Your Instructor

Ronda L. Jacobs  
Email: rondaj@csmd.edu  
(Note: After the course starts, all email should be submitted via the course email.)

College of Southern Maryland

8730 Mitchell Road, P.O. Box 910  
La Plata, MD 20646-0910

Local Work Phone: 301-934-7596  
DC Metro Work Phone: 301-870-3008, ext. 7596

Office Location/Hours

La Plata Campus  
Building Room LR-202B

Office hours by appointment. Please call or e-mail ahead for an appointment.

Course Description

In BIO 1040L students study the anatomy of human organs/models. Students also perform physiological experiments.

Course Materials

Required Materials:

Textbook: *Introduction to the Human Body: the essentials of anatomy and physiology* (Gerard J. Tortora and Bryan Derrickson)  
Eighth Edition

PowerPhys (Allen, Harper, Lancraft & Ivlev) Version 1.0  
Wiley Plus Access Code (needed to access publisher content)
Internet Access and Software:

Internet access is required. Microsoft Word and Excel will be used to complete the application projects.

**PowerPhys:**

PowerPhys is a resource provided by your textbook publisher for interactive lab activities. You will use this software for some of the lab worksheet activities.

A software demonstration can be viewed at http://www.wiley.com/college/powerphysdemo/screen_0.html

**Wiley Plus:**

Wiley Plus is an additional resource provided by your textbook publisher. You can click on “Reading Content” to view chapter information. You can also click on “Interactions” to view animations. You will use the Wiley Plus link to access this information.

**Prerequisites**

BIO 1040 lecture must be taken concurrently or have been completed in a previous semester in order to enroll in the lab.

**Credit Hours**

1 credit hour

**Lab Materials**

You are responsible for making sure that you have the necessary materials to complete the assignments. If you do not have access to the materials, contact your instructor. Arrangements can be made for you to complete the appropriate lab modules at the La Plata campus.

Module: Getting Started and Plagiarism Tutorial
Module 1: Anatomical Terminology
NA

*Module 2: Cell Structure and Function/Membrane Transport

About a dozen eggs, cup of distilled water, bottle of white vinegar (enough to submerge the eggs), container with lid to put the eggs into, table sugar (about three cups), measuring cups/spoons, soft measuring tape (tape used for sewing), and about 24 hours to set up the experiment and two hours to do it.

Module 3: Tissues
NA

Module 4: Bones
NA

Module 5: Muscles
NA

NA

Module 7: Eye and Ear
NA

Module 8: Reproductive System
NA

Module 9: Respiratory System
NA

Module 10: Blood and Heart
NA

Module 11: Blood Vessels
NA

Module 12: Digestive System
NA
Module 13: Urinary System
NA

Lab schedule is tentative and may be modified as needed by the instructor.

NA = Work is virtual, no additional supplies needed.

*Requires preparation time before the experiment can be conducted!

Please schedule your time accordingly.

Important Dates

May 19: First day of classes. Access to course materials begins at 8:00 am.

May 29-31: College closed (online course runs through the holiday, see schedule for due dates).

June 16: Last day to withdraw (you cannot audit labs).

June 30: Last day of Fall Semester

General Education Goals

Upon completion of the course, students will have achieved the following General Education goals as established by the College of Southern Maryland:

1. Reading (GE #1, 2, 5, 8, 9).
2. Mathematics (GE #17).
3. Observation (GE #23, 25, 26, 27).
4. Learning (GE #33, 35).
5. Listening (GE #41, 42, 46).
6. Reasoning (GE #52, 55, 57, 58, 59).
7. Natural/Technological (GE #69).

Your Responsibility as a Student

We provide a comfortable learning environment, current computer equipment, lab assistants on site to give you immediate technical support, and resolution of technical problems on campus usually
within 24 hours.

Please be aware that we are not able to provide these same services at your home. If you experience problems at home, please contact Technical Support at 1 800 - 732 - 3223. Their hours of operation are Monday thru Thursday from 9 am to 8 pm (EST) and Friday 9 am to 5 pm. Voice messaging is available and someone may return your call at times other than those listed above.

Be aware that if you are unable to complete your assignments at home, you are expected to come to one of the College’s designated computer facilities to complete your assignments on time. Computer difficulties at home will not qualify as an excuse for missing deadlines.

**ALWAYS HAVE A BACK-UP PLAN!**

**My Commitment**

I will read all discussion board postings, and will often reply to all of your Graded Discussion postings. I may not respond to all of them, though, particularly when many postings include similar content. In these cases, I may post a blanket response in the Discussion Board or send out a course announcement.

I will typically respond to e-mails within 24 hours, particularly Monday through Friday. I reserve the right to a 48-hour response time, however. If I will not be able to respond to your e-mails for a certain period, I will let you know through a course announcement. This same response policy applies to questions you post in the HELP discussion forum. I prefer that questions be posted in this area because someone else may have the same question. Please feel free to respond to each other's questions and answers. I will also respond, but perhaps not as quickly as your classmates.

**Minimum Computer Requirements**

For web-based courses, you need convenient access to either a Windows-based Pentium computer or a Macintosh. It should have a 28.8 modem or higher, an Internet Service Provider, and a version of a web browser (Internet Explorer 7.0 (preferred) or
Firefox 3.0) which has JavaScript and is JAVA-enabled.

When you log in to WebCT for the first time, it is highly recommended that you run the Browser Check. This is also part of the Getting Started Module you must complete during the first week of the course. Completing the Browser Check will allow you to proceed more smoothly through the rest of the course.

You may also use one of the Internet-connected computers in the college's open computer labs to complete course requirements. Instructors and laboratory assistants are available in the labs to help answer questions about web-based courses.

Plug-ins will be required to view some of the course materials. You must install the following downloads to ensure you will be able to view all materials:

- Link to download Adobe Reader
- Link to download Flash
- Link to download Real Media Player
- Link to download Windows Media Player

Course Objectives

The successful student, upon completion of the course, should: (1) understand basic principles of anatomy and physiology and (2) be able to apply these principles to problems related to structure/function relationships of body systems and health.

Course Design

The course is arranged into learning modules. There are 13 learning modules for this course which correspond to designated chapters/topics in the textbook. There is also an introductory learning module called Getting Started and a Plagiarism Tutorial. The getting started, plagiarism tutorial, and learning modules will be completed sequentially.
Each online learning module includes:

- An overview to the module
- A list of module-specific learning objectives
- An outline that highlights how the learning objectives will be achieved
- A reading assignment from the text.
- A PowerPoint presentation that summarizes the main concepts of each learning module in a visual manner with a text outline for each presentation
- What to do at Wiley which provides guidance on animations and course content
- A laboratory assignment that includes one classroom assignment, and it may also include an experiment (physical or virtual) and/or a discussion assignment that emphasizes key concepts
- Reflections, a recap of expected learning outcomes
- A short quiz to assess topic information

**Textbook and Online Activities**

For each chapter in the textbook that is covered, the student will complete each of the following activities and access the online components of the course using the Wiley Plus link provided in the course:

1. **Overview.** Review the overview for a summary of the key concepts presented in each learning module.
2. **Learning Objectives.** Review the learning objectives for each learning module. The learning objectives state what the student will know or be able to do upon completion of the learning module in observable, measurable terms.
3. **Outline.** Learning module main topics that students should focus on.
4. **Reading Assignment.** Students will read the assigned pages in the textbook.
5. **PowerPoint.** Students can view (or download print version) the PowerPoint presentation for the learning module. The presentation summarizes the concepts in a visual manner. It is also available in print form but this does not include pictures.
6. **Learning Activities.** Activities are provided throughout the
chapter to allow students to quickly assess their understanding of the chapter contents. Activities are not graded unless specifically noted in the Lab Worksheet.

7. **Discussion Questions.** Students can choose one question from a minimum of two in designated learning modules to discuss in detail. In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Class discussions provide a sound board of sorts to reaffirm or clarify course material. Students are expected to respond to a minimum of one other student for each specified learning module. The discussion questions are worth a total of 15 points each.

8. **Lab Worksheets and/or PowerPhys labs** are assigned for each learning module. The lab work may pertain to a virtual lab, traditional lab, or a combination of the two lab types. The Labs are worth a total of 25 points for each learning module.


10. **Quiz.** A short five question quiz consisting of true/false and multiple choice questions is assigned for each learning module. The Quiz is worth a total of 5 points for each learning module.

11. **Exams.** Students will take three unit exams and a final exam. The exams are multiple-choice and true/false, randomized questions. If a student has a concern about an exam question, they should contact the instructor immediately after the exam and state the question number and their concern. Each unit exam is worth 50 points and the final exam is worth 100 points.

12. **Help.** A Help forum has been established in the discussion area. Students who have a question about information or concepts presented in a particular chapter should post a message to the Help area. Classmates are expected to look at these postings and reply to them if they think they can answer the question or provide some help. The instructor will respond to questions posted to the Help forum within 48 hours if the question is not answered correctly by a classmate.

**Student Expectations**

What successful students should expect to do in BIO1040L:
Successful students understand that the retention and comprehension level of the material covered in this course depends on the degree of their commitment to learning.

Successful students recognize that the syllabus, text, and online course materials are the primary source of instruction in a web-based course, so they read them carefully and refer to them regularly.

Successful students will be challenged and encouraged to accept learning responsibilities.

Successful students recognize the importance of communicating with the instructor and/or their classmates. Successful students call or email their instructor to discuss questions or concerns; they participate in online discussions.

Successful students meet all due dates. Successful students plan their time wisely. **Due Dates** have been established for the completion of the course work. The student is responsible for submitting assignments and completing the required activities.

Successful students are self-motivated and keep up with all assignments and activities. In a traditional course, students normally spend 2 hours per week in class (total 30 hours). The standard formula for college coursework is that every one hour of class time will result in two or three hours of homework.

Successful students set aside 8 hours per learning module to complete the requirements of a course.

Successful students exhibit online courtesy.

Successful students check course email a minimum of four times a week. For summer courses, students check course email daily. After the start date of the course, all emails must be sent using the course email not to the instructor’s college email account.

Successful students ask questions before due dates.
• Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can’t find the answers, they contact the instructor using the course email or by phone or by posting the question to the Help forum.

• Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. Students may find it helpful to take a learning styles inventory to guide their study habits. Students can access one online at http://www.metamath.com/lsweb/dvclearn.htm. Students who are having difficulty figuring out how best to learn the material in this class should contact the instructor for suggestions.

Instructor Expectations

What students can expect from their BIO 1040L instructor:

• Successful instructors communicate frequently with their students. Your BIO 1040L instructor will respond to emails within 24 hours and will return phone calls Mondays - Fridays. Given the significant number of student postings to the discussion area, the instructor will usually comment to the group as a whole about their responses. Occasionally, the instructor may interject comments during the week in order to help steer the discussion or to highlight posts that are significantly good in some respect and provide a model for others. The BIO 1040L instructor will forward individual comments using the course email when it is clear that a significant misunderstanding of the concept has occurred or where a student needs additional assistance to be successful in subsequent lessons.

• Successful instructors facilitate the learning process, encourage students, and provide constructive feedback on all assignments. The BIO 1040L instructor will post grades for assignments approximately one week after their due date.

• Successful instructors design the course and learning activities to enable students to learn and understand the content, interact with the materials, and apply the concepts.

• Successful instructors evaluate assignments fairly. The grading
scale is included in the syllabus.

Grade Determination

Points will be assigned for the following course components: Discussion (90 points), Worksheets (335 points), Quizzes (85 points), and Exams (250 points).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>760 - 684 points</td>
</tr>
<tr>
<td>B</td>
<td>683 - 608 points</td>
</tr>
<tr>
<td>C</td>
<td>607 - 532 points</td>
</tr>
<tr>
<td>D</td>
<td>531 - 456 points</td>
</tr>
<tr>
<td>F/FX</td>
<td>Below 455 points</td>
</tr>
</tbody>
</table>

Be aware that withdrawing from this course is not automatic. If you intend to withdraw or change to audit status (cannot audit lab), it is your responsibility to fill out the necessary paperwork with the Registrar's Office. Negligence on your part could result in a failing grade. Incompletes are only granted in extreme circumstances and if the student has completed 70% of the required coursework at a satisfactory level. Please contact your instructor if you have any questions.

FX Grade

A grade of “FX” is given at midterm and at the end of the semester if the student has not participated in any lab work for modules five and six AND is failing the course. Participation is measured by completing coursework in the learning modules (discussion questions, lab work, and quizzes). If a student misses ALL due dates for the coursework in learning modules five and six AND is failing the course, the grade of FX is assigned. The FX will appear on the transcript and equates to an F in grade point calculations.

Borderline Grade Policy

A student with a borderline numerical course grade will be given the higher or lower grade at the discretion of the instructor. A borderline grade is a grade less than 0.5 from the next grade. In this class, an 89.5 or higher will become an A, but an 89.49 will remain a B unless the instructor determines that it should be
The following rubric will be used to evaluate the Discussion Questions:

<table>
<thead>
<tr>
<th>Score/Original Post</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The post shows extensive use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written and contains no grammar or spelling errors that would serve to undermine the clarity of the post.</td>
</tr>
<tr>
<td>6</td>
<td>The post shows use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written and contains few grammar or spelling errors that would serve to undermine the clarity of the post.</td>
</tr>
<tr>
<td>4</td>
<td>The post illustrates that its author has read the readings. Some analysis of the materials is employed.</td>
<td>The post has some flaws but it is still possible to comprehend what the author intends.</td>
</tr>
<tr>
<td>2</td>
<td>The post is brief but factually correct and relevant statements are made.</td>
<td>The post has many flaws and it is almost impossible to comprehend what the author intends.</td>
</tr>
<tr>
<td>0</td>
<td>The post is very brief and not necessarily accurate; no original post was made; or the content was copied from the Internet without quotes, presenting it as one’s own words (plagiarism).</td>
<td>The post has many flaws; no original post was made; or the content was copied from the Internet with no attempt to summarize in one’s own words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score/URL</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The URL was directly related to the topic.</td>
<td>The post included a detailed statement explaining its relevance.</td>
</tr>
<tr>
<td>1</td>
<td>The URL was indirectly related to the topic.</td>
<td>The post included a statement explaining its relevance.</td>
</tr>
<tr>
<td>Score/Responses</td>
<td>Content Included</td>
<td>Style</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>One response to a posting made by a classmate is well-written and elaborates on the comments. The comments further the discussion by asking questions or by illustrating another point of view.</td>
<td>The response is clearly written and contains no grammar or spelling errors that would serve to undermine the clarity of the response.</td>
</tr>
<tr>
<td>3</td>
<td>One response to a posting made by a classmate is well-written but does not elaborate on the comments nor necessarily further the discussion by asking questions or by illustrating another point of view.</td>
<td>The post is clearly written and contains one to three grammar or spelling errors.</td>
</tr>
<tr>
<td>2</td>
<td>The response is brief but does not further the discussion.</td>
<td>The post is clearly written and contains more than three grammar or spelling errors.</td>
</tr>
<tr>
<td>1</td>
<td>The response is not related to the discussion. Responses may include: â€œGood jobâ€¦I agree. I liked your post.â€</td>
<td>The post was poorly written; not relevant; or, copied directly from the Internet without quotes (plagiarism). No attempt was made to respond in one's own words.</td>
</tr>
<tr>
<td>0</td>
<td>No responses were posted.</td>
<td></td>
</tr>
</tbody>
</table>

**Exam Policy**

After completing the specified learning modules in succession, the student will take an online exam (unit and/or final). The exams are multiple-choice and true/false, randomized questions. If a student has a concern about an exam question, they must contact the instructor as soon as the exam is completed and state which
question is of concern. Each unit exam is worth 50 points and the final exam is worth 100 points. It should also be noted that the unit exams cover material from the most recent learning modules. That is not to say that material from previous learning modules will be ignored but the unit exams are not intended to be cumulative. The final exam is cumulative.

The exams will be completed online. Students will not be required to complete exams in the college’s Testing Center.

**Make-Up Quiz & Exam Policy**

Quizzes and exams cannot be made up; however, they can be completed early. **DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE A QUIZ OR EXAM. IF YOUR CLOCK IS EVEN SLIGHTLY OFF FROM THE WebCT SERVER, YOU RISK BEING LOCKED OUT OF A QUIZ/EXAM.**

**Assignments**

Students will complete the lab work specified in each learning module. The assigned work can be completed by accessing the Assignment section. Each learning module worksheet(s) and/or Powerphys lab is worth 25 points. Discussion questions are also presented in five of the learning modules. Students can choose one question from a minimum of two in each Discussion section to discuss in detail (see rubric). In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Students are then expected to respond to a minimum of one other student for each learning module. The discussion questions are worth a total of 15 points each.

**Late Work**

Lab worksheets, PowerPhys labs, and discussion questions cannot be made up. Once the discussion closes you cannot add to the discussion. Because of the pace of the lab, late work will not be accepted. A zero will be recorded for the discussion question and/or lab work.

**Group Work**
You will be assigned to a group for PowerPhys labs. In the past, some students have had difficulty with the software. PowerPhys labs save as pdf files. If you have difficulty generating a pdf file with your computer, you can ask your classmates to post the data in your group. Collect as much data as possible, using it to answer the results questions. You can work together to also answer the discussion and application questions. Answers should be in your own words in complete sentences. Yes, no, increases, or decreases is not sufficient. What increases or decreases? Application questions can be answered using your textbook and/or the Internet. Source as appropriate and limit quotes. Quotes can support your answer but not be your answer.

Each student is responsible for turning in the PowerPhys lab through the assignment folder. Even though you work on the assignment as a group, you will earn an individual grade.

In addition, students will peer-review the contribution of their team mates. The peer-review will account for one-third of the PowerPhys lab grade. If a student answer is plagiarized and anyone in the group uses the answer, the individual grade for the assignment will be a zero. As a team, you should double-check each other’s work, something you would have to do in the real world, to validate your answers. If you have any questions, please ask through the HELP discussion area or by email.

**Extra Credit**

One extra credit quiz will be made available just before the final exam. It will not be due until close to the last day of class. The extra credit quiz is worth 10 points. You will have three attempts at the extra credit quiz with the highest score counting.

**Other Policies**

**HONESTY**

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Each student is expected to perform his/her own academic work. Plagiarism and other forms of academic dishonesty are considered extremely serious offenses. The student is personally responsible for understanding the
various forms of academic dishonesty as they are explained in the "Student Code of Conduct" in the Student Handbook. Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. Any form of cheating will be considered grounds for failure of the course. If you have any questions about the policy, please ask!

UNAUTHORIZED PERSONS IN THE CLASSROOM

Only students registered for this class may attend (i.e., access the course, participate in course activities). Any person not registered for this class is considered an *unauthorized person* and will not be allowed to attend this class. See the Student Handbook for further details.

COLLEGE POLICIES

All college policies will be followed as applied to a Web course. See the Student Handbook for any specific questions.

ATTENDANCE

Because this is a web-based course, students are not required to come to the campus. However, students should check course email at least four times a week for 15-week courses or daily for 7-week courses. The instructor is available to meet with students by appointment to discuss course content, to explain concepts, or to discuss their progress in the course.

NETIQUETTE

*Netiquette* - online jargon for “Internet etiquette” is a series of customs or guidelines for maintaining civilized and effective communications in online discussions and email exchanges. Students in this course will be expected to demonstrate netiquette when interacting with classmates and instructors. Specific netiquette techniques will be introduced in the Getting Started learning module.

STUDENT SERVICES

The College of Southern Maryland *Libraries* serve the information needs of students for research, class projects, and independent study. Students may access Proquest and other databases,
course reserves, and the Maryland Digital Library from off-campus. Students may order their textbooks, register for classes, check midterm and final grades, and contact an advisor online! The Student Success Center provides various services such as tutoring, learning lab software, and physical models. More information about these and other services can be found at http://www.csmd.edu/StudentSuccess/

DISABILITIES AND SPECIAL NEEDS

The Learning Assistance Center (LAC) provides a comprehensive system of student and faculty support services. Peer tutoring, skills improvement, testing, and disabled student services are some available services. Students with a physical, psychiatric/emotional, medical, or learning disability that may impact their ability to carry out assigned course work are urged to contact Glennis Daniels-Bacchus. All information and documentation is confidential.

Glennis Daniels-Bacchus
Learning Assistance Center
La Plata Campus, LR123

301-934-7614
glennisd@csmd.edu

Comments

This course includes a fairly large amount of material; therefore, we must maintain a reasonably rapid pace during the semester. Despite this, please remember that you are encouraged to ask questions or seek out my help at any time during the semester. Also, become acquainted with your classmates and form study groups. You will be surprised how much this effort will help you.

I want you to succeed in this course! To be successful, you MUST complete the readings, the discussion posts, the worksheets, ask questions, and seek help when necessary. I will be happy to provide extra help to students via email, phone, or in-person meetings at my office. In addition, you can receive help through the college tutors or study groups. However, when all is said and done, it is YOUR effort, YOUR time, and YOUR determination that make the difference between failure and success.
The instructor reserves the right to modify this grading policy or the course schedule. Students will be notified of any changes by course announcement in WebCT (Blackboard).

### Survey to A&P Lab
**BIO- 1040L - 80913**
**College of Southern Maryland**
**Summer 2010 Course Information**

<table>
<thead>
<tr>
<th>Module</th>
<th>Due Dates*</th>
<th>Topics</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>May 22, 10</td>
<td>Student Introductions</td>
<td>15</td>
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<tr>
<td></td>
<td>May 22, 10</td>
<td>Practice Assignment</td>
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<tr>
<td></td>
<td>May 22, 10</td>
<td>Getting Started Quiz</td>
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<tr>
<td></td>
<td>May 22, 10</td>
<td>Plagiarism Quiz</td>
<td>10</td>
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<td>Module 1</td>
<td>May 22, 10</td>
<td>Worksheet 1</td>
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<tr>
<td></td>
<td>May 22, 10</td>
<td>Quiz 1</td>
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<tr>
<td>Module 2</td>
<td>May 25, 10</td>
<td>DQ Initial Post</td>
<td>11</td>
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<td>May 25, 10</td>
<td>DQ Response Post</td>
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<td>Worksheet 2</td>
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<td></td>
<td>May 25, 10</td>
<td>Quiz 2</td>
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<tr>
<td>Module 3</td>
<td>May 28, 10</td>
<td>DQ Initial Post</td>
<td>11</td>
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<td>DQ Response Post</td>
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<td>May 28, 10</td>
<td>Worksheet 3</td>
<td>25</td>
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<td>May 28, 10</td>
<td>Quiz 3</td>
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<td>May 31, 10</td>
<td>Lab Exam 1</td>
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<td>Module 4</td>
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<td>May 31, 10</td>
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<td>Module 5</td>
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<td>Worksheet 5</td>
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<td>Jun 03, 10</td>
<td>PowerPhys Lab 3</td>
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<td>Jun 03, 10</td>
<td>Quiz 5</td>
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<tr>
<td>Module 6</td>
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* Due dates are by 11:30 pm (Eastern time zone) of the calendar day. Work can always be completed PRIOR TO this date.