

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**SPA3101: Speech Anatomy & Physiology (3 credit hours)**  
**Fall: 2022**  
 Delivery Format: Campus

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Office Hours: By appointment in HPNP 2125 or via zoom please schedule all appointments via <https://calendly.com/c-adamsmitchell/15min>

Preferred course communication method: **Canvas Inbox (email)**

**Course Information**

Course web site can be found from the UF E-Learning (Canvas) page: <http://elearning.ufl.edu>

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**PREREQUISITES**

Communication sciences and disorders or health science major

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**PURPOSE AND OUTCOME**

**Course Overview**

This undergraduate level course entails the study of:

- A. Fundamentals and terms in reference to the body structures and their relation to each other,
- B. Anatomy and physiology of respiratory, laryngeal, articulatory, and deglutative systems.

**Relation to Program Outcomes**

**Standard IV. B:** Knowledge of basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Standard IV. C:** Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard IV. D:** Knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard V. A:** Skills in oral and written or other forms of communication sufficient for entry into professional practice.

**Course Objectives and/or Goals**

Upon completion of this course students will be able to:

- A. Analyze “what happens if” scenarios related to the respiratory system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the respiratory system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the respiratory system interact and interrelate during respiration

- ii. Distinguish between normal and abnormal respiratory functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates
    - 1. Locate body structures of the respiratory system
    - 2. Define their functions
- B. Analyze “what happens if” scenarios related to the laryngeal system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the laryngeal system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the laryngeal system interact and interrelate during laryngeal functions
    - ii. Distinguish between normal and abnormal laryngeal functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates.
      - 1. Locate body structures of the laryngeal system
      - 2. Define their functions
- C. Analyze “what happens if” scenarios related to the articulatory system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the articulatory system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the articulatory system interact and interrelate during articulatory functions
    - ii. Distinguish between normal and abnormal articulatory functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates.
      - 1. Locate body structures of the articulatory system
      - 2. Define their functions
- D. Analyze “what happens if” scenarios related to the deglutative system and determine appropriate principles and methods of prevention, assessment, and intervention, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the deglutative system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the deglutative system interact and interrelate during deglutative functions
    - ii. Distinguish between normal and abnormal deglutative functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates
      - 1. Locate body structures of the deglutative system
      - 2. Define their functions

## Instructional Methods

### *Campus Course*

#### How is this course a flipped learning course?

This class is being taught as a flipped learning course. A flipped class uses a mixture of educational media, technology, and synchronous instruction to help you maximize your learning. This course will be using a mixture of asynchronous discussions and assessments (quizzes and exams) and synchronous class sessions. All of the lectures have been recorded and are available online on Canvas. I expect that you will have completed all the lectures and exercises listed for a particular date before you login for class on that date! Class time will focus on review of lecture material and addressing your questions. The purpose of the in-person class is clarification, meaningful discussion and thinking critically through case studies, not introduction of new material. Class sessions provide support for information integration and expansion of concepts resulting in learning and comprehension. You will be expected to be familiar with concepts covered in the textbook, assigned articles, class, discussions, lecture notes and assignments.

#### What is expected of you?

You are expected to actively engage in the course throughout the semester. To be actively engaged, you should review all posted materials prior to class; attend class regularly; and be a responsible team member for all group assignments and class discussions. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during course activities and assessments. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

[See Appendix A below.](#)

### Course Materials and Technology

#### **Recommended materials:**

- Anatomy and Physiology for Speech, Language, and Hearing, 6<sup>th</sup> ed by Seikel, J.A., King, D.W., and Drumright, D.G.
- Online Software Lessons (Anatesse)
- This course may also utilize journal articles and external video resources.
- [Visible Body](#) may be used for assignments

#### **Teaching Strategies:**

- Readings: Textbook, journal articles
- Lectures/Audiovisuals: PowerPoint presentations and internet links
- Discussion board activities
- [Visible Body](#) may be used for assignments
- Group presentations

## **Technical Support**

**For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact your TA.**

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Webpage with Chat: [UF Computing Help Desk](#)

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## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

#### **Quizzes & Exams**

##### **Quizzes**

There will be 8 quizzes at 50 points each for a total of 400 points. Quizzes will be used as the primary assessment tool and to assess your learning. These quizzes will help you keep abreast of the lectures, readings for the class, and will help you determine if you took away key concepts from the readings and lectures. As you read your textbook, take notes in your own words to prepare for the quizzes. Quizzes will be taken in Canvas. Once you have opened a quiz, you must complete it within the allotted time (variable). These quizzes will be a combination of multiple choices, matching, true/false, and fill in the blank formats. The exams will be taken on Canvas in a Lockdown Browser without your textbook and notes. Most commonly missed questions will be discussed in class after grades have been posted. In an effort to maintain academic integrity and to prevent the sharing of course assessments, quizzes are not reopened to review incorrect answers. Students must arrange to meet with Dr. CAM or the course TA to review and discuss their individual quizzes.

#### **Assignments**

##### **Pathologies Presentation**

The final major project for the course is a presentation on pathologies that affect speech production or swallowing. Complete instructions will be included in the course site. The presentation should include a digital handout and should be geared towards a work environment. It is worth a total of 100 points. A group grade will be given for this project. A portion of the pathologies presentation grade will be quiz covering the information presented in the presentations presented by the other students in your class section. You are expected to attend every groups presentations.

##### **Anaquest**

Anaquest is an external web-based tool that will provide supplemental information for your lectures. At the end of each required module (which are assigned on the course pages) will end with a set of questions, which will comprise the graded component. The Anaquest Modules are due at the end of each week on Saturday at 11:59 PM.

\*\* Please note that for *all assignments*, spelling and grammar will be part of the grading rubric.

## Professionalism

### Professionalism and Participation

At the end of the semester you will receive up to 25 points as your professionalism grade based on your conduct, completion of assignments, participation and effort in the course. Merely showing up to class does not guarantee 25 points.

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<b>Quizzes</b>	See Schedule	400 pts
<b>Student Pathology Presentations</b>	See Schedule	100 pts
<b>Anaquest Software</b>	Ongoing	50 pts
<b>In Class Lab Activities</b>	See Schedule	25 pts
<b>Professionalism and Participation</b>	Ongoing	25 pts
<b>Total</b>	<b>For the Semester</b>	<b>600 pts or 100%</b>

**Point system used** (i.e., how do course points translate into letter grades).

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0
Points																

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

### Attendance:

#### a) **Attendance/Participation.**

Attendance and tardiness are primarily a student- teacher-class relationship. You are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. The University has a concern for the proper fulfillment of such obligations by the student, and therefore, regular/consistent class attendance is mandatory. If a class is missed for any reason, you are responsible for obtaining information about notes,

announcements and changes to requirements. Excused absences are determined at the discretion of the instructor, and proper documentation **MUST** be provided in order for an absence to be considered excused. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

- b) **Missed Exam Policy.** If you must miss a test or quiz due to sickness or emergency, you must call or email the instructor before class time that day, or you will not be allowed to make it up. It is your responsibility to schedule a time to take that quiz or test before the next class meeting. You will receive a grade of ZERO if you miss an assignment, quiz or exam without prior approval from Dr. CAM.

No make-up tests will be scheduled any later than 1 week after the missed exam. If you miss a class, it is your responsibility to get the notes from another student. Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported them them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**If you know in advance that you will be missing a class due to an excused absence, you must alert the instructor and reschedule your quiz or test before the event. Forgetting to login to class or misreading the syllabus are not considered valid reasons for missing a quiz or test. Quiz Policy:**

If you cannot complete an exam or quiz on time due to illness or medical/family emergency, you are required to contact the instructor prior to the deadline. In such cases, you will be required to provide written documentation of your illness/ emergency.

#### **Policy Related to Make Quizzes, Assignments, or Other Work**

Personal issues with respect to grade or fulfillment of course requirements will be handled on an individual basis.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies that can be found in the online catalog from this link](#) unless otherwise noted in this syllabus.

#### **Policy Related to Technical Issues**

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Clinical Certification Standards:**

If you perform below expected levels on an assignment that is used to assess your attainment of a clinical certification standard, you may be asked to complete remedial work to demonstrate your competency in the particular area. The remedial work may take place after the course has been completed and your performance on the remedial work will be related to your overall attainment of the critical knowledge and skills objectives that are used in determining your suitability for clinical certification.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### ***Etiquette and Professionalism***

All members of the class are expected to follow rules of common courtesy in all email messages, class discussions and activities. You are expected to login on time and to participate in class discussions. Your engagement in class activities will be factored into the appraisal of your participation and professionalism.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”***

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of

accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Course Reserves**

As mentioned above, this course may utilize the electronic course reserve service offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

- Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials.
- The Center will work with the Libraries Course Reserve Unit to provide accessible course materials
- All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance

### **INCLUSIVE LEARNING ENVIRONMENT**

Public health and health professions are based on belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads:

***“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to***



***race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."***

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.

## Appendix A

### **Class Schedule (Please note class schedule is subject to change. Changes will be announced.)**

<i>Week</i>	<i>Date(s)</i>	<i>Topic(s)</i>	<i>Readings</i>	<i>Synchronous Session and live lecture</i>	<i>Quizzes and/or Assignments due</i>
1	8/22 to 8/26	8/25: Introduction and Syllabus  Basic Elements of Anatomy	Syllabus Text Chapter 1 Appendix A Appendix B	Course Introduction  Basic Elements of Anatomy: terminology; building blocks	<b>Introductions and Impressions of A&amp;P for Speech due in Canvas by Friday 8/26/22.</b>
2	8/29 to 9/2	8/30: Basics of Anatomy  9/1: Anatomy of Respiration	Text Chapter 1 Text Chapter 2	Basic Elements of Anatomy: terminology; building blocks  Anatomy of Respiration: support structures; movement of air; muscles of inspiration; muscles of forced expiration	<b>In Class Lab Activity: Bring a pack of gummy bears to class 9/1/22</b>
3	9/5 to 9/9	9/6: Anatomy of Respiration  9/8: Anatomy of Respiration	Text Chapter 2	Anatomy of Respiration: support structures; movement of air; muscles of inspiration; muscles of forced expiration	<b>In Class Lab Activity: Bring a white apron and colored sharpie markers to class on 9/6</b>
4	9/12 to 9/16	9/13: Physiology of Respiration  9/15: Physiology of Respiration	Text Chapter 3	Physiology of Respiration: measurement of respiration; respiration for life; volumes of capacity; pressures of the respiratory system; effects of	<b>Chapter 1 and 2 Quiz 9/13/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>

Week	Date(s)	Topic(s)	Readings	Synchronous Session and live lecture	Quizzes and/or Assignments due
				posture on speech; pressures and volumes of speech	
5	9/19 to 9/23	9/20: Anatomy of Phonation  9/22: Anatomy of Phonation	Text Chapter 4	Anatomy of Phonation: phonation mechanism; laryngeal musculature	<b>Chapter 3 Quiz 9/22/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>
6	9/26 to 9/30	9/27: Anatomy of Phonation  9/29: Anatomy of Phonation	Text Chapter 4	Anatomy of Phonation: phonation mechanism; laryngeal musculature	
7	10/4 to 10/6	10/4: Physiology of Phonation  10/6: Physiology of Phonation	Text Chapter 5	Physiology of Phonation: Nonspeech laryngeal function; laryngeal function for speech; clinical considerations; linguistic aspects of pitch and intensity; theories of phonation	<b>Chapter 4 Quiz 10/6/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>
8	10/10 to 10/14	10/11: Physiology of Phonation  10/13: Physiology of Phonation	Text Chapter 5	Physiology of Phonation: Nonspeech laryngeal function; laryngeal function for speech; clinical considerations; linguistic aspects of pitch and intensity; theories of phonation	
9	10/17 to 10/21	10/18: Anatomy of Articulation & Resonation  10/20: Anatomy of Articulation & Resonation	Text Chapter 6	Anatomy of Articulation and Resonation: Source-Filter Theory and vowel production; the articulators; bones of the face and cranial skeleton; dentition; cavities	<b>Chapter 5 Quiz 10/20/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>

Week	Date(s)	Topic(s)	Readings	Synchronous Session and live lecture	Quizzes and/or Assignments due
				of the vocal tract; muscles of the face and mouth	
10	10/24 to 10/28	10/25: Anatomy of Articulation & Resonation  10/27: Anatomy of Articulation & Resonation	Text Chapter 6	Physiology of Articulation and Resonation; instrumentation in articulation; speech function	<b>10/27: Create your own larynx. Please bring supplies to complete this activity in class.</b>
11	10/31/ to 11/4	11/1/: Physiology of Articulation & Resonation  11/3: Physiology of Articulation & Resonation	Text Chapter 7	Physiology of Articulation and Resonation; instrumentation in articulation; speech function	<b>Chapter 6 Quiz 11/3/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>
12	11/7 to 11/11	11/8: Physiology of Articulation & Resonation  11/10: Physiology of Mastication & Deglutition	Text Chapter 7 Text Chapter 8	Physiology of Mastication and Deglutition: mastication and deglutition; organizational patterns; neurophysiological underpinnings; reflexive circuits	
13	11/14 to 11/18	11/15: Physiology of Mastication & Deglutition  <b>11/17: DR. CAM WILL BE AT ASHA (NO CLASS)</b>	Text Chapter 8	Physiology of Mastication and Deglutition: mastication and deglutition; organizational patterns; neurophysiological underpinnings; reflexive circuits	<b>Chapter 7 Quiz 11/15/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>
14	11/21 to 11/25	11/22: Work on pathologies presentation with group members (virtually).  <b>11/24: THANKSGIVING BREAK (NO CLASS)</b>			

<i>Week</i>	<i>Date(s)</i>	<i>Topic(s)</i>	<i>Readings</i>	<i>Synchronous Session and live lecture</i>	<i>Quizzes and/or Assignments due</i>
15	11/29 to 12/2	11/29: Student Presentations:  12/1: Student Presentations:			<b>Chapter 8 Quiz 11/29/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>  <b>ALL Teams should submit their presentations by 11:55 pm on 11/28. Team presentation schedule will follow.</b>
16	12/5 to 12/9	12/6: Student Presentations:		.	<b>Pathologies Quiz 12/6/22 during class. You will need your laptop or tablet with Respondus lockdown browser</b>