

**BIOL 2302\_2A2**  
**Anatomy & Physiology II Lecture**  
**Spring 2026**

**CREDIT**

3 Semester Credit Hours (Web-Based)

**MODE OF INSTRUCTION**

Online

**\*PLEASE NOTE:** This 8-week course covers the same content as courses held during long semesters. Expect to spend considerable time each week completing the coursework in a compressed timeframe.

**PREREQUISITE/CO-REQUISITE:**

Pre-requisite Biol 2101 and 2301

Passed the Reading/Writing Sections of TSI or any other accepted test

Co-requisite Biol 2102

**COURSE DESCRIPTION**

Anatomy & Physiology II is the second part of a two-part sequence. It is a study of the structure and function of the human body, including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to:

- Use anatomical terminology to identify and describe the locations of major organs of each system covered.
- Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
- Describe the interdependency and interactions of the systems.
- Explain the contributions of organs and systems to the maintenance of homeostasis.
- Identify causes and effects of homeostatic imbalances.
- Describe modern technology and tools used to study anatomy and physiology.

**CORE OBJECTIVES**

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical & Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork:** To include the ability to connect choices, actions, and consequences to ethical decision-making

Approved: **Initials/date**



## INSTRUCTOR CONTACT INFORMATION

Instructor: Melanie Daleo

Email: [mdaleo@lit.edu](mailto:mdaleo@lit.edu)

Office Phone: 409-247-5323

Office Location: MPC Building, Office 216

Office Hours: See Starfish for Available Office Hours  
[Click Here for Starfish](#)

## REQUIRED TEXTBOOK AND MATERIALS:

REQUIRED = Textbook - OpenStax Anatomy & Physiology Levels I and II

Anatomy and Physiology from OpenStax, Print ISBN 1938168135, Digital ISBN 1947172042,

[Click Here for OpenStax Anatomy & Physiology textbook](#)

Your textbook for this class is available for free online and a print copy, can be purchased online, or obtained through Eagle Learning Essentials. [Click Here for Eagle Learning Essentials](#)

Supplemental = Textbook - WikiBooks – Human Physiology

[https://en.wikibooks.org/wiki/Human\\_Physiology](https://en.wikibooks.org/wiki/Human_Physiology)

## ATTENDANCE POLICY

1. You must log in to Blackboard and access this course at least 3 times per week.
2. Late assignments will be accepted, except for the final exam, with a deduction as a late penalty. Students will receive a zero for assignments not completed.
3. If you wish to drop this course, you must drop it administratively. If you do not drop, you will receive an F for the course.

## DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#) located on the college [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

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**\*Instructor reserves the right to modify as needed**

WEEK:	TO DO:	DUE DATES
<b>Week 1</b>  <b>Jan 20<sup>th</sup> – 23<sup>rd</sup></b>  ~Introduction ~Endocrine System  <u>Total Video Time:</u> 20 minutes	<input type="checkbox"/> Discussion Board 1: Introduction <input type="checkbox"/> Netiquette Discussion Board <input type="checkbox"/> Syllabus Quiz <input type="checkbox"/> Video Quiz: Endocrine (Chapter 17) [13m 5s] <input type="checkbox"/> Discussion Board 2: Endocrine <input type="checkbox"/> Video Quiz: Fight or Flight (or Freeze) Response (Chapter 17) [5m 52s] <input type="checkbox"/> Look over instructions for Individual Project – Organ Poster due 02.11.26 <input type="checkbox"/> Join a group for Group Project – Body Systems & Disease due 02.25.26	<input type="checkbox"/> 01.25.26
<b>Week 2</b>  <b>Jan 26<sup>th</sup> – 30<sup>th</sup></b>  ~Cardiovascular (Blood & Heart)  <u>Total Video Time:</u> 20 minutes	<input type="checkbox"/> Discussion Board 3: Blood Type <input type="checkbox"/> Video Quiz: Blood (Chapter 18) [1m 16s] <input type="checkbox"/> What are Blood Types (Chapter 18) [3m 5s] <input type="checkbox"/> Discussion Board 4: Heart <input type="checkbox"/> Video Quiz: Heart (Chapter 19) [3m 15s] <input type="checkbox"/> Video Quiz: Blood Vessels (Chapter 20) [9m 30s] <input type="checkbox"/> Start working on Individual Project – Organ Poster due 02.11.26 <input type="checkbox"/> Start working with group members on Group Project – Body Systems & Disease due 02.25.26	<input type="checkbox"/> 02.01.26
<b>Week 3</b>  <b>Feb 2<sup>nd</sup> – 6<sup>th</sup></b>  ~Cardiovascular (Blood Vessels) ~Immune System  <u>Total Video Time:</u> 30 minutes	<input type="checkbox"/> QUIZ 1: Chapters 17 – 20 (Endocrine & Cardiovascular) Opens 02.02.26 and Closes 02.03.26 <input type="checkbox"/> Discussion Board 5: Immune/Lymphatic <input type="checkbox"/> Video Quiz: Immune System 1 (Chapter 21) [9m 13s] <input type="checkbox"/> Video Quiz: Immune System 2 (Chapter 21) [9m 44s] <input type="checkbox"/> Video Quiz: Immune System 3 (Chapter 21) [9m 37s] <input type="checkbox"/> <b>DUE SOON →</b> Individual Project – Organ Poster due 02.11.26 <input type="checkbox"/> Work with group members on Group Project – Body Systems & Disease due 02.25.26	<input type="checkbox"/> 02.03.26 <input type="checkbox"/> 02.08.26
<b>Week 4</b>  <b>Feb 9<sup>th</sup> – 13<sup>th</sup></b>  ~Respiratory System  <u>Total Video Time:</u> 11 minutes	<input type="checkbox"/> Discussion Board 6: Respiratory <input type="checkbox"/> Video Quiz: How the Respiratory System Works (Chapter 22) [5m 4s] <input type="checkbox"/> Video Quiz: How Oxygen Travels through your Body (Chapter 22) [5m 10s] <input type="checkbox"/> QUIZ 2: Chapter 21 (Immune) & Chapter 22 (Respiratory) Opens 02.13.26 and Closes 02.14.26 <input type="checkbox"/> <b>DUE →</b> Individual Project – Organ Poster <b>due 02.11.26</b> <input type="checkbox"/> Work with group members on Group Project – Body Systems & Disease due 02.25.26	<input type="checkbox"/> 02.12.26 <input type="checkbox"/> 02.14.26

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<b>Week 5</b> <b>Feb 16<sup>th</sup> – 20<sup>th</sup></b> ~Midterm Exam ~Digestive System ~Metabolism <u>Total Video Time:</u> 20 minutes	<input type="checkbox"/> <b>MIDTERM EXAM</b> Opens 02.16.26 and Closes 02.17.26 (Chapters 17 – 22: Endocrine, Cardiovascular, Immune, Respiratory) <input type="checkbox"/> Discussion Board 7: Digestive <input type="checkbox"/> Video Quiz: Digestive (Chapter 23) [9m 38s] <input type="checkbox"/> Video Quiz: Metabolism & Nutrition (Chapter 24) [10 m 33s] <input type="checkbox"/> <b>QUIZ 3: Chapter 23 (Digestive) &amp; Chapter 24 (Metabolism &amp; Nutrition)</b> Opens 02.22.26 and Closes 02.23.26 <input type="checkbox"/> <b>Due SOON</b> → Work with group members on Group Project – Body Systems & Disease due 02.25.26	<input type="checkbox"/> 02.17.26 <input type="checkbox"/> 02.21.26 <input type="checkbox"/> 02.23.26
<b>Week 6</b> <b>Feb 23<sup>rd</sup> – 27<sup>th</sup></b> ~Urinary System <u>Total Video Time:</u> 8 minutes	<input type="checkbox"/> Discussion 8: Post your poster and comment on two other posters <input type="checkbox"/> Discussion 9: Urinary <input type="checkbox"/> Video Quiz: Urinary System (Chapter 25) [6m 32 s] <input type="checkbox"/> Video Quiz: Fluids & Electrolytes (Chapter 26) [1m 12s] <input type="checkbox"/> <b>QUIZ 4: Chapter 25 (Urinary) &amp; Chapter 26 (Fluids &amp; Electrolytes)</b> Opens 03.01.26 and Closes 03.02.26 <input type="checkbox"/> <b>DUE:</b> Group Project – Body Systems & Diseases	<input type="checkbox"/> 02.28.26 <input type="checkbox"/> 03.02.26
<b>Week 7</b> <b>March 2<sup>nd</sup> – 6<sup>th</sup></b> ~Reproductive System ~Development ~Inheritance <u>Total Video Time:</u> 27 minutes	<input type="checkbox"/> Discussion 10: Reproductive <input type="checkbox"/> Video Quiz: Reproductive (Chapter 27) [10m 45s] <input type="checkbox"/> Video Quiz: The Surprising Effects of Pregnancy (Chapter 27) [5m 46s] <input type="checkbox"/> Video Quiz: Development and Inheritance (Chapter 28) <input type="checkbox"/> <b>QUIZ 5: Chapter 27 (Reproductive) &amp; Chapter 28 (Development &amp; Inheritance)</b> Opens 03.07.26 and closes 03.08.26	<input type="checkbox"/> 03.06.26 <input type="checkbox"/> 03.08.26
<b>Spring Break!</b> <b>March 9<sup>th</sup> – 13<sup>th</sup></b>	<input type="checkbox"/> Sleep, rest, relax <input type="checkbox"/> Enjoy time with family and friends <input type="checkbox"/> Netflix, etc. <input type="checkbox"/> Exercise <input type="checkbox"/> Read a good book <input type="checkbox"/> Do something nice for someone	
<b>Week 8</b> <b>March 16<sup>th</sup> – 20<sup>th</sup></b> <b>Final Exam</b>	<b>FINAL EXAM</b> Opens 03.17.26 and Closes 03.18.26 @11:59 pm (Chapters 23 – 28)  You made it!! Celebrate ☺	<input type="checkbox"/> 03.18.26

#### COURSE EVALUATION

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- Final grades will be calculated according to the following criteria:
- Discussion Participation 10%
- Assignments (Video Quizzes) 20%
- Chapter Quizzes 20%
- Midterm & Final Exam 30%
- Individual & Group Project 20%

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**Total = 100%**

#### **GRADING SCALE**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

#### **TECHNICAL REQUIREMENTS**

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

Quizzes and Exams in this course are administered through Blackboard. Exams will be administered with Respondus **LockDown Browser + Respondus Monitor (webcam)**

Requirements to take exams include:

- A reliable computer, desktop or laptop (phones, chromebooks, tablets, and iPads are not allowed).
- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- Adobe Flash Player (bundled with the LockDown Browser installation)
- Web camera (internal or external) & microphone
- A reliable internet service provider. A broadband internet connection.
- A room to take the exam where you are alone (other individuals in the room are not allowed)

Watch these overview videos to understand the tools your will be using to take the exam.

Respondus LockDown Browser: <https://www.youtube.com/watch?v=XuX8WoeAycs#action=share>

Respondus Monitor: <https://www.youtube.com/watch?v=hv2L8Q2NpO4 - action=share>

#### **Respondus LockDown Browser + Respondus Monitor (webcam)**

Download Instructions:

- Select the quiz in the course
- Under Quiz Requirements you will see "To take this quiz you must use the Respondus LockDown Browser"
- Below this will appear: "You can use the button below if you have not already downloaded LockDown Browser". Click the button to go to the download page and then follow the instructions

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- Use the link to download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the Quiz page in Brightspace (it may still be open in another tab) and select the quiz
- Select "Launch LockDown Browser"
- The quiz will now start

Note: LockDown Browser only needs to be installed once on a computer or device. It will start automatically from that point forward when a quiz requires it.

**Guidelines while taking online quizzes or exams, follow these instructions:**

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it.
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices.
- Remain at your computer for the duration of the test.
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam.
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims or hoodies.
  - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move.
  - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete.
  - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
  - Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

**The following violations during testing will result in a grade of zero or reduction in points:**

- Using technology or electronic devices of any kind including, but not limited to, iPads, phones, smart glasses, earbuds, smartwatches.
- Leaving the testing environment or face missing from frame or obscured.
- Noises that might indicate external help.
- Any other questionable activities indicating cheating.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### **ADDITIONAL COURSE POLICIES/Course Requirements**

- A Midterm and Final is required with two attempts given per assessment and uses Respondus Lockdown Browser. The final score will be an ***average of attempts***.
- Five quizzes will be given using Respondus Lockdown Browser with two attempts given per assessment. The final score will be an ***average of attempts***.
- Students will complete video quizzes and discussion boards for each unit.
- Students will complete an individual project and a group project. A deduction in points will be given for completing group project without partners.
- Late assignments, **except the final exam**, will be accepted with a deduction as a late penalty. Students will receive a zero for assignments not completed.

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **STUDENT EXPECTED TIME REQUIREMENTS**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.