



COURSE INFORMATION

This handout contains information about the philosophy of the course, tips to help you maximize your learning in the course, information about the website, information about exams and grading, and other miscellaneous information.

Course Philosophy

This course is an advanced, senior level course with high expectations of what is assumed to be, a mature, motivated group of students. I also assume that students have the anatomical knowledge that is covered in my human anatomy course – Biology 2325, which is a required prerequisite for this course. The objectives of the advanced anatomy course are:

- (1) to expand your horizons on aspects of anatomy not covered in my human anatomy course;
- (2) to review and reinforce with more detail the elegant developmental patterns, which emerge during morphogenesis, that give rise to and define the vertebrate body;
- (3) to thoroughly cover the detailed anatomy of the peripheral nervous system and its connections and relationships to the central nervous system, while at the same time teaching students how to assimilate and retain this valuable knowledge;
- (4) to teach students how to become better thinkers and problem solvers with their acquired anatomy knowledge, so they can use anatomy as a powerful tool to solve and diagnose problems in a clinical setting.

Study Strategies

As with the anatomy course that you have already taken, I strongly advise you to keep up with the material. Study daily and do not fall behind. Print out the workbook that is posted on the website and diligently work on this after each lecture. Also, in this course you will have a great deal of access to the lab. The teaching assistants will have many office hour times throughout the week in the lab. During these times you will be able to study the cadavers and discuss workbook assignments with the teaching assistants. I strongly recommend that you take advantage of these open lab times and the help available from the teaching assistants. In addition to the workbook, you will receive weekly problems sets that are designed to help you become a better thinker and problem solver. The harder you work at answering these problem sets, the better prepared you will be for thinking through problems on the lecture exams. Again, DO NOT be afraid to ask questions. That is how you learn.

Website Info

The course website (courses.biology.utah.edu/nielsen) will have the workbook, all the problem sets, the lecture presentations, a lab manual, and other helpful items. Check it weekly to access this information.

Books

Advanced Anatomy Lecture Manual by Mark Nielsen

Other resources will be discussed in class

Exams and Grading

Skull Quiz.	5
Problem Sets (8) @ 10 points each.	80
Skull Practical Exam	20
Midterm Practical Exam	20
Lab Final Practical Examination	60
Midterm Examination I.	75
Midterm Examination II	75
Final Examination	100
Total points.	435

The grading breakdown, based on the 435 possible points, is as follows:

>90%	A		
88.5—89.9	A-	60.0—71.9	C
84.5—88.4	B+	50.0—59.9	C-
80.0—84.4	B	45.0—49.9	D
77.5—79.9	B-	<45.0	E
72.0—77.4	C+		

Disability Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Accommodations Policy

I do not grant content accommodation requests as the course content fulfills legitimate pedagogical goals.