AU: MLSC 110 Medical Terminology
Part 1: Course Information

Course Description

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

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

About 1 hours/day not including Sabbath. This course is offered for 1 semester credit. In a face to face 15-week semester class, that typically requires 1 hour of classroom time per week, and 2
hours of homework per week for a total of about 45 hours. This class is delivered online in 16 weeks; so you should plan to spend about 1 hour/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework. If this is unacceptable for any reason, please reconsider your enrollment in this class.

**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 eleven (11) chapter examinations based on the materials/chapters assigned. Regular participation in the course is essential to good performance.

**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. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

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

**Part 3: Course Requirements**

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

**Your Schedule**
In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

**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. The exemption section below lists those pictures or items
NOT covered in the exams. Otherwise you are responsible for all of the material in each chapter.

- Plan an hour or so each day during the week to study for this course. Do not leave studying for the day before the exam.
- Check the Exemption Section of this syllabus for the parts to be omitted in the chapter that you are studying.
- Make flash cards of each medical term, suffix, prefix, or definition presented in the chapter. For example, on Gyllys and Masters (2014) page 29, the word element chondr/o is presented. Make one flash card having chondr/o on one side and the meaning cartilage on the other side. Make a second flashcard with the word analysis information; chondr/oma on one side and tumor composed of cartilage on the other side.
- Use section reviews to test your knowledge. For an example of a section review see Gyllys and Masters (2014) page 22. Make a flashcard for any new word presented in the section reviews.
- See Gyllys and Masters (2014) page 50 for an example of a table of abbreviations. If possible, use a different colored flashcard for abbreviations. Make a flash card with the abbreviation on one side and the meaning on the other side.
- Once you have completed the chapter, you can study your flash cards on subsequent study days. 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.

**Exemption Section**

The items listed under each chapter may be skipped. This list primarily contains drawings where labeling is involved, and readings with evaluations. The student is responsible for knowing the remaining information in each chapter.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Pages</th>
<th>Figure/Section Excluded from Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>16</td>
<td>Section Review 1-1 Pronunciation Guidelines</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>28, 42, 45</td>
<td>Figure 2-1, Figure 2-3, Figure 2-4</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>64, 69, 75, 88, 94, 98-99</td>
<td>Figure 3-1, Figure 3-2, Figure 3-3, Figure 3-4, Figure 3-5, Figure 3-6, Review of Figure 3-11, Reading and Evaluation</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>108, 113, 119, 125, 126, 127, 130, 136, 137, 138, 139, 140, 143-144</td>
<td>Figure 4-1, Figure 4-2, Figure 4-3, Figure 4-4, Figure 4-5, Figure 4-6, Figure 4-7, Figure 4-8, Figures 4-10 and 4-11, Figures 4-13 and 4-14, Reading and Evaluation</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>156</td>
<td>161</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure 5-1</td>
<td>Figure 5-2</td>
<td>Figure 5-3</td>
</tr>
<tr>
<td>Reading and Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure 6-1</td>
<td>Figure 6-2</td>
<td>Figure 6-3</td>
<td>Figure 6-4</td>
<td>Figure 6-5</td>
<td>Figure 6-6</td>
<td>Figure 6-7</td>
<td>Figure 6-8 and 6-9</td>
<td>Figure 6-10</td>
<td>Figure 6-11</td>
<td>Figure 6-12</td>
<td>Reading and Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>279</th>
<th>283</th>
<th>285</th>
<th>286</th>
<th>291</th>
<th>292</th>
<th>297</th>
<th>301</th>
<th>306</th>
<th>310</th>
<th>311</th>
<th>312</th>
<th>316, 318</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure 7-1</td>
<td>Figure 7-2</td>
<td>Figure 7-3</td>
<td>Figure 7-4</td>
<td>Figure 7-5</td>
<td>Figure 7-6</td>
<td>Figure 7-7</td>
<td>Figure 7-8</td>
<td>Figure 7-9</td>
<td>Figure 7-10</td>
<td>Figure 7-11 and 7-12</td>
<td>Reading and Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 8</th>
<th>331</th>
<th>335</th>
<th>337</th>
<th>340</th>
<th>342</th>
<th>349</th>
<th>350</th>
<th>354</th>
<th>357</th>
<th>360</th>
<th>363</th>
<th>367</th>
<th>368</th>
<th>372</th>
<th>373</th>
<th>374</th>
<th>375</th>
<th>377</th>
<th>378</th>
<th>382, 384</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure 8-1</td>
<td>Figure 8-2 and 8-3</td>
<td>Figure 8-4</td>
<td>Figure 8-5</td>
<td>Figure 8-6</td>
<td>Figure 8-7</td>
<td>Figure 8-8</td>
<td>Figure 8-9</td>
<td>Figure 8-10</td>
<td>Figure 8-11 and 8-12</td>
<td>Figure 8-13</td>
<td>Figure 8-14</td>
<td>Figure 8-15</td>
<td>Figure 8-16</td>
<td>Figure 8-17 and 8-18</td>
<td>Figure 8-19</td>
<td>Figure 8-20</td>
<td>Figure 8-21</td>
<td>Figure 8-22 and 8-23</td>
<td>Reading and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
Exams

There will be eleven (11) chapter exams, which are not comprehensive. Each exam will be worth approximately 100 points.

Each chapter exam evaluates the student’s knowledge of the various terms presented in the chapter/pages assigned. Exceptions (material not included in the exam) are listed in the Exemption Section of this syllabus.

All exams must be taken with a proctor in a setting with no course material in site including the textbook, notes, or electronic material relating to the course. For information and support about selecting a proctor and requesting exams please access: https://www.andrews.edu/distance/students/exams.html.

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.
## Suggested schedule for completion in 11 weeks:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Intro   | Introduction & Orientation  
Introduce Yourself  
Student Orientation  
Plagiarism Lesson  
Submit Schedule | Orientation  
Plagiarism Lesson | Your Schedule |
| 1       | Chapter 1: Introduction to Programmed Learning and Medical Word Building | *Gylys and Masters*, Ch 1  
PowerPoint: Ch 1 – Word Elements | Practice Activities:  
Define Medical Words  
Define Pathological Suffixes  
**Exam 1** |
| 2       | Chapter 2: Body Structure | *Gylys and Masters*, Ch 2  
PowerPoint: Ch 2 – Body Structures | Practice Activities:  
Defining Combining Forms  
Build Medical Words  
**Exam 2** |
| 3       | Chapter 3: Integumentary System | *Gylys and Masters*, Ch 3  
PowerPoint: Ch 3 – Integumentary System | Practice Activities:  
Diagram with Drag and Drop answers  
Match the Combining Forms  
Build Medical Words  
**Exam 3** |
| 4       | Chapter 4: Respiratory System | *Gylys and Masters*, Ch 4  
PowerPoint: Ch 4 – Respiratory System | Practice Activities:  
Diagram with Drag and Drop Answers  
Defining Combining Forms  
Build Medical Words  
**Exam 4** |
| 5       | Chapter 5: Cardiovascular & Lymphatic Systems | *Gylys and Masters*, Ch 5  
PowerPoint: Ch 5 - Cardiovascular System  
PowerPoint: Ch 5 - Lymphatic System | Practice Activities:  
Cardiovascular Diagram Drag & Drop Answers  
Defining Combining Forms (Cardio)  
Build Medical Words (Cardio)  
Lymphatic Diagram Drag & Drop Answers  
Define Combining Forms (Lymph)  
Build Medical Words (Lymph)  
**Exam 5** |
| 6       | Chapter 6: Digestive System | *Gylys and Masters*, Ch 6  
PowerPoint: Ch 6 - Digestive System | Practice Activities:  
Digestive Systems Diagram Drag & Drop Answers  
Defining Combining Forms  
Build Medical Words  
**Exam 6** |
| 7       | Chapter 7: Urinary System | *Gylys and Masters*, Ch 7  
PowerPoint: Ch 7 – Urinary System | Practice Activities:  
Urinary Diagram Drag & Drop Answers  
Defining Combining Forms  
Build Medical Words  
**Exam 7** |
| 8       | Chapter 8: Reproductive System | *Gylys and Masters*, Ch 8  
PowerPoint: Ch 8 – Reproductive System | Practice Activities:  
Reproductive Diagram Drag & Drop Answers  
Reproductive system (male) Defining Combining Forms  
Build Medical Words (male)  
**Exam 8** |
| 9       | Chapter 9: Endocrine & Nervous System | *Gylys and Masters*, Ch 9  
PowerPoint: Ch 9 – Endocrine System  
PowerPoint: Ch 9 – Nervous System | Practice Activities:  
Endocrine & Nervous Diagram Drag & Drop  
Endocrine System – Defining Terms  
Endocrine System – Build Medical Words  
Nervous System – Defining Combining Forms  
**Exam 9** |
### Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

### Part 4: Grading Policy

#### Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Examinations (11 x 8.33%)</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

#### Viewing Grades in Learning Hub

- Click into the course.
- Click on the Grades link in the Settings Box 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>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D</td>
<td>60–69</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

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

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.

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/
2. Download and fill in the disability form at 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 this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.