CELLS AND TISSUES

LECTURE SECTION
BIMS-5410.001
Center for Instruction (CI) 122
Monday and Wednesday
5:30-6:45 PM

LABORATORY SECTION
BIMS-5410.101
Center for the Sciences (CS) 231
Wednesday
2:00-4:50 PM

INSTRUCTOR: DR. DAVID MOURY (Ph.D.)
Office: Science and Technology Building (ST) 319C
Office Phone: (361) 825-3259
E-mail: david.moury@tamucc.edu
Office Hours: Tuesday and Thursday, 4:00-5:00 PM

A student may make an appointment to see me at times other than the scheduled office hours. I am available for consultation and extra help, but it is the student’s responsibility to request such help. If I am unavailable or need to relocate during office hours, I will post a note on my office door. I will respond to e-mail messages from students only if they use their campus “islander” accounts.

REQUIRED TEXTBOOKS:


PREREQUISITES: Permission of instructor. (A course in anatomy is strongly recommended.) Laboratory Safety Seminar (SMTE 0091) is a co-requisite for this course.

COURSE OVERVIEW AND STUDENT LEARNING OUTCOMES: Cells and Tissues (BIMS 5410.001/101) is a graduate lecture/laboratory course that focuses on the tissue level of hierarchical organization. Adjacent levels of organization (i.e., cellular and sub-cellular components of tissues, and the unique properties that emerge when tissues interact with one another to form organs) are also examined. The general portion of this course examines normal mammalian tissues because they have been most extensively studied. Upon completion of this “lecture” portion of the course, the student will have…

* Increased his or her knowledge and understanding of scientific content and concepts:
  * Examined the structure and function of sub-cellular components (e.g., organelles) with special emphasis on their use in identifying different cell and tissue types.
  * Identified the components and characteristics of the four major tissue types.

THE HUMAN ORGANISM
Organ Systems
  Organs
  Tissues
  Cells
  Organelles
Chemical/Molecular Levels

Organization of Matter

1
• Examined the structure, function and interaction of the tissues in the major systems of the body.

*Developed critical thinking skills by using the scientific method and scientific analysis:*
• Discussed the strengths and weaknesses of various histological techniques.
• Explained how structures and their components interact to perform one or more functions.

*Practiced scientific communication in oral and written formats:*
• Correctly used scientific and clinical terminology.

In the laboratory, students will examine various specimens (prepared slides, images, and models) of cells, tissues, and organs with an emphasis on…
• Recognition of the source (organ) of the specimen.
• Identification of the tissue types in the specimen.
• Identification of selected structures and components within the specimen.

The study of mammalian (human) tissues provides a solid conceptual base on which students can develop projects that suit their own needs. For example, students may apply the concepts of normal mammalian histology to an analysis of non-mammalian (e.g., invertebrate, plant, etc.) tissues, or to abnormal tissues (histopathology). To this end, students (in consultation with the instructor) will also practice scientific communication in oral and written formats by…
• Writing a (library) research paper on a topic of their choosing.
• Completing a grant proposal based on some aspect of their research paper.
• Developing plans for a teaching laboratory on a topic of their choosing.

**DISABLING CONDITIONS:** The Biomedical Sciences Program complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with disabilities. Any student who suspects that a disabling condition (physical impairment, learning disability, psychiatric disability, etc.) may necessitate special arrangements to meet course requirements, should first obtain appropriate verification from TAMU-CC Services for Students with Disabilities Office (located in Driftwood 101, telephone 825-5816). It is important to contact them in a timely fashion as it may take several days to review requests and prepare accommodations and accommodation letters. Upon receipt of accommodation letters, a student should take them to appropriate instructors as soon as possible. (Instructors are not required to make accommodations prior to receipt of an official accommodation letter.) Should you have mobility problems, please notify the lecture and laboratory instructors so that they may seek assistance for you in the case of fire drills or emergencies. Also, any student having a medical condition that may fulminate (i.e., “flare-up” without warning such as diabetes, epilepsy, etc.) should notify your instructors.

**RELIGIOUS HOLIDAYS:** Any student who will miss class and/or test days because of recognized religious holidays should notify me as soon as possible so we can make alternative arrangements. Prior notification is required for such absences to be excused.
**TENTATIVE SCHEDULE:**

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER(S)*</th>
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<td>14 Jan.</td>
<td>Introduction/Methods</td>
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<tr>
<td>Mon.</td>
<td>19 Jan.</td>
<td>Martin Luther King, Jr. Holiday—No Classes</td>
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<tr>
<td>Wed.</td>
<td>21 Jan.</td>
<td>Laboratory 1 — Introduction</td>
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<td>Mon.</td>
<td>26 Jan.</td>
<td>(continued)</td>
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<td>Wed.</td>
<td>28 Jan.</td>
<td>Laboratory 2 — Epithelial Tissue</td>
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<tr>
<td>Wed.</td>
<td>28 Jan.</td>
<td>Epithelial Tissue</td>
<td>4, 5</td>
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<tr>
<td>Mon.</td>
<td>2 Feb.</td>
<td>General Connective Tissue</td>
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<tr>
<td>Wed.</td>
<td>4 Feb.</td>
<td>Laboratory 3 — Connective Tissue</td>
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<tr>
<td>Wed.</td>
<td>4 Feb.</td>
<td>Cartilage, Bone and Dental Tissues</td>
<td>7-8, (16)</td>
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<tr>
<td>Mon.</td>
<td>9 Feb.</td>
<td>Specialized Connective Tissues, Adipose and Blood</td>
<td>9-10</td>
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<tr>
<td>Wed.</td>
<td>11 Feb.</td>
<td>Laboratory 4 — Muscle Tissue &amp; Cardiovascular System</td>
<td>4, 11, 13, (14)</td>
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<tr>
<td>Wed.</td>
<td>11 Feb.</td>
<td>Lecture Review</td>
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<tr>
<td>Mon.</td>
<td>16 Feb.</td>
<td>LECTURE EXAMINATION I</td>
<td>1-10</td>
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<td>Wed.</td>
<td>18 Feb.</td>
<td>Laboratory 5 — Nervous Tissue and System</td>
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<tr>
<td>Wed.</td>
<td>18 Feb.</td>
<td>Muscle Tissue</td>
<td>4, 11</td>
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<tr>
<td>Mon.</td>
<td>23 Feb.</td>
<td>Cardiovascular System</td>
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<td>Wed.</td>
<td>25 Feb.</td>
<td>Laboratory 6 — Sense Organs</td>
<td>24, 25</td>
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<tr>
<td>Wed.</td>
<td>25 Feb.</td>
<td>Nerve Tissue</td>
<td>4, 12</td>
</tr>
<tr>
<td>Mon.</td>
<td>2 March</td>
<td>The Eye</td>
<td>24</td>
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<tr>
<td>Wed.</td>
<td>4 March</td>
<td>LECTURE EXAMINATION I</td>
<td>Labs 1-6</td>
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<tr>
<td>Wed.</td>
<td>4 March</td>
<td>The Ear</td>
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<tr>
<td>Mon.</td>
<td>9 March</td>
<td>Integumentary System</td>
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<td>Wed.</td>
<td>11 March</td>
<td>Laboratory 7 — Integumentary System</td>
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<tr>
<td>Wed.</td>
<td>11 March</td>
<td>LECTURE EXAMINATION II</td>
<td>4, 11-13, 15,</td>
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<td>24-25</td>
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<tr>
<td>Mon.</td>
<td>23 March</td>
<td>Respiratory System</td>
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<tr>
<td>Wed.</td>
<td>25 March</td>
<td>Laboratory 8 — Respiratory System</td>
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<tr>
<td>Wed.</td>
<td>25 March</td>
<td>(continued)</td>
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<tr>
<td>Mon.</td>
<td>30 March</td>
<td>Digestive Tract</td>
<td>(16)-17</td>
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<tr>
<td>Wed.</td>
<td>1 April</td>
<td>Laboratory 9 — Alimentary Canal</td>
<td>(16)-17</td>
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<tr>
<td>Wed.</td>
<td>1 April</td>
<td>(continued)</td>
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<tr>
<td>Mon.</td>
<td>6 April</td>
<td>Digestive Glands (Last Day to Drop a Course)</td>
<td>(16), 18</td>
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<tr>
<td>Wed.</td>
<td>8 April</td>
<td>Laboratory 10 — Glands and Lymphoid Organs</td>
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<tr>
<td>Wed.</td>
<td>8 April</td>
<td>Lymphatic System</td>
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<tr>
<td>Mon.</td>
<td>13 April</td>
<td>Endocrine System</td>
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<td>Wed.</td>
<td>15 April</td>
<td>Laboratory 11 — Excretory System</td>
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<td>Wed.</td>
<td>15 April</td>
<td>Urinary System</td>
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<td>Mon.</td>
<td>20 April</td>
<td>Reproductive System, Male</td>
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<tr>
<td>Wed.</td>
<td>22 April</td>
<td>Laboratory 12 — Reproductive System</td>
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<tr>
<td>Wed.</td>
<td>22 April</td>
<td>Reproductive System, Female</td>
<td>23</td>
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<tr>
<td>Mon.</td>
<td>27 April</td>
<td>Lecture Review</td>
<td></td>
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<tr>
<td>Wed.</td>
<td>29 April</td>
<td>LABORATORY EXAMINATION II</td>
<td>Labs 7-12</td>
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<tr>
<td>Wed.</td>
<td>29 April</td>
<td>Project / Laboratory Critique</td>
<td>Required!</td>
</tr>
<tr>
<td>Mon.</td>
<td>4 May</td>
<td>LECTURE EXAMINATION III</td>
<td>14, 16-23</td>
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<tr>
<td>Wed.</td>
<td>13 May</td>
<td>Final Lecture Examination (4:30-7:00 PM)</td>
<td>(Comprehensive)</td>
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</tbody>
</table>
**Grading:** Your final letter grade will be based on the percentage you earn from a possible 1000 points. The final course percentage will be weighted as follows:

- Lecture Grade: 54%
- Laboratory Grade: 36%
- Assignments: 10%

Statistical manipulations (e.g., curving) may be performed once—at the end of the semester—not for each examination. The final grading scale will also be determined at the end of the semester, but the cut-off for each grade will be no higher than the following:

\[
A \geq 90\% > B \geq 80\% > C \geq 70\% > D \geq 60\% > F
\]

**Lecture Examinations and Final Examination (540 points, total; 54% of course grade):** In the lecture portion of this course, I will give four lecture examinations (180 points each). I will take questions for these tests primarily from material covered in the lectures, from handouts and other assignments, and from readings in Ross et al. (2006) or its CD-ROM.

Lecture examinations may consist of essay, short-answer, compare-contrast, fill-in-the-blank, multiple-choice, matching, making and/or labeling drawings, and/or various types of “flex” questions (i.e., anything is fair game). The first three examinations are sequential (i.e., each examination covers material from one specific section of the course). The final (lecture) examination is comprehensive (i.e., covers material from the entire course), and redemptive (i.e., it can count as nothing; it can replace single lecture examination; or it can be your entire lecture grade). Thus, your lecture grade can come from a percentage derived from...

1) the final examination alone...

or 2) the average of the three lecture examinations...

or 3) the average of the two highest lecture examinations with the final used to replace the lowest lecture examination...

... whichever method gives you the highest percentage.

**Laboratory Examinations (360 points, total; 36% of course grade):** Two laboratory examinations (180 points each) will be given during the laboratory periods. Like the lecture examinations, any type of question is fair game. At least a portion of these examinations will follow the laboratory practical format in which students move from station to station (one minute per station), giving short answers to questions (e.g., “Identify the structure,” “Give the function of the structure,” etc.). Laboratory examinations are sequential (i.e., Laboratory Examination II is not comprehensive).

**Research and Teaching Assignment (100 points, total; 10% of course grade):** Graduate students are entering careers where they will be required to communicate ideas to others in research (grant proposals, reports, etc.) and/or in teaching (academic education or public outreach). In this course, each student (in consultation with the instructor) will develop a research project and laboratory on a histological topic that is not covered in class, but is of interest to the student.
of histology in non-mammalian organisms, or abnormal histological conditions (histopathology) in any organism are acceptable topics. Although the “Optional References” listed on p. 10 are secondary references, they provide a good starting point for identifying research topics of current interest.) A student’s research project and laboratory do not need to be on the same topic.

**Research Project:** Each student will prepare a paper on his or her chosen topic, and apply the knowledge that they have gained by writing a grant proposal based on some aspect of their research project. The Sigma Xi Grants-In-Aid-of-Research (GIAR) format (see:<http://www.sigmaxi.org/programs/giar/index.shtml>) will be used.

**Laboratory Project:** Students will also design a plan for a one-hour-long teaching laboratory. The default for this laboratory is college-level, but a student (with approval of the instructor) may also prepare a high-school-level laboratory if this is appropriate for the student’s career goals. The laboratory plan must include handouts/instructions for students, an actual cost budget (with sources for materials listed) and an estimated time budget. Note that the instructions/handouts for this laboratory should lead a student toward a conceptual understanding of a chosen topic; they should not be just a list of slides obtained from a supply house. (For example, the statement “Students will examine the diversity of plant tissues,” followed by a list of 15 slides is an unacceptable laboratory plan.) Note: As the college may obtain a Scanning Electron Microscope this semester, graduate students may explore this piece of equipment and introduce the undergraduate students to it in lieu of the more usual laboratory project.)

Point values for the assignments are distributed as follows:

**Research/Review-style Paper:** 7-12 pages total

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
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<td>Abstract</td>
<td>5</td>
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<tr>
<td>Introduction</td>
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</tr>
<tr>
<td>Experimental Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Conclusions/Discussion</td>
<td>10</td>
</tr>
<tr>
<td>References:</td>
<td>5</td>
</tr>
<tr>
<td>Primary Research Articles (in peer-reviewed journals)</td>
<td>4 or more</td>
</tr>
<tr>
<td>Review Articles (in a peer-reviewed journal)</td>
<td>1 or more</td>
</tr>
<tr>
<td>Secondary References (textbook, government pamphlet, popular science magazine, newspaper, web site, etc.)</td>
<td>as needed</td>
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</tbody>
</table>

**Grant Proposal:** Sigma Xi Grants-In-Aid-of Research format 30 points

**Laboratory Project:** (plans for a 1-hour teaching laboratory) 30 points

**TOTAL POINTS POSSIBLE:** 100 points

**Notes about the project:** Students will receive more information about the presentations later in the semester.

- *Do not* just copy or paraphrase the abstract from the paper. You will get no credit if you do!
• Because this is a review-style paper that requires the student to synthesize data from several sources, the “Materials and Methods,” and “Results” sections should be combined into a single “Experimental Analysis” section. In this section, the student should paraphrase and reorganize the data from their sources into a coherent “story.”
• Students should discuss and evaluate the experimental data and conclusions of their sources in the “Conclusions” or “Discussion” section.
• The five required references must be less than ten years old, from peer-reviewed journals, and must be cited in the paper.
• Each student must provide me with a hard copy of all reference sources.

**Reminders:** All paperwork for the Research/Teaching Assignment is due at the beginning of the class period on Wednesday 22 April. On Wednesday 29 April, you will present your Research/Teaching Assignment to the class for their comments and critique.

**Bonus Points:** Individual extra credit is **not** possible, but extra points are built into all examinations (as extra questions). I reserve the right to add additional opportunities for the entire class to earn extra bonus points (e.g., attendance at a special event, written reports, library searches, web searches, quizzes [announced or un-announced]). Such opportunities may be offered or announced only once, so be in class, be on time, and stay for the entire period. **Bonus points cannot be made up—period.**

**IMPORTANT MISCELLANEOUS NOTES:**

- Follow instructions! The most common mistakes that cost students points result from failure to follow instructions.
- Bring two #2 pencils to each lecture examination (including the final examination); I neither provide nor sell pencils. (I will provide Scantron sheets for you.)
- Bring paper and a writing implement to each class or laboratory period. Handwritten assignments will be accepted only if they are written in **pencil**, **blue ink**, or **black ink**. (You will get a permanent “zero” on the assignment if you write with anything else.)
- Grammar counts—period! Poor grammar will cost you points—especially on assignments and presentations.
- Spelling counts! To even be considered for partial credit, your answer must phonetically sound like the word that you are trying to spell. Examples of answers that are incorrect:
  - Grossly misspelled words (e.g., “crevurfian pleat” for “cribriform plate”).
  - Ambiguous answers (e.g., “tibula”—could be “tibia,” could be “fibula”).
  - Illegible answers (e.g., “ep-squiggle-squiggle-squiggle” for “epididymis”).
- After an assignment is returned, you have one (1) week to notify me of clerical, mathematical, and/or other errors. I will rectify any such errors, but I will **not** change a legitimate grade just because you “need” it.
- I only discuss grades in person (i.e., I **do not** discuss grades or matters relating to grades over the telephone or by e-mail). If you wish to know your final grade before the official grade report is mailed to you, please see me in person or provide me with a self-addressed, stamped envelope.
ATTENDANCE POLICIES: Attendance is the student’s responsibility, and students are expected to attend, be on time for and remain the entire period in every class. In lecture, I do not take roll and there is—per se—neither a bonus for attendance, nor a penalty for absence (except for missing an examination, bonus points, or an assignment). (Note that I may choose to have “pop” quizzes, and/or “attendance” quizzes as part of the bonus points.)

Absences: You are responsible for the material covered and assignments made in every lecture and laboratory regardless of whether you attend it. “I came in late and didn’t hear about the assignment,” is never an acceptable excuse. It is always your responsibility to determine what happened in class during your absence. If you are absent, tardy, or leave early, I will provide you with copies of assignments (including “bonus point” assignments) and handouts if—and only if—you ask for them. (In other words, I will not, “track down” absentees to make sure that they know about assignments.) You must obtain class notes from other students (i.e., I do not “share” my notes).

Points missed because of an unexcused absence (including tardiness and leaving early) cannot be recovered. An excused absence allows us to make alternative arrangements for completing assignments. The documentation required for an absence to be excused must be...

- from an appropriate source (e.g., doctor, dentist, funeral director) who states the nature of the event that caused (or will cause) your absence.
- in writing, on official stationery, and signed. (I do not return excuses to you.) Telephone calls, FAXes, and e-mails are not acceptable.
- presented prior to the absence for a scheduled event (e.g., university-sponsored activity, recognized religious holiday, military service).
- presented no more than one week after the date of an unexpected absence.

There Are NO Individual Make-up Examinations: The grading formulas above give you three chances to earn points from lecture examinations: method 1 or 3 if you miss one lecture examination; method 1 if you miss more than one lecture examination; method 2 if you miss the final examination. Laboratory Examinations require extensive set-up, and neither time nor space is available for make-up laboratory examinations.

Miscellaneous Policies Regarding Attendance:

Unacceptable Excuses: Only unavoidable absences are excused, so you should schedule routine personal events (e.g., vacations, weddings, reunions, non-emergency medical or dental visits, parent-teacher conferences, household or auto repairs) to avoid conflicts with your classes. Oversleeping is never an acceptable excuse. Employment conflicts are not acceptable excuses for absences, tardiness, or leaving class early. (Once enrolled in a class, it is the student’s responsibility to arrange his or her work schedule so that no regularly scheduled class, laboratory, or examination time is missed.) Texas waives jury duty for students, so jury duty is not an acceptable excuse.

“Pre-Tests”: For some scheduled events (athletics, military duty, etc.), you may arrange to take a lecture examination before (but not after) its scheduled date. (You should take a test as close to its originally scheduled time as possible. You may not
take a test more than one week before its originally scheduled time. You must obtain your instructor’s approval at least one week before you wish to take the pre-test.) If you arrange to take any test at an alternate time and do not show for that appointment, then you forfeit the opportunity to take the test except at its originally scheduled time. Students who do not arrange to take examinations in advance will not be eligible for this special consideration. A written excuse from the university department involved or from the Office of the Dean of Students is required.

Dr. Eliot Chenaux, Vice President for Student Affairs will determine if circumstances warrant giving an individual a make-up test after the original test. A make-up test given after the original test will be all written (i.e., no multiple choice or matching), and it will be administered on Wednesday 6 May (“Reading Day”).

Late Assignments: You may always turn in assignments early. Except for excused absences, late assignments will not be accepted. If you know that you will have an excused absence when an assignment is due, you must turn in that assignment before its due date. You should turn in assignments that were missed because of an unexpected, excused absence as soon as possible.

Any situations for which you cannot provide an acceptable excuse as outlined above (e.g., “I have an excuse, but it is too personal to discuss with you”) will be referred to Dr. Eliot Chenaux, Vice President for Student Affairs.

EXPECTEDATIONS: You are adult university students. I will treat you as such, and I will expect you to act as such.

You will act with courtesy and common sense. I will not tolerate disruptive, disrespectful, or abusive behavior/language (including comments made on class assignments) directed toward anyone in this class (i.e., student or instructor). Violations range from talking during class to outright insubordination, and will result in penalties that range from the student being asked to stop to the student being “escorted” from the class—permanently. Cellular phones, pagers, and other “beepers” must be silenced before you enter the classroom or laboratory. Children are not allowed in the rooms during lecture or laboratory periods, or when the child’s guardian is working or studying “after hours.” The use of tobacco products—in any form—is forbidden in both lecture and laboratory.

You will act like a responsible adult. You are responsible for your own education. You should not expect an instructor to take you by the hand, show you everything you need to know, and then have you regurgitate this information on an examination. This is not an effective way for self-motivated adults to learn. Students are responsible for all class and lecture notes; required assignments in the textbook and any additional handouts or assignments given by an instructor. This includes (but is not limited to)...

- Knowing and meeting university-imposed deadlines (e.g., withdrawal dates of various types). This information is found online and in the Spring 2009 Class Schedule.
- Knowing and meeting assignment dates and times—including any changes that may occur during the semester.
• Checking your answers against a key as soon as possible. By all means check for any clerical errors, but a test score is not the end of the learning process. Always review your tests to determine why you missed questions. Making—and correcting—mistakes is an effective, natural way to learn material. Educators have a fancy term, reflective learning, for this simple process.
• Keeping track of your progress (i.e., your grades, points you earn in lecture and laboratory, and averages).
• Asking for help. Instructors are available for consultation and extra help, but it is the student’s responsibility to request help.
• Obeying safety rules (which will be strictly enforced in lecture and laboratory).

Learning is more than just reading, taking notes, and memorizing. Reading and taking notes puts information in short-term memory where it is forgotten quickly unless you do something with it. Memorizing, though important, is but the first step in the learning process. As university students, you should be able to link, combine, and synthesize the bits of data that you memorize into useful concepts.

Scholastic dishonesty will not be tolerated. It will be prosecuted to the full extent of university regulations (see the Student Handbook, and the Catalog 2008-09: Texas A&M University-Corpus Christi). The following procedures will be enforced:
• You must be prepared to present a photo ID at all examinations.
• Different test forms may be prepared for a single examination. To ensure that the appropriate key will be used to grade your answer sheet, always follow instructions on the test or answer sheet, or given orally by the instructor.
• If you leave an examination room—for any reason—you must hand in your answer sheet and you will not be allowed to resume the examination. Attend to personal matters (e.g., rest room visits) before the examination.
• Be on time! Anyone arriving after someone has completed an examination and left the room will not be allowed to take that examination.
• Cheating and plagiarism are unacceptable behaviors.
  • Students are not to give or receive help during testing
  • Students are not to submit any work that is not their own product

Other Items (Mainly for Laboratory): Students must always bring laboratory coats with them to laboratory. Students without coats and appropriate footwear will not be allowed into the laboratory. (Time lost going home to get clothing is always unexcused, and points lost during that time cannot be recovered.) Most students find colored pencils to be useful in this course.

General Disclaimer: I reserve the right to modify the information, schedules, assignments, deadlines, and policies in this syllabus if and when necessary. Whenever possible, I will announce such changes in a timely manner during regularly scheduled lecture periods. I will not attempt to contact students who were absent when an announcement was made. Nevertheless, all students are responsible for abiding by all announced changes, and it is a student’s responsibility to obtain this information. In rare cases, some modifications may be implemented without prior warning.
LABORATORY NOTICES

A Laboratory Coat is REQUIRED!

NO food or drink in the laboratory!

NO open footwear in the laboratory!

ALWAYS bring your textbook to laboratory!

ALWAYS bring your laboratory guide to laboratory!

In choosing to take this course, you agree to abide by the course rules, regulations, and standards. Should you have concerns or questions, you should discuss them with the instructor as soon as possible. However, you are bound by these rules, regulations, and standards from the first day of class throughout the duration of the course.

OPTIONAL REFERENCES:


