

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Anatomy  
Fiscal Unit/Academic Org Biomedical Education & Anatomy - D2502  
College/Academic Group The College of Medicine  
Level/Career Undergraduate  
Course Number/Catalog 2150  
Course Title Pop Culture Anatomy and Physiology  
Transcript Abbreviation PopCulture Anatomy  
Course Description Pop culture includes icons from movies, TV shows, books, & comics. Often, pop culture showcases anatomy and medicine through inaccurate depictions or anatomical modifications are justified as "fantasy elements" and not explained using current anatomic knowledge. The Pop Culture Anatomy course is a 3 CH course that teaches systemic human anatomy and physiology using characters from pop culture.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 26.0403  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

## Course Details

### **Course goals or learning objectives/outcomes**

- Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
- Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate in the future.
- Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)
- By the end of this course, students will be able to: 1. Develop a vocabulary of anatomical terminology
- By the end of this course, students will be able to: Explain how anatomical structures relate to functions
- By the end of this course, students will be able to: Name and describe the basic systems of the human body, including their function and structure
- By the end of this course, students will be able to: Evaluate material in pop culture (anatomy, physiology, medicine) and determine if it is feasible, or how it could become possible in the future
- By the end of this course, students will be able to: Apply knowledge of the human body to medicine, health, and personal wellbeing.
- By the end of this course, students will be able to: Synthesize and present anatomic knowledge in a concise, effective manner.

### **Content Topic List**

- Anatomy, Physiology, Pop Culture

### **Sought Concurrence**

No

**Attachments**

- Anatomy 2150 syllabus v3.docx  
*(Syllabus. Owner: Barton, Melody A)*
- Anatomy 2150 Syllabus Cover Letter.docx  
*(Cover Letter. Owner: Barton, Melody A)*
- Completed TFMA - concurrence request form Anat 2150 (09.17.24).pdf  
*(Concurrence. Owner: Barton, Melody A)*
- concurrence\_request\_form\_Anat2150\_CLSE Signed.pdf  
*(Concurrence. Owner: Barton, Melody A)*
- English Concurrence.pdf  
*(Concurrence. Owner: Barton, Melody A)*
- submission-health-well-being - Anat 2150.docx  
*(Other Supporting Documentation. Owner: Barton, Melody A)*
- submission-health-well-being Worksheet - Anat 2150 v2.docx  
*(Other Supporting Documentation. Owner: Barton, Melody A)*
- EEOB Concurrence emails.pdf  
*(Concurrence. Owner: Barton, Melody A)*
- Anatomy 2150 Syllabus v5 Cover Letter.docx  
*(Cover Letter. Owner: Barton, Melody A)*
- Anatomy 2150 syllabus v5.docx  
*(Syllabus. Owner: Barton, Melody A)*

**Comments**

- Please see Subcommittee feedback email sent 11/12/24. *(by Neff, Jennifer on 11/12/2024 11:16 AM)*
- Please see Subcommittee feedback email sent to M. Barton and D. Clinchot 08/26/2024. *(by Hilty, Michael on 08/26/2024 10:39 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Barton, Melody A	06/18/2024 03:23 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	06/18/2024 03:26 PM	Unit Approval
Approved	Clinchot, Daniel Michael	06/18/2024 03:26 PM	College Approval
Revision Requested	Hilty, Michael	08/26/2024 10:39 AM	ASCCAO Approval
Submitted	Barton, Melody A	10/09/2024 01:47 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	10/09/2024 02:24 PM	Unit Approval
Approved	Clinchot, Daniel Michael	10/09/2024 02:25 PM	College Approval
Revision Requested	Neff, Jennifer	11/12/2024 11:16 AM	ASCCAO Approval
Submitted	Barton, Melody A	12/09/2024 12:11 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	12/09/2024 12:18 PM	Unit Approval
Approved	Clinchot, Daniel Michael	12/09/2024 12:18 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/09/2024 12:18 PM	ASCCAO Approval

Cover sheet for *Pop Culture Anatomy Syllabus v5*

- The following statement was added in response to the comment “In terms of the ongoing statewide conversation regarding anatomy and physiology courses in relation to OT-36, the reviewing faculty emphasize the importance of ensuring that all stakeholders have a shared understanding of the course’s objectives and limitations. For instance, can this course be used to satisfy an anatomy requirement for nursing students? It is essential that the syllabus explicitly outline what this course can or cannot be used to fulfill to avoid confusion among students.”
- *This course is intended as an elective GE course. Credit can be counted towards the anatomy minor, but this class cannot take the place of ANAT 2300/3300 or EEOB 2511/2520 to satisfy an anatomy or physiology requirement for nursing and professional programs.*
- “If relevant to course” was added to the Division of Anatomy Statement Regarding Cadaveric Material Usage
  - The instructor plans to take the class on a “field trip” to the anatomy lab to demonstrate anatomic structures on the cadavers, as long as laboratory classroom schedule allows for it (i.e., another class is not in the anatomy lab at that time). The statement should remain in the syllabus for this reason. The statement may be removed on a semester basis if the anatomy labs are occupied during Pop Culture Anatomy class time.
- Religious accommodations hyperlinks statement was fixed
- Concurrence with EEOB was received.
- Several journal articles were added to the reading list on the course schedule. Citations for the articles are listed at the bottom of the syllabus (after the schedule).
- Worksheet was edited – additions were highlighted in yellow.
- More information was added to the ‘Course Format’ section on p1.
  - Note: There will be a 10-15 minute video on basic anatomy principles to watch before every lecture. The first half of class will include more advanced lecture, the second half will include discussion onto how superpowers would change the anatomy. This will be heavily discussion-based and student-led.
- Schedule changes:
  - Removed some topics so there is more time to go in-depth. Rather than examining every body system, we’re focusing on musculoskeletal system, nervous system, endocrine system (hormones), cardiovascular system, respiratory, and digestive.
  - Schedule was reformatted to shift the focus to the pop culture icons.
    - An additional column was added to the course schedule, listing pop culture references and health and wellbeing topics that can be taught with each anatomy topic.
    - Please note that more pop culture characters will be added, this is not an exhaustive list.
  - There are some blank days to allow for guest lectures.



## **Anatomy 2150 – Pop Culture Anatomy & Physiology**

AU 2025, 3 credits

**Instructor: Madeline Parker, PhD**

Email: parker.801@osu.edu

Office Hours: by appointment only

### **Description / Rationale**

Lecture Meetings: 55 minute lecture, 3 days a week

Lecture location: TBD

## **Course Overview**

### **Description / Rationale**

Pop culture includes icons from movies, television shows, books, and comics. Frequently, pop culture showcases anatomy and medicine through inaccurate dramatizations or anatomical modifications are justified as “fantasy elements” and not explained using current anatomic knowledge. The Pop Culture Anatomy course is a three-credit hour course that teaches systemic human anatomy and physiology using characters from pop culture. The lectures will introduce normal human anatomy and physiology and then examine characters in pop culture or medical shows, with discussions on what is possible either through biological adaptation or technology.

### **Course Format**

This course is taught in-person with 55-minute lectures three times a week. Prior to class, you will watch a short video introducing the basic anatomy and physiology concepts. The first 15-20 minutes of each lecture will focus in on a more detailed and advanced aspect of the science behind the day’s topic. The second half of each class period will introduce pop culture characters, then the class will discuss the character’s anatomical adaptations and their health and well-being. The pop culture characters will be analyzed and students will discuss how the character’s abnormal anatomy/physiology / superpowers could be created.

### **Credit Hours and Work Expectations**

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct lecture instruction (lecture content and activities), and about 6 hours of homework (reading and other assignments, preparation, etc.) to receive a grade of (C) average. More time invested generally corresponds to a higher grade.

## Prerequisites

There are no course prerequisites.

## Course Organization

The course is divided into five units, each of which covers different systems of the human body.

**Unit 1:** General Terminology, General Chemistry and Biology, Tissues, Molecular Biology

**Unit 2:** Musculoskeletal System

**Unit 3:** Nervous System

**Unit 4:** Lymphatic, Endocrine, Integumentary, Respiratory, and Cardiovascular Systems

**Unit 5:** Digestive, Urinary, and Reproductive Systems, Human Health and Medicine, Special Topics

## Course Objectives

By the end of this course, students will be able to:

1. Develop a vocabulary of anatomical terminology
2. Explain how anatomical structures relate to functions
3. Name and describe the basic systems of the human body, including their function and structure
4. Evaluate material in pop culture (anatomy, physiology, medicine) and determine if it is feasible, or how it could become possible in the future
5. Apply knowledge of the human body to medicine, health, and personal wellbeing.
6. Synthesize and present anatomic knowledge in a concise, effective manner.

*This course fulfills a GE Theme: Health and Wellbeing requirement.*

### New General Education (GEN) Goals and ELOs (as of AU 2022):

Theme: Health and Wellbeing	
Goals	Expected Learning Outcomes
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</b>	<b>Successful students are able to ...</b>
	<b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme. <b>1.2</b> Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
<b>GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	<b>2.1</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
	<b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
<b>GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</b>	<b>3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
	<b>3.2</b> Identify, reflect on, or apply strategies for promoting health and wellbeing.

In Pop Culture Anatomy, students meet the GE Learning Objectives in multiple ways. Students gain an understanding of the foundations of human anatomy and physiology. They then will pick a topic and explore an aspect of anatomy in further detail through their final paper. Students will critically think about anatomy by analyzing characters in pop culture and explaining their 'superhuman' or abnormal anatomy during exams, lecture discussions, and the final paper. Students will learn about the basics of disease and anatomical abnormalities, discuss methods to improve health to prevent diseases, and learn how to critically evaluate outside resources. Evidence-based interventions for health conditions will be provided where available, but students will be asked to think creatively when discussing fictional characters and their (fictional) health conditions. Unit Reflections will allow students to think about how the course material can be applied to their own lives, by embracing health and/or well-being concepts being taught or through critically analyzing information presented in the media. Through the final paper, students will develop a sense of self as a learner, learn how to give and receive critiques, and learn how to successfully utilize constructive criticism.

*This course is intended as an elective GE course. Credit can be counted towards the anatomy minor, but this class cannot take the place of ANAT 2300/3300 or EEOB 2511/2520 to satisfy an anatomy or physiology requirement for nursing and professional programs. This course does not contribute to the Film Studies major or minor requirements.*

## Course Materials

### Required

The following textbook is required for class:

- *Essentials of Human Anatomy & Physiology, 13<sup>th</sup> Edition (2022);* Marieb and Keller.  
Print ISBN-13: 978-0137375561  
E-book ISBN-13: 9780135624340  
Note: text is available through OSU bookstore or as an e-book rental directly from Pearson.  
Mastering subscription is NOT required.

Any additional materials or required readings will be provided via Carmen.

## Course Requirements/Evaluation

### Grades

Assignment / Category	Points / %
Beginning of course Pre-Quiz	15 pts/ 3%
Attendance/Participation (5 pts each, 20 highest)	100 pts/20 %
Unit quizzes (5 Unit quizzes, 25 pts each)	125 pts/ 25%
Unit Reflection (5 Unit reflections, 10 points each)	50 pts/ 10%
Cumulative Final Exam	50 pts/ 10%
Final Paper (All components)	130 pts / 26%
Final Paper Topic	10 pts/ 2%
Final Paper Draft	35 pts/ 7%
Final Paper Peer Review	25 pts/ 5%
Final Paper	60 pts/ 12%
Paper Presentation	30 pts/ 6%



<b>TOTAL</b>	<b>500 pts/100%</b>
--------------	---------------------

*See below for assignment descriptions and due dates.*

### Late Assignments

- There are NO makeup assignments for class attendance or participation.
- Students can make up a missed quiz or exam within 2 weeks of the original due-date. Missed quizzes and exams can be made up for full credit in extreme cases with documentation. If there is no documentation or it is an unexcused absence, then students will automatically lose 20% of credit off their score.
- The final paper can be submitted late, but students will lose 5% off their score for each day late (i.e., if the paper is 4 days late, the student will lose 20% of their final paper grade.)
- The paper presentation cannot be made up unless there are extreme extenuating circumstances, at the instructor's discretion.

### Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Assignment Descriptions

### Beginning of Course Pre-Quiz

- This multiple-choice quiz will be a pre-test of material that will be taught during the semester. It will be used to gauge prior knowledge that students have before the class.
- This quiz will be graded based on completion, not accuracy.
- The quiz will be administered on Carmen. It will be available during the first week of class. Students joining the course late will be given an extension.

### Attendance/Participation

- Attendance will be taken every lecture.
- The highest 20 attendance scores will be counted towards the grade. Any additional scores will be dropped (approximately 6, but this may change based on the semester's schedule).
- This class relies on student discussion and participation. Students will receive 5 points for attending class, being on time, and participating either using the online quizzes (administered through Menti) or by speaking up in class. Points will be deducted for tardiness, not participating, or being disruptive.

### Unit Quizzes

- At the end of each unit, there will be a 25-point quiz. This quiz will be primarily multiple choice and matching questions. These quizzes will be administered using Carmen and Respondus LockDown Browser, during class time.
- These quizzes will cover normal human anatomy and physiology, as well as using normal anatomy to explain characters in pop culture. Quizzes will include both examples from class and new characters (sufficient content will be provided in the quiz to successfully analyze the anatomical modifications). Quizzes will also include diseases and medical conditions discussed in the current unit.
- Quizzes will only cover material in the current unit – they will not be cumulative.
- Graded quizzes will be returned or available for review within one week.

### Unit Reflections

- At the end of each unit, students will be asked to complete a short reflection. There will be 3-5 short-answer questions concerning how topics from the unit can be applied to your own life. These reflections will focus on medicine, health, and wellbeing.
- These reflections will be due on the day of the Unit quiz. They will be available for at least 2 weeks prior to the deadline.
- All reflections will be submitted to Carmen as a word document or pdf.

### Final Exam

- There will be an in-class final exam administered during the last lecture period of the semester using Carmen and Respondus LockDown Browser..
- This exam will be cumulative, with questions similar to the Pre-Quiz and the Unit Quizzes.

### Final Paper

- The final paper must be written individually, WITHOUT the use of generative AI. You MAY utilize the Writing Center for assistance, but all ideas and sentences should be your own.
- **Topic: Choose one superpower or character from pop culture and write a 4-5 page paper explaining and synthesizing the anatomy and physiology behind that specific power/character.**
  - The paper should be written as if someone who is not in this class is reading it – meaning you should explain the topics and points enough for anyone to understand it.
- Content of the paper should include:
  - Describing how the organs vary from a normal human and any systems that work differently than a normal human.
  - Explain how the changes work (using comparative anatomy, various genetic mutations, technology, or creative ideas that can explain the powers).
  - Explain what issues would arise in a normal human from these powers (ion deficiencies, effects on various systems, structure sizes, etc.)
  - Explaining how you believe this power can be obtained (if not naturally born with the power).
  - Provide background information on the character / superpower you are writing about. If doing a superpower, please refer to certain heroes that are known to have this power. If relevant, explain how they obtained the power.
  - All requirements that are on the rubric located on Carmen.

- Cite any sources in APA format, including in-text citations and a reference list.
  - Books, articles, etc. that have been posted on Carmen or used in this course are fair to be used for this paper, but a major portion of this paper is seeing what ideas you can come up with based on what has been taught in the class. Creativity and originality are important for this paper.
- You do NOT need an abstract, keywords, or table of contents (common sections in APA style papers).
- Important notes: Examine systems beyond the most obvious system for your super power / character. For example, if you are studying super speed, you should talk about more than just adjustments to the musculoskeletal system. You should go into detail about other aspects of the powers like the nervous system, digestive system, cardiovascular system, respiratory system, etc.
- More details will be released later in the semester.
- For the paper, there will be 3 other assignments leading up to this:
  - **Paper Topic**
    - Here you will submit the topic for your paper.
    - Instructor will provide feedback within 1 week of due-date.
  - **Paper Draft**
    - Submit a draft of your paper online to allow the instructor and a peer to give feedback on what you have submitted so far. Your paper does not need to be fully completed, but it should include at least ½ of the paper and a detailed outline for the rest of the paper (including major points and subpoints, along with sources).
    - Instructor will provide feedback within 2 weeks.
  - **Peer Review**
    - Here each person will leave feedback on your assigned peer's paper. This should include things you would like to see added, changed, expanded on, grammar, etc. This is also a place to ask questions on each other's topics – either asking more questions about their explanations or asking for explanations for certain things. Remember – this is constructive criticism, so be polite, but helpful.
    - You will have 2 weeks to review a peer's paper and submit commentary to Carmen.
  - **Final Paper**
    - You will submit your completed final paper onto Carmen. It should include all necessary features and requirements listed in the syllabus, on the assignment page on Carmen, and described in the rubric on Carmen.

### Paper Presentation

- Students will create a 10-minute powerpoint presentation on their paper, to be presented during the last week of class.
- Presentations will include:
  - Overview of their pop culture character / superpower
  - Explanation of changes necessary to create this character / power
- Rubric and additional assignment instructions will be posted to Carmen.

## Discussion Board

- A course discussion board will be created for students to ask questions or ask for help understanding material. Students will be able to post anonymously. Students can either a) receive feedback from their peers or b) instructors will respond within approximately 24 hours during the school week. This can be used for course material or to provide more background information.

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**. Emails sent on Friday after 12:00PM (noon) will be replied to on the following Mondays. Be aware that questions sent at the last minute or late at night may not be answered in time to help you.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### Technology necessary for this course:

- Computer or ipad with high-speed internet connection, webcam, and microphone
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- **Respondus Lockdown Browser**

## LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### Download Instructions

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=462913331>

### Once Installed

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

### Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- Respondus has a Knowledge Base available from [support.respondus.com](http://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](http://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

## Division of Anatomy Statement Regarding Cadaveric Material Usage (if relevant to course)

Remember to respect the donor that will teach you over the course of the semester. Your cadaver is not

merely an educational tool, but a rare gift. They were someone's mother, father, spouse, grandparent, etc., and it was their choice to enhance your learning experience by giving their body to you. Treating them with the utmost care and respect at all times is not only required of you by the Division of Anatomy, but is expected of you as a fellow, compassionate human being. If you have questions about the process of body donation, please speak with your course instructor. If you wish to explore your feelings about death and/or your cadaver, please contact Imani Jones, Department of Chaplaincy at [Imani.Jones@osumc.edu](mailto:Imani.Jones@osumc.edu). Her office is located in the Chaplaincy, S594 Rhodes Hall.

Prior to your first laboratory session, you are required view the e-module the Anatomy Orientation Presentation and complete the Quiz associated with this presentation. Additionally you must read, sign, and return the Body Donor Program Access Disclosure Form. These forms will be kept in the Division of Anatomy as part of a permanent record of your access to and acceptance of The Ohio State University Body Donor Program and its policies. All policies extend to images and/or video material formally prepared for and presented in conjunction with your online course. Failure to adhere to these policies or any professional misconduct towards the donor on or off campus or through any social media sites may result in expulsion from the anatomy course with a failing grade, and/or referral to further disciplinary actions and/or criminal charges, if applicable.

No cell phones and/or cameras are allowed in the laboratory. Recording or photographing the human anatomical material is strictly prohibited without the prior consent of The Ohio State University Body Donor Program Advisory Council, including but not limited to any images considered for publication or other distribution, even for studying.

## Institutional Policies

### Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

### Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### Accessibility Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

**Students who would like to request accommodations regarding disability must first register with Student Life Disability Services (SLDS). Stephanie Rowland or Tyler Guminski in Student Life Disability Services (SLDS) can assist with this process. Once SLDS registration is established, you and your**

instructors will receive an access letter outlining your accommodations. You do not need to disclose your disability to faculty. Although accommodations may be authorized at any time in a term, it is in your best interest to disclose your academic needs during the first week of class. SLDS is located in Warner Center 226.

Columbus campus SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Newark Campus SLDS contact information: [nwk-studentlifedisabilityservices@osu.edu](mailto:nwk-studentlifedisabilityservices@osu.edu); 740-755-7768; 226 Warner Library, 1219 University Drive.

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

## Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

## Weather or other short-term closing

To determine if the campus is closed, you may listen to the radio or call the Campus Severe Weather Information number (740) 366-9216. See also <https://newark.osu.edu/faculty-and-staff/campus-departments/public-safety/emergency-closing-information.html>. I will notify the class via CarmenCanvas Announcement if class is cancelled or moved to a CarmenZoom classroom during our regularly scheduled time.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

## Student Wellness Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic



performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### Diversity Statement

The College of Medicine affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Medicine is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### Course Schedule

WEEK	DATE(S)	TOPICS	ANATOMY TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	M	Syllabus Overview Intro to Course		1	Marieb CH 1	
	W	Intro to Pop Culture Intro to A&P		1	Marieb CH 1	
	F	Osmosis, living underwater	Basic Chemistry	1, 3, 4	Marieb CH 2	
2	M	CSI – DNA and trace evidence	Cells and Tissues	1, 2, 3, 4	Marieb CH 3	
	W	Xmen,GATTACA, Game of Thrones genetics	Genetics	1, 2, 3, 4		

	F	Regeneration (Deadpool, wolverine)	Embryology	1, 2, 3, 4	Article: Regeneration	
<b>3</b>	M	Birth Defects	Birth Defects	1, 2, 3, 4, 5		
	W	Body Builders Muscle cramps	Intro to musculoskeletal system			Unit 1 Quiz Reflection 1 Due
	F	Mr. Glass Osteoporosis	Musculoskeletal System – Bone Tissue	1, 2, 3, 4, 5	Marieb CH 5	
<b>4</b>	M	Hydrostatic skeletons, Harry Potter Bone-Gro	Musculoskeletal System – Bone and Cartilage	1, 2, 3, 4, 5	Marieb CH 5	
	W	Superspeed, LotR Dwarves (sprinters vs marathon)	Musculoskeletal System – Muscle Tissue	1, 2, 3, 4, 5	Marieb CH 5	
	F	Super flexibility / elasticity: Elastagirl, One Piece, Mr Fantastic	Musculoskeletal System – Axial Skeleton and Trunk	1, 2, 3, 4, 5	Marieb CH 5	
<b>5</b>	M	Wolverine claws and Angel wings	Musculoskeletal System – Upper limbs	1, 2, 3, 4, 5	Marieb CH 6	
	W	Captain America	Musculoskeletal System – Lower Limbs	1, 2, 3, 4, 5	Marieb CH 6 Article: Captain America	
	F	Joint replacement (Winter Soldier)	Musculoskeletal System - Joints	1, 2, 3, 4, 5	Marieb CH 6	
<b>6</b>	M	Mental health	Intro Nervous System			Unit 2 Quiz Reflection 2 Due
	W	Zombies	Nervous System – Brain	1, 2, 3, 4, 5	Marieb CH 7	
	F	Megabrain, Jimmy Neutron, Jigglypuff	Nervous System – Brain	1, 2, 3, 4, 5	Marieb CH 7	
<b>7</b>	M	Prosthesis, not feeling pain, Harry Potter hexes	Nervous System – Somatic Nervous System	1, 2, 3, 4, 5	Marieb CH 7	Paper Topic Due
	W	Vasovagal response, meditation	Nervous System – Autonomic Nervous System	1, 2, 3, 4, 5	Marieb CH 7	
	F	Xray vision, night vision, Elves, Hawkeye	Special Senses – Vision and Eyes	1, 2, 3, 4, 5	Marieb CH 8 Article: Hawkeye	
<b>8</b>	M	Echolocation, Spidey-sense	Special Senses – Special Senses	1, 2, 3, 4, 5	Marieb CH 8	

	W	Lab Fieldtrip 1 (if possible)				Unit 3 Quiz Reflection 3 Due
	F	Adrenaline rush (meditation, anxiety)	Endocrine System	1, 2, 3, 4, 5	Marieb CH 9 Article: Game of Thrones	
<b>9</b>	M	Testosterone, steroids, Bane's venom	Endocrine System	1, 2, 3, 4, 5	Marieb CH 9	
	W	Heart anatomy, megalocardia	Cardiovascular System	1, 2, 3, 4, 5	Marieb CH 10	
	F	Blood, vampires	Cardiovascular System	1, 2, 3, 4, 5	Marieb CH 11	
<b>10</b>	M	Guest lecture				Paper Draft Due
	W	Smoking, lung damage	Respiratory System - lungs	1, 2, 3, 4, 5	Marieb CH 13	
	F	Breathing underwater	Respiratory System – pharyngeal arches	1, 2, 3, 4, 5	Marieb CH 13	
<b>11</b>	M	Lab Fieldtrip 2 or In-class work on papers				Unit 4 Quiz Reflection 4 Due
	W	Nutrition, healthy diet	Digestive System	1, 2, 3, 4, 5	Marieb CH 14	
	F	Flash, Hobbits	Metabolism	1, 2, 3, 4, 5	Marieb CH 14 Article: Captain America	
<b>12</b>	M	Student requests				Peer Review Due
	W	Wakanda Forever	Medical Technology	5		
	F	Gray's Anatomy	Health and Medicine	5		
<b>13</b>	M	House	Health and Medicine	5		
	W	Lightning strikes (Thor), metal poisoning, Student's ideas	Special Topics	1, 2, 3, 4, 5		
	F	Review, Final Discussions		1, 2, 3, 4, 5		Unit 5 Quiz Reflection 5 Due
<b>14</b>	M	Cumulative Final Exam				
	W	Paper Presentations		6		Final Paper Due
	F	Paper Presentations		6		
<b>Finals</b>		Paper Presentations		6		

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

*Note that entries in the “Topics” are not an exhaustive list of pop culture characters. More topics will be added based on instructor and student interests.*

All journal articles will be posted on Carmen.

Article Regeneration: Dall'Agnese, A., & Puri, P. L. (2016). Could we also be regenerative superheroes, like salamanders?. *BioEssays : news and reviews in molecular, cellular and developmental biology*, 38(9), 917–926. <https://doi.org/10.1002/bies.201600015>

Fitzgerald B. W. (2018). Using Hawkeye from the Avengers to communicate on the eye. *Advances in physiology education*, 42(1), 90-98. <https://doi.org/10.1152/advan.00161.2017>

Rhodes, R. E., & Zehr, E. P. (2019). Fight, flight or finished: forced fitness behaviours in *Game of Thrones*. *British journal of sports medicine*, 53(9), 576–580. <https://doi.org/10.1136/bjsports-2017-098170>

Brown, S. P., Smith, J. W., McAllister, M., & Joe, L. (2017). Superhero physiology: the case for Captain America. *Advances in physiology education*, 41(1), 16–24. <https://doi.org/10.1152/advan.00106.2016>

Fitzgerald B. W. (2018). The physiology of impenetrable skin: Colossus of the X-Men. *Advances in physiology education*, 42(4), 529–540. <https://doi.org/10.1152/advan.00107.2018>

Price, F, Smith J, Brown SP. (2022) Educating with Captain America: metabolic and nutritional considerations. *Advances in physiology education*, 46(3), 362-364. <https://doi.org/10.1152/advan.00103.2021>

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

---

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

---

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course explores Health and Wellbeing by studying anatomy and physiology through the framework of characters within pop culture, such as superheroes. Students will learn the basics of anatomy and physiology and apply that to fantastical characters in books, tv, and movies. This will develop critical thinking skills and foster a deeper understanding of anatomy than simply memorizing the names of every structure in the body. Students will then explore how medicine and personal wellbeing is portrayed in pop culture, using the A&P basics they developed in the beginning of the course. Using pop culture as a model system to examine important biological questions provides a unique opportunity to get students excited about anatomy and science in general through superheros and fictional characters they are already familiar with. It also allows them an opportunity to see something familiar in a “different light” giving them the opportunity to experience the joy of scientific discovery through the course of the semester.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if

readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>Students will critically analyze anatomic/physiological modifications in characters from pop culture. Lectures will present the basics of the anatomy and physiology of a body system - students will then engage in discussion by applying those concepts to characters. Discussion will initially be guided by instructors (here is a character, how do you think their anatomy is different to make their superpowers possible), but students will be encouraged to think of their own characters that could suit the lecture.</p> <p>Students will have 5 Unit quizzes and a final exam, where they will answer questions about basic anatomy and physiology concepts and analyze the modified anatomy of pop culture characters. <b>Approximately half of the quiz/exam questions will be multiple choice questions testing basic information recall, while the other half will be short answer questions asking students to synthesize information and draw new conclusions by analyzing superpowers that were not discussed in class.</b></p> <p>Students will complete a paper for the course where they pick a pop culture character and explain how their anatomy/physiology is abnormal. They will have to critically think and logically present their argument to explain how the pop culture character could exist.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Lectures will give students the basics of anatomy and physiology that they can then apply to more complex concepts. A traditional anatomy course involves extensive memorization of the names of every single structure. This course will focus on learning the basic structures, incorporating functions, and then critically analyzing the core dogma of anatomy: form fits function. If we must change the function of an organ, how would the structure have to change?</p> <p>In the second half of each lecture, students will be encouraged to think about “what if” scenarios. What if muscle structure is modified – how could it be modified to create super strength (like Superman). How would the inner structure of an eye be modified in order to increase vision (like in an elf). These scenarios will be presented during class discussions. Some scenarios will be presented by the instructor, but students will be encouraged to create their own scenarios and ideas about how anatomy would have to be modified. This will require students to think critically about why anatomical structures are shaped they way they are in order to perform a certain function.</p> <p>The final student paper will be an in-depth analysis of a character or trait of their choice. Students will be coached on how to do deeper research into</p>

	<p>anatomy and physiology in order to complete their papers. They will then use critical thinking skills to expand upon a ‘what if’ scenario and explain how anatomy could be modified to create the character they chose.</p> <p>Each unit will also have 1-2 reading assignments with in-class discussion. These reading assignments will consist of news articles, short stories, or journal articles related to the organ system currently being studied. These assignments can include novel medical treatments, information on relevant diseases or health conditions, well-being, or scholarly analysis on pop culture. These assignments will count towards participation points and help students examine the course material in more detail, and from a different point of view. <b>Several of these articles have been incorporated into the course schedule.</b></p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Every lecture will have time for discussion at the end of class. During these discussions, the instructor will present ‘what if’ scenarios where pop culture icons are analyzed for their anatomic modifications. One or two characters will be presented by the instructor, but students will be encouraged to present their own characters based on their interests. For instance, the instructor may focus on Marvel Superheroes, but the students could talk about characters from their favorite Anime. The final paper will also allow students to make connections to their own experiences and interests.</p> <p>There are three lecture days reserved for “health and medicine” and “special topics”. During these days, the instructor will highlight the difference in the way an anatomist thinks, versus the way a clinician thinks and approaches the human body. Students will analyze medical dramas and see how TV and pop culture present medicine, versus how a hospital actually works. This will help students recognize that there are multiple ways to examine the human body, and that each approach has its own methodology, terminology, and pros/cons.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will take a pre-quiz on the first day of class. This quiz will be for completion points, not graded on accuracy, and will examine the pre-existing knowledge students have about anatomy and physiology. The quiz will also ask students what they look forward to learning and what their pop-culture interests are (sci-fi, DC/Marvel superheroes, high fantasy, etc.) and how they access pop culture (tv shows, movies, books, comics, etc.) The information on student interests will be utilized to tailor the course. The pre-quiz questions will be incorporated into the final exam, to show students how much they have learned (and grown) over the course of the semester.</p> <p>Students will participate in a scaffolded final paper. Every step of the process will include instructor and peer feedback. Students will propose a topic, then submit a draft for both instructor and peer review. Commentary will then be used in the final paper. The peer review process will allow students to help one another write better papers and find the flaws in their arguments. It will also allow students to incorporate their personal views into their work.</p> <p>Students will complete a Reflection paper at the end of each course unit. These reflections consist of 3-5 short-answer questions concerning how topics from the unit can be applied to the student’s own life. These reflections will focus on medicine, health, and wellbeing.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to

achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>There are three lecture days reserved for “health and medicine” and “special topics”. During these days, the instructor will highlight the difference in the way an anatomist thinks, versus the way a nurse or doctor thinks and approaches the human body. Students will analyze medical dramas and see how TV and pop culture present medicine, versus how a hospital actually works.</p> <p>Students will have the opportunity to discuss health and wellbeing during each lecture. For example, what anger management techniques can the Hulk utilize, and how does deep breathing help calm the body? How does aerobic exercise improve cardiovascular health, and what does that actually mean? What is physically changing in the body? We will discuss personal health choices, as well as analyze how pop culture characters take care of themselves (or ways they could improve).</p>
<p><b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and wellbeing.</p>	<p>During daily class discussions and in their final paper, students will be encouraged to identify ways pop culture characters could improve their health, or ways that the characters are succeeding at managing health problems. During the Health and Medicine lectures, we will discuss basic self-care mechanisms and resources for additional help that are available locally or through campus.</p> <p>Students will complete a Reflection paper at the end of each course unit. These reflections consist of 3-5 short-answer questions concerning how topics from the unit can be applied to the student’s own life. These reflections will focus on medicine, health, and wellbeing. For example – during the muscles lectures, we will discuss the importance of physical activity / exercise. Possible reflection questions for the muscle unit will include “how much activity do you get in your daily life, and do you think you can make small changes to increase activity”, “what new activities have you tried this unit, and do you feel different”, “how would you recommend others in your life incorporate more physical activity and what benefits would you list”? Other questions could ask “think about one of the superpowers we discussed this unit. If you had that power, how would it impact your life?”</p>



## Concurrence Form

<p style="text-align: center;"><b>The Ohio State University</b> <b>College of Arts and Sciences Concurrence Form</b></p>
--

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the College of Arts and Sciences and the Office of Academic Affairs.

### A. Proposal to review

<b>Anatomy</b>	<b>Anat 2151</b>	<b>Pop Culture Anatomy</b>
Initiating Academic Unit	Course Number	Course Title
<b>New</b>		<b>9/13/2024</b>
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
<b>Theatre, Film, and Media Arts</b>		<b>10/4/2024</b>
Academic Unit Asked to Review		Date response needed

### B. Response from the Academic Unit reviewing

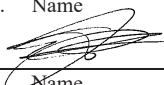
Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Theatre, Film, and Media Arts is happy to offer concurrence for **ANAT 2151 "Pop Culture Anatomy"** based on the sample syllabus provided.

The Department would like to request that for any version of this course that includes title, topic, or theme of "cinema," "film," or film and media studies related content, the instructor of record include a notation on their syllabus that states something to the effect of: *"This course does not contribute to the Film Studies major or minor requirements."*

This will avoid any confusion by students in the film studies major or minor and clarify that despite film-related title and/or content of the course, it does not contribute to FILMSTD-BA or FILMSTD-MIN degree requirements.

### Signatures

<b>Erica Levin</b>	<b>Area Head, Film Studies</b>	<b>Theatre, Film, and Media Arts</b>	<b>09/16/2024</b>
1. Name	Position	Unit	Date
	<b>E.J. Westlake, Chair</b>	<b>Theatre, Film, and Media Arts</b>	<b>09/15/2024</b>
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

## **Anatomy 2150 – Pop Culture Anatomy & Physiology**

### AU 2025, 3 credits

**Instructor: Madeline Parker, PhD**

Email: parker.801@osu.edu

Office Hours: by appointment only

#### **Description / Rationale**

Lecture Meetings: 55 minute lecture, 3 days a week

Lecture location: TBD

### Course Overview

#### **Description / Rationale**

Pop culture includes icons from movies, television shows, books, and comics. Frequently, pop culture showcases anatomy and medicine through inaccurate dramatizations or anatomical modifications are justified as “fantasy elements” and not explained using current anatomic knowledge. The Pop Culture Anatomy course is a three-credit hour course that teaches systemic human anatomy and physiology using characters from pop culture. The lectures will introduce normal human anatomy and physiology and then examine characters in pop culture or medical shows, with discussions on what is possible either through biological adaptation or technology.

#### **Course Format**

This course is taught in-person with 55-minute lectures three times a week. The first 20 minutes of each lecture will introduce the anatomy and physiology of the day’s topic. The second half of each lecture will introduce the pop culture characters and discussion into the character’s adaptations and their health and well-being.

#### **Credit Hours and Work Expectations**

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct lecture instruction (lecture content and activities), and about 6 hours of homework (reading and other assignments, preparation, etc.) to receive a grade of (C) average. More time invested generally corresponds to a higher grade.

#### **Prerequisites**

There are no course prerequisites.

## Course Organization

The course is divided into five units, each of which covers different systems of the human body.

**Unit 1:** General Terminology, General Chemistry and Biology, Tissues, Molecular Biology

**Unit 2:** Musculoskeletal System

**Unit 3:** Nervous System

**Unit 4:** Lymphatic, Endocrine, Integumentary, Respiratory, and Cardiovascular Systems

**Unit 5:** Digestive, Urinary, and Reproductive Systems, Human Health and Medicine, Special Topics

## Course Objectives

By the end of this course, students will be able to:

1. Develop a vocabulary of anatomical terminology
2. Explain how anatomical structures relate to functions
3. Name and describe the basic systems of the human body, including their function and structure
4. Evaluate material in pop culture (anatomy, physiology, medicine) and determine if it is feasible, or how it could become possible in the future
5. Apply knowledge of the human body to medicine, health, and personal wellbeing.
6. Synthesize and present anatomic knowledge in a concise, effective manner.

*This course fulfills a GE Theme: Health and Wellbeing requirement.*

### **New General Education (GEN) Goals and ELOs (as of AU 2022):**

<b>Theme: Health and Wellbeing</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</b>	<b>Successful students are able to ...</b>
	<b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme. <b>1.2</b> Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
<b>GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	<b>2.1</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. <b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
	<b>3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. <b>3.2</b> Identify, reflect on, or apply strategies for promoting health and wellbeing.
<b>GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</b>	

In Pop Culture Anatomy, students meet the GE Learning Objectives in multiple ways. Students gain an understanding of the foundations of human anatomy and physiology. They then will pick a topic and explore an aspect of anatomy in further detail through their final paper. Students will critically think

about anatomy by analyzing characters in pop culture and explaining their ‘superhuman’ or abnormal anatomy during exams, lecture discussions, and the final paper. Students will learn about the basics of disease and anatomical abnormalities, discuss methods to improve health to prevent diseases, and learn how to critically evaluate outside resources. Evidence-based interventions for health conditions will be provided where available, but students will be asked to think creatively when discussing fictional characters and their (fictional) health conditions. Unit Reflections will allow students to think about how the course material can be applied to their own lives, by embracing health and/or well-being concepts being taught or through critically analyzing information presented in the media. Through the final paper, students will develop a sense of self as a learner, learn how to give and receive critiques, and learn how to successfully utilize constructive criticism.

## Course Materials

### Required

The following textbook is required for class:

- *Essentials of Human Anatomy & Physiology, 13<sup>th</sup> Edition (2022)*; Marieb and Keller.  
Print ISBN-13: 978-0137375561  
E-book ISBN-13: 9780135624340  
Note: text is available through OSU bookstore or as an e-book rental directly from Pearson.  
Mastering subscription is NOT required.

Any additional materials or required readings will be provided via Carmen.

## Course Requirements/Evaluation

### Grades

Assignment / Category	Points / %
Beginning of course Pre-Quiz	15 pts/ 3%
Attendance/Participation (5 pts each, 20 highest)	100 pts/20 %
Unit quizzes (5 Unit quizzes, 25 pts each)	125 pts/ 25%
Unit Reflection (5 Unit reflections, 10 points each)	50 pts/ 10%
Cumulative Final Exam	50 pts/ 10%
Final Paper (All components)	130 pts / 26%
Final Paper Topic	10 pts/ 2%
Final Paper Draft	35 pts/ 7%
Final Paper Peer Review	25 pts/ 5%
Final Paper	60 pts/ 12%
Paper Presentation	30 pts/ 6%
<b>TOTAL</b>	<b>500 pts/100%</b>

See below for assignment descriptions and due dates.

### Late Assignments

- There are NO makeup assignments for class attendance or participation.
- Students can make up a missed quiz or exam within 2 weeks of the original due-date. Missed quizzes and exams can be made up for full credit in extreme cases with documentation. If there

is no documentation or it is an unexcused absence, then students will automatically lose 20% of credit off their score.

- The final paper can be submitted late, but students will lose 5% off their score for each day late (i.e., if the paper is 4 days late, the student will lose 20% of their final paper grade.)
- The paper presentation cannot be made up unless there are extreme extenuating circumstances, at the instructor's discretion.

### Grading Scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

## Assignment Descriptions

### Beginning of Course Pre-Quiz

- This multiple-choice quiz will be a pre-test of material that will be taught during the semester. It will be used to gauge prior knowledge that students have before the class.
- This quiz will be graded based on completion, not accuracy.
- The quiz will be administered on Carmen. It will be available during the first week of class. Students joining the course late will be given an extension.

### Attendance/Participation

- Attendance will be taken every lecture.
- The highest 20 attendance scores will be counted towards the grade. Any additional scores will be dropped (approximately 6, but this may change based on the semester's schedule).
- This class relies on student discussion and participation. Students will receive 5 points for attending class, being on time, and participating either using the online quizzes (administered through Menti) or by speaking up in class. Points will be deducted for tardiness, not participating, or being disruptive.

### Unit Quizzes

- At the end of each unit, there will be a 25-point quiz. This quiz will be primarily multiple choice and matching questions. These quizzes will be administered using Carmen and Respondus LockDown Browser, during class time.
- These quizzes will cover normal human anatomy and physiology, as well as using normal anatomy to explain characters in pop culture. Quizzes will include both examples from class and new characters (sufficient content will be provided in the quiz to successfully analyze the

anatomical modifications). Quizzes will also include diseases and medical conditions discussed in the current unit.

- Quizzes will only cover material in the current unit – they will not be cumulative.
- Graded quizzes will be returned or available for review within one week.

### Unit Reflections

- At the end of each unit, students will be asked to complete a short reflection. There will be 3-5 short-answer questions concerning how topics from the unit can be applied to your own life. These reflections will focus on medicine, health, and wellbeing.
- These reflections will be due on the day of the Unit quiz. They will be available for at least 2 weeks prior to the deadline.
- All reflections will be submitted to Carmen as a word document or pdf.

### Final Exam

- There will be an in-class final exam administered during the last lecture period of the semester using Carmen and Respondus LockDown Browser..
- This exam will be cumulative, with questions similar to the Pre-Quiz and the Unit Quizzes.

### Final Paper

- The final paper must be written individually, WITHOUT the use of generative AI. You MAY utilize the Writing Center for assistance, but all ideas and sentences should be your own.
- **Topic: Choose one superpower or character from pop culture and write a 4-5 page paper explaining and synthesizing the anatomy and physiology behind that specific power/character.**
  - The paper should be written as if someone who is not in this class is reading it – meaning you should explain the topics and points enough for anyone to understand it.
- Content of the paper should include:
  - Describing how the organs vary from a normal human and any systems that work differently than a normal human.
  - Explain how the changes work (using comparative anatomy, various genetic mutations, technology, or creative ideas that can explain the powers).
  - Explain what issues would arise in a normal human from these powers (ion deficiencies, effects on various systems, structure sizes, etc.)
  - Explaining how you believe this power can be obtained (if not naturally born with the power).
  - Provide background information on the character / superpower you are writing about. If doing a superpower, please refer to certain heroes that are known to have this power. If relevant, explain how they obtained the power.
  - All requirements that are on the rubric located on Carmen.
- Cite any sources in APA format, including in-text citations and a reference list.
  - Books, articles, etc. that have been posted on Carmen or used in this course are fair to be used for this paper, but a major portion of this paper is seeing what ideas you can come up with based on what has been taught in the class. Creativity and originality are important for this paper.
- You do NOT need an abstract, keywords, or table of contents (common sections in APA style papers).

- Important notes: Examine systems beyond the most obvious system for your super power / character. For example, if you are studying super speed, you should talk about more than just adjustments to the musculoskeletal system. You should go into detail about other aspects of the powers like the nervous system, digestive system, cardiovascular system, respiratory system, etc.
- More details will be released later in the semester.
- For the paper, there will be 3 other assignments leading up to this:
  - **Paper Topic**
    - Here you will submit the topic for your paper.
    - Instructor will provide feedback within 1 week of due-date.
  - **Paper Draft**
    - Submit a draft of your paper online to allow the instructor and a peer to give feedback on what you have submitted so far. Your paper does not need to be fully completed, but it should include at least ½ of the paper and a detailed outline for the rest of the paper (including major points and subpoints, along with sources).
    - Instructor will provide feedback within 2 weeks.
  - **Peer Review**
    - Here each person will leave feedback on your assigned peer's paper. This should include things you would like to see added, changed, expanded on, grammar, etc. This is also a place to ask questions on each other's topics – either asking more questions about their explanations or asking for explanations for certain things. Remember – this is constructive criticism, so be polite, but helpful.
    - You will have 2 weeks to review a peer's paper and submit commentary to Carmen.
  - **Final Paper**
    - You will submit your completed final paper onto Carmen. It should include all necessary features and requirements listed in the syllabus, on the assignment page on Carmen, and described in the rubric on Carmen.

### Paper Presentation

- Students will create a 10-minute powerpoint presentation on their paper, to be presented during the last week of class.
- Presentations will include:
  - Overview of their pop culture character / superpower
  - Explanation of changes necessary to create this character / power
- Rubric and additional assignment instructions will be posted to Carmen.

### Discussion Board

- A course discussion board will be created for students to ask questions or ask for help understanding material. Students will be able to post anonymously. Students can either a) receive feedback from their peers or b) instructors will respond within approximately 24 hours during the school week. This can be used for course material or to provide more background information.

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**. Emails sent on Friday after 12:00PM (noon) will be replied to on the following Mondays. Be aware that questions sent at the last minute or late at night may not be answered in time to help you.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.



- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

**Technology necessary for this course:**

- Computer or ipad with high-speed internet connection, webcam, and microphone
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- **Respondus Lockdown Browser**

## LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

**Download Instructions**

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=462913331>

**Once Installed**

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

**Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- Respondus has a Knowledge Base available from [support.respondus.com](http://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](http://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.

## Division of Anatomy Statement Regarding Cadaveric Material Usage

Remember to respect the donor that will teach you over the course of the semester. Your cadaver is not merely an educational tool, but a rare gift. They were someone's mother, father, spouse, grandparent, etc., and it was their choice to enhance your learning experience by giving their body to you. Treating them with the utmost care and respect at all times is not only required of you by the Division of Anatomy, but is expected of you as a fellow, compassionate human being. If you have questions about the process of body donation, please speak with your course instructor. If you wish to explore your feelings about death and/or your cadaver, please contact Imani Jones, Department of Chaplaincy at [Imani.Jones@osumc.edu](mailto:Imani.Jones@osumc.edu). Her office is located in the Chaplaincy, S594 Rhodes Hall.

Prior to your first laboratory session, you are required view the e-module the Anatomy Orientation Presentation and complete the Quiz associated with this presentation. Additionally you must read, sign, and return the Body Donor Program Access Disclosure Form. These forms will be kept in the Division of Anatomy as part of a permanent record of your access to and acceptance of The Ohio State University Body Donor Program and its policies. All policies extend to images and/or video material formally prepared for and presented in conjunction with your online course. Failure to adhere to these policies or any professional misconduct towards the donor on or off campus or through any social media sites may result in expulsion from the anatomy course with a failing grade, and/or referral to further disciplinary actions and/or criminal charges, if applicable.

No cell phones and/or cameras are allowed in the laboratory. Recording or photographing the human anatomical material is strictly prohibited without the prior consent of The Ohio State University Body Donor Program Advisory Council, including but not limited to any images considered for publication or other distribution, even for studying.

## Institutional Policies

### Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

### Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

### Accessibility Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

**Students who would like to request accommodations regarding disability must first register with Student Life Disability Services (SLDS). Stephanie Rowland or Tyler Guminski in Student Life Disability Services (SLDS) can assist with this process. Once SLDS registration is established, you and your instructors will receive an access letter outlining your accommodations. You do not need to disclose your disability to faculty. Although accommodations may be authorized at any time in a term, it is in your best interest to disclose your academic needs during the first week of class. SLDS is located in Warner Center 226.**

**Columbus campus SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

**Newark Campus SLDS contact information: [nwk-studentlifedisabilityservices@osu.edu](mailto:nwk-studentlifedisabilityservices@osu.edu); 740-755-7768; 226 Warner Library, 1219 University Drive.**

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

## Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

## Weather or other short-term closing

To determine if the campus is closed, you may listen to the radio or call the Campus Severe Weather Information number (740) 366-9216. See also <https://newark.osu.edu/faculty-and-staff/campus-departments/public-safety/emergency-closing-information.html>. I will notify the class via CarmenCanvas Announcement if class is cancelled or moved to a CarmenZoom classroom during our regularly scheduled time.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

## Student Wellness Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Diversity Statement

The College of Medicine affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Medicine is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	M	Syllabus Overview Intro to Course	1	Marieb CH 1	
	W	Intro to Pop Culture Intro to A&P	1	Marieb CH 1	
	F	Basic Chemistry	1, 3, 4	Marieb CH 2	
2	M	Cells and Tissues	1, 2, 3, 4	Marieb CH 3	
	W	Genetics	1, 2, 3, 4		
	F	Embryology	1, 2, 3, 4		
3	M	Intro to musculoskeletal system			Unit 1 Quiz Reflection 1 Due
	W	Musculoskeletal System – Bone Tissue	1, 2, 3, 4, 5	Marieb CH 5	
	F	Musculoskeletal System – Bone and Cartilage	1, 2, 3, 4, 5	Marieb CH 5	
4	M	Musculoskeletal System – Muscle Tissue	1, 2, 3, 4, 5	Marieb CH 5	
	W	Musculoskeletal System – Axial Skeleton and Trunk	1, 2, 3, 4, 5	Marieb CH 5	
	F	Musculoskeletal System – Upper limbs	1, 2, 3, 4, 5	Marieb CH 6	
5	M	Musculoskeletal System – Lower Limbs	1, 2, 3, 4, 5	Marieb CH 6	
	W	Musculoskeletal System - Joints	1, 2, 3, 4, 5	Marieb CH 6	
	F	Intro Nervous System			Unit 2 Quiz Reflection 2 Due
6	M	Nervous System – Brain	1, 2, 3, 4, 5	Marieb CH 7	
	W	Nervous System – Brain	1, 2, 3, 4, 5	Marieb CH 7	
	F	Nervous System – Somatic Nervous System	1, 2, 3, 4, 5	Marieb CH 7	Paper Topic Due

7	M	Nervous System – Autonomic Nervous System	1, 2, 3, 4, 5	Marieb CH 7	
	W	Special Senses – Vision and Eyes	1, 2, 3, 4, 5	Marieb CH 8	
	F	Special Senses – Special Senses	1, 2, 3, 4, 5	Marieb CH 8	
8	M	Lab Fieldtrip 1 (if possible)			Unit 3 Quiz Reflection 3 Due
	W	Integumentary System	1, 2, 3, 4, 5	Marieb CH 4	
	F	Endocrine System	1, 2, 3, 4, 5	Marieb CH 9	
9	M	Endocrine System	1, 2, 3, 4, 5	Marieb CH 9	
	W	Cardiovascular System	1, 2, 3, 4, 5	Marieb CH 10	
	F	Cardiovascular System	1, 2, 3, 4, 5	Marieb CH 11	
10	M	Lymphatic System	1, 2, 3, 4, 5	Marieb CH 12	Paper Draft Due
	W	Respiratory System	1, 2, 3, 4, 5	Marieb CH 13	
	F	Respiratory System	1, 2, 3, 4, 5	Marieb CH 13	
11	M	Lab Fieldtrip 2 or In-class work on papers			Unit 4 Quiz Reflection 4 Due
	W	Digestive System	1, 2, 3, 4, 5	Marieb CH 14	
	F	Metabolism	1, 2, 3, 4, 5	Marieb CH 14	
12	M	Urinary System	1, 2, 3, 4, 5	Marieb CH 15	Peer Review Due
	W	Reproductive Systems	1, 2, 3, 4, 5	Marieb CH 16	
	F	Health and Medicine	5		
13	M	Health and Medicine	5		
	W	Special Topics	1, 2, 3, 4, 5		
	F	Review, Final Discussions	1, 2, 3, 4, 5		Unit 5 Quiz Reflection 5 Due
14	M	Cumulative Final Exam			
	W	Paper Presentations	6		Final Paper Due
	F	Paper Presentations	6		
<b>Finals</b>		Paper Presentations	6		

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

---

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

---

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course explores Health and Wellbeing by studying anatomy and physiology through the framework of characters within pop culture, such as superheroes. Students will learn the basics of anatomy and physiology and apply that to fantastical characters in books, tv, and movies. This will develop critical thinking skills and foster a deeper understanding of anatomy than simply memorizing the names of every structure in the body. Students will then explore how medicine and personal wellbeing is portrayed in pop culture, using the A&P basics they developed in the beginning of the course. Using pop culture as a model system to examine important biological questions provides a unique opportunity to get students excited about anatomy and science in general through superheros and fictional characters they are already familiar with. It also allows them an opportunity to see something familiar in a “different light” giving them the opportunity to experience the joy of scientific discovery through the course of the semester.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if

readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>Students will critically analyze anatomic/physiological modifications in characters from pop culture. Lectures will present the basics of the anatomy and physiology of a body system - students will then engage in discussion by applying those concepts to characters. Discussion will initially be guided by instructors (here is a character, how do you think their anatomy is different to make their superpowers possible), but students will be encouraged to think of their own characters that could suit the lecture.</p> <p>Students will have 5 Unit quizzes and a final exam, where they will answer questions about basic anatomy and physiology concepts and analyze the modified anatomy of pop culture characters.</p> <p>Students will complete a paper for the course where they pick a pop culture character and explain how their anatomy/physiology is abnormal. They will have to critically think and logically present their argument to explain how the pop culture character could exist.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Lectures will give students the basics of anatomy and physiology that they can then apply to more complex concepts. A traditional anatomy course involves extensive memorization of the names of every single structure. This course will focus on learning the basic structures, incorporating functions, and then critically analyzing the core dogma of anatomy: form fits function. If we must change the function of an organ, how would the structure have to change?</p> <p>In the second half of each lecture, students will be encouraged to think about “what if” scenarios. What if muscle structure is modified – how could it be modified to create super strength (like Superman). How would the inner structure of an eye be modified in order to increase vision (like in an elf). These scenarios will be presented during class discussions. Some scenarios will be presented by the instructor, but students will be encouraged to create their own scenarios and ideas about how anatomy would have to be modified. This will require students to think critically about why anatomical structures are shaped they way they are in order to perform a certain function.</p> <p>The final student paper will be an in-depth analysis of a character or trait of their choice. Students will be coached on how to do deeper research into anatomy and physiology in order to complete their papers. They will then use critical thinking skills to expand upon a ‘what if’ scenario and explain how anatomy could be modified to create the character they chose.</p>



	<p>Each unit will also have 1-2 reading assignments with in-class discussion. These reading assignments will consist of news articles, short stories, or journal articles related to the organ system currently being studied. These assignments can include novel medical treatments, information on relevant diseases or health conditions, well-being, or scholarly analysis on pop culture. These assignments will count towards participation points and help students examine the course material in more detail, and from a different point of view.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Every lecture will have time for discussion at the end of class. During these discussions, the instructor will present ‘what if’ scenarios where pop culture icons are analyzed for their anatomic modifications. One or two characters will be presented by the instructor, but students will be encouraged to present their own characters based on their interests. For instance, the instructor may focus on Marvel Superheroes, but the students could talk about characters from their favorite Anime. The final paper will also allow students to make connections to their own experiences and interests.</p> <p>There are three lecture days reserved for “health and medicine” and “special topics”. During these days, the instructor will highlight the difference in the way an anatomist thinks, versus the way a clinician thinks and approaches the human body. Students will analyze medical dramas and see how TV and pop culture present medicine, versus how a hospital actually works. This will help students recognize that there are multiple ways to examine the human body, and that each approach has its own methodology, terminology, and pros/cons.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will take a pre-quiz on the first day of class. This quiz will be for completion points, not graded on accuracy, and will examine the pre-existing knowledge students have about anatomy and physiology. The quiz will also ask students what they look forward to learning and what their pop-culture interests are (sci-fi, DC/Marvel superheroes, high fantasy, etc.) and how they access pop culture (tv shows, movies, books, comics, etc.) The information on student interests will be utilized to tailor the course. The pre-quiz questions will be incorporated into the final exam, to show students how much they have learned (and grown) over the course of the semester.</p> <p>Students will participate in a scaffolded final paper. Every step of the process will include instructor and peer feedback. Students will propose a topic, then submit a draft for both instructor and peer review. Commentary will then be used in the final paper. The peer review process will allow students to help one another write better papers and find the flaws in their arguments. It will also allow students to incorporate their personal views into their work.</p> <p>Students will complete a Reflection paper at the end of each course unit. These reflections consist of 3-5 short-answer questions concerning how topics from the unit can be applied to the student’s own life. These reflections will focus on medicine, health, and wellbeing.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>There are three lecture days reserved for “health and medicine” and “special topics”. During these days, the instructor will highlight the difference in the way an anatomist thinks, versus the way a nurse or doctor thinks and approaches the human body. Students will analyze medical dramas and see how TV and pop culture present medicine, versus how a hospital actually works.</p> <p>Students will have the opportunity to discuss health and wellbeing during each lecture. For example, what anger management techniques can the Hulk utilize, and how does deep breathing help calm the body? How does aerobic exercise improve cardiovascular health, and what does that actually mean? What is physically changing in the body? We will discuss personal health choices, as well as analyze how pop culture characters take care of themselves (or ways they could improve).</p>
<p><b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and wellbeing.</p>	<p>During daily class discussions and in their final paper, students will be encouraged to identify ways pop culture characters could improve their health, or ways that the characters are succeeding at managing health problems. During the Health and Medicine lectures, we will discuss basic self-care mechanisms and resources for additional help that are available locally or through campus.</p> <p>Students will complete a Reflection paper at the end of each course unit. These reflections consist of 3-5 short-answer questions concerning how topics from the unit can be applied to the student’s own life. These reflections will focus on medicine, health, and wellbeing.</p>

## Concurrence Form

<p style="text-align: center;"><b>The Ohio State University</b> <b>College of Arts and Sciences Concurrence Form</b></p>
--

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the College of Arts and Sciences and the Office of Academic Affairs.

### A. Proposal to review

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Academic Unit Asked to Review		Date response needed

### B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

---

---

---

---

---

---

---

---

---

---

### Signatures

1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

**From:** [Hewitt, Elizabeth](#)  
**To:** [Parker, Madeline](#)  
**Subject:** Re: Concurrence request for new Anatomy course - Pop Culture Anatomy  
**Date:** Saturday, October 5, 2024 2:38:52 PM

---

Dear Madeline,

I'm so sorry that Jen hasn't gotten back to you. She let me know that the request came in and asked me about the course. I told her that there was no problem with concurrence since you are teaching anatomy! It really looks like a marvelous course. You can use this email as confirmation that English happily provides concurrence for Anatomy 2150.

Kind wishes,

Beth

**Elizabeth Hewitt** (she/her)  
Professor and Chair  
Department of English  
[The Ohio State University](#)  
Denny Hall 530  
164 Annie & John Glenn Ave.  
Columbus, OH 43210

---

**From:** Parker, Madeline <parker.801@osu.edu>  
**Date:** Friday, October 4, 2024 at 12:45 PM  
**To:** Hewitt, Elizabeth <hewitt.33@osu.edu>  
**Subject:** Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi Beth,

I'm trying to get a new anatomy course (Anatomy 2150 Pop Culture Anatomy) approved for the Health and Wellbeing GE Theme, and the reviewing faculty asked that the course receive concurrence from the English department. The Anatomy Director of Undergraduate Education recommended I reach out directly, so that I can answer any questions you may have. I've tried reaching out to Jennifer Higginbotham, but haven't heard back from her.

I've attached a copy of the most current syllabus, GE proposal form, and the concurrence request form. Please let me know if you have questions or if there are any clarifications or edits I can make for you.

Thank you,  
Madeline Parker

**Madeline Parker, PhD** (she/her)  
Assistant Professor- Clinical

**The Ohio State University, Newark Campus**  
**College of Medicine** | Division of Anatomy, BMEA  
Hopewell Hall 169  
[parker.801@osu.edu](mailto:parker.801@osu.edu)

**From:** [Freudenstein, John](#)  
**To:** [Parker, Madeline](#)  
**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy  
**Date:** Friday, December 6, 2024 10:22:51 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Dear Madeline:

Apologies for the delayed response – the last week of classes! Yes, I think that we would be able to give concurrence.

Best wishes,

John

---

**From:** Parker, Madeline <parker.801@osu.edu>  
**Sent:** Wednesday, December 4, 2024 9:58 AM  
**To:** Freudenstein, John <freudenstein.1@osu.edu>  
**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi John,

I've already received concurrence from CLSE / Biology for the course. They were not concerned about the potential overlap with BIO 2105. At OSU-Newark, BIO 2105 is taught in the spring and my course is tentatively scheduled for fall semester, so the two courses will not be directly competing at the same time.

I have a statement in the syllabus saying that this course would NOT count towards nursing requirements and would not replace Anatomy 2300/3300. I can amend that statement to include EEOB 2511 (amended part in yellow below).

*Current statement: This course is intended as an elective GE course. Credit can be counted towards the anatomy minor, but this class cannot take the place of ANAT 2300/3300 or EEOB 2511/2520 to satisfy an anatomy or physiology requirement for nursing and professional programs. This course does not contribute to the Film Studies major or minor requirements.*

As for the course prerequisites: The Division of Anatomy's introductory human anatomy courses (Anatomy 2300/3300) do not require a biology prereq, so we did not put one in this course. The Themes committee also has not requested that I list any sort of prerequisite courses.

I have made adjustments to the course schedule since I sent you the syllabus – I've removed some body systems so we can spend more time going in depth into others. For example, I removed the urogenital and integumentary systems so we can spend more time focusing on the musculoskeletal system. Rather than a traditional anatomical survey course, we'll fixate on a few of the systems and

go into more detail to meet the 'advanced' nature of a Themes course.

If I amend the syllabus statement as shown above, would you be willing to give concurrence for the course?

Thank you,  
Madeline

**Madeline Parker, PhD** (she/her)  
Assistant Professor- Clinical  
**The Ohio State University, Newark Campus**  
College of Medicine | Division of Anatomy, BMEA  
Hopewell Hall 169  
[parker.801@osu.edu](mailto:parker.801@osu.edu)

---

**From:** Freudenstein, John <[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu)>  
**Sent:** Tuesday, December 3, 2024 8:48 PM  
**To:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>  
**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy

Dear Madeline:

I am writing with some comments on the proposed ANATOMY 2150. Our only concerns are some issues with potential overlap between this course and some courses already being taught in the GE space by EEOB and BIOLOGY and being sure to avoid confusion on the part of students with respect to what they need to take to satisfy requirements. These concerns first involve two similar courses that we teach – EEOB 2511 (Human Anatomy) and EEOB 2520 (Human Physiology). Those two courses are required by some degree programs at OSU (such as Nursing) but also serve as GE courses at the foundations level. The newly proposed course uses a standard anatomy/physiology textbook (Marieb and Keller -- Essentials of Human Anatomy & Physiology) and the list of topics is very similar to a regular course in anatomy and physiology (such as those in our courses, although offered in one semester). The twist here is that additional content and thinking is required concerning how anatomical and physiological properties would be different (enhanced, changed) in imaginary beings with unusual abilities or more extreme actual human beings, but it seems that the fundamental content is quite similar to that in our courses. Understanding that since the courses are in different colleges, more leeway is often given to overlap, we would want it to be clear to students that taking ANAT 2150 would not satisfy their requirement to take EEOB 2511 and 2520 in those programs that require it (e.g., Nursing) – in other words, we would want to prevent any confusion on the part of students. Our 2511 and 2520, although they are foundation GE courses, do require 3 credit hours of biology as prerequisite. Interestingly, the proposed ANAT 2150, although a theme course and therefore presumably a bit more advanced than a foundations course, does not have any prerequisites.

EEOB is one of the departments that participates in teaching in the Center for Life Science

Education (the BIOLOGY program). We are not sure if concurrence was sought with that unit, but it is worth noting that a course that is a bit less matching the proposed course in specifics of content (than the two EEOB courses) but matching yours more in some ways in spirit, is their BIOLOGY 2105 (Human Biology in Cinema). This course uses examples from films of human biology aspects (including disease) to teach basic human biology in a similarly “fun” context. Unlike our EEOB 2511 and 2520, BIOLOGY 2501 is also a GE theme course in Health and Wellbeing, so might be competing for some of the same students.

I hope that this feedback is helpful as you work on this course.

Kind regards,

John Freudenstein



**John V. Freudenstein, PhD**

Professor

Vice Chair for Undergraduate Studies

Director of the Herbarium (OS)

**Dept. of Evolution, Ecology and Organismal Biology**

1315 Kinnear Road

Columbus, OH 43212

614-688-0363

[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu) eeob.osu.edu

---

**From:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>

**Sent:** Tuesday, December 3, 2024 11:29 AM

**To:** Freudenstein, John <[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu)>

**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi John,

I wanted to check in and see if there were any edits EEOB would like in order to give concurrence for my Pop Culture Anatomy course. I'd like to get this submitted before the next committee meeting on Monday.

Thank you,  
Madeline

**Madeline Parker, PhD** (she/her)

Assistant Professor- Clinical

**The Ohio State University, Newark Campus**

**College of Medicine** | Division of Anatomy, BMEA

Hopewell Hall 169



[parker.801@osu.edu](mailto:parker.801@osu.edu)

---

**From:** Freudenstein, John <[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu)>  
**Sent:** Tuesday, November 19, 2024 8:02 PM  
**To:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>  
**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy

Dear Madeline:

Thanks for your message – I will certainly review this for you and let you know if I need any clarification.

Best wishes,

John



**John V. Freudenstein, PhD**  
Professor  
Vice Chair for Undergraduate Studies  
Director of the Herbarium (OS)  
**Dept. of Evolution, Ecology and Organismal Biology**  
1315 Kinnear Road  
Columbus, OH 43212  
614-688-0363  
[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu) eeob.osu.edu

---

**From:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>  
**Sent:** Tuesday, November 19, 2024 7:18 AM  
**To:** Freudenstein, John <[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu)>  
**Subject:** Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi John,

I wanted to touch base with you personally. I'm trying to get a new anatomy course (Anatomy 2150 Pop Culture Anatomy) approved for the Health and Wellbeing GE Theme, and the reviewing faculty asked that the course receive concurrence from the EEOB department.

I've attached a copy of the most current syllabus, GE proposal form, and the concurrence request form. Please let me know if you have questions or if there are any clarifications or edits I can make for you.

Thank you,

Madeline Parker

**Madeline Parker, PhD** (she/her)

Assistant Professor- Clinical

**The Ohio State University, Newark Campus**

**College of Medicine** | Division of Anatomy, BMEA

Hopewell Hall 169

[parker.801@osu.edu](mailto:parker.801@osu.edu)

---

**From:** Hamilton, Ian <[hamilton.598@osu.edu](mailto:hamilton.598@osu.edu)>

**Sent:** Wednesday, November 13, 2024 1:09 PM

**To:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>

**Cc:** Freudenstein, John <[freudenstein.1@osu.edu](mailto:freudenstein.1@osu.edu)>

**Subject:** RE: Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi Madeline,

Thanks for your e-mail. I am longer Vice Chair of Undergraduate Studies for EEOB; John Freudenstein (cc'd here) is the current VCUS.

John: Please let me know if you have any questions.

Best regards,

Ian



THE OHIO STATE UNIVERSITY

**Ian Hamilton**

Professor

**College of Arts & Sciences**

Department of Evolution, Ecology and Organismal Biology & Department of Mathematics

390 Aronoff Laboratory, 318 W 12th Ave, Columbus, OH 43210

[hamilton.598@osu.edu](mailto:hamilton.598@osu.edu)

Pronouns: he/him/his

---

**From:** Parker, Madeline <[parker.801@osu.edu](mailto:parker.801@osu.edu)>

**Sent:** Wednesday, November 13, 2024 1:02 PM

**To:** Hamilton, Ian <[hamilton.598@osu.edu](mailto:hamilton.598@osu.edu)>

**Subject:** Concurrence request for new Anatomy course - Pop Culture Anatomy

Hi Ian,

I'm trying to get a new anatomy course (Anatomy 2150 Pop Culture Anatomy) approved for the Health and Wellbeing GE Theme, and the reviewing faculty asked that the course receive concurrence from the EEOB department. The Anatomy Director of Undergraduate Education recommended I reach out directly so that I can answer any questions you may have.

I've attached a copy of the most current syllabus, GE proposal form, and the concurrence request form. Please let me know if you have questions or if there are any clarifications or edits I can make for you.

Thank you,  
Madeline Parker

**Madeline Parker, PhD** (she/her)  
Assistant Professor- Clinical  
**The Ohio State University, Newark Campus**  
College of Medicine | Division of Anatomy, BMEA  
Hopewell Hall 169  
[parker.801@osu.edu](mailto:parker.801@osu.edu)