Covers cardiovascular and respiratory</strong></td>
</tr>
<tr>
<td>4-5, 5-6 or 6-7pm</td>
<td></td>
</tr>
<tr>
<td>28-Nov</td>
<td>Practical 4, No regular lab <strong>70pts</strong></td>
</tr>
<tr>
<td>Wed or Thurs</td>
<td><strong>Covers digestive, abdominal cardiovascular, urogenital, nervous system</strong></td>
</tr>
<tr>
<td>4-5, 5-6 or 6-7pm</td>
<td></td>
</tr>
</tbody>
</table>
Contesting Grades: If you feel that your assignment or exam has been graded inappropriately, you are welcome to contest grades via a written statement within one week of receiving the graded assignment. To contest a grade, you must submit a written statement via email of what you believe was graded incorrectly and why the grade should be altered. We will not consider any contest of grades submitted after one week. Note, that contesting a grade means the item in question will be completely regraded, which may result in a lower grade overall.

Course Grading Philosophy
1) I do not 'curve' individual exams or assignments. Instead, I will assign grade cut-off points based on the distribution of student point totals at the end of the semester.

2) I use the standard 90, 80, 70, 60% scores as starting cutoff points for A, B, C, and D grades, respectively. Depending on the distribution of points at the end of the semester I may drop the cut off points slightly (e.g., 88% might become the A cut off) but I will not raise the cut-offs.

Textbook: There is no textbook for the lecture portion of the course. Any required readings for a lecture will be posted on the Moodle site as a pdf. Students who desire supplementary reading for further detail can access the following textbook:


Note that all exams will be based on the lecture and assigned readings alone, Kardong 2014 is suggested purely as a supplement and is not required. Several copies are on hold for the class at the ACES Library and available for purchase from the bookstore.

Lab Manual Required

Students must obtain a lab manual as it will be the guide for the lab portion. We are using a new one this year so borrowing from past year’s students won’t be possible.


Supplies

REQUIRED

- MASK, Optional, and changeable should the COVID situation warrant and the CDC and university update their policy.
- Dissection Kit – students must supply their own basic dissection kit
  - Can be found at the bookstores or online.
- One-inch binder to hold the lab manual pages and handouts.
- Lab Coat – A lab coat protects your clothing.
- Closed Toe Shoes—scalpels are sharp!
- Safety glasses or goggles if you don’t wear glasses.

We will provide latex-free gloves for use in the lab each week.

SHARING VIDEOS AND DISSECTION IMAGES IS PROHIBITED

DO NOT SHARE DISSECTION IMAGES ON SOCIAL MEDIA. As most of you are aware, there are people who are sensitive and will be shocked by these images or those passionate about animal rights and may wish to create havoc with our facility. For the safety of students and personnel, and the protection of our lab space, be mindful of how you share any photos you take. Students found in violation of this policy may face a penalty.
Lecture Schedule (Fall 2022)

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-Aug</td>
<td>Intro</td>
<td>--</td>
</tr>
<tr>
<td>29-Aug</td>
<td>Skeletal System 1</td>
<td>--</td>
</tr>
<tr>
<td>7-Sep</td>
<td>Skeletal System 2</td>
<td>Exam 1</td>
</tr>
<tr>
<td>12-Sep</td>
<td>Musculature 1</td>
<td>--</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Musculature 2</td>
<td>Exam 2</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Cardiovascular 1</td>
<td>--</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Cardiovascular 2</td>
<td>Exam 3</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Respiratory</td>
<td>--</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Digestive</td>
<td>--</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Respiratory/Digestive health</td>
<td>Exam 4</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Urogenital 1</td>
<td>--</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Urogenital 2</td>
<td>Exam 5</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Nervous system 1</td>
<td>--</td>
</tr>
<tr>
<td>21-Nov</td>
<td><strong>Thanksgiving, NO LECTURE</strong></td>
<td>--</td>
</tr>
<tr>
<td>28-Nov</td>
<td>Nervous system 2</td>
<td>--</td>
</tr>
<tr>
<td>5-Dec</td>
<td>NA</td>
<td>Exam 6</td>
</tr>
</tbody>
</table>

Approximate Lab Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic</th>
<th>Online Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-Aug</td>
<td>Skeleton</td>
<td>Quiz 1**</td>
</tr>
<tr>
<td>29-Aug</td>
<td>Cat skinning</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>6-Sep</td>
<td>Practical 1, No regular lab 20pts</td>
<td>--</td>
</tr>
<tr>
<td>12-Sep</td>
<td>Musculature 1</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Musculature 2</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Practical 2, No regular lab 40pts</td>
<td>--</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Cardiovascular, thoracic</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Respiratory</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Digestive</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Practical 3, No regular lab 70pts</td>
<td>--</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Cardiovascular, abdominal</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Urogenital/reproductive</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Nervous system</td>
<td>Quiz 10</td>
</tr>
<tr>
<td>21-Nov</td>
<td><strong>Thanksgiving, NO LAB</strong></td>
<td>--</td>
</tr>
<tr>
<td>28-Nov</td>
<td>Practical 4, No regular lab 70spts</td>
<td>--</td>
</tr>
</tbody>
</table>

- Video Quizzes are worth 10 points each if taken before the start of YOUR lab session and are available from 8am the Friday prior to the week’s lab.
- If you take the Quiz AFTER the start of your lab you will only be able to earn a maximum of 5 points.
- **Exception for Week 1, the quiz will be available from Friday 8/26, with full points possible even after your lab session begins.
**Attendance Policies:**

**ATTENDANCE AT LECTURE IS REQUIRED.** Exam material will be derived from lecture material. Therefore, there is no substitute for regular lecture attendance. If attendance is not possible, it is the responsibility of the student (i.e., YOUR responsibility) to contact the instructors or TA’s to arrange for any materials distributed in class. If you miss a lecture, you should contact another student in the class to obtain lecture notes.

**ATTENDANCE IN LAB IS REQUIRED.** You must attend your lab section and ONLY your lab section, unless prior approval is received from Joanne. Completion of lab activities will be essential to your success on lab practicals. If a student does not attend labs or arrange for a make-up in case of an absence, they will not be permitted to take the corresponding Practical Exam.

**YOU WILL NOT BE PERMITTED** to make up exams or practicals if missed, unless you notify the instructors or TAs of your absence and bring a note from McKinley for illness excuses. For non-illness excuses, you must notify the instructors or TA of your absence at least ONE WEEK ahead of time. Rescheduling exams and practicals is entirely at the discretion of the instructors. Make up exams and practicals will ALWAYS differ from the regular exam, and may be in a different format than the regularly scheduled exam (i.e., written or oral exam). Make up practicals are especially difficult to schedule, and as such will be oral exams if made up.

**COVID-SPECIFIC GUIDELINES**

**Attendance**

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill should not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

**Face coverings**

Face coverings are not required during lecture. However, it is expected that students will respect others’ decisions in terms of whether they do or do not wear a face covering. Please refer to the University of Illinois Urbana-Champaign’s COVID-19 website for further information on face coverings.

Face coverings are not required during LAB. Please respect your classmates' decision either way. Note, however, that students work in pairs in close proximity over the dissection projects, which has implications for the spreading of any airborne infectious agent. Students form their own pairs (we do not assign). If you prefer to mask and wish to be paired with a mask wearing partner, seek them out during the first lab period.

**COURSE POLICIES**

All students are assumed to have read and understood the “Code of Policies and Regulations Applying to All Students,” University of Illinois, and will be expected to act accordingly. The Code is available online at: [http://www.admin.uiuc.edu/policy/code/index.html](http://www.admin.uiuc.edu/policy/code/index.html)

**Academic Integrity:** According to the Student Code, ‘It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.’ Please know that it is my responsibility as an instructor to uphold the academic integrity policy of the University, which can be found here: [http://studentcode.illinois.edu/article1_part4_1-401.html](http://studentcode.illinois.edu/article1_part4_1-401.html)
Academic dishonesty may result in a failing grade. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

**Disabilities and Religious Observances:** Please contact your instructors or TAs during the first week of classes to make requests for disability accommodations or observation of religious holidays.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the DRES website. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page.

**Family Educational Rights and Privacy Act (FERPA) Statement:** Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See https://registrar.illinois.edu/academic-records/ferpa/ for more information on FERPA.

**Sexual Misconduct Policy and Reporting Statement:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: https://wecare.illinois.edu/resources/students/#confidential

Other information about resources and reporting is available here: wecare.illinois.edu.

**Inclusivity Statement:** The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases subject to University harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

**Support Resources and Supporting Fellow Students in Distress:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (1-217-333-0050) or online at odos.illinois.edu/community-of-care/referral/. Based upon your report, staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a
challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources. The SAC has a Dean on Duty available to see students who walk in, call, or email the office during business hours. For mental health emergencies, you can call 911 or contact the Counseling Center.

**Netiquette Statement:** In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect
- Avoid typing whole sentences or phrases in Caps Lock
- Be brief; succinct, thoughtful messages have the greatest effect
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content
- Use descriptive subject headings in your e-mails
- Think about your audience and the relevance of your messages
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret
- When making follow-up comments, summarize the parts of the message to which you are responding
- Avoid repeating what has already been said; needless repetition is ineffective communication
- Cite appropriate references whenever using someone else's ideas, thoughts, or words
Emergency response recommendations

The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

**ONLY FOLLOW THESE ACTIONS IF SAFE TO DO SO.** When in doubt, follow your instincts—you are your own best advocate!

### RUN
Action taken to leave an area for personal safety.
- Take the time now to learn the different ways to leave your building **BEFORE** there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities. **No exceptions!**
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
- Look for **EXIT** signs indicating potential egress/escape routes.
- If you are not able to evacuate, go to an Area of Rescue Assistance.
- Evacuate to Evacuation Assembly Area and remain until additional instructions are given.
- Alert authorities to those who may need assistance.
- Do not re-enter building until informed by emergency response personnel that it is safe to return.

**ACTIVE THREAT:**
- If it is safe to do so run out of the building. Get as far away as possible. Do not go to the Evacuation Assembly Area.

### HIDE
Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation, such as for severe weather.
- Take the time now to learn the different ways to seek shelter within your building **BEFORE** there is an emergency.
- If you are outside, proceed to the nearest protective building.
- If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

**ACTIVE THREAT:**
- Lock or barricade your area.
- Get to a place where the threat cannot see you.
- Place cell phones on **silent**.
- Do not make any noise.
- Do not come out until you receive an Illini-Alert advising you it is safe.

### FIGHT
Action taken as a last resort to increase your odds for survival.

**ACTIVE THREAT:**
- If you cannot run away safely or cannot hide, **be prepared to fight with anything available to increase your odds for survival.**
IB 303 Anatomy Laboratory, Fall 2022
Policies, Schedule, Supplies and Safety

TIME AND PLACE
4002 Natural History Building

LAB CLASSES

<table>
<thead>
<tr>
<th>Section</th>
<th>Day</th>
<th>Time</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB1</td>
<td>Monday</td>
<td>2-4:50pm</td>
<td>Ratna</td>
</tr>
<tr>
<td>AB2</td>
<td>Tuesday</td>
<td>9-11:50am</td>
<td>Ratna</td>
</tr>
<tr>
<td>AB3</td>
<td>Tuesday</td>
<td>2-4:50pm</td>
<td>Kasey</td>
</tr>
<tr>
<td>AB4</td>
<td>Wednesday</td>
<td>2-4:50pm</td>
<td>Jules</td>
</tr>
<tr>
<td>AB5</td>
<td>Thursday</td>
<td>9-11:50pm</td>
<td>Jules</td>
</tr>
<tr>
<td>AB6</td>
<td>Thursday</td>
<td>2-4:50pm</td>
<td>Kasey</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION
An overview of the body structure of vertebrate animals, with a special focus on mammals including humans. Body structure will be investigated from evolutionary, developmental, and human health perspectives through lectures, in-class activities, and required laboratory dissections. Through this course, students will develop a better understanding of anatomy vocabulary, the anatomical design of vertebrates, vertebrate development, and how vertebrate anatomy and development are related to each other, to organismal function, and to human health.

- Students will dissect cats that have been sustainably obtained and preserved in Carolina Biological’s formaldehyde-free Preferred Solution.
- Students will be paired up for dissection with two students per one animal.
- Dissection is mandatory and there are no alternatives to participating directly in the activities involving dissection.

STUDENT LEARNING OUTCOMES for the LABORATORY

- Work safely around the preserved specimens
- Appropriately utilize laboratory dissection tools.
- Locate and identify anatomical structures.
- Describe the functions of structures.
- Work collaboratively to perform dissections.

COURSE WEBSITE
Many materials for this course are available on the course Moodle site. As an enrolled student you will have access to the course from your Moodle dashboard. It is also accessible here: https://learn.illinois.edu/course/view.php?id=67548
What you will find on Moodle:
- The syllabi for lecture and lab
• Updates from the instructors and TAs.
• Resources, lecture notes and handouts.
• Pre-lab Video Quizzes
• Course gradebook

LABORATORY INSTRUCTORS
Laboratory Coordinator
Joanne Manaster: joannema@illinois.edu
Joanne manages the laboratory and addresses concerns related to lab teaching, the practical exams, and lab absences. She also arranges make-up labs.

TAs
Jules, Kasey, and Ratna are graduate students in the School of Integrative Biology. They teach the laboratories and help create, set up, proctor, and grade the practical exams.
Jules Chabain: chabain2@illinois.edu
Kasey Brockelsby: kaseydb2@illinois.edu
Ratna Karatgi: karatgi2@illinois.edu

LAB MANUAL
Students must obtain a lab manual as it will be the guide for the lab portion.


• ISBN-10: 0895826836
• Ebook ISBN: 9781617310003
Publisher’s page: https://www.morton-pub.com/product/mammalian-anatomy-the-cat-2e/

SUPPLIES
REQUIRED

• MASK, Optional, unless guidance from CDC and the university changes
• Dissection Kit – students must supply their own basic dissection kit
  o Can be found at the bookstores or online.
• One-inch binder to hold the lab manual pages.
• Lab Coat – A lab coat protects your clothing.
• Closed Toe Shoes—scalpels are sharp!
• Safety glasses or goggles if you don’t wear glasses.

We will provide latex-free gloves for use in the lab each week

*Did you forget something one week? You can turn in your ID to your TA and they will supply you with what you need. Don’t expect to do this every week.*
MASKING NOTE: Face coverings are not required during lab. Please respect your classmates' decision either way. Note, however that students work in pairs in close proximity over the dissection projects, which has implications for the spreading of any airborne infectious agent. Students form their own pairs (we do not assign). If you prefer to mask and wish to be paired with a mask wearing partner, seek them out during the first lab period.

NO FOOD OR DRINK IN THE LABORATORY

APPROXIMATE SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic</th>
<th>Online Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-Aug</td>
<td>Skeleton</td>
<td>Quiz 1**</td>
</tr>
<tr>
<td>29-Aug</td>
<td>Cat skinning</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>6--Sep</td>
<td>Practical 1, No regular lab 20pts</td>
<td>--</td>
</tr>
<tr>
<td>12-Sep</td>
<td>Musculature 1</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Musculature 2</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Practical 2, No regular lab 40pts</td>
<td>--</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Cardiovascular, thoracic</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Respiratory</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Digestive</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Practical 3, No regular lab 70pts</td>
<td>--</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Cardiovascular, abdominal</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Urogenital/reproductive</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Nervous system</td>
<td>Quiz 10</td>
</tr>
<tr>
<td>21-Nov</td>
<td>Thanksgiving, NO LAB</td>
<td>--</td>
</tr>
<tr>
<td>28-Nov</td>
<td>Practical 4, No regular lab 70pts</td>
<td>--</td>
</tr>
</tbody>
</table>

- Video Quizzes are worth 10 points each if taken before the start of YOUR lab session and are available from 8am the Friday prior to the week’s lab.
- If you take the Quiz AFTER the start of your lab you will only be able to earn a maximum of 5 points.
- **Exception for Week 1, the quiz will be available from Friday 8/19, with full points possible even after your lab session begins.

CELL PHONE AND ELECTRONIC DEVICES POLICY

Cell phones and other digital devices may be used to document dissection as a study aid. However, DO NOT SHARE THESE IMAGES ON SOCIAL MEDIA. As most of you are aware, there are people who are sensitive and will be shocked by these images or those passionate about animal rights and may wish to create havoc with our facility. For the safety of students and personnel, and the protection of our lab space, be mindful of how you share any photos you take. Students found in violation of this policy may face a penalty.
LABORATORY ATTENDANCE

- **Students must attend the lab in which they are enrolled** unless they are assigned to a makeup lab.

- **Students must attend their lab or a make-up lab in order to attend the corresponding Practical Exam.**

- **Make-up labs are assigned only by the laboratory coordinator, Joanne Manaster.** Only students who can provide an acceptable and documentable reason for absence will be eligible to make up a missed lab. Documentation should be dated and presented in writing to the laboratory coordinator. *Makeup labs are not guaranteed to be available, as there is a limit to the number of students allowed in a lab session. Makeup labs are assigned on a first come first served basis.*

- **TAs cannot reschedule students** to other lab sections, including their own.

- **Students who provide acceptable written, dated documentation of personal emergency or confining illness in a timely fashion may be allowed to make up some of the missed work, although the fresh materials used in the lab may no longer be available.** Bring documentation to the lab coordinator. Documentation must include relevant names, times, and dates, and an explanation of the date(s) and reason(s) for absence.

- **For illness, please bring verification from McKinley Health Center or your doctor.**

- **Students who have knowledge in advance of events which conflict with lab attendance** in IB 303 should present acceptable documentation of such events prior to their absence. We will attempt to provide substitute labs, but because of space limitations, this is not guaranteed.

- **Students who wish to have consideration for religious observances** which conflict with labs must present verification in writing to the laboratory coordinator within one week of the first lab, in compliance with the *Code of Policies and Regulations Applying to All Students* (Rule 34).
LAB ASSESSMENT *(participation, quizzes and practicals)*

LAB PARTICIPATION
Worth 50 points total, (5 points each for 10 lab sessions), you earn points for doing the following:
- Attending the class
- Remaining for 2 to 3 hours.
- Having all supplies and safety gear.
- Participating in dissection/working cooperatively
- Assisting with clean-up/leave work area clean.

Additionally, Students who have an unexcused absence and have not made up a lab will not be allowed to participate in the corresponding practical exam and will receive a zero for that exam.

THERE ARE NO OPEN LABS. Plan to do all of your work during your lab session.

PRE-LAB VIDEO QUIZZES
- Worth 100 points total (10 points for each of 10 lab sessions)
- Video Quizzes are worth 10 points each if taken before the start of YOUR lab session and are available from 8am the Friday prior to the week’s lab.
- If you take the Quiz AFTER the start of your lab you will only be able to earn a maximum of 5 points.
- **Exception for Week 1, the quiz will be available from Friday 8/19, with full points possible even after your lab session begins.**

LAB PRACTICAL EXAMS
- There will be four lab practicals, worth 20pts, 40 pts, 70pts, and 70 points respectively. Practicals will not be cumulative.
- There will be no final practical.
- Practical exams will be administered in six (6) different time offerings over the course of two days during practical exam weeks.
- Practical exams will be held in the lab room, 4002 Natural History Building.
- A maximum of 15 students will be allowed in any one session. Students will have the opportunity to sign up ahead of time for sessions on Moodle.
- Students who have an unexcused absence and have not made up a lab will not be allowed to participate in the corresponding practical exam and will receive a zero for that exam.
The format of the exam will be short answer identifying the structure with a follow-up question to be answered.

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Practical information</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Sep Wed or Thurs 4-5, 5-6 or 6-7pm</td>
<td>Practical 1, No regular lab 20pts Covers the skeleton</td>
</tr>
<tr>
<td>26-Sep Wed or Thurs 4-5, 5-6 or 6-7pm</td>
<td>Practical 2, No regular lab 40pts Covers musculature</td>
</tr>
<tr>
<td>24-Oct Wed or Thurs 4-5, 5-6 or 6-7pm</td>
<td>Practical 3, No regular lab 70pts Covers cardiovascular and respiratory</td>
</tr>
<tr>
<td>28-Nov Wed or Thurs 4-5, 5-6 or 6-7pm</td>
<td>Practical 4, No regular lab 70pts Covers digestive, abdominal cardiovascular, urogenital, nervous system</td>
</tr>
</tbody>
</table>

There will be no use of cell phones, tablets, laptops, digital music players or other personal electronics is allowed in the lab room during exams. Use of electronic devices during an exam may be construed as a violation of the student code of conduct.

**WHAT TO DO IF YOU MUST BE ABSENT FROM LAB**

**Due to a "Confining Illness":**

1. Go to McKinley Health Center and seek assistance.
2. Email Joanne Manaster immediately [(217) 244-2489; email (preferred): joannema@illinois.edu] to report the problem and arrange make-up work.

**Due to "Personal Emergency":**

1. Call or email the laboratory coordinator to report the problem, inquire as to whether it qualifies you for an excused absence, and arrange makeup work as needed.
2. Obtain written dated documentation of the problem.
3. Contact the Dean of Students' Office (300 Turner Student Services Building, 610 East John, 333-0050) and arrange for verification of your problem to be sent to the laboratory coordinator.

If you cannot reach the laboratory coordinator at the time you call, please send the laboratory coordinator an email and/or leave a voice-mail message.
OTHER CONCERNS

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu

To obtain waivers for student athlete (cheerleader, marching band, etc.) activities, submit your documentation to Joanne in person during the first week of class. Also submit separately to Dr. Anderson for the lecture portion.

Diversity, Equity, and Inclusion (DEI)

In forming an inclusive course, we mean a course that values and creates space for all identities such as those based on ethnicity, culture, sexual identity, gender identity, religious identity and beyond. Research shows that inclusive courses allow for better learning outcomes, a more positive learning experience, better community, and better leadership training in engaging humanity.

To create an inclusive space in this course, we must all work to collaboratively create a safe and respected space that supports and encourages everyone to share their views and concerns. We must value multiple perspectives and experiences, while also reducing student experiences of marginalization. We must treat each other as individuals.

Support

Basic needs insecurity is common among college students and the negative impacts are real:

- Increases difficulty in concentrating and studying, lowers retention, and decreases graduation rate.
- Generates and/or elevates depression, anxiety, insomnia, headaches, and burnout.
- Lowers morale and motivation, reduces creativity, hinders communication, decreases productivity, increase absenteeism, and decreases social opportunities.

Students who are hungry, burned-out, depressed, preoccupied with issues like money are less likely to succeed academically, socially, and personally. If at any point in the semester you are struggling with mental health issues (anxiety, depression, grief, PTSD, addiction, cultural struggles, coming out, etc.), inconsistent access to nutritious foods, housing or financial instability, or lack of access to any
other basic needs, we encourage you to seek help through one of the campus resources. Seeking support is healthy and courageous.

**Mental Health**

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee (see https://wellness.illinois.edu). If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University’s resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)
- If you are in immediate danger, call 911.

**Community of Care**

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regard to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center 217-333-0050 or http://odos.illinois.edu/community-of-care/referral/). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois.

Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (https://mckinley.illinois.edu/). Or the Counseling Center (https://counselingcenter.illinois.edu/). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.
Food Assistance and Wellbeing Program

Among college students, 35-51% report experiencing food insecurity. At UIUC around 1 in 5 students experience food insecurity. Proper nutrition has been linked to positive brain function and better academic outcomes; don’t settle for the “right of passage” of living on cheap, processed food. There are several community and campus resources to get you the nutrition you need to succeed. You can find them here: https://odos.illinois.edu/community-of-care/resources/students/food-resources/

Academic Integrity

Academic dishonesty will not be tolerated. Examples of academic dishonesty include the following:

- Cheating
- Fabrication
- Facilitating infractions of academic integrity
- Plagiarism
- Bribes, favors, and threats
- Academic interference
- Examination by proxy
- Grade tampering
- Non-original work

Should an incident arise in which a student is thought to have violated academic integrity, the student will be processed under the disciplinary policy set forth in the Illinois Academic Integrity Policy, using the FAIR system (https://studentcode.illinois.edu/article1/part4/1-401/). If you do not understand relevant definitions of academic infractions, contact your instructors for an explanation within the first week of class.

Student Behavior

Student Conduct

Students are expected to behave in accordance with the penal and civil statutes of all applicable local, state, and federal governments, with the rules and regulations of the Board of Regents, and with University regulations and administrative rules. For more information about the student code and handbook, see academic integrity policy and procedure (https://studentcode.illinois.edu/article1/part4/1-402/).
Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

Emergency response recommendations

The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

**ONLY FOLLOW THESE ACTIONS IF SAFE TO DO SO.** When in doubt, follow your instincts—you are your own best advocate!

**RUN**

Action taken to leave an area for personal safety.
- Take the time now to learn the different ways to leave your building **BEFORE** there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities. **No exceptions!**
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
• Look for **EXIT** signs indicating potential egress/escape routes.
• If you are not able to evacuate, go to an Area of Rescue Assistance.
• Evacuate to Evacuation Assembly Area and remain until additional instructions are given.
• Alert authorities to those who may need assistance.
• Do not re-enter building until informed by emergency response personnel that it is safe to return.

**ACTIVE THREAT:**
• If it is safe to do so run out of the building. Get as far away as possible. Do not go to the Evacuation Assembly Area.

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**HIDE**
Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation, such as for severe weather.
• Take the time now to learn the different ways to seek shelter within your building **BEFORE** there is an emergency.
• If you are outside, proceed to the nearest protective building.
• If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

**ACTIVE THREAT:**
• Lock or barricade your area.
• Get to a place where the threat cannot see you.
• Place cell phones on **silent**.
• Do not make any noise.
• Do not come out until you receive an Illini-Alert advising you it is safe.

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**FIGHT**
Action taken as a last resort to increase your odds for survival.

**ACTIVE THREAT:**
• If you cannot run away safely or cannot hide, **be prepared to fight with anything available to increase your odds for survival.**