

PCB 4723C: Physiology & Molecular Biology of Animals

Spring 2018 – All Sections

Syllabus Awareness

You are solely responsible for reading and following the instructions, guidelines and schedules in this syllabus. Not having read the information in this syllabus will not constitute as an excuse.

Course Description

In this course, you will learn physiology at the molecular, cellular, tissue, and systemic levels emphasizing application of concepts and analysis of information over recalling of facts. The course is not a survey of how different animals function, it is an in depth exploration of unifying principles that are broadly applicable to animals and humans. This approach is well suited for students preparing to enter health professional schools (e.g., pre-med, pre-vet, pre-dental) and graduate school. The 'discussion/lab' portion of the course will utilize discussions, physiological simulators, a "hands-on" exercise, problem sets, and team projects to reinforce principles discussed in lectures, promote problem-based learning, introduce students to primary scientific literature, and give students experience working in teams and communicating scientific information. Recommended prerequisites: General biology (BSC 2010&2011), general chemistry (CHM 2046/2046L), and general physics (either PHY 2048/2048L or PHY 2053/2053L), all with a grade of at least C. Genetics, cell biology, and biochemistry are also recommended. 5 Credit hours.

INSTRUCTORS

Lecturer – Andrew Hill, PhD, Bartram Hall room 123, office hours TR 4-5 pm. Contact is by Canvas mail.

Teaching Assistants

Undergraduate Teaching Assistants for lecture: Stephanie Matcha (matcha@ufl.edu) and Akshay Sadeeshkumar (akshay771@ufl.edu) - office hours TBA

Graduate TAs for discussion sessions: Luke Chandler (lukemchandler@ufl.edu) and Niyomi House (nwijewardena@ufl.edu)

LECTURES

T,R | Period 2 - 3 (8:30 AM - 10:25 AM), LIT 0101

TENTATIVE COURSE OUTLINE

Approximate Week	#	Topics	Reading*
1/7	1	1-Homeostasis & Integration; 2-Cell & Molecular Physiology	Chap. 1, 2, 3
1/14	2	2-Cell & Molecular Physiology; 3- Approaches to Physiology	Chap. 2, 3

1/21	3	4-Metabolism	Chap. 15
1/28	4	Catch-up & Review; Exam 1 on 2/1	
2/4	5	6-Transport of solutes and water	Chap. 3
2/11	6	7-Salt and water physiology; 8-Urine dilution	Chap. 13, 12
2/18	7	9-Urine concentration; 10-Evolution of osmoregulation	Chap. 12, 7, 13
2/25	8	Catch-up & Review; Exam 2 on 3/1	
3/4	Spring Break		
3/11	9	11.1-Membrane potentials and Neurons	Chap. 3, 4
3/18	10	11.2 -Synapses	Chap. 5
3/25	11	12-Nervous Systems	
4/1	12	Catch-up & Review; Exam 3 on 4/5	
4/8	13	15-Endocrine control of stress; 16-Muscle physiology	Chap. 7, 8
4/15	14	16-Muscle physiology; 17-Cardiovascular physiology	Chap. 8, 9
4/22	15	17-Cardiovascular physiology	Chap. 9
4/29	16	Final exam on 5/02	

*Note that chapters are listed only as a rough guide; we will not cover all sections or material in each chapter. Use your judgement to read the sections of the book that are most relevant to the study questions and learning objectives.

Exam times: Exams 1, 2, and 3 are in class on 2/1, 3/1, 4/5 (not cumulative).

Final Exam: 5/02/2019 @ 7:30 AM - 9:30 AM (not cumulative).

GRADING

Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
In class response questions	*100
Simulations and exercises	**50
Problem sets	**30
Literature presentation and participation	**50
Total	630

Exams will test your understanding and application of concepts presented in lecture, in study questions, and presented in the discussion sessions. There will be many “connect the dots” questions and few based on regurgitation of material.

*The total number of in class response questions will not be known until the end of the course, and your total clicker points earned will be calculated as a percentage of 100 points. You can drop 1/4th of your incorrect and missing response questions. It is YOUR responsibility to budget these for illnesses, post-graduate school interviews, university sanctioned events, religious holidays, sleeping-in, dead batteries, etc...

**Discussion points will be covered by your graduate teaching assistants.

Grading scale

low	high	letter
93.33	100.00	A
90.00	93.32	A-
86.66	89.99	B+
83.33	86.65	B
80.00	83.32	B-
76.66	79.99	C+
73.33	76.65	C
70	73.32	C-
66.66	69.99	D+
63.33	66.65	D
60.00	63.32	D-
0	59.99	E

REQUIRED/RECOMMENDED COURSE MATERIALS

Animal Physiology: from genes to organisms, 2nd Edition by Sherwood, Klandorf, and Yancey, Brooks/Cole 2013. This version has an owl on the cover. Options for access are:

- Buy used Hardcover ~\$55: From Amazon, Cengage, UF bookstore, and others.
- Rent Hardcover ~\$33: From Amazon, Cengage, UF bookstore, and others.
- Rent Electronic ~\$25: From Amazon, Cengage, UF bookstore, and others.

Classroom response system

We will heavily use the Learning Catalytics classroom response system in class to help stimulate understanding and discussions. The cost for Learning Catalytics is \$12 for 6 months of access. Register at Learningcatalytics.com - If you already have a Learning Catalytics subscription just sign in. IF YOU DO NOT HAVE AN ACCOUNT: 1. Click Register, 2. Are you using this with a MyLab or Mastering product – click NO, 3. Do you have a Learning Catalytics access code – click NO, 4. Purchase access -either 6 or 12 month subscription length, 5. IMPORTANT – Use your ufl.edu email address when registering. Remember your username as you will sign in with it every session. USING LEARNING CATALYTICS 1. Learning Catalytics is a software utilizing your personal device (computer, smartphone, and tablet) for in-class assessment. The systems page is listed below.

<https://www.pearson.com/us/higher-education/products-servicesteaching/learning-engagement-tools/learning-catalytics/training-support/systemrequirements.html>

The main takeaways are that you have the latest version of the browser, iOS, etc., and that your popup blocker is disabled! 2. To join a Learning Catalytics session in class simply sign in at Learningcatalytics.com and type in the session ID. After you have participated in one session in the class, the ID should begin to appear for you to click on and join. A. This is also where you will review your previous class sessions. They will usually appear a couple hours after class has ended. When reviewing, you will see your responses and if they were correct or incorrect. Some questions may not have a correct/incorrect answer. TECH SUPPORT Any tech support questions should begin at the Pearson support website listed below.

<https://support.pearson.com/getsupport/s/>

Pearson tech support provides 24/7 assistance. You will always receive a “case number” that can be referenced later.

Calculator

Calculator – any scientific calculator should be sufficient and must be brought to class and exams.

DISCUSSIONS & EXERCISES

You will participate in a mixture of discussions, computer-based physiology simulations, and a “hands-on” exercise. Details are in the Discussions/Lab syllabus in Canvas/Resources. A portion of exams 2, 3, and 4 will be related to papers you discuss as groups.

SUGGESTED STUDY METHODS

Come to class and participate

There is tremendous variation in how people learn and in the foundation they have upon entering this course. However, one thing that is certain is that you will not do well if you do not attend class. Seniors have failed or withdraw from this class and had to repeat it. Some of them had GPAs above 3.5 and were already conditionally accepted to medical or dental schools. They decided they would miss class and get through by cramming for exams. They were wrong and it cost them. You will need to “participate” in the class and work hard to do well.

Understand the concepts behind the Learning Catalytics questions

Learning Catalytics is used to help you learn concepts while in class in an “active learning” environment. It will also introduce you to the types of questions and concepts that will be on the exams. Review questions and try to anticipate how different versions of the questions might show-up on exams.

Answer and understand the concepts behind the study questions

There is a large amount of material covered. To help provide focus, study questions will be posted for each exam. Exams will be limited to these concepts and material. Work on these questions as we progress. Compare your answers with those of other students, ask Dr. Hill and the undergraduate TAs for guidance, and share answers and uncertainties with other students on the discussion boards (see below). Dr. Hill will not post complete answers to these questions, as the best way to learn is to discover the answer yourself. However, the TAs and I are always happy to help YOU come to the correct answers or CONFIRM if you are correct.

Participate in discussion boards and chats

There are many other students in the class trying to learn the same material. Post and answer general questions and comments in the chat related to daily lectures and Learning Catalytics questions. Use the discussion boards to ask and answer questions about the study questions as you prepare for exams. Teaching other students is a great way to make sure you know the material. Undergraduate TAs and the instructor will monitor and direct the discussions as necessary. These are read by all students and instructors, so make sure your comments are appropriate and respectful.

Keep up with material

This is likely to be one of the most conceptually difficult courses you will take. It also has the potential to be one of the most stimulating and rewarding. You will be required to build on what you have learned in other courses and to apply concepts as opposed to memorizing facts. Physiology is where you actually get to apply what you learned in courses like algebra, physics, chemistry, biochemistry, and cell biology. You will need to be able to interpret graphs, calculate quantitative physiological variables, and integrate multiple physiological systems to understand and predict outcomes. This will require you to learn incrementally and built on concepts as they are learned. Everyone learns differently, but the best advice I can give you is to stay current on the notes, study questions, reading, and synthesis of material.

Visit the undergraduate TAs or Dr. Hill

There are two undergraduates TA for this course who holds regular office hours.

Dr. Hill is also happy to answer questions after class and in office hours.

How much time should I be spending?

The minimum full-time work week in the US is 40 h. If you are taking 15 credit hours, then this course is 1/3 of your course load. So, that's $1/3 \times 40 \text{ h} = 13.33 \text{ h}$ you should spend on this course. $13.33 - 4 \text{ h}$ lecture - 3 h lab = 6.33 h you should spend outside of class each week or about 1.6 h per day for 4 days per week.

OTHER POLICIES

Communication with Dr. Hill

Written communication should be made in Canvas (e.g., mail) unless there is an emergency. If a student fails to check Canvas, the instructor is not responsible for missed information.

Academic Honesty

All students are expected to hold themselves to a high standard of academic honesty. Of course, you must work alone on all exam questions.

If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: <http://www.dso.ufl.edu/judicial/procedures/academicguide.html>.

In class Learning Catalytics questions

You are responsible for making sure that you bring a fully functioning responder (phone with text service or WIFI device) to each class meeting. There will be no make-up questions or other allowances made for failure of your unit to work properly. Please keep in perspective that there will likely be as many as 100 questions so missing any single question due to equipment failure only affects about 0.2 percentage points of your final grade. An incorrect response is worth 0.25 points, and a missing response is worth 0.0 points. You can drop 1/4th of your missed or incorrect response questions. It is YOUR responsibility to budget these for illnesses, post-graduate school interviews, university sanctioned events, religious holidays, sleeping-in, dead batteries, etc...

Grading discrepancies

Concerns regarding the accuracy of graded assignments (discussions and lecture) will only be taken into consideration if the respective instructor has been notified within 3 working days after the assignment grade is posted. Keep a copy of all assignments in case there is a problem.

Attendance and Absences

I may take attendance in lectures, but this by itself is not worth any points and is just to help me keep track. You must attend the lectures to complete the Learning Catalytics questions.

If you must miss an exam due to an allowable scheduled absence (for example, to participate in a sanctioned university function), you must notify the instructor as soon as the event is scheduled or during the first week of classes. If you miss class due to an allowable but unscheduled absence (e.g., illness), you must contact the instructor as soon as possible. In the case of illness, you must provide a signed note from your primary care provider indicating that you were unable to attend class on the day(s) in question; it is not sufficient for the note to simply indicate that you were seen in a clinic on a given day.

If you are ill with an infection that may be contagious by casual contact (e.g., a cold or flu), you should not attend class. Furthermore, if you have a fever associated with any illness, you should not attend class until you have been free of fever for at least 24 hours. The instructor reserves the right to ask any student to leave the classroom at any time if there is a reasonable likelihood that the student's presence in the classroom places other students at substantial risk of infection.

Students with Special Needs

Students with disabilities are required to register with the Disability Resource Center (DRC) if they are requesting accommodations. The DRC may be contacted at (352) 392-2565 or refer to the website at <http://www.dso.ufl.edu/drc>. It is the student's responsibility to notify the instructor of any accommodation requests. I am happy to help.

No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed.

UF counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals. The resources include: 1) UF Counseling & Wellness Center, 3190 Radio Rd, 392-1575, psychological and psychiatric services. 2) Career Resource Center, Reitz Union, 392-1601, career and job search services. Many students experience test anxiety and other stress related problems. "A Self Help Guide for Students" is available through the Counseling Center (301 Peabody Hall, 392-1575) and at their web site: <http://www.counsel.ufl.edu/>.

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.