STRATEGIES FOR SUCCESS IN THE BIOLOGY 204 LABORATORY

Anatomy is a precise descriptive science based on observation. Unlike the common misconception, it is not a subject based on rote memory! Remembering this as you work—that anatomy is *precise*, that anatomy is *descriptive*, and that anatomy is based on *observation*—is a great help toward developing your skill as an anatomist. It will enable you to learn much more easily, and in a way that will result in understanding of principles that will stay with you long after you leave the anatomy lab and enter the clinical world.

A. **Prepare *before* each lab class to get the most benefit from your lab time.**

1. Before coming to lab, use this *Laboratory Guide* to highlight this week's assigned vocabulary (in **boldface**) in the text illustrations using a "lab only" highlighter.

2. Place bookmarks or colored tabs in the assigned illustrations in the text so that you can find them easily in lab.

3. Read through all assigned material in this *Laboratory Guide* or in the text.

4. View any assigned animations before coming to lab.

B. **Bring your textbook, this *Laboratory* Guide *and Atlas* to lab every week.**

1. *Seeley's Essentials of Anatomy and Physiology,* 10th ed. (2019) provides illustrations which serve as the "keys" to the models.

2. This *Lab Guide* serves as a link between text and lab materials.

   a. It gives illustration numbers and page references.

   b. It shows required vocabulary in **boldface**.

   c. It shows which models to use when studying the required vocabulary by underlining, as in " upper limb models."

3. Use your lab time well—it is limited.

   a. Try to stay focused on the work in lab.

   b. Work cooperatively. Do not distract others with chit-chat, and do not

allow others to waste your time in this way. Finding a lab partner to study with is an excellent way to share study hints, review, and motivate each other.

c. **Leaving early is hazardous to your grade!**

C. **Recognize that anatomy is detail work.**

1. Observe structures carefully, particularly noting where they are in relationship to other structures.

2. Use the entire name as you work and study. Repeat it aloud. What does the name mean?

3. Your success in this lab class depends on your ability to recognize a structure on a model or bone and to be able to recall and write its name.

D. **Review is the key to all learning.**

1. **Review** newest material first and most.

2. **Review** older material regularly out of lab.

3. **Review** previously used models in every lab every week.

E. **Plan to use the extra "Open Lab" times provided**. By permission of the instructor, you may also be able to spend extra time in other labs.

F. **Your lab instructor is a major resource.**

1. He or she will provide an introduction to each lab, and a final review.

2. Your instructor will assist you with pronunciation of terms, memory jogs, and an appreciation of the relevance of the lab material.

3. Your instructor will help you choose the best models for studying the appropriate anatomy.

4. Please ask for the assistance you need in lab.

5. Do not compromise your instructor's effectiveness by engaging him or her in chit-chat.

6. Your instructor's office hours are for your benefit. Use them if you need to.

G. **Quizzes are intended to motivate you to keep up with each week's work.**

1. Your instructor will describe the quizzes.

2. No quiz may be made up if missed; however, your lowest quiz score from each half of the course will be dropped.

H. **All quizzes and lab practicals are write-in tests. Most questions will ask you to identify structures directly on the lab models.**

1. Your instructor will describe these types of tests.

2. A few practice questions will be displayed a couple of weeks before the practical.

3. Study which includes writing the names of the structures is excellent preparation for the practicals.

4. Your lab practical test sheet will be returned to you during the week following the test. Always check it with the key posted in the lab. If there are errors, return the test to your instructor for regrading. If you have not returned the test to your instructor for regrading within two weeks of Lab Practical I or before the final lecture exam for Lab Practical II, your test will be considered correctly graded and keys will be discarded.

I. Biology 204 Lab Grading Guidelines

1. Half credit can be given if one word of a two-word answer is correct, as long as the word is significant. Commonly recurring words such as body, cavity, spine, process, sinus, major, lobe, etc., are not worth any credit by themselves.

   For example:

   Submandibular duct: Submandibular gland (half credit). Sublingual duct (no credit)
   Falciform ligament: Falciform membrane (half credit). Duodenal ligament (no credit)

   Superior meatus: Middle meatus (half credit). Superior concha (no credit)

2. Half credit can be given if two words of a three word answer is correct, as long as at least one word is significant.

   Functional residual volume: Functional reserve volume (half credit)
   True vocal cord: vocal cord (half credit), cord (no credit)

3. **No credit if a specific part is asked for and the entire structure is given.**

   For example:

   Greater curvature: stomach (no credit)
   Left colic flexure: colon (no credit)

4. Spelling: Stress the importance of spelling terms correctly.

   a. Insignificant errors may be overlooked. **If the spelling is phonetically correct, give full credit for spelling**.

      Soft palate: soft pallet (full credit), soft plate (no credit)
      Larynx: larynks (full credit)

   b. Truly **bizarre spellings, no credit**.

      Sphenoid: safanid - no credit

5. If *both* a correct and an incorrect answer are given, no credit.