

# Medical Terminology

BIO 207 // WLC 207  
Room, M/W/F, 2:00 PM  
Fall 2022

## Instructors:

Dr. Midori Hartman  
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Open Office: Mon 12:00 - 13:50  
Tues 13:00 - 15:00 or by appointment

Course Center Hours: Wednesday 9:00 – 11:00

## Course Description:

This course is intended to provide students with the skills and tools necessary to succeed at Albright College and beyond in both the languages/humanities and the sciences. In this course we will learn how to identify and use prefixes, roots, and suffixes of words to convey complex meanings and we will apply our understanding of the language of medicine (and ultimately the biological sciences in general) through the examination of case studies in medicine and investigation into the historical context(s) of ancient medicine and science.

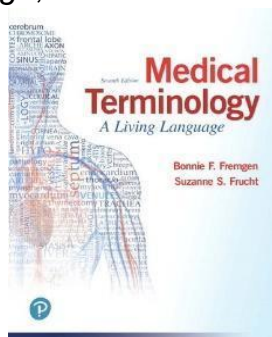
**Prerequisite:** BIO151

## Student Goals and Class Objectives:

Students will:

1. Be able to read, discuss, and communicate scientific and etymological information in a meaningful and appropriate manner.
2. Identify the basic principles of medical terminological creation and application.
3. Apply principles of basic biology to case studies of medical conditions.

**Required Text:** Bonnie F. Fremgen and Suzanne S. Frucht, *Medical Terminology: A Living Language*, 7th ed. New York: Pearson, 2019.



1. Important Note  
Earlier editions (1<sup>st</sup> – 6<sup>th</sup>) of this textbook may be used; however, the student will be responsible for differences.

## Class Policies

### Attendance:

Unexcused absences from class will count as a **0 in the class discussion grade for that day**. Please alert both professors as soon as possible if an absence is required; notifying both professors provides a failsafe in case one is not able to check their email prior to class. If you have a planned absence (an appointment, school trip, etc.), please provide dates for these absences as early as possible so that your professors can discuss any needed accommodations with you. In addition, we ask that if you are a part of a sports team, club, or performance group that you share your schedule, endorsed by your coach or faculty mentor, within the first two weeks of class that highlights any conflicts with your class schedule.

### Class Discussions and Professionalism:

Class discussions will be conducted on various topics throughout the semester. These will require reading outside of class of scholarly articles. You will be reminded in class prior as well as on Canvas when these readings are available. Class discussions will be conducted respectfully and professionally. We will use proper terminology to discuss topics. Each student is expected to be respectful of their peers and to hold everyone, including me, responsible for properly addressing students by their chosen names, pronouns, and respective titles and using proper terminology in discussions. If any student wishes to discuss class discussion, content, or any other aspect of class with me they are welcome and encouraged to do so. If you feel uncomfortable speaking with me for any reason, I encourage you to contact the [Office of the Dean of Students](#) with your concerns.

### Open Office:

Open office times are dedicated times during which I do not have set meetings where I am available on a first come first serve basis to talk with students. You are invited to come by my office for any reason. Some examples of topics during office hours include career advice, research questions, college advice, saying hello, asking for a pop tart because you missed breakfast, seeking recommendation letters, coursework, and course material. One need not think of the “perfect question” to come to open office hours. If students need to speak with me outside of the times listed above send an email and make an appointment at any time.

### Course Center:

These hours will take place in a classroom in the science building. These are dedicated times where students will be able to meet with one another, tutors, and myself, in groups or alone. During this time students will also be afforded an organized space in which they are encouraged to study, ask questions about course material, and work on group work. While this is an open format space, we do wish to maintain this time as a course-work specific time. If one wanted to ask questions pertaining to something other than coursework, please make an appointment or drop by office hours.

## Class Grading

### Class Discussion:

Participation in this class is mandatory and will include paired and larger group discussions and application of material learned in a class session. Students will be expected to help stimulate conversation and increase their knowledge by learning from their peers in the classroom. Background information will be discussed in a generalized survey style, with class presentations by the instructor providing adequate background to discuss related articles. **225 Pts.**

## **Class Assignments:**

Students will do paired and group work in class sessions to show application of knowledge learned. For example, you may be given a case study of a patient's symptoms and your team will have to diagnose the patient's medical condition based on what you learned in the class session. **225 Pts.**

## **Quizzes:**

Frequent quizzes will assist student knowledge in material covered in each unit of study will be taken prior to the start of the preceding unit. **5 Pts. each (75 total)**

## **Tests:**

Tests will assess student knowledge of the material covered in approximately every three units of study. **50 Pts. each (200 total)**

## **4<sup>th</sup> Hour of Quality: Journal**

All students will be required to do work outside of the normal scope of class to fulfill 4<sup>th</sup> Hour obligations. In this course this will take the form of maintaining a journal documenting exploration and research process into your fourth hour final project. A total of 15 entries will be created showing your scholarly investigations into your topic of choice. **5 Pts. each (75 total)**

## **4<sup>th</sup> Hour of Quality: Final Project**

All students are expected to write a fourth hour final project for this class. This paper will require significant effort and time to craft and will be worked on throughout the semester. All drafts and paper materials will be submitted through Canvas and will be subjected to examination through SimCheck/Turnitin. Any suspected plagiarism will be dealt with as outlined below under **Academic Integrity**.

Students will choose a medical diagnosis and research its history and etymology in order to analyze how it is an example of the very real limitations of the field medicine. Limitations may include classicist, sexist, and racist history of the diagnosis. For example, a student could explore the history and etymology of the term "hysteria," which has had a long term and detrimental impact on how women's reproductive health has been viewed and developed in Western medicine.

This project will rely heavily on primary source and academic source information, and students are expected to properly cite information in the text and in the bibliography at the end of the project. Only scholarly literature may be used for this assignment (no open-source databases like Wikipedia or websites that are not academically published). Student interpretation and application of appropriate resources for their project will be discussed throughout the semester.

Topics for the project will be due during the 4<sup>th</sup> week of class. A first draft (NOT rough) will be due during the 7<sup>th</sup> week of class. In the 9<sup>th</sup> week students will submit a second draft, which will be peer reviewed. Students will have 3 weeks (due the 12<sup>th</sup> week of class) to review their assigned papers and attach constructive comments at which point they will be submitted to the instructors, returned to the author, and a final copy will be due the date of the final exam. First drafts are worth 25 points total, peer review is worth 25 points and the final draft is worth 50 points. **100 Pts. total**

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## Final Exam:

The final exam will be a cumulative assessment of the material learned in the course. **100 Pts.**

## Grading:

The point breakdown for the course will be as follows:

Class Meetings	- worth 225 points
Class Assignments	- worth 225 points
Quizzes	- worth 75 points
Tests	- worth 200 points
4 <sup>th</sup> Hour Journal	- worth 75 points
4 <sup>th</sup> Hour Final Project	- worth 100 points
Final Exam:	- <u>worth 100 points</u>
	<b>Total 1000 points</b>

Notes on Assignments:

- 4<sup>th</sup> Hour journal entries should be submitted by 11:59 PM Friday. No late entries accepted.

Grading Scale for Final Grades in This Class:

100	A+	94-99	A	90-93	A-
87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-
67-69	D+	64-66	D	60-63	D-
		<60	F		

## Academic Support Services:

### Academic Learning Center:

The Academic Learning Center (ALC) offers various resources to assist Albright students with their academic success at no charge. The ALC offers course-specific peer tutoring for many general education classes at the 100-200 level. You can schedule to meet with a tutor in person or online by selecting the 'ALC Subject Tutor Schedule' at this link: <https://alb.mywconline.com/> (Links to an external site.). For upperclass students, the ALC offers one-on-one academic coaching on study skills, time management, note-taking, and learning strategies. (The Office of Student Success offers academic coaching for first-year students.) To schedule a meeting with a staff member in the ALC, contact by phone at #610-921-7662 or email: [academiclearningcenter@albright.edu](mailto:academiclearningcenter@albright.edu). Visit the ALC main office in Teel Hall 309A.

### Writing Center:

You are encouraged to work with the Writing Center early and often to help build a strong foundation for writing in this course and in all of your courses. The center's peer tutors and director will work with you at any stage of the writing process, from developing and organizing ideas to revising and editing drafts. Tutors are also available to discuss and practice approaches to managing the college reading workload and reading more effectively. The center is located in the student Campus Center on the lower level near Jake's Place and can be reached at 610-921-7540 (phone) or [writingcenter@albright.edu](mailto:writingcenter@albright.edu). (Note: For Fall 2021, the Writing Center will be in Teel 309-B until the Campus Center construction is completed). For the current schedule or to make an appointment for an in-person or online session, use our appointment system at <https://alb.mywconline.com> (Links to an external site.).

### **Gingrich Library:**

The Gingrich Library provides resources to assist Albright students with their class projects and research needs. Located in the Center for Computing and Mathematics, the library offers access to its entire catalog of print materials and DVDs as well as an extensive collection of e-books, electronic journals and databases all available from on-campus, in residence halls or off-campus. A small browsing library and college computers are located in the building. Reference librarians are available to answer questions and help students use resources and find appropriate materials. Students are encouraged to contact a librarian at any stage of the research process. Real-time chat services are available through the library's portal at the library's main page <http://library.albright.edu> (Links to an external site.).

### **Office of Student Accessibility and Advocacy:**

Consistent with the ADA and Section 504 of the Rehabilitation Act, Albright College welcomes students with disabilities into the college's educational programs. If you need impairment-related academic adjustments in this course, please contact Sherry Young, Director of Student Accessibility and Advocacy, by email at [SAA@albright.edu](mailto:SAA@albright.edu) or by phone at 610-921-7503. Our office is located in the Student Center Conference Room. Students should contact the office to schedule an appointment. Students who use accommodations should meet with course instructors privately and in a timely manner to discuss their Academic Accommodation Letter (AAL). Please note that IEPs and 504 plans do not apply to college-level courses.

### **Academic Integrity:**

The College policy on dishonesty as stated in the section "Academic Dishonesty Policy" in the current Albright College Catalog applies to all aspects of this course, including exams and papers. Academic dishonesty is taking credit for another person's work and attempting to pass it off as your own. It includes: 1) copying from another student during exams and quizzes; 2) allowing someone to copy from you or providing someone with a copy of your work that results in plagiarism; 3) Presenting someone else's ideas as your own without express permission and crediting them; 4) Plagiarizing (copying) material from books, articles, and electronic sources for direct use in your work; 5) using cheat sheets, notes, cell phones, etc. to gain outside information during a test or quiz. A student charged with academic dishonesty will be given written or oral notice of the charge, will receive an F on the assignment in question, and the case will be referred to the Provost. At the Instructors' discretion, the student may receive an F for the course. Repeat offenses, in one class or different classes can lead to more severe penalties (e.g. academic dismissal). Please familiarize yourself with this policy.

### **Diversity, Equality, and Inclusion in this Course:**

Much of science is subjective and has been historically based on the ideas and hypotheses of a collection of privileged voices. The readings in this course are based in part on the work done by this small and privileged group of individuals that were, and mostly still are, white men. We will discuss research and work done by scientists that have subsequently, some quite recently, been recognized as leaders in the field of human anatomy, physiology, and functional morphology that do not identify as white men. Should you come across any contributions to this field that you think we ought to incorporate into our coursework or simply wish to discuss the merits of in light of this topic, please feel

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free to contact us in person, via email, or anonymously (by leaving a note either under our office doors or in the building secretary's office on the third floor).

The instructors will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with the instructors during the first week of class regarding any potential academic adjustments or accommodations that may arise due to religious beliefs during this term.

Our expectations are that we will be a learning community that appreciates the successes, struggles, and skill sets that we each bring to this class and that we will learn from one another. This course will be a learning environment that is comfortable for students to explore human anatomy and physiology. It is within that goal that this course will support and enrich student learning by using diverse learning styles in classroom discussions, promoting individualized thinking styles, honoring each student's perspectives and experience, and by being respectful of all members of our learning community.

## Class Schedule

Events and classes in the course schedule are subject to change do to unforeseen circumstances, class discussion, and other events. All changes will be noted during class, on Canvas, and via email as necessary.

<b>Class</b>	<b>Topic</b>	<b>Text Readings</b>	<b>Work Due</b>
1	Course Introduction	No Readings	
2	Introduction to Medical Terminology	Ch 1.	
3	Common Prefixes & Suffixes	Ch 1.	<b>Quiz #1</b>
4	Body Organization, Part 1	Ch 2.	
5	Body Organization, Part 2	Ch 2.	
6	Ancient Greek & Roman Conceptions of the "Body"	TBD	<b>Quiz #2</b>
7	Integumentary System, Part 1	Ch 3.	
8	Integumentary System, Part 2	Ch 3	
9	Review	No Readings	<b>Paper Topic Due</b>
10	Test #1	No Readings	<b>Test #1</b>
11	Musculoskeletal System, Part 1	Ch 4.	
12	Musculoskeletal System, Part 2	Ch 4.	
13	TBD	TBD	<b>Quiz #3</b>
14	Cardiovascular System, Part 1	Ch 5.	<b>Bibliography Due</b>
15	Cardiovascular System, Part 2	Ch 5.	
16	TBD	TBD	<b>Quiz #4</b>

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17	Blood & the Lymphatic and Immune Systems, Part 1	Ch 6.	
18	Blood & the Lymphatic and Immune Systems, Part 2	Ch 6.	
19	Review	No Readings	
20	Test #2	No Readings	<b>Test #2</b>
21	Respiratory System, Part 1	Ch 7.	
22	Respiratory System, Part 2	Ch 7.	<b>Draft 1 Due</b>
23	TBD	TBD	<b>Quiz #5</b>
24	Digestive System, Part 1	Ch 8.	
25	Digestive System, Part 2	Ch 8.	
26	TBD	TBD	<b>Quiz #6</b>
27	Urinary System, Part 1	Ch 9.	
28	Urinary System, Part 2	Ch 9.	
29	Review	No Readings	<b>Draft 2 Due</b>
30	Test #3	No Readings	<b>Test #3</b>
31	Reproductive System, Part 1: Female	Ch 10.	
32	Reproductive System, Part 2: Male	Ch 10.	
33	Ancient Greek & Roman Ideas About Reproductive Health	TBD	<b>Quiz #7</b>
34	Endocrine System, Part 1	Ch 11.	
35	Endocrine System, Part 2	Ch 11.	
36	TBD	TBD	<b>Quiz #8</b>
37	Nervous System and Mental Health, Part 1	Ch 12.	
38	Nervous System and Mental Health, Part 2	Ch 12.	<b>Peer Review Due</b>
39	Special Senses: The Eye	Ch 13.	<b>Quiz #9</b>
40	Special Senses: The Ear	Ch 13.	
41	Review	No Readings	
Final	Final Exam		<b>4<sup>th</sup> Hour Project Due</b>