COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>PET 2320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Health, Physical Education and Recreation</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Dr. Brian M. Hickey</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>MPC 416 T,TH 11:00 AM to 12:15 PM</td>
</tr>
<tr>
<td>Office Location:</td>
<td>208 MPC</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 1 PM to 5 PM</td>
</tr>
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<td>Tuesday 1:30 PM to 4:30 PM</td>
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<td>Wednesday</td>
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<td>Thursday 10 AM to 1 PM</td>
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<td>Friday</td>
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<td>Saturday</td>
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Course Description
Emphasis is on anatomy of nervous, muscular circulatory, respiratory and skeletal systems and their relationship to human movement and fitness.

Course Purpose
The purpose of this course is to provide the student with the basic scientific foundation knowledge of the structure and function of the human body necessary to understand the advanced concepts of human performance contained in future courses in this program of study. The course is a pre-requisite requirement for PET 2622 Care and Prevention of Athletic Injuries, PET 4330 Anatomic Kinesiology, and PET 4351 Physiology of Exercise.
Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

### TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

### VALUES

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

### CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

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**Framework**

| CF: 4.3 (D) | Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |

**PROFESSIONALISM**

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
</tbody>
</table>

**Overall Goals of the Course**

To obtain knowledge of the basic structure and function of cells and tissues of the body.
To obtain knowledge of the basic structure and function of the integumentary system.
To obtain knowledge of the basic structure and function of the musculoskeletal system.
To obtain knowledge of the basic structure and function of cardiorespiratory system.
To obtain knowledge of the basic structure and function of the digestive system. principles of nutrition and metabolism.
To obtain knowledge of the basic structure and function of the nervous and endocrine systems.
To obtain knowledge of the basic structure and function of the immune system.
To obtain knowledge of the basic structure and function of the excretory system.

**Specific Behavioral Objectives**

1. Knowledge of the basic structures of bone, skeletal muscle, and connective tissues.
2. Knowledge of the basic anatomy of the cardiovascular system and respiratory system.
3. Knowledge of the definition of the following terms: inferior, superior, medial, lateral, supination, pronation, flexion, extension, adduction, abduction, hyperextension, rotation, circumduction, agonist, antagonist, and stabilizer.
4. Knowledge of the following curvatures of the spine: lordosis, scoliosis, and kyphosis.
5. Knowledge to describe the myotatic stretch reflex.
6. Ability to define aerobic and anaerobic metabolism.
7. Knowledge of blood pressure measurement.
8. Ability to identify the major muscles. Major muscles include, but are not limited to the following: trapezius, pectoralis major, latissimus dorsi, bicep brachii, tric平 brachii, rectus abdominis, internal and external obliques, erector spinae, gluteus maximus, quadriceps, hamstrings, adductors, abductors, and gastrocnemius.
9. Ability to identify the major bones. Major bones include, but are not limited to the following: clavicle, scapula, sternum, humerus, carpals, ulna, radius, femur, fibula, tibia, and tarsals.
10. Ability to identify structures of the typical joint of the body.
11. Ability to locate the anatomic landmarks for palpation of peripheral pulses.

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12. Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Skill in accurately measuring heart rate
14. Knowledge of the role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism.
15. Knowledge of the number of kilocalories in one gram of carbohydrate, protein, fat, and alcohol.
16. Knowledge of common nutritional ergogenic aids, the purported mechanism of action, and any risk and/or benefits (e.g., carbohydrates, protein/amino acids, vitamins, minerals, sodium bicarbonate, creatine, bee pollen, etc.).
17. Knowledge of potential musculoskeletal injuries (e.g., contusions, sprains, strains, fractures), cardiovascular/pulmonary complications, (e.g., tachycardia, bradycardia, hypotension/hypertension, tachypnea) and metabolic abnormalities (e.g., fainting/syncopy, hypoglycemia/hyperglycemia, hypothermia/hyperthermia).
18. Knowledge of cardiovascular, respiratory, metabolic, and musculoskeletal risk
19. Knowledge of the risk factors concept of Coronary Artery Disease (CAD)
20. Knowledge of how lifestyle factors, including nutrition, physical activity, and heredity, influence blood lipid and lipoprotein (i.e., cholesterol, high-density, and low-density lipoprotein) profiles.
21. Knowledge of cardiovascular risk factors or conditions
22. Knowledge of the basic principles of electrical conduction of the heart, its phases of contraction, and its implications.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
1.10, 1.13, 1.30, 1.36, 6.30, 6.32, 6.35, 9.20, 9.21, 9.23, 9.30, 9.32

Professional Organization/Learned Society Standards (NASPE)
1.0

Florida Educator Accomplished Practices (FEAPs)
2.1, 3.1, 4.1, 8.1, 10.1, 12.1

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
6.8, 6.9, 10.2, 12.2

Topical Outline
I. Introduction to the human body; brief review of chemistry related to physiology
II. Cell structure and function
III. Tissues, glands, and membranes
IV. The Integumentary System
V. The Skeletal System
VI. The Muscular System
VII. The Nervous System
VIII. The General and Special Senses

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IX. The Endocrine System
X. The Blood
XI. The Heart
XII. The Blood Vessels and Circulation
XIII. The Lymphatic System and Immunity
XIV. Respiration
XV. The Digestive System
XVI. Nutrition and Metabolism
XVII. The Urinary System and Fluid Balance
XVIII. The Reproductive System

**Teaching Methods**
Lecture, demonstration, field and technology-based laboratory experiences

**Course Evaluation**
3 exams (20% each) = 60% of final grade
3 content knowledge assignments (10% each) = 40% of final grade
10% disposition

**Grading**
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

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**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Advanced Level**

Candidate’s Name: ___________________  Student ID: ____________  Program Area: __________________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

- **Favorable**: The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)
- **Acceptable**: The candidate usually and extensively demonstrates indicators of performance. (89-80%)
- **Marginal**: The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
- **Unacceptable**: The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)

**Professional Behavior : The Other Professional Educator Candidate demonstrates professional behavior** (Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

<table>
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<tr>
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Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F</th>
<th>A</th>
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</table>

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
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The candidate usually and extensively demonstrates indicators of performance. (89–80%)
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Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>U</th>
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<tbody>
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</tbody>
</table>

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

Criteria for rating

<table>
<thead>
<tr>
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Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
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</thead>
</table>

Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. Presents oneself in a professional manner both in demeanor and appearance.
   d. Handles feelings appropriately (emotional management)
   e. Maintains integrity and high professional standards.
   f. Works in a reliable, dependable manner, utilizing initiative.
   g. Seeks opportunities for professional development and actively participates in professional organizations.
   h. Demonstrates academic honesty.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EOA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Academic Honor Policy

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a...

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specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

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## Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>NASPE</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Set 1</td>
<td>Communication</td>
<td>1.10, 1.13, 1.30, 1.36, 6.30, 6.32, 6.35, 9.20, 9.21, 9.22, 9.23, 9.30, 9.32</td>
<td>1.0</td>
<td>2.1, 3.1, 4.1, 8.1, 10.1</td>
<td>6.8, 6.9, 10.2, 12.2</td>
<td>2.1, 3.4, 4.3, 4.5, 5.1</td>
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<tr>
<td>Problem Set 2</td>
<td>Content Knowledge</td>
<td>1.10, 1.13, 1.30, 1.36, 6.30, 6.32, 6.35, 9.20, 9.21, 9.22, 9.23, 9.30, 9.32</td>
<td>1.0</td>
<td>2.1, 3.1, 4.1, 8.1, 12.1</td>
<td>6.8, 6.9, 10.2, 12.2</td>
<td>2.1, 3.4, 4.3, 4.5, 5.1</td>
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<tr>
<td>Problem Set 3</td>
<td>Critical Thinking</td>
<td>1.10, 1.13, 1.30, 1.36, 6.30, 6.32, 6.35, 9.20, 9.21, 9.22, 9.23, 9.30, 9.32</td>
<td>1.0</td>
<td>2.1, 3.1, 4.1, 8.1, 12.1</td>
<td>6.8, 6.9, 10.2, 12.2</td>
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Approved/Revised 10/30/07
### PET 2320
### Applied Human Anatomy
### Rubrics
### Content Knowledge Assignment 1

<table>
<thead>
<tr>
<th>FEAP Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89%-80%)</th>
<th>MARGINAL Standard Emerging (79%-70%)</th>
<th>UNACCEPTABLE Standard Attempted (69% and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter (8)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTCE Physical Education Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89%-80%)</th>
<th>MARGINAL Standard Emerging (79%-70%)</th>
<th>UNACCEPTABLE Standard Attempted (69% and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Health and Wellness (6)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
<tr>
<td>Knowledge of Technology (12)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
</tbody>
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## Content Knowledge Assignment 2

<table>
<thead>
<tr>
<th>FEAP Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89% - 80%)</th>
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<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FTCE Physical Education Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89% - 80%)</th>
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<td>Knowledge of subject matter is unacceptable.</td>
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<tr>
<td>Knowledge of Technology (12)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
Content Knowledge Assignment 3

<table>
<thead>
<tr>
<th>FEAP Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89%-80%)</th>
<th>MARGINAL Standard Emerging (79%-70%)</th>
<th>UNACCEPTABLE Standard Attempted (69% and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter (8)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTCE Physical Education Categories</th>
<th>FAVORABLE Meets or Exceeds Standard (100% - 90%)</th>
<th>ACCEPTABLE Approaching Standard (89%-80%)</th>
<th>MARGINAL Standard Emerging (79%-70%)</th>
<th>UNACCEPTABLE Standard Attempted (69% and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Health and Wellness (6)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
<tr>
<td>Knowledge of Technology (12)</td>
<td>Demonstrates excellent knowledge of the subject matter.</td>
<td>Demonstrates acceptable knowledge of the subject matter.</td>
<td>Demonstrates marginal knowledge of the subject matter.</td>
<td>Knowledge of subject matter is unacceptable.</td>
</tr>
</tbody>
</table>

**Tentative Course Calendar**

Weeks 1-5
- Nervous, muscular and circulatory systems
- Content knowledge assignment 1
- Exam 1

Weeks 6-10
- Respiratory, skeletal and cardiovascular systems
- Content knowledge assignment 2
- Exam 2

Weeks 11-15
- Applied concepts
- Content knowledge assignment 3
- Exam 3

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Taskstream

Taskstream is a mandatory component of this class. All work must be submitted via taskstream. The taskstream access code for this class is: GM3925.

References


Lieber, R. (2002). *Skeletal muscle structure, function and plasticity (2e)*. Baltimore, MD: Lippencott Williams & Wilkins


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