

Course outline: Anatomy & Physiology / EDKP 293 / section 001

General information

Term and year: Fall 2023

Course pre-requisite(s): N/A

Course co-requisite(s): N/A

Course schedule (class day(s) and time): Mondays & Wednesdays, 11:35am – 12:55pm

Class locale: Birks building, room #205

Number of credits: 3

Instructor information (repeat as necessary for multiple instructors and/or adapt for TAs, too)

Co-Instructors: Prof. Julie Côté, Ph.D. (Anatomy), and Prof. Charlotte Usselman, Ph.D. (Physiology)

E-mail: Julie.cote2@mcgill.ca and charlotte.usselman@mcgill.ca

Office location / office hours:

- Prof. Côté: Currie Gym room #335, Wednesdays 2-3pm or by appointment
- Prof. Usselman: Currie Gym room #204, Wednesdays 2-3pm or by appointment

Communication plan:

All of the relevant information pertaining to the course will be communicated via the course's myCourses site. Be sure to consult it at least once per week for any course update. Any other time-sensitive information that may need to be urgently communicated will be done so by email. If you have questions that are not answered in the course material, you may email them to either of the co-instructors. You may also request individual or group appointments that can take place either in person or virtually. The mode of communication with the co-instructors is via your and their McGill email addresses. The instructors will endeavor to respond to your email within 1 week or sooner.

Course overview

This course provides the necessary understanding of structure and function of the human body, as required for subsequent course work and future design and delivery of strategic physical education programmes. Teaching will be re-enforced through “real world” examples and case studies, relating the information delivered in this course to the field of physical education instruction.

Learning outcomes

Upon completion of this course, the student will have:

- a fundamental knowledge and understanding of human anatomy and physiology.
- a basic scientific insight to physical function in both normal and pathological conditions.
- a basic knowledge and appreciation of the scientific terminologies as related to the field.

Regarding the 12 Exit Teaching Competencies required by the Ministère de l'Éducation, du Loisir et du Sport (MELS), this course addresses the following points:

- Competency 1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Instructional methods

The following instructional methods will be used in this class:

- Instructional strategies: lectures, flipped classes, group projects;
- Software and hardware: access to myCourses and typical Microsoft suites when preparing and studying for the course;
- All material drawn upon for the assessments will be posted on myCourses;
- All mandatory learning activities and assessments will take place in person, and none will be made available remotely
- Students should contact the instructor if they anticipate that they cannot take part in certain course components.

The [guideline](#) for planning learning activities is that one credit equals about 45 hours of student work. (Thus, a three-credit course equals about 135 hours of student work.) Those hours should include all contact time (e.g., lecture, laboratory, tutorial, and conference time) for a course, as well as the time students spend doing assignments, preparing for class, and reviewing material for a course. For help accessing or using the course material, please consult McGill's [Learning Resources](#). You can also download the myCourses [Pulse mobile app](#) to stay connected and on track.

Expectations for student participation

- We expect you to conduct yourself, in written, oral, and visual form, with the utmost respect that we expect you to display on a daily basis as future physical educators, when you will be interacting with your clientele (including youths, parents, educator colleagues).
- We expect you to attend all student presentations (November 27th thru December 4th) and to notify Dr. Usselman in advance should you be unable to attend a class during this period. Supporting documentation (e.g. doctor's note) may be requested when necessary and appropriate. Unexcused absence will result in a participation grade of zero.
- You are expected to carry yourself according to the Faculty of Education's Student Teaching Policies that extend to the University classroom.
- Your class participation must also be in line with the [Code of Student Conduct and Disciplinary Procedures](#) and with other policies and positions adhered to in this class as outlined below.

Class recordings

Lectures will not be recorded; however, all class materials will be made accessible remotely, including the possibility to request remote meetings.

Course materials

There are no required course materials for this class, except for lecture materials posted on myCourses. However, the following textbook is recommended for this class and for future reference in your program as a way to deepen your understanding and supplement your studying:

Marieb EN. Essentials of Human Anatomy and Physiology (13th ed.). Pearson Publishers.

**Please note that you may use previous editions or other equivalent text books- however, we are not responsible for any discrepancy between those other materials and the recommended textbook.

Course content (all book chapters are from the recommended textbook identified above)

Week	Date	Description	Chapters	Assignments
1	W Aug. 30 th	Course introduction; intro to Anatomy	1	N/A
2	W Sept. 6 th	The skeletal system (bones & joints)	5	Explanation of mid-term paper; choose who will do what in your team
3	MW Sept. 11-13	The neuromuscular system	6-7	Submit mid-term paper proposal for feedback (optional) Sept. 13, 4pm
4	MW Sept. 18-20	Functional anatomy of the trunk	5-6	Share your progress & ideas to project team members
5	MW Sept. 25-27	Functional anatomy of the lower limbs	5-6	Combine team member contributions into the team mid-term paper
6	MW Oct. 2-4	Functional anatomy of the upper limbs	5-6	Review, approve & submit Graded, mid-term paper on Oct. 4, 4pm
7	MW Oct. 9-11: Fall reading break (** no classes **)			
8	M Oct. 16: in-class review session (optional); W Oct. 18: in-class exam 1			
9	MW Oct 23, 25	Core concepts of physiology	1, 2	Explanation of term presentation
10	MW Oct 30, Nov 1	Nervous system	7	Submit presentation proposal for feedback Nov. 1, 4pm
11	MW Nov 6, 8	Cardiovascular system	10, 11	Share your progress & ideas to project team members
12	MW Nov 13, 15	Endocrine & respiratory systems	9, 13, 16	Combine team member contributions into the team term presentation
13	M Nov. 20: in-class review session (optional); W Nov. 22: in-class exam 2			
14	MW Nov 27, 29	Student presentations		Attend presentations & ask questions for following
15	R Nov 30, M Dec 4	Student presentations		presentations for participation grades; provide peer assessments of presentations

Evaluation

Mid-term project paper (anatomical analysis of a physical activity):	15%
In-class exam 1 (Anatomy):	30%
In-class exam 2 (Physiology):	35%
Term project presentation (physiological analysis of a physical activity):	10%
Participation during term project presentations:	5%
Peer assessment of term project presentations:	5%
TOTAL:	100%

Supplementary assignments

There will be no supplementary assignments available to add to the evaluation plan.

Consequences of late submission of papers

There will be a 10% mark deduction for each late day that a paper is submitted to the instructor.

Marks for group work

Along with both group papers, you will submit an Appendix containing a short description of each group member's contribution to the group paper. All group members will receive the same mark on their group work unless discussed with all group members and agreed otherwise.

Exam descriptions

Both exams are to be taken as written exams, and will contain various types of questions and will take place in class, during the 1h20 class time. The second in-class exam will only pertain to the material covered after the first in-class exam.

Assignment descriptions

The mid-term paper and term presentation will require you to present an anatomical (mid-term paper) and a physiological (term presentation) analysis of a physical activity of your choice. The specific details such as format, length and assessment rubric, will be provided at the beginning of the semester via myCourses. Both the mid-term and term assignments are intended to be conducted in groups of approximately 4 members. In addition to the submission deadlines for the graded assignments, there will be a deadline for you to submit your mid-term and term project proposals, which will NOT be graded, but will give you an opportunity to obtain feedback on your ideas. This feedback will only be provided if you submit a proposal (details of format to follow in September on myCourses) by the deadline.

McGill policy statements

- Language of submission
“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)
- Academic integrity
“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l’étudiant et procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Additional statements

- Assessment: The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the [Dean of Students](#), who can connect you with support services.
- Charter of Students' Rights: Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).
- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.
- Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
- Extraordinary circumstances: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- Inclusive learning environment: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).
- Intellectual property: I ask for everyone's cooperation in ensuring that the course material presented in this class are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.
- Land acknowledgement: McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

- Mercury course evaluations: [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students. Thank you in advance for providing us valuable feedback, which is used in a variety of ways by the Department and University to continue to improve our academic content.
- Preferred pronouns: Please contact the instructors if you would like us to refer to you by a different name than the name indicated in your student record or to inform me of your preferred pronouns.
- Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- Text-matching: Work submitted for evaluation as part of this course may be checked with text-matching software within myCourses.
- Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#).