AU MLSC 110 Medical Terminology
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has weekly deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Melissa Poua
Email: pouam@andrews.edu
Office: 269.471.3277

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions
Andrews University
An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.

Course Learning Outcomes
After completing this course, students should be able to:
1. Define medical terms as covered in this course.
2. Build medical words using word roots, combining forms, suffixes and prefixes.
3. Define commonly used medical abbreviations.
4. Discuss the parts and functions of basic body systems.
5. Use medical language to describe medical procedures and interventions.

Required Text/Material

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.
Credit Hour and Commitment
This course is offered for 1 semester credit; therefore it is expected that you will spend 45 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 1.5 hours per week day. You’ll spend your time reading, accessing instructional materials, practicing vocabulary, and taking tests.

A recommended weekly schedule to divide your time is provided:
- Readings and Lectures: 4 hours
- Practice Activities: 2 hours
- Taking Exams: 1 hour

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, Students are expected to study and be prepared to take eight (8) chapter examinations based on the materials/chapters assigned. Regular participation in the course is essential to good performance. The textbook is a workbook which can be worked through systematically and is an integral part of success in this course.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. If you need assistance, call or email us: (296) 471-6016 or [mailto:helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums and by taking exams. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Keys for Success
- **Chapter one (1) of the textbook is very important** because it teaches you how to use the book to study for the exams. You are responsible for all of the material in each chapter.
- Plan an hour minimum each day during the week to study for this course. Do not leave studying for the day before the exam.
- Work through the frames of each chapter. Take advantage of the study tools built into the textbook.
- Practice quizzes are open-book and should familiarize you with the style of questions on the exams. The quizzes may be taken twice and the highest score will be kept as part of your grade.
• The exams are closed-book and must be proctored. They will consist of true/false, multiple choice and fill-in-the-blank questions. You will not be required to label diagrams but must be able to discuss the diagrams and figures found in the book.
• Videos provided are not comprehensive and are used to clarify key concepts from the textbook.
• Virtual flashcards are included as a practice too. It is recommended that the student expand upon these flashcards to add names of medical procedures, conditions, or additional terms found in the text. The flashcards provided are a review tool and giving a bonus grade.
• Use section reviews to test your knowledge. For an example of a section review see Gyllys and Masters (2019) page 24. Make a flashcard for any new word presented in the section reviews.
• Consider making physical flashcards as study tool. As you study, place those that you know in one pile and those you don't know in a second pile. Spend more time with the ones that you don't know. Your goal should be to “know” all the words in your flashcards.

**Exams**
There will be eight (8) chapter exams, which are not comprehensive. Each exam will be worth approximately 50 points. Each chapter exam evaluates the student’s knowledge of the various terms presented in the chapter/pages assigned.

The exams are timed, so it is recommended to pace yourself appropriately and write down on a piece of scratch paper any questions you have about the course or individual questions. You can always contact the instructor after taking the exam about these questions and be sure to include the exam number, the question number and what specifically did you have a question about.

No photography, videography or recording is allowed. All study materials, including electronic devices should be carefully stowed away before taking the examination. Non-compliance will result in dismissal from class.

**All exams must be taken with a proctor in a setting with no course material in sight including the textbook, notes, or electronic material relating to the course.**

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor’s full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.
No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html

**Forums**

A portion of your grade will be based on regular participation in interactive forums on the Learninghub class page. Follow the instructions closely as some will be written forums and others will be video. Often you will be assigned to respond to a post from a classmate. Please note forums requiring a response will be graded on both the initial and response posts, so if you do not post a response you will only be given half credit. As a reminder, you must post your initial comments before you can see posts from others in your group. "Ghost posts" such as posting one letter or symbol to view the posts of others will be given an automatic “0”.

Forums will be graded for mechanics (grammar and spelling), demonstration of knowledge base and organization. Points will be deducted for tardiness or inappropriate content.

### Forum Discussions Rubrics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>10 Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Organization</strong></td>
<td>Forum discussion makes relevant connections, and shares excellent insightful ideas. All questions are answered thoroughly.</td>
</tr>
<tr>
<td><strong>Knowledge Base</strong></td>
<td>The forum discussion shows evidence of carefully evaluated knowledge, and proficient and fluent use of applicable medical language.</td>
</tr>
<tr>
<td><strong>Mechanics (Written)</strong></td>
<td>The forum discussion is free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication. The length of the response is appropriate.</td>
</tr>
<tr>
<td><strong>Mechanics (Video)</strong></td>
<td>High quality video and sound (no visual distractions or extraneous sounds). Focused professional presence and appropriate dress, professional use of standardized English.</td>
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</tbody>
</table>

| **8 Proficient** | | **6 Satisfactory** | | **4 Emerging** | | **0 Unsatisfactory** |
|-------------------|------------------|-------------------|------------------|-------------------|---------------------|
| Forum discussion is relevant to competency, is organized and sounds scholarly. All questions are answered well. | The forum discussion shows evidence of an expanding knowledge base, and includes correct medical language. | The forum discussion shows evidence of analysis of a well-documented knowledge base and an understanding of medical language. | The forum discussion shows evidence of comprehension of a narrow knowledge base. Medical terms are used with some error. | The forum discussion shows evidence of little or no evidence of knowledge base. Medical terms are incorrect or not used at all. |
| The forum discussion has few mechanical errors, improved flow and strong transitions increase comprehensibility. The length of the response is appropriate. | The forum discussion generally follows mechanical conventions, but with some minor errors; appropriate transitions. The length of the response is appropriate. | The forum discussion has frequent mechanical errors; ineffective transitions and flow from point to point. The response is too short or long. | The forum discussion has numerous mechanical errors, making comprehension almost impossible. The response is too short or long. |
| Acceptable quality video and sound (no visual distractions or extraneous sounds). Focused professional presence and dress, consistent use of standardized English. | Acceptable quality video and sound (limited visual distractions or extraneous sounds). Professional presence and appropriate dress, appropriate use of standardized English. | Video and sound can be seen and heard with some visual distraction or extraneous noise. Professional presence and dress is attempted with mixed results, consistent use of standardized English. | Poor quality video and sound (clear distractions or extraneous sounds) amateur dress and limited use of standardized English. |

Last Updated: 5/8/2019

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Medical Terminology

Syllabus

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## Medical Terminology

**Syllabus**

### Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Jun 10-14 | Chapter 1: Introduction to Programmed Learning and Medical Word Building  
Chapter 2: Body Structure | *Gylys and Masters*, Ch 1 & 2 Assigned videos | Forum 1: Introduction (video)  
Quiz 1  
Review Flashcards Ch. 1  
(Optional) Practice Activities  
**Exam 1** |
| 2    | Jun 16-21 | Chapter 3: Integumentary System | *Gylys and Masters*, Ch 3 Assigned videos | Quiz 2  
Review Flashcards Ch. 3  
(Optional) Practice Activities  
**Exam 2** |
| 3    | Jun 23-28 | Chapter 4: Respiratory System | *Gylys and Masters*, Ch 4 Assigned videos | Forum 2 (written)  
Quiz 3  
Review Flashcards Ch. 4  
(Optional) Practice Activities  
**Exam 3** |
| 4    | Jun 30 - Jul 5 | Chapter 5: Cardiovascular & Lymphatic Systems | *Gylys and Masters*, Ch 5 Assigned videos | Reply to Forum 2 (written)  
Quiz 4  
Review Flashcards Ch. 5  
(Optional) Practice Activities  
**Exam 4** |
| 5    | Jul 7-12 | Chapter 6: Digestive System  
Chapter 7: Urinary System | *Gylys and Masters*, Ch 6 & 7 Assigned videos | Quiz 5  
Review Flashcards Ch. 6  
Review Flashcards Ch. 7  
(Optional) Practice Activities  
**Exam 5** |
| 6    | Jul 14-19 | Chapter 8: Reproductive System | *Gylys and Masters*, Ch 8  
PowerPoint: Ch 8 – Reproductive System | Forum 3 (written)  
Quiz 6  
Review Flashcards Ch. 8  
(Optional) Practice Activities  
**Exam 6** |
| 7    | Jul 21-26 | Chapter 9: Endocrine & Nervous System | *Gylys and Masters*, Ch 9 Assigned videos | Forum 4 (video)  
Quiz 7  
Review Flashcards Ch. 9  
(Optional) Practice Activities  
**Exam 7** |
| 8    | Jul 28 - Aug 1 (11:59 pm) | Chapter 10: Musculoskeletal System  
Chapter 11: Special Senses – The Eyes and Ears | *Gylys and Masters*, Ch 10 & 11 Assigned videos | Complete Forum 4  
Quiz 8  
Review Flashcards Ch. 10  
Review Flashcards Ch. 11  
(Optional) Practice Activities  
**Exam 8** |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.
Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tbody>
<tr>
<td>80</td>
<td>Examinations (50 points each)</td>
</tr>
<tr>
<td>10</td>
<td>Quizzes  (10 points each)</td>
</tr>
<tr>
<td>10</td>
<td>Forums   (4 forums) 30 points each</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
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</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
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Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
See course.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.
**Netiquette**

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

*Source: University of Maryland, Communications Department*

**Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/)
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that
will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.