

GENERAL INFORMATION

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

Anatomy for the Exercise and Sports Sciences Lab is an undergraduate course covering the basics aspects of the human body.

This course is divided into four (4) modules covering different topics with emphasis in the musculoskeletal and nervous system.

Upon completion of this course, students would be able to:

- Use the proper anatomical terminology to describe body parts locations, movements and surface anatomy landmarks,
- Identify the location and landmarks of all the bones of the human skeleton and the major articulations of the body, and
- Recognize the major muscles of the body, understanding their actions and nerve supply.

Students will be assessed by:

- External Brains,
- Weekly quizzes,
- Practical exams (one per module);
- Final exam;
- In-class group activities;
- Participation in class discussions;
- Attendance, and
- Professionalism.

COURSE OBJECTIVES

Students will be able to:

- Use directional and regional anatomical terminology, body planes and sections.
- Identify all the bones composing the axial skeleton and appendicular, including their bony landmarks.

- Identify the major articulations of the human body and explain the movements allowed at each joint.
- Identify, locate origin and insertion, explain primary moving actions, and nerve supply of the major appendicular and some of the axial skeletal muscles.
- Identify the most relevant landmarks of the surface anatomy.

IMPORTANT INFORMATION

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

Course Prerequisites

There are no prerequisites for this course.

PET 3325C and PET 3325L are pre-requisite courses for PET 3310: Kinesiology.

PET 3325C will count as an in program course for the Bachelor of Science in Physical Education: Sports and Fitness Studies Track.

PET 3325C and PET 3325L is a pre-requisite course for the Bachelor of Science in Recreation and Sports Management: Recreational Therapy Track.

TEXTBOOK



In an effort to reduce expenses, you can use ANY anatomy textbook (even the same one you are using for the lecture); any author, any edition. If you want to check a book you have with me, please let me know. What you have, it will work perfectly most of the times!

You must have an anatomy textbook for this course.

The following, is the recommended textbook but remember ANY anatomy textbook will do the job!

1. Human Anatomy (any edition)

Elaine Marieb, Jon Mallatt, and Patricia Wilhelm
Pearson

7th Edition: ISBN: 978-0-321-82241-3

8th Edition: ISBN-13: 978-0-13-428339-5

You may purchase your textbook online at the [FIU Bookstore](#).

2. Anatomy and Physiology Published by OpenStax College

Multiple Authors, Openstax College

Pub Date: 2013

- ISBN 13: 978-1-9381681-3-0 by J. Gordon Betts et col.
 - <https://openstax.org/details/anatomy-and-physiology>

3. An Easy Guide Learning Anatomy Physiology ebook

- http://www.amazon.com/Easy-Guide-Learning-Anatomy-Physiology-ebook/dp/B00HB8NONE/ref=sr_1_27?ie=UTF8&qid=1387218730&sr=8-27&keywords=easy+guide+anatomy+and+physiology
 - OER resource
 - <http://www.oercommons.org/courses/anatomy-3d-interactive-models/view>
 - It contains 3D bone models
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Additionally, you will need:

1. Three ring binder, with 4 dividers and sheet protectors to hold your External Brain.
 2. Colored pencils or pens for note taking
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Optional Additional Resources

These resources are not mandatory but very helpful when practicing the bones and muscles.

- Mastering Anatomy and Physiology.

Mastering A&P: standalone student access kit - ISBN-10: 0-13-424381-1

Mastering A&P + Print Hardbound Text - ISBN-13: 978-0-13-424381-8

- Musculoskeletal coloring anatomy atlas

- Apps for Apple devices:

Visible Body skeleton and muscle apps

Skeletal System Pro III

Muscle System Pro III

Learn Muscles: Anatomy Quiz & Reference

- Apps for Androids:

Visible Body skeleton and muscle apps

Essential Skeleton 3

Bones Human 3D

Muscle Premium from Visible Body

Learn Muscles: Anatomy

Muscle and Bone Anatomy 3D

• Websites:

• Anatomy Zone

- <http://anatomyzone.com>

• McGraw-Hill's [Online Learning Center](#)

- http://highered.mheducation.com/sites/0072351136/student_view0/index.html
- Practice quizzes
- Get Body Smart: super cool tool to practice labeling the bone landmarks, and to visualize the muscle actions.

• <https://human.biodigital.com/>

• <http://www.anatomyarcade.com/games/games.html>

• <http://www.healthline.com/human-body-maps>

• <http://www.sporcle.com/games/DanRoc/humanbones206>

• <http://www.wiley.com/college/apcentral/anatomydrill/>

• <http://www.getbodysmart.com/index.htm>

EXPECTATIONS OF THIS COURSE

This is a web-enhanced course in a flipped classroom, meaning that the activities and content that would traditionally be delivered via a seated class, are delivered in advance using video lectures I have created for you. The expectation is that you will review the information **BEFORE** coming to class, allowing for dialogue and activities based on new knowledge you have previously received. It can be looked at as putting the homework before class instead of after—allowing for **more time** (in class) to ask questions and truly digest the information, thereby “flipping” the format of the course. Say good bye to those classes where the professor is rushing to cover all the content and does not have time to take all the questions you have!

Human anatomy, like any other science, is an incredibly challenging class. The flip helps you maximize your learning. I firmly believe in the fact that we need to do something with our newly acquired knowledge for it to stick into our cerebral cortex. You need to use what you learn. If you don't use it, you'll ...

The flipped class requires students to change how they think about learning. Instead of receiving information passively from an instructor during class time, they receive the same information on their own time. They are then able to process the information during class time while participating in activities to ensure they truly understand the content, and receiving targeted feedback from the instructor. This enables efficient use of an instructor's expertise and encourages a more individualized and interactive use of class time.

The amount of time required for a class does not change! For each hour of class time, students are still expected to put in 2-3 hours of their own time. The use of the time simply becomes more efficient.

This course makes heavy use of online resources, because all lectures are delivered online and pre-lab quizzes are taking through Blackboard.

Online (Flipped) Video Lectures

Students will be able to access the lectures in several ways. Choose the way that works best for you.

- **Blackboard modules:** The video lecture material is directly embedded into each Blackboard module. You must have FLASH updated on your computer to access the lectures in this format.
- **YouTube:** This is the most accessible version of the lecture. YouTube lectures are close-captioned, can be watched using almost any device, and rumor has it they can even be “fast forwarded”.
 - I have created my own YouTube channel!
 - <https://www.youtube.com/channel/UCISUz6kKT5d8vuMSkc4iGfA>
 - The channel is organized in two sections:
 - Anatomy for Sports and Exercise Sciences Video Lectures, and
 - Anatomy for Sports and Exercise Sciences LAB Videos

Each section contains all the video lectures organized in playlists for easy navigation.

HOW TO SUCCEED IN THIS COURSE

All you need to do is to COMMIT! And get ENGAGED in this course

I have every expectation that you bring your own brand of motivation to this class. If you are already thinking that your "brain is full" then this course will be less than interesting to you. This may be a challenging class for you because of the terminology. Learning anatomy, just as you learn any other new language, needs practice the more you use it the easier it will be for you to grasp all the new terms and concepts. This course will cover a lot of content, and is necessary to learn and understand one chapter before moving to the following one; like a tower of building blocks would collapse with a weak base, same way your entire knowledge will dissipate easily without a strong base.

Students are expected to:

1. Attend to class regularly and be present when class begins and ends. Please try your best to be mentally engaged not only physically present. It will make the class MUCH MORE FUN!!!!

Absence and lateness policies are stipulated in another section. They apply to everyone across the board. Coming late and leaving early are marked and assessed. Your posture in class is also reviewed in the subjective grading process – you are expected to be attentive and participatory. Negative posturing will be noted and assessed for points as well.

If you are responsible for a youngster who may, on any given day, inhibit your ability to attend class at some point through the term, consider bringing him/her to class – not a problem.

2. Review and follow the course calendar and syllabus.

Please read carefully the syllabus, and refer to this document during the semester whenever you encounter a doubt about the course structure. I will be more than happy to assist you and answer any question you may have *after* you read the syllabus.

If you start the course late make sure to get the information you missed from a classmate.

3. **Before each lab:**
 - a. Prepare the material: watch the video lectures, read from your textbook and take notes in your *External Brain*.
 - b. Complete any required assignment for the lab in your *External Brain*. This is your *Ticket-to-Class!* If not completed, you will not be allowed in class and you will miss to participate in the graded-lab activities
 - c. Take the online pre-lab quiz on Blackboard before each lab meeting.
 - d. Check your messages, FIU- emails and the class announcements on Blackboard at least three times a week. This is the only way I can communicate with the class in general about updates, or any other issue that may arise during the semester.
 - e. Please feel free to send me your concerns to my email within the traditional workweek: Monday-Friday. I do not check my emails on weekends.

4. **During the lab:**

- a. **You will be expected to TALK to your classmates during class time.** You should have 1-2 people to sit with during class every day. This is not an optional part of the class.
 - b. As you enter the classroom, please place all your personal belongings away from your desks, **INCLUDING YOUR CELLPHONE OR ANY OTHER ELECTRONIC DEVICE.** Just keep your *External Brain* (showing your Ticket-To-Class) and writing tools for notes.
 - c. Turn off your audible devices such as cellular phones, beeping watches, I-things, etc. Do not use a cell phone while in the classroom– no text messaging, no games, no cleaning out the mailbox, etc. If you are seen using your cell phone YOU WILL be asked to turn it off at first, but the second time you will be asked to LEAVE.
 - d. Eating/drinking in class is permitted if it does not disturb others in the room. Rattling papers, foods with strong odors, etc. need to be avoided. And remember to clean up your own mess.
 - e. During every lab, you will complete some group activities, that will include worksheets, critical thinking questions, short performances, class presentations about assigned topics, etc.
 - f. Take notes during class about the class discussions, and group activities.
 - g. Please do not interrupt class by chatting with your classmates, while I am lecturing or another student is presenting. This is disturbing for me and for the rest of the class.
 - h. During the last 20 minutes of EVERY LAB you will take a post-lab quiz.
 - i. You may not leave the room during an assessment unless you are ready to turn in your finished work.
5. **After the lab, I DO recommend:**
- a. Review notes from previous classes.
 - b. Complete the worksheets provided on Blackboard on your own! These worksheets are NOT mandatory but they will allow you to identify your weak areas. Practice, watch more videos, read more about the topics in your weak areas. Ask for help if needed!

13 MORE TIPS TO SUCCEED IN THIS COURSE!

1. Focus on the topic being cover in the class.
2. DRAW and label your own pieces of art!
3. Do not memorize terminology mechanically, but learn the meaning of the terms you are learning and use them. That way it will stick to your brain and will become part of your daily vocabulary.
4. Do not hesitate to ask questions!
5. Dedicate at least three hours of study for each hour of class. Seriously! Repetition is the secret element to learn anatomy.
6. Do not procrastinate! Do not do all your studying the night before the exam! Actually, STUDY the material several times throughout the week. Expect to push yourself and stretch your limits.
7. Develop the skill of memorization, and practice it regularly. You will need it to learn muscle names, directional terms, and the name of the bones, among other things. The more you practice, the better you will be at remembering terms and definitions.
8. Approach the information in different ways. Watching the videos assigned for example will help you visualize the information, or talk the information over with another student. Completing worksheets requires to take information OUT of your brain. Once this happens, information gets stored in a more “superficial” and “reachable” area of the brain!
9. During this course, you might need to change your studying techniques. In my experience, the best way to study anatomy is to read and watch videos *before* the class (comprehensive lecture); participate, clear and organize your thoughts *during* the class, and then read again *after* the class to finally set in your cerebral cortex the new information. After this is imperative that you complete the provided worksheets related to the chapter on your own, without consulting any source of information. Just after that, check your answers with your textbook, and identify and work your weak areas. If you follow these tips I can guarantee you will not only have an excellent grade in the class but you will LEARN anatomy and a little more.
10. As soon as you experience difficulty with the course, seek assistance. Do not wait until the end of the term when is too late to salvage your grade. I do not have a magic wand! I do not give points away you need to earn them. I do not assign extra credit papers.
11. Do not expect special considerations unless disable
12. Be eager to learn and assume responsibility for your own learning.
13. Follow the golden rule "Treat others as you wish to be treated"

COURSE COMMUNICATION

The best way to contact me outside the class time is through email: lcanelon@fiu.edu

We can arrange private meetings, face to face or through Adobe Connect, if needed.

GRADING

The purpose of grading at all is to get an idea of how well you mastered the material in the course and to try to pinpoint where you are having trouble that might trip you up in future courses. Everything in the gradebook is driven by your performance on the assessments in the course and nothing else.

A score of 73 (C) or more is required to pass the class.

Syllabus/Course Requirements are subject to change at the professor's discretion and with appropriate notification to students!

Note that every category in your grades have a different weight. In order to pass this class with an excellent grade you need to actively and constantly participate in **every** course activity. After you examine the weight of each category, please understand that taking only the quizzes and Practicals is not enough to pass this course.

I do my grade calculations based on percentages. Every course assessment and assignment is graded based in 100 points. A specific percentage is calculated to the average of all the assignments/assessments on each category.

- For example, in the category of Practicals. If your grades for each practical are: 71, 80, 100, 90. You need first to calculate the average (85.25), and then calculate the assigned percentage $85.25 \times 40\% = 34.1$ points. To this grade you need to add the weighted grade for the other categories, and then add them together to find out your final grade.

I have included in the Blackboard Grade Center, a weighted grade column that does everything for you! The grade displayed in this column is your overall grade at any given moment during the semester.

- Please note that decimals are included in the grading scale. Therefore, I do not bump grades higher than the exact percentage you earn.
- I do not assign extra credit papers. **NO exceptions!**
- You have plenty of opportunities to earn an excellent grade in this class. Take advantage of them from the **beginning and throughout** the term! So, please refrain yourself from sending me emails during the last weeks of the semester asking me what can you do to pass the class. Now is the moment to know the answer to that question. To pass this class you need to **demonstrate** mastery of the course content through your participation in every course activity. Taking only the quizzes and Practicals will not be suffice for you to pass this class. Is precisely in the class discussions, group activities (specially in the presentations) and other verbal assessments where I can sense your understanding of the material. So, what do you need to do to pass this class? Study! Show your best effort, be present (mentally engaged) in the class discussions and keep a constant communication with me and with your classmates (specially with your group members).

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
External Brain and Ticket-To-Class	5-10	100	500-1,000	10%
Pre-Lab Quizzes	10	100	1,000	10%
In-Lab Quizzes	10	100	1,000	10%
In-Class Group Activities/Presentations	10	100	1,000	10%
Practicals	4	100	400	40%
Final Exam *	1	100	100	10%

Attendance	16	100	1,600	5%
Professionalism	5	100	500	5%
TOTAL	61-66		6,100-6,600	100%
Letter	Range (%)	Letter	Range (%)	
A	93 or above	C+	77 - 79.9	
A-	90 - 92.9	C	73 - 76.9	
B+	87 - 89.9	C-	70 - 72.9	
B	83 - 86.9	D	60 - 69.9	
B-	80 - 82.9	F	59 or less	

YOUR EXTERNAL BRAIN (10%)

During this class, you will create your own unique anatomy resource referred to as your “External Brain”. You will prepare for each class by interacting with each day’s content and compiling evidence of your learning into a format that is optimally useful and accessible to YOU.

To accomplish this task, you will use the three-ring binder, with 4 dividers (one per module) and protector sheets.

- Begin each module’s External Brain, by inserting the module list(s) of the weekly must know terms provided on Blackboard.
- Add vocabulary pages or a glossary.
- Add the notes taken during the video lectures, while reading from your textbooks and during the lab (group activities).
- Complete the Ticket-To-Class activities, and add them to your External Brain. Remember: You need to show your Ticket-To-Class in order to stay in the lab.
- **RULES:**
 - The work displayed in the external brain must be of your OWN creation! All text must be your OWN words. If you are caught plagiarizing your External Brain, you will fail the class (The burden of proven you did not plagiarize your External Brain is YOURS)
 - You CANNOT add copies from textbooks, internet material or ANY other source of information.
 - You CANNOT include labeled images. If you, like me, don’t have the gift of drawing, you can include simple body silhouettes or basic and unlabeled images. Then you get to work on them!
 - Add LOTS of color! Try to make everything color coded!
 - Always include a resource list (source and page number) for where you got your content.
- I will perform UNANNOUNCED external brain reviews to check that the rules are being followed.
- It is YOUR responsibility to assure that the content is accurate. I only check the completion of this project. I do not check the accuracy of the content.
- **What is your motivation to complete this project?** Every practical includes an “Open External Brain” portion consisting of case-study-based and critical thinking questions where you will be able to use your External Brain as a source of information. If your External Brain contains content that is not allowed by these rules, you will be charged with cheating and will be assigned a grade of 0 for that practical and will be reported and referred to the Dean of Students for disciplinary action.

ASSESSMENTS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

PRE-LAB QUIZZES (10%)

- During the term, there are 10 pre-lab quizzes that will be taken through Blackboard.
- Each quiz is available for one week from Monday at 6 AM until Sunday at 11:59 PM
- Each quiz lasts 10 minutes, and consists of 5 labeling, multiple-choice, matching, short answer, and/or true-false questions to assess the content covered that week.
- It is important for students to understand that they must complete the readings and watch the videos assigned before taking any quiz.
- Please refer to the Week Objectives and the “List of Must Know Terms” included in every Blackboard module to know what is expected from you to master before taking any assessment.
- You will have three attempts to take each quiz. Every quiz is scored using the graded average of the three attempts.
- Students will be able to see their quiz score immediately after taking the quiz but only after the due date of that quiz has passed students will be able to view all questions, the submitted and the correct answers, and their total score. At that time, students are encouraged to check their score and to review their answers as a practice exercise.
- Please note that the answers provided for the “fill in the blank” or “short answer” questions require an exact match, so during a quiz, the system might mark as wrong a correct answer if it does not match perfectly the one assigned in the system. After the due date of every quiz has passed I will manually grade those answers. At that point you might see your score adjusted for that specific quiz in the grade center. Please be patient and wait until the due date for that quiz has passed. There is no need to send me emails when faced with this type of situation.
- The expected turn-around time for definite grades (after being manually checked) will be one week after the due date for that quiz has passed.
- Each quiz is available during an entire week. Therefore, there is no make up for missed quizzes. NO exceptions!
- If you experience a technical difficulty during your quiz, **take a screen shot and contact Student Technical Support immediately and please notify me through email.** This is the ONLY way an investigation can be opened and using the log sheets provided by the Technical Support team, we can determine if the issue experienced during the quiz was related or not to Blackboard and according to this I will consider the possibility of re-opening the quiz for the student.

IN-LAB QUIZZES (10%)

- There will be a short in-lab quiz at the last 20 minutes of EVERY lab (6-10 in total)
- Each quiz will cover the content discussed in that lab.
- All quizzes are closed to External Brain.
- If you arrive more than 10 minutes late to lab, you will not be allowed to take the In-Lab Quiz
- **There are no make-up quizzes of any kind!** *Unless you have a verifiable, unavoidable and extreme circumstance.*

Cheating on a quiz or an exam will be not tolerated. Any student caught cheating on any kind of evaluation will be assigned a grade of 0 for that test or quiz and will be reported and referred to the Dean of Students for disciplinary action. NO EXCEPTION to this rule.

To help you stay honest:

1. *I reserve the right to assign seating in my class at any time and day*
2. **NO HATS, CELL PHONES, OR BATHROOM BREAKS ALLOWED**

If you need to go to the bathroom, or if your phone rings during a test, you will be asked to leave and you will take the grade you have at that moment

IN-CLASS GROUP ACTIVITIES/PRESENTATIONS (10%)

- During the term, there are 8-10 group-activities (one every lab).

- The purpose of these activities is to use the concepts learned in the video lectures and your readings, while answering some critical thinking questions, identifying required landmarks in the anatomical models, preparing short class presentations (students are randomly selected), etc.
 - These activities will open interesting class discussions that will reinforce the learning process.
 - Each group will consist of 4-5 students. Every member of the group will receive the same grade.
 - There are no make-ups for these activities. No excuses! If you are absent, you missed those points!
 - I do NOT receive late nor individual assignments. Electronic submissions will not be accepted. No exceptions! Everyone has the same amount of time to complete the activity. If you could not complete it on time, means that you did not prepare well enough for class. No extended time will be provided to any student.
 - The expected turn-around time for feedback and grades is one week after the due date.
 - It is NOT the responsibility of the professor to be dealing with internal issues and miscommunication among the members of a group.
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PRACTICALS (40%)

- This course will have four (4) Practicals, one per module.
 - Each practical will assess comprehensive knowledge over the material covered in one module including identification and labeling of anatomical structures in anatomical models and images presented during the assessment.
 - Please refer to the “List of Must Know Terms” included in every module’s week to know what is expected from you to master before taking any practical.
 - It is important for students to understand that they must watch the video lectures, complete the readings and have spent time studying the material before taking any assessment. Students need to practice labeling and identifying structures in the models, textbook pictures, worksheets and other images provided in Blackboard. The Power Point presentations are only a quick guide of the material being covered but does not offer the detailed explanations necessary to understand certain topics. There are no shortcuts. (Sorry!). Getting the knowledge you need and the grade you want requires preparation and commitment throughout the term.
 - The structure of every practical will be announced in a timely manner. It usually consists of a written part, an external brain exam and/or a verbal portion.
 - The written portion of the practical consists of multiple choice, matching, labeling, fill in the blank, true/false questions. Expect critical thinking questions! Closed external brains.
 - During the verbal portion of the practical you will be asked 2-5 randomly selected questions from a bank test about the anatomical models and images discussed during the class sessions (images from your textbook, worksheets, and smart devices’ apps) as well as other practical questions like movements, anatomical landmarks, etc. Closed external brains.
 - The external brain exam consists of 2-5 case-based and critical thinking questions where you can use your external brain as a source of information.
 - The expected turn-around time for grades will be one week after the due date of that practical.
 - There is no make up for a missed practical. NO exceptions! *Unless you have a verifiable, unavoidable and extreme circumstance.*
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FINAL EXAM (10%)

- There will be a **comprehensive** final exam that will include written and verbal portions.
 - The written portion of the practical consists of multiple choice, matching, labeling, fill in the blank, true/false and short answer questions. Expect critical thinking questions!
 - During the verbal exam and using the correct anatomical terminology, you will present to me a project that you will be working throughout the entire term and includes all the aspects covered in the lab. The directions of this project will be discussed in module 2. You are expected to answer questions about your project.
- You can redeem yourself! The grade you earn in the final can replace your lowest practical score.
- There is no make up for a missed final. NO exceptions! *Unless you have a verifiable, unavoidable and extreme circumstance.*

ATTENDANCE (5%)

BE ON TIME!!! Attendance is mandatory and graded!!!

- Attendance to lab is graded for every module according to the following scheme:
 - If you arrive on time to class: GREAT!! You have earned 100 points for that lab.
 - If you arrived after taking attendance, you will earn 0 points for that class, and you will only be allowed to stay if you are prepared for the lab and have arrived during the first 10 minutes of the lab.
- The score for all the lab meetings will be averaged on every module, and is worth the 5% (5 points!) of your final grade.
- Please understand that when you are late, you miss valuable lab updates provided at the beginning of the class, you miss to hear the group activities directions, you disturb the flow of the class and cause a huge delay in the completion of the group activities.
- **Attending LATE on EXAM OR PRESENTATION DAY: Automatic 10 points off on that assessment.**

After 30 minutes from class start, you may not be allowed to take the exam unless you have a legal or medical excuse.

- An absence will be excused only with a professional letterhead signed note by a physician or a court certifying your absence on the date and time you missed the class. Excused absences include *severe* illness requiring a doctor's visit or hospitalization, death in the family, or university-excused events (which must be approved ahead of time). They do not include: not feeling well, oversleeping, forgetting, not finding a parking spot, or friend/roommate/family member/pet in need.
- Any student who is absent two or more consecutive classes is responsible to try to communicate with the instructor or he/she will be dropped from the class.

PROFESSIONALISM (5%)

It is expected that all students will demonstrate professionalism, diligence and responsibility with respect to preparation for class, assignment submissions, class attendance and other class policies. All students are expected to participate in the class, for which is needed that you watch the videos, read the chapter before the class so you can ask and answer questions, making the class more dynamic, fun and interesting. Participation is assessed at both the physical and cognitive level.

This class is designed to be interactive – meaning that we support the notion that personal growth and an expanded world-view come from active participation and a willingness to think beyond our own personal box. As such, you are expected to participate – and in that process, to be completely respectful of perspectives that may be considered alternative to your own. To maintain participation points students must: Be prepared to meet and share information. Meet requirements for participation. Participate in daily lectures. Refrain from using the cell phone (calling or texting). Refrain from surfing the web for un-related information or using social media while in class. Remain in class until it is dismissed. Productively contribute to the class through other means. Participate in all group activities. Complete all assignments at the designated due date, including any additional required but non-graded assignments. Behave in a professional manner in class. All the above and below are subject for points deduction off the professionalism grade.

PET 3325C/L is a required course for both Physical Education Programs and the Recreational Therapy Program. My expectations for your professional behavior are high no matter where you are in the program. You are in a position to act as a representative of this university and particularly of the program. I take particular pride in being able to offer very high recommendations of our quality students and hope that you will aspire to your own high expectations. Since professionalism is a concern for all teachers, you will be expected to conform to the following patterns of behavior:

- At all times students will dress and act professionally. This will include clothes that make one ready for physical activity – shorts (gentleman – pull them up, I should not see your underwear, and ladies – be sure

your shorts are no shorter than mid-thigh nor your adipose tissue anterior to your *pectoralis major* is showing when you move around), no sleeveless shirts are permitted, especially no tank tops of any color are permitted for both ladies and gentleman. Please avoid wearing torn clothing. Hats may be worn ONLY in the great outdoors. **Hats are NOT to be worn at any indoor class session.** Gum chewing while you're presenting or asking a question is out of the question! **No headphones IN/ON the ear when you walk INTO any class, no matter if they are off.** Do not come and approach anyone if you expect to talk to him or her with your headphones in or on your ears.

- Your language selection is always of concern to me. You should make every effort to be clear and concise when talking with others, especially with professionals in the field, professors, FIU staff, and other students. Conduct yourself in a professional manner at any FIU function, in the hallways, and especially in the classroom. You are always being heard and observed, remember that!
- When you encounter a situation with anyone: shake their hand, introduce yourself if necessary, make eye contact, and be as respectful as possible.
- Your language selection also needs to be considered when writing emails.
 - Be sure to have an appropriate subject line.
 - At this point you must address whomever you are emailing at the top with Dear ____ or Good afternoon ____ etc.
 - Be sure your SPELLING is correct and ALWAYS **re-read** your emails before sending them. Make sure the text makes sense when you read it!
 - ALWAYS write YOUR NAME at the bottom of ALL emails with Sincerely, ____; Best Regards, ____; Thank you, ____; Etc. (last time I checked NO ONES name is 'Sent from my iPhone/android/blackberry, etc.)
- Please note that your professional behavior will be evaluated during every module. Timely participation in every item of the grading scale and the items described above are graded again in your Professionalism. Please refer to the grading rubric in Blackboard.

ADOBE CONNECT PRO MEETING

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

This tool will be used during this course whenever you want to meet with me to discuss about any topic, or whenever, after reading the syllabus, you have a doubt or questions about the course structure, your grades, etc. These meetings can also be used in small groups to review a specific assignment, a concept that is not clear, etc.

To schedule an Adobe Connect meeting with me, simply send me your request through email with a tentative date and time.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1: Anatomical Position – Regional and Directional Terms

WEEK	BEFORE CLASS	DURING CLASS	AFTER CLASS
Week 1 The Human Body- An Orientation	N/A	Jan 1/9/17 <ul style="list-style-type: none"> Welcome - Introduction. Syllabus - Course Expectations. 	<ul style="list-style-type: none"> Print and review module 1 - Week 1 "Must Know Terms List" and add it to your <i>External Brain</i> Watch Week 1 video lectures (If you did not stay for face-to-face-class) and take notes in your <i>External Brain</i> Read Week 1 content from suggested resources and take notes in your <i>External Brain</i> Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> Take Quiz 1 on Blackboard due by 1/22 at 11:59 PM
Week 2 Holiday (Martin Luther King Jr.) No class	N/A	N/A	N/A
Week 3 The Human Body- An Orientation AND Skull	<ul style="list-style-type: none"> Print and review module 2-Week 3 "Must Know Terms" list and add them to your <i>External Brain</i> Watch module 2-Week 3 video lectures and take notes in your <i>External Brain</i> Read module 2-Week 3 content from suggested resources and take notes in your <i>External Brain</i> Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> You can access the <i>Ticket-to-Lab</i> from 	Jan 1/23/17 <ul style="list-style-type: none"> Skull Ticket-To-Lab will be collected at the beginning the lab Practical I from 10-10:40 AM <ul style="list-style-type: none"> 2 portions: close-External Brain portion & open-External Brain portion In-Class Group Activity # 1 (The Skull) <ul style="list-style-type: none"> Bring your <i>External Brain</i>, plain white paper and coloring pencils. Group Presentations Q & A 	<u>Recommended (Not mandatory):</u> <ul style="list-style-type: none"> Review your notes Complete the worksheets provided or Blackboard on your own. <ul style="list-style-type: none"> The answer key is available to check your answers.

	module 2 - week 3 folder. <ul style="list-style-type: none"> Take Quiz 2 on Blackboard due by 1/22 at 11:59 PM 		
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Module 2: The Axial and Appendicular Skeleton

WEEK	BEFORE CLASS	DURING CLASS	AFTER CLASS
Week 4 The Axial Skeleton: Skull (covered in week 3), Vertebral Column, and Thoracic Cage	<ul style="list-style-type: none"> Print and review Week 4 "Must Know Terms" list and add them to your <i>External Brain</i> Watch Week 4 video lectures and take notes in your <i>External Brain</i> Read Week 4 content from suggested resources and take notes in your <i>External Brain</i> Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> You can access the <i>Ticket-to-Class</i> from module 2 - week 4 folder. Take Quiz 3 on Blackboard due by 1/29 at 11:59 PM 	<p><u>Jan 30</u></p> <ul style="list-style-type: none"> Ticket-To-Lab will be collected at the beginning of the lab In-Class Group Activity # 2 (The Vertebral Column and Thoracic Cage) <ul style="list-style-type: none"> Bring your <i>External Brain</i>, plain white paper and coloring pencils. Group Presentations Q & A In-Lab Quiz 1: The Axial Skeleton 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> Review your notes Complete the worksheets provided on Blackboard on your own. <ul style="list-style-type: none"> The answer key is available to check your answers.
Week 5 The Appendicular Skeleton: The Pectoral Girdle and The Upper Limbs	<ul style="list-style-type: none"> Print and review Week 5 "Must Know Terms" list and add them to your <i>External Brain</i> Watch Week 5 video 	<p><u>Feb 6</u></p> <ul style="list-style-type: none"> Ticket-To-Lab will be collected at the beginning of the lab In-Class Group Activity 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> Review your notes Complete the worksheets provided on

	<p>lectures and take notes in your <i>External Brain</i></p> <ul style="list-style-type: none"> • Read Week 5 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> • You can access the <i>Ticket-to-Class</i> from module 2 - week 5 folder. • Take Quiz 4 on Blackboard due by 2/5 at 11:59 PM 	<p># 3 (The Pectoral Girdle and Upper Limbs)</p> <ul style="list-style-type: none"> • Bring your <i>External Brain</i>, plain white paper and coloring pencils. • Group Presentations • Q & A • In-Lab Quiz 2: The Pectoral Girdle and Upper Limbs 	<p>Blackboard on your own.</p> <ul style="list-style-type: none"> • The answer key is available to check your answers.
<p>Week 6</p> <p>The Appendicular Skeleton: The Pelvic Girdle and The Lower Limbs</p>	<ul style="list-style-type: none"> • Print and review Week 6 "Must Know Terms" list and add them to your <i>External Brain</i> • Watch Week 6 video lectures and take notes in your <i>External Brain</i> • Read Week 6 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> • You can access the <i>Ticket-to-Class</i> from module 2 - week 6 folder. • Take Quiz 5 on Blackboard due by 2/12 at 11:59 PM 	<p><u>Feb 13</u></p> <ul style="list-style-type: none"> • Ticket-To-Lab will be collected at the beginning of the lab • In-Class Group Activity # 4 (The Pelvic Girdle and Lower Limbs) <ul style="list-style-type: none"> • Bring your <i>External Brain</i>, plain white paper and coloring pencils. • Group Presentations • Q & A • In-Lab Quiz 3: The Pelvic Girdle and Lower Limbs 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> • Review your notes • Complete the worksheets provided on Blackboard on your own. <ul style="list-style-type: none"> • The answer key is available to check your answers.
<p>Week 7</p> <p>The Human Skeleton</p>	<ul style="list-style-type: none"> • STUDY for PRACTICAL II next lab ALL the skeleton: axial and appendicular (bones, joints AND movements) • Practice the movements • Use the resources provided in the Additional Resources folder. 	<p><u>Feb 20</u></p> <ul style="list-style-type: none"> • Practical II <ul style="list-style-type: none"> • Bring your External Brain, and coloring pencils. 	

Module 3: Muscles Part I- Muscles of the Upper Body AND Surface Anatomy of the Upper Body

WEEK	BEFORE CLASS	DURING CLASS	AFTER CLASS
<p>Week 8</p> <p>Axial Muscles</p> <p>AND</p> <p>Surface Anatomy of the Axial Region of the Body</p>	<ul style="list-style-type: none"> • Print and review Week 8 "Must Know Terms" list and add them to your <i>External Brain</i> • Watch Week 8 video lectures and take notes in your <i>External Brain</i> • Read Week 8 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> • You can access the <i>Ticket-to-Class</i> from module 2 - week 8 folder. • Take Quiz 6 on Blackboard due by 2/26 at 11:59 PM 	<p><u>Feb 27</u></p> <ul style="list-style-type: none"> • Ticket-To-Lab will be collected at the beginning of the lab • In-Class Group Activity # 5 (Axial Muscles + Surface Anatomy of the Axial Region of the Body) • Bring your <i>E</i> <i>xternal Brain</i>, plain white paper and coloring pencils • Group Presentations • Q & A • In-Lab Quiz 4: Axial Muscles + Surface Anatomy of the Axial Region of the Body 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> • Review your notes • Complete the worksheets provided on Blackboard on your own. • The answer key is available to check your answers.
<p>Week 9</p> <p>Muscles Crossing the Shoulder and Elbow Joints</p> <p>AND</p> <p>Surface Anatomy of the Shoulders and Arms</p>	<ul style="list-style-type: none"> • Print and review Week 9 "Must Know Terms" list and add them to your <i>External Brain</i> • Watch Week 9 video lectures and take notes in your <i>External Brain</i> • Read Week 9 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> • You can access the <i>Ticket-to-Class</i> from module 2 - week 9 	<p><u>Mar 6</u></p> <ul style="list-style-type: none"> • Ticket-To-Lab will be collected at the beginning of the lab • In-Class Group Activity # 6 (Muscles Crossing the Shoulder and Elbow Joints + Surface Anatomy of the Shoulders and 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> • Review your notes • Complete the worksheets provided on Blackboard on your own. • The answer key is available to check your answers.

	<p>folder.</p> <ul style="list-style-type: none"> Take Quiz 7 on Blackboard due by 3/5 at 11:59 PM 	<p>Arms)</p> <ul style="list-style-type: none"> Bring your <i>External Brain</i>, plain white paper and coloring pencils Group Presentations Q & A In-Lab Quiz 5: Muscles Crossing the Shoulder and Elbow Joints + Surface Anatomy of the Shoulders and Arms 	
<p>Week 10</p> <p>SPRING BREAK</p>	<p style="text-align: center;">On this Spring Break, may your brain not completely fall off the face of the earth ...</p> <p style="text-align: center;">ENJOY! 😊</p>		
<p>Week 11</p> <p>Muscles Crossing the Wrist and Hand Joints</p> <p>AND</p> <p>Surface Anatomy of the Forearm and Hands</p>	<ul style="list-style-type: none"> Print and review Week 11 "Must Know Terms" list and add them to your <i>External Brain</i> Watch Week 11 video lectures and take notes in your <i>External Brain</i> Read Week 11 content from suggested resources and take notes in your <i>External Brain</i> Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> You can access the <i>Ticket-to-Class</i> from module 2 - week 11 folder. Take Quiz 8 on Blackboard due by 3/19 at 11:59 PM 	<p><u>Mar 20</u></p> <ul style="list-style-type: none"> Ticket-To-Lab will be collected at the beginning of the lab In-Class Group Activity # 7 (Muscles Crossing the Wrist and Hand Joints + Surface Anatomy of the Arms and Hands) Bring your <i>External Brain</i>, plain white paper and coloring pencils Group Presentations Q & A In-Lab Quiz 6: Muscles Crossing the Wrist 	<p><u>Recommended (Not mandatory):</u></p> <ul style="list-style-type: none"> Review your notes Complete the worksheets provided on Blackboard on your own. The answer key is available to check your answers.

		and Hand Joints + Surface Anatomy of the Arms and Hands	
Week 12		<u>Mar 27</u>	
Muscles Part I AND Surface Anatomy of the Upper Body	<ul style="list-style-type: none"> • STUDY for Practical III next lab Muscles Part I AND Surface Anatomy of the Upper Body • Practice the body movements • Use the resources provided in the Additional Resources folder. 	<ul style="list-style-type: none"> • Practical III • Bring your External Brain, and coloring pencils 	

Module 4: Muscles Part II- Muscles of the Lower Body AND Surface Anatomy of the Lower Body

WEEK	BEFORE CLASS	DURING CLASS	AFTER CLASS
Week 13 Muscles Crossing the Hip and Knee Joints AND Surface Anatomy of the Hips and Thighs	<ul style="list-style-type: none"> • Print and review Week 13 "Must Know Terms" list and add them to your <i>External Brain</i> • Watch Week 13 video lectures and take notes in your <i>External Brain</i> • Read Week 13 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> • You can access the <i>Ticket-to-Class</i> from module 2 - week 13 folder. • Take Quiz 9 on Blackboard due by 4/2 at 11:59 PM 	<u>Apr 3</u> <ul style="list-style-type: none"> • Ticket-To-Lab will be collected at the beginning of the lab • In-Class Group Activity # 8 (Muscles Crossing the Hip and Knee Joints + Surface Anatomy of the Hips and Thighs) <ul style="list-style-type: none"> • Bring your <i>External Brain</i>, plain white paper and coloring pencils. • Group Presentations • Q & A • In-Lab Quiz 7: Muscles Crossing the Hip and Knee Joints + Surface Anatomy of the Hips and Thighs 	<u>Recommended (Not mandatory):</u> <ul style="list-style-type: none"> • Review your notes • Complete the worksheets provided on Blackboard on your own. <ul style="list-style-type: none"> • The answer key is available to check your answers.
Week 14 Muscles Crossing the Ankle and Foot Joints	<ul style="list-style-type: none"> • Print and review Week 14 "Must Know Terms" list and add them to your <i>External Brain</i> 	<u>Apr 10</u> <ul style="list-style-type: none"> • Ticket-To-Lab will be collected at the beginning of the lab 	<u>Recommended (Not mandatory):</u> <ul style="list-style-type: none"> • Review your notes • Complete the

<p>AND</p> <p>Surface Anatomy of the Legs and Feet</p>	<ul style="list-style-type: none"> • Watch Week 14 video lectures and take notes in your <i>External Brain</i> • Read Week 14 content from suggested resources and take notes in your <i>External Brain</i> • Complete the <i>Ticket-to-Lab</i> (No ticket, no lab!) and add it to your <i>External Brain</i> <ul style="list-style-type: none"> • You can access the <i>Ticket-to-Class</i> from module 2 - week 14 folder. • Take Quiz 10 on Blackboard due by 4/9 at 11:59 PM 	<ul style="list-style-type: none"> • In-Class Group Activity # 9 (Muscles Crossing the Ankle and Foot Joints + Surface Anatomy of the Legs and Feet) <ul style="list-style-type: none"> • Bring your <i>External Brain</i>, plain white paper and coloring pencils. • Group Presentations • Q & A • In-Lab Quiz 8: Muscles Crossing the Ankle and Foot Joints + Surface Anatomy of the Legs and Feet 	<p>worksheets provided on Blackboard on your own.</p> <ul style="list-style-type: none"> • The answer key is available to check your answers.
<p>Week 15</p> <p>Muscles Part II</p> <p>AND</p> <p>Surface Anatomy of the Lower Body</p>	<ul style="list-style-type: none"> • STUDY for Practical IV next lab Muscles Part II AND Surface Anatomy of the Lower Body • Practice the body movements • Use the resources provided in the Additional Resources folder. 	<p><u>Apr 17</u></p> <ul style="list-style-type: none"> • Practical IV <ul style="list-style-type: none"> • Bring your External Brain, and coloring pencils. 	
<p>Week 16</p> <p>Cumulative Final</p>	<ul style="list-style-type: none"> • STUDY for FINAL next lab ALL the lab content. • Practice the body movements • Use the resources provided in the Additional Resources folder. 	<p><u>Apr 24</u></p> <ul style="list-style-type: none"> • Cumulative FINAL <ul style="list-style-type: none"> • Bring your External Brain, and coloring pencils. • Your final score can replace your lowest Practical grade. 	

SPORTS AND FITNESS INTERNSHIP

MANDATORY ORIENTATION MEETINGS SPORTS AND FITNESS INTERNSHIP

DATES FOR ACADEMIC YEAR 2016 – 2017

All prospective interns must attend one orientation meeting. This meeting will provide students with all the information needed to secure a placement for internship. Students looking to complete internship in the summer must attend a meeting no later than the spring semester prior to that summer. Students looking to complete their internship in the fall must attend a meeting no later than the summer semester prior to that fall. Students looking to complete their internship in the spring must attend a meeting no later than the fall semester prior to that spring. Students are permitted to attend an orientation meeting earlier than the semester before they go out. Early is good, late is not!!! Any student not attending an orientation meeting in time will have to wait until the following semester to be allowed to complete internship!!! PLEASE PLAN AHEAD!!! Professor Lugo is not available for individual meetings. No exceptions will be made.

NO ORIENTATION MEETING, NO INTERNSHIP!!!

MEETING DATES

- Meetings DURING the spring and summer FOR fall 2016 internship

1. Thursday, April 14, 2016 (spring)
2. Thursday, May 19, 2016 (summer) (last available meeting for fall 2016 internship)

- Meetings DURING the fall FOR spring 2017 or summer 2017 Internship

1. Thursday, August 25, 2016
2. Thursday, September 22, 2016
3. Thursday, October 20, 2016 (last available meeting for spring 2017 internship)

- Meetings DURING the spring FOR summer 2017 or fall 2017 internship

1. Thursday, January 12, 2017
2. Thursday, February 16, 2017
3. Thursday, March 23, 2017 (last available meeting for summer 2017 internship)

- Meetings DURING the spring and summer FOR fall 2017 internship

1. Thursday, April 20, 2017 (spring)
2. Thursday, May 11, 2017 (summer) (last available meeting for fall 2017 internship)

*****NO MEETINGS ARE HELD IN THE MONTHS OF NOVEMBER, DECEMBER, JUNE AND JULY*****

All meetings will be held in ZEB 212, conference room at 3:30 pm sharp!

PAPERWORK DEADLINES

For fall 2016 Interns = Friday, June 3, 2016 no later than 3:00 pm

For spring 2017 = Friday, November 11, 2016 no later than 3:00 pm

For summer 2017 = Friday, April 7, 2017 no later than 3:00 pm

For fall 2017 Interns = Friday, June 2, 2017 no later than 3:00 pm

Forms are due no later than the above date. All students will place completed paperwork in Professor Lugo's mailbox in ZEB 212. No students will be permitted to complete internship if paperwork is not in on time and done correctly and completely!

Any questions, please email Professor Lugo, Internship Coordinator at shannonlugo@dadeschools.net