Word Origins

BIOL 286, 3 cr. hrs.

Black Hills State University

Spring, 2009

**Course Meeting Time and Location:**

11:00-12:15 TuTh, BJS 153

# Instructor’s Contact Information:

## Dr. Charles Lamb

Office - BJS 150

Office hours – MW 1-2, TTh 8-9

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# Course Description :

This course involves a study of the composition of scientific terminology, with an emphasis on medical language. It is specifically designed to prepare students for continued study in professional or graduate school programs.

# Course Prerequisites:

There are no explicit prerequisites for this course, but it is recommended that students have completed BIOL 101 & 103 or BIOL 151 & 151L prior to enrolling in this course. As far as student preparation, I will announce the required reading for each meeting in advance, and I expect each student to learn the material before coming to class. Students will be drilled daily on the terminology assigned for that day, and their preparation is mandatory (see below).

# Description of Instructional Methods:

### This course will be taught primarily by lecture presentations, discussion, and self-guided exercises.

### **Course Requirements:**

required text - *Exploring Medical Language* by LaFleur-Brooks

*Dictionary of Word Roots and Combining Forms* by Borror

supplemental text - *Mosby's Medical, Nursing, and Allied Health Dictionary*

 (this is recommended as a reference… and a really COOL book!)

Class attendance policy:

Regular attendance is the responsibility of each student. However, a portion of the student's grade will be dependant on their performance on weekly quizes (see below), so students will be penalized indirectly for unexcused absences. In the event of an emergency, you may contact me prior to the class meeting to avoid any penalties.

Cheating and plagiarism policy:

Each student should be familiar with the guidelines for Personal Identification and Representation as stated in the Student Handbook. The following passage is particularly relevant:

 *"A student who, in connection with his or her studies, disrupts a class, plagiarizes, cheats, or otherwise violates reasonable standards of academic behavior may, at the discretion of the faculty member involved, have his or her enrollment cancelled and/or be given a reduced or failing grade."*

You're investing your money and your time in order to get a quality education, so I expect all of you to act as responsible adults.

Make-up policy:

(see below)

# Course Learning Goals or Objectives:

We will be learning how scientific words are constructed, and how to determine their meaning by breaking them down into word roots, prefixes, and suffixes. You should come out of this course with a detailed knowledge of the meanings of most of the commonly used word parts, and how they are put together to form scientific and medical terms that are used increasingly in biology and in our daily lives. This course is designed to prepare students for advanced study in professional or graduate school programs, and to help them become scientifically literate.

**Evaluation Procedures:**

#### **Total points -**

There will be approximately 900 points available for students during this course: one final (**9:45-11:15** on Friday, **May 08**; 100 points), thirteen (+ 1) quizzes (50 points each), and three projects worth 50 points each (see below). Students will be graded on a standard scale as follows:

|  |  |
| --- | --- |
| Total Points | Grade |
| 810-900 | A |
| 720-809 | B |
| 630-719 | C |
| 540-629 | D |
| 0-539 | F |

**Projects -**

The three projects will include two articles - one that the student must retrieve from the library and one from the internet - and a list of taxonomic words that the instructor will provide early in the semester. Each student is required to find an article in the library and one on the internet (further instruction will be provided during the first week of class) and take fifty words from each that they can break into prefix, root, and suffix for translation of each component. These translations, along with the call letters or URL address, and a brief summary of each article, will be due **09 April**. The taxonomic list will be translated similarly by each student (each taxonomic term translated as to prefix, suffix, root, etc.), and will be turned in by **05 March**. We will use the taxonomic translations to generate additional roots later in the course.

**ADA Statement (must be used verbatim):**

*“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator at 642-6099 (Jacket Legacy Room in the Student Union) for more information.”*

**Academic Freedom and Responsibility (must be used verbatim):**

 *“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.  Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.  Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”*

**Tentative Course Outline/Schedule:**

The course will follow the order of the textbook (LaFleur-Brooks), covering approximately one chapter per week (more-or-less). Specific material for each class meeting will be announced during the previous meeting, so students will have time to prepare themselves. We also will be using the library and internet for assigned projects that students will complete on their own time.

Week 1 – Introduction to course

Week 2 – Begin projects; Chapters 1 (Word Parts) & 3 (Directional Terms)

Week 3 – Quiz 1; Chapter 2 (Body Structure)

Week 4 – Quiz 2; Chapter 4 (Integumentary System)

Week 5 – Quiz 3; Chapter 5 (Respiratory System)

Week 6 – Quiz 4; Chapter 6 (Urinary System)

Week 7 – Quiz 5; Chapters 7 & 8 (Reproductive Syst.)

Week 8 – Quiz 6; *Taxonomy project due*; Chapter 9 (Obstetrics & Neonatology)

Week 9 – ***Spring Break*** – 09-13 March 2009

Week 10 – Quiz 7; Chapter 10 (Cardiovascular System)

Week 11 – Quiz 8; Chapter 11 (Digestive System)

Week 12 – Quiz 9; Chapters 12 (Eye) & 13 (Ear)

Week 13 – Quiz 10; *Library & Internet projects due*; Chapter 14 (Musculoskeletal Syst.)

Week 14 – Quiz 11; Chapters 15 (Neurology) & 16 (Endocrine System)

Week 15 – Quiz 12; Taxonomy roots

Week 16 – Quiz 13; Review ?

Week 17 – *Final Exam*: Friday, **08 May, 9:45-11:15**