Unit Code 6900
Human Biology 137

UNIT OUTLINE
Study Period 1 2011
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INTRODUCTION

Welcome to Human Biology 137

This unit aims to introduce you to the way in which the human body is put together, and the inter-relationship between structure and function. For some of you this will be your first exposure to human biology as a discipline. Others will have studied human biology or biology in some other context. As with anything new, terminology and frames of reference are a useful place to start, and a lot of the unit will involve learning a new language. Those who have done human biology at school will already be familiar with some of the terminology, but if you have not, you will not necessarily be disadvantaged. I will treat everyone as if they have not had prior experience of human biology. Most of you will be making a living out of imaging the human body, so I hope you will enjoy studying the details of how we are put together. It's a fascinating subject that continues to intrigue me, and I hope it will capture your interest too.

ESSENTIAL ADMINISTRATIVE INFORMATION

Unit Title: Human Biology 137  
Unit Study Package Number: 6900  
Unit Coordinator: Gary Whittaker, BAppSc (Curtin), GradDip(ForSc)  
Teaching Area: Biomedical Sciences  
Credit Value: 25  
Mode(s) of study: Internal  
Co-, Pre- and Anti-requisites: entry into Medical Imaging Science  
Core Unit status: HB137 is a required (core) unit in Medical Imaging, If you fail this unit twice you may be terminated from your course  
Result Type: Grade and Mark e.g 5 59  
Ancillary Fees and Charges: All fee information can be obtained through the Fees Centre. Visit http://www.fees.curtin.edu.au/index.cfm for details.  
Unit Website: If this unit has a FLECS-blackboard website you can access the unit materials via http://oasis.curtin.edu.au  
Tuition Pattern: 2 hour lecture Tuesday, 1 hour tutorial Thursday, 2 hour practical Friday  
Study Load: 5 hours of contact each week (sometimes used for assessment tasks) and an extra 5 hours per week of preparation and follow-up for classes

UNIT COORDINATOR & TEACHING STAFF

The lecturer or tutor for this unit and their contact details are below:

| Unit Coordinator | Gary Whittaker  
|------------------|-----------------  
| BAppSc (Curtin), GradDip(ForSc) |  
| Email: | G.Whittaker@curtin.edu.au  
| Phone: | 08 9266 1848  
| Fax: | 08 9266 2342  
| Building: | 308  
| Room: | 113  
| Contact Hours: |  

The teaching staff will assist you with your learning and any problems or difficulties you may be experiencing while undertaking this unit. They will also mark your assignments and provide feedback in relation to your progress in this unit.
UNIT SYLLABUS

Explanation and application of anatomical terminology; Categories and examples of the structure of tissues; Bone as a Tissue; Detailed structural and Functional Features of the Skeletal, the articular system; functional morphology of the muscular system with selected examples.

LEARNING OUTCOMES

On successful completion of this unit you will be able to:
1. Communicate ideas effectively using correct anatomical terminology
2. Explain the connective tissue characteristics of bone and relate it to the process of ossification
3. Predict the names and functions of the skeletal system,
4. Outline the classification of joints, and provide examples of joints in each category
5. Predict the actions of muscles based upon their structural aspects and attachments

LEARNING ACTIVITIES

The unit uses a layering process to give you plenty of opportunities to learn the material presented. You hear about it in the lectures, look at diagrams and read the related references, then you are quizzed on it in the tutorials before covering the same material with specimens in the lab. If you work consistently each week you will not need to cram at the end of the semester. The emphasis is on active participation, which is harder work than passive, but also more effective for learning. For each class, you should be doing these three things: preview, attend, review

Lectures (Tuesday, 8.00am-10.00am, Lecture Theatre 307.101 )
The HB137 lectures present the material that you need to know and understand prior to the tutorial and practical class related to that material. You can use the lecture outline downloaded from Blackboard to make taking lecture notes much easier. Due to copyright issues and environmental concerns, the diagrams from textbooks are not reproduced for you, but you can easily add sketches or photocopied diagrams into your own notes if you wish. Beware of using too many labeled diagrams that encourage rote learning rather than understanding. You will gain most from the lectures if you pre-read the textbook references prior to coming to the lecture. Even a quick skim-read over the cornflakes will add to your focus in the lecture. You should read the textbook refs again following the lecture and clarify your understanding of the material before going to the tutorial class. You may wish to rewrite lecture notes using your own summary lists and flow charts. If you need help working with your lecture notes, ask me for some ideas.

Tutorials (Thursday, either 10-11pm (408.1504) or 12-1pm (108.111))
PLEASE NOTE WEEK ONE WE WILL MEET IN THE ANATOMY FACILITY (Building 404, ground floor)
The tutorials are designed to consolidate the material of the previous lectures, but can also be used to clarify any of the unit material. Using specially-prepared tutorial quiz sheets, the tutes provide an opportunity for immediate feedback on your learning. You can also ask questions about the lecture material, and to test your understanding and recall, working on your own or with a small group of friends. The tute quizzes are for your own feedback - no formal assessment will be made of your tutorial performance. Tutorial sheets are will be provided at the end of the lecture for you to take home. You are then expected to work on these and bring them to the tutorial session on Thursday. An answer-key will be posted on Blackboard a week later to check you answers.

Practicals (Anatomy Facility ground floor building 404)
Practical classes provide an opportunity to use skeletal and muscle material to test your theoretical understanding of what you have been given in lectures, and worked with in tutorials. The practical notes lead you through checklists of structures to find, and ask you related functional questions. You should not sit in the practical classes copying things from the textbook, nor should you come to the class having worked through everything from the book alone. You should use the practical as a chance to test yourself and determine whether you really know the stuff or not. Those who do well in the unit are always those who come prepared to class and work solidly when they are there. It’s easier in the long run to put in the work on the day rather than have to do it on the weekend at home on your own without the specimens or a tutor to help.
How to use the lecture outlines and practical notes

Lectures
You can download from the FLECS-bb site a lecture outline for each of the lectures. Download the pertinent lecture outlines for a particular day and bring them to class. The outlines are not substitutes for the lectures, they are only to help you take better notes. Note-taking is a useful skill and will also help to keep you focused in the lecture, but it's not easy. Practice helps a lot, so don’t give up in week 1.

Each outline has references to relevant material in your textbooks. Skim read these prior to the lecture, and when you are continuing a topic on from a previous lecture, have those notes to glance through too. The aim of this is to give you some point of reference so that you at least know a bit about the topic and recognise a few key terms. This really helps you to focus in the lecture. Once you have done the lecture, then go back and spend more time reading the sections that were referred to in the lecture. Not all the material will be required in depth, so your lectures are a guide as to the material that you are expected to know. Use diagrams and flow charts as much as you can to add to your notes. They can often convey much more info than a sentence, and if you have to construct them in your mind or in your own words they will stay with you much longer. You may wish to add photocopied diagrams from other books to your notes, or to note page numbers of useful relevant parts of the text. I have included at the end of each lecture outline a reflection bar, like this;

<table>
<thead>
<tr>
<th>Learning Rating for this lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Reasons</td>
</tr>
</tbody>
</table>

This gives you a chance to think about what you have learned from the lecture, and which factors may have influenced how much you learned. As you progress through the semester you can look back at these for behaviour patterns that reveal to you how best you perform. When writing down “reasons” in the reflection bar box, try to think of things which are internal to you – e.g. “I was focused because I had looked at the diagrams” or “I was tired and couldn’t concentrate” rather than external things such as “the room was too hot” or “the lecturer was boring” or “the subject is too hard”. It’s the internal things which you can do something about, and in my experience a lot of them can be fixed by improvements in time management skills.

Try to keep your attention focused during the lecture. This is not always easy and, in spite of the best efforts of the lecturer to make it interesting, you will still find your attention wandering. Work hard at listening hard, think about the info you are receiving, don’t be a passive listener. If you have a question, either ask at the time, or make a note in your outline to ask during the tuition or after the lecture. The more work you put into class time the less effort you need to make at the end of the semester. Be ready for work when the lecture begins. Don’t distract yourself or others with mobile phones, chattering or any other off-task behaviours. You are only putting off the learning till later – you may as well get the most out of the 2 hrs you are in the lecture.

Tutorials
In the tutorials you will be given a quiz sheet designed to test your recall of material from the previous lecture. This will represent only part of the material and is not designed to comprehensively cover everything you have done. The tute sheet will often ask you to identify or name structures from diagrams, or to give simple explanations of concepts. You will work alone for the first 5-10 minutes without text or notes, then you can choose to work with colleagues to compare answers. We will then go through them in class, with each person contributing answers when asked. This give you an idea of what you knew outright, what you knew with prompting, and what you had no idea about (you could even write in different colours to show at a glance what you need to work on) and this will help your revision. Sometimes you may not know the answer to something for which you have been asked, but I will try and prompt you, the idea being to show how you can derive the answer from what you do know. Everyone will be in the same situation at least once during semester so don’t feel embarrassed or silly if you can’t come up with the answer straight away. In fact, more people will be helped by the process than if you knew the answer outright. You have a feedback bar for tute sheets too – they look like this;

<table>
<thead>
<tr>
<th>Personal Grading for this tute sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
</tr>
<tr>
<td>Reasons</td>
</tr>
</tbody>
</table>

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Practicals

Many of the things which have been said for lectures are true too for practicals. You download the prac sheet and print it off prior to coming to class. Once again, preparing for class and concentrating while you are there will save heaps of work later. At the end of each practical is a box like this one….

Practical Four Checklist

Things to follow up…..

Learning Rating Prac 4

I was inefficient and didn’t learn enough

I worked well & learned heaps

which encourages you to reflect on how you learned in the practical, and which parts of the prac you need to go over again. This is useful when you come to revise for your practical tests, as you have a summary of what you found difficult on the day, and a ready-made list of things to check. The practical notes are sprinkled with questions designed to make you think about what you are doing. We will not be ‘going through’ the answers at the end of the prac, so it is up to you to discuss your answers with your colleagues and if you are not sure, to ask your tutor if the answer you have is correct. The prac sheets are not collected and marked – the work you put into them is a resource you can draw on later. In an evaluation of previous years students in their practical classes, I asked them about their practical work based on the mark they received for their first test, and what strategies they would use to improve their performance for the next test. Of the whole class, over 60% said that they should prepare for the practical and stay more focused in class, using the wet specimens rather than the charts and textbooks.

Practical test feedback sheets

You will have a chance to reflect on your performance in the first two practical tests as a way to improve your learning. These are available for downloading from the blackboard site.

If you have any questions about how best to use the notes for the lectures, tutorials or practicals, or how best to benefit from the feedback bars, don’t hesitate to ask me. The University also offers excellent study help programs which are free for students.

Check out the website on http://learningsupport.curtin.edu.au/studyplus.html

STUDENT FEEDBACK

Everyone needs good feedback to help them learn. HB137 provides lots of opportunities for you to get feedback on your learning. The best feedback I give you will be if you challenge yourself with a test. There are 3 tests during the semester and you will get feedback after each one on your learning and also your test technique. This gives you a chance to think about how you learn in this unit. You will also have the opportunity to provide yourself with feedback through weekly quizzes and the reflection sheets and bars associated with the tasks you do in class. You also have a chance to give me feedback about the unit.

We welcome your feedback as one way to keep improving this unit. Later this semester, you will be encouraged to give unit feedback through eVALUate, Curtin’s online student feedback system (see http://evaluate.curtin.edu.au). Recent changes to this unit in response to student feedback through eVALUate include:

1. an increased time for practical work in the muscular system
2. more on-line MCQ tests with feedback for revision
TEXT BOOK

In the past I have tried to restrict the essential purchased book to one textbook. However, the search for the perfect textbook has been unsuccessful, so following feedback from students over the years, and in consultation with staff teaching other Med Imaging units, I have chosen two textbooks. These books will be used for Human Biology 138 next semester and will also be used for some of your medical imaging units.


Other Recommended Reading:
You do not have to purchase the following textbooks but you may like to refer to them.


ASSESSMENT DETAILS

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Worth</th>
<th>Due</th>
<th>Unit Learning Outcome Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical test 1</td>
<td>10%</td>
<td>18/3/11</td>
<td>ULO 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tests practical material from wks 1-3 incl</td>
</tr>
<tr>
<td>Practical test 2</td>
<td>15%</td>
<td>15/4/11</td>
<td>ULO 1, 2, 3 and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tests practical material from wks 1-9 incl</td>
</tr>
<tr>
<td>Practical test 3</td>
<td>25%</td>
<td>27/5/11</td>
<td>ULO 1, 2, 3, 4 and 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tests practical material from all pracs</td>
</tr>
<tr>
<td>Final written examination</td>
<td>50%</td>
<td>during 6-17 June</td>
<td>ULOs 1 to 5 inclusive</td>
</tr>
</tbody>
</table>

| TOTAL                | 100%  |         |                                        |

You do not have to pass all separate assessment tasks, you only need to pass overall.

Practical tests 1, 2 & 3

worth 50% in total

The practical tests are designed to provide you and me with feedback about your learning. The first one is early on but only worth 10%, so all is not lost if you do not pass – it gives you a chance to test yourself out without risking your final grade and should help you perform better in the subsequent tests. They are written by me and change every semester. The dates of the practical tests are shown in the practical schedule at the end of this unit outline. You will be provided with information about the set-up of the tests and the
distribution of material to be tested in your lectures closer to the time. The tests are marked and returned
within a week, and we go through the answers in class to give you useful feedback on which areas you
performed poorly. The marking criteria will be given with the answers and you will have the chance to check
and question the marking key with me when you receive your prac test papers back. If you are unable to
attend the practical test you must provide a medical certificate or equivalent in order to sit a deferred test.

Final written examination
worth 50% in total
The final written examination paper is written by me and covers the whole semesters work. It is scheduled
and run by the University Examinations Office during the examination period. Although it changes every
year, the emphasis is always on integration of material, ascribing function to structure and explaining how
things fit together. It will contain some multi-choice questions, some short-answer questions and a longer
integrated answer question. Examples of relevant past papers are available on FLECS-Blackboard

STUDENTS’ RIGHTS AND RESPONSIBILITIES

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating
to their rights and responsibilities as a student. These include:
• the Student Charter,
• the University’s Guiding Ethical Principles,
• the University’s policy and statements on plagiarism and academic integrity,
• copyright principles and responsibilities and other policies and procedures
• students’ responsibility to check enrolment,
• deadlines, appeals, and grievance resolution,
See www.students.curtin.edu.au/administration/responsibilities.cfm for comprehensive information on all of
the above.

ADDITIONAL INFORMATION

Requirements to complete the unit
There are some skills and other requirements that we assume you have prior to enrolling in this unit. The
content covered in HB137 assumes that you:
  1. have good written and verbal communication skills.
  2. can effectively source, access and use library resources (printed and electronic).

Other Requirements:
  1. White Laboratory Coat and closed-in footwear
  2. Anatomy Authorisation valid for Curtin University
  3. Textbook access.
  4. Access to Web CT

The Anatomy Act.

Curtin University is very privileged to hold a license to use donated human cadaver material for the teaching
of human biology units, and HB137 utilises this facility in practical classes. People donate their remains to be
used for teaching purposes, and it is an extremely generous gift on their part. However, because of the
delicate nature of this facility, it must be strictly controlled by an act of parliament, administered by the WA
Health Department.

There are certain rules and regulations to which you must adhere in order to gain and keep your
authorisation. Without it, you may be excluded from the course. The Anatomy Act requires that you be
authorised to view human anatomical material for the purposes of your studies. You must always wear a
white lab coat and suitable footwear, and present in a professional manner. No mobile phone or camera
images are to be taken of the cadaver material without permission, and no material must be removed from
the designated anatomy facility. As an authorised person, you must not allow non-authorised people to view
the specimens (even as images) without permission.

Respect must be shown to the bequeathed material at all times.
Some students find dealing with human cadaver material quite challenging and we appreciate that, but we will not tolerate disrespectful behaviour in any form. If you have problems dealing with the lab material it is your responsibility to see Gary as soon as possible.

You must have a valid anatomy authorisation for Curtin University to undertake this unit.

The cost of this is $10 which covers the cost of administration to register your details with the Health Department in WA.

Print out the payment slip from Blackboard (or get one from Gary during orientation), and present it to the cashier at the Curtin main administration building with your payment before our first tutorial session. The cashier will give you a receipt in return for your payment. Bring the receipt plus your student id card to the first tutorial class.

NOTE: If you already have an anatomy authorisation sticker from a previous year at Curtin, proof MUST be presented. An anatomy license from any other university in WA or elsewhere is not valid at Curtin.

If you have any questions regarding the anatomy authorization, please see Gary.

Laboratory safety and responsibilities

The anatomy facility here at Curtin University answers to the Health Department of Western Australia as well as to the University itself. Therefore we are required to observe certain rules for two reasons – firstly to comply with the anatomy act, and secondly to comply with university safety procedures. For these reasons there are strict rules which must be adhered to while you are in the anatomy facility during practical classes, exams or revision sessions. Failure to observe the rules may result in you being asked to leave a class, and possibly being excluded from the course.

1. You must wear a white laboratory coat which can be buttoned up at the front. This coat must be mid-thigh length or longer and not show conspicuous symbols or advertising.
2. You must wear closed-in shoes – slip-ins, clogs or sandals are not acceptable.
3. Mobile phones must not be used in the anatomy facility. If you need to make or receive a call, leave the facility and do so in the foyer.
4. No photographs or digital images of specimens (wet, bone or plastinated) may be taken without express permission from the School of Biomedical Sciences anatomy staff.
5. No material may be removed from the anatomy facility without permission of the Licence-holder - Anatomy.
6. No eating, drinking (even bottled water) or chewing is allowed during laboratory classes.
7. Hair should be tied back to prevent cross-contamination.
8. Protective eyewear is available for loan if you wish to use it – it is not required but is free of charge to those wishing to wear protective eyewear. Although we take all precautions to minimize the fumes from the formalin-preserved material, they can be irritant.
9. Protective latex gloves are supplied free of charge to those wishing to use them. Although the preservation of the specimens ensures there is no microbiological contamination, the chemicals are very drying to the skin and we suggest you wear protective gloves to handle the specimens.
10. Bags should be left outside the lab in the shelves provided but carry your valuables with you into class. These shelves are cctv-monitored but thefts have occurred in the past.

In your first tutorial class you will be asked to read and sign a document acknowledging you have read and understood your responsibilities in the anatomy laboratory.

Respect must be shown to the bequeathed material at all times. Some students find dealing with human cadaver material quite challenging and we appreciate that, but we will not tolerate disrespectful behaviour in any form. If you have problems dealing with the lab material it is your responsibility to see Gary as soon as possible.
Supplementary Examinations & Deferred Assessment

Supplementary examinations are awarded only at the discretion of the Board of Examiners. The aim of a supplementary examination is to allow the student to correct minor problems or deficiencies in the initial assessment and not to gain extra study time or correct major problems. The number of supplementary examinations awarded will be kept to a minimum for any one examination period and for this course of study. Supplementary examinations, if awarded, will be notified through the OCC (Official Communications Channel) on OASIS after the Board of Examiners meeting. It is your responsibility to check your status, either in person or by phone.

Deferment of a final written examination is not automatic. Students may be permitted by the relevant Board of Examiners to defer an examination or other assessment where circumstances outside their control have arisen. However, a student's overall performance may be taken into account in granting permission to defer an examination.

Applications for deferment on health grounds or as a result of extenuating circumstances must be submitted not later than seven (7) days after the end of the relevant examination period or assessment date during the semester. Detailed medical certificates should be attached to the application where appropriate. The prescribed application form may be obtained either from Admission and Student Records, the Course Administrator in your school. Completed forms must be submitted to the Course Administrator.
## Semester 2 2011 lecture calendar

Venues and Times:  
Lecture: Tuesday 8-10pm 307.101,  
Tutes: Thurs 10-11 (408.1504) or 12-1 (108.111)  
Pracs Fri 8-10 or 10-12 in 404 wet lab

**Lectures, tutorials and practical classes for HB137 begin in week 1.**

The references are to specific areas of Thibodeau & Patton. You should be able to easily find the relevant parts of the anatomy atlas yourselves.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>T&amp;P refs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Intro to the unit, tips for success</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 March</td>
<td>Anatomical Terms of Reference; Basic Tissue Types. Connective Tissue.</td>
<td>pp 5-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bony Features.</td>
<td>pp 194-208</td>
</tr>
<tr>
<td></td>
<td>2 March</td>
<td>Arrangement of the Axial skeleton</td>
<td>pp 235-241</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Vertebral Column</td>
<td>pp 240-241</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Bony Rib Cage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 March</td>
<td>General Arrangement of the Skull</td>
<td>pp 218-234</td>
</tr>
<tr>
<td></td>
<td>4 March</td>
<td>Bones of the skull, cont. Ossification and Dental Components</td>
<td>pp 218-234</td>
</tr>
<tr>
<td></td>
<td>5 March</td>
<td>The Pectoral Girdle</td>
<td>pp 242-243</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Upper Limb</td>
<td>pp 243-246</td>
</tr>
<tr>
<td></td>
<td>6. 5 April</td>
<td>The Pelvic Girdle</td>
<td>pp 247-254</td>
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<tr>
<td></td>
<td></td>
<td>Lower Limb</td>
<td>pp 247-254</td>
</tr>
<tr>
<td></td>
<td>7. 12 April</td>
<td>The Articular System</td>
<td>pp 264-286</td>
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<td></td>
<td></td>
<td>Terms of movement</td>
<td>pp 278-284</td>
</tr>
<tr>
<td></td>
<td>8. 19 April</td>
<td>Muscle tissue and organization of the muscular system</td>
<td>pp 294-303</td>
</tr>
<tr>
<td></td>
<td>9. 26 April</td>
<td>Tuition Free Week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. 3 May</td>
<td>Axial Musculature</td>
<td>pp 303 -316</td>
</tr>
<tr>
<td></td>
<td>11. 10 May</td>
<td>Axial Musculature, cont</td>
<td>pp 303 -316</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Appendicular Musculature</td>
<td>pp 317-323</td>
</tr>
<tr>
<td></td>
<td>12. 17 May</td>
<td>Appendicular Musculature, cont</td>
<td>pp 317-323</td>
</tr>
<tr>
<td></td>
<td>13. 24 May</td>
<td>Review and general examination information</td>
<td></td>
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<tr>
<td></td>
<td>31 May</td>
<td>Study Week</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Exams Week 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Exams Week 2</td>
<td></td>
</tr>
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</table>
### Semester 1 2011 practical class calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>practical class topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4 Mar</td>
<td>Anatomical Terminology&lt;br&gt;Bone as a Tissue; Ossification;&lt;br&gt;How the Skeleton is organised.</td>
</tr>
<tr>
<td>2.</td>
<td>11 March</td>
<td>The Vertebral Column &amp; Bony Rib Cage.</td>
</tr>
<tr>
<td>3.</td>
<td>18 March</td>
<td><strong>PRACTICAL TEST 1 (10%, wks 1, 2 incl.)</strong></td>
</tr>
<tr>
<td>4.</td>
<td>25 March</td>
<td>The Skull</td>
</tr>
<tr>
<td>5.</td>
<td>1 April</td>
<td>The Pectoral Girdle and Upper Limb</td>
</tr>
<tr>
<td>6.</td>
<td>8 April</td>
<td>The Pelvic girdle and Lower Limb</td>
</tr>
<tr>
<td>7.</td>
<td>15 April</td>
<td><strong>PRACTICAL TEST 2 (15%, wks 1-6 incl)</strong></td>
</tr>
<tr>
<td>8.</td>
<td>22 April</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>9.</td>
<td>29 April</td>
<td>Tuition Free Week</td>
</tr>
<tr>
<td>10.</td>
<td>6 May</td>
<td>Articulations of the Body PLUS intro to the muscular system</td>
</tr>
<tr>
<td>11.</td>
<td>13 May</td>
<td>Axial Musculature</td>
</tr>
<tr>
<td>12.</td>
<td>20 May</td>
<td>Appendicular Musculature</td>
</tr>
<tr>
<td>13.</td>
<td>27 May</td>
<td><strong>PRACTICAL TEST 3 (25%, whole semester’s work)</strong></td>
</tr>
</tbody>
</table>

**Study Week**

If you are unable to print off the lecture or practical notes prior to class send me an email and I am happy to provide a copy for you.