

Summer 2010
M-F 1:00pm – 2:30pm
PAR 306

INTRODUCTION TO
MEDICAL & SCIENTIFIC TERMINOLOGY

CC s306M (82195)

<https://webspace.utexas.edu/shd84/medterminology/index.htm>

Instructor: Sarah Davies
Office Hrs.: TTh 2:30 – 4:00pm,
or by appointment, in WAG 121
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Teaching Assistant: Debbie Lee
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Required Texts:

- **(Walker-Esbaugh)** = C. Walker-Esbaugh, L.H. McCarthy, and R.A. Sparks. *Dunmore and Fleischer's Medical Terminology: Exercises in Etymology*. F.A. Davis, 3rd edition, 2004.
- **(Taber's)** = D. Venes (ed.). *Taber's Cyclopedic Medical Dictionary*. F.A. Davis, 20th edition, 2005.

Course Description:

This course acquaints students with the Greek and Latin elements from which most medical terms are formed. It explores the etymologies through which prefixes, suffixes, and combining forms from both languages have come into their modern usages in the allied health sciences. In many cases, the evolution in meaning extends over hundreds or thousands of years, changing with the development of Western medicine and its theories of the human body, from Hippocrates in the fifth-century BCE to the present-day. Students will be introduced to this history as they develop a working vocabulary of Greek and Latin roots, discover the basic techniques of medical word building, and learn to analyze and use the “language” that is medical terminology.

Course Requirements:

NO knowledge of Greek or Latin is required; the necessary vocabulary and grammatical elements will be introduced as part of the course. CC 306M and CC 336M may not both be counted.

Assignments, Grading, and Exams:

Regular class sessions (Monday through Thursday) will have a reading assignment and accompanying exercises from a “lesson” in Walker-Esbaugh (see class schedule). Read carefully through the lesson BEFORE class, taking notes (and making flashcards) of the vocabulary, and then complete the assigned exercises using Taber's dictionary as an aid. Completion of these exercises will be checked at the beginning of class the next day. For lessons dealing with an anatomical system (Lesson 10 onward), brief ‘case-study’ readings will also be assigned. These will be accompanied by short-answer exercises, to be turned in the next day for a grade (10pts each).

Grades will be based on class participation (daily attendance, completion of lesson exercises, and participation in classroom activities) (20%), case-study exercises (10%), weekly quizzes (35%), and a cumulative final exam (35%).

Class participation will consist of accumulated points, with three points to be earned each regular class session (one for attendance, one for completed homework, and one for active participation in class activities). On quiz days, only one point for participation can be earned. For *excused* absences (see below), attendance and participation points will be granted, but the checked completion of homework is to be arranged in advance with the instructor.

Quizzes will consist of questions focused on material from the past week, but will not exclude material from previous weeks, as medical terminology is a cumulative subject. The quizzes will be given at the beginning of class every Friday (see class schedule).

ATTENDANCE & MAKE-UP QUIZZES/EXAM: Earned points for attendance and participation, and arrangements for homework, quizzes, and/or the final exam can only be arranged for *excused* absences. E-mail me as soon as you know you will be missing class – this is always a first-step in documenting your absence and our arrangements. Unexcused absences will result in no points for attendance, participation, and homework, and a zero on a quiz or exam. The following qualify as excused absences: (1) demonstrated medical reason (physician's – not a relative's – statement required); (2) other emergency (certified by your Dean of Students); and (3) religious holiday (week's notice required). Except in emergencies and cases of sudden illness, make-up quizzes for excused absences are to be taken *before* the absence. If you miss a quiz due to an emergency or sudden illness, you have up to *two days* in which to contact me and make arrangements.

HOW TO STUDY FOR THIS CLASS:

(1) **Make flashcards!** This is an absolute must. Go out and buy packets of index cards, and include at least one tri-color set. I'd recommend organizing your cards in the following manner: At the top, label the term as either "Prefix," "Combining Form," or "Suffix / Suffix Form" (hence the use of three colors of cards). Then write the lesson number (so you can go back to review later on). Use the vocabulary lists and words in bold for each lesson as your material. I will also give guidelines to help you know which terms to use on flashcards. In the center, write the term, followed by the Greek or Latin word from which it derives. On the back, writing the meaning(s) in English (with an additional note of the ancient language, if there is both a Greek- and a Latin-based alternative). The best way to begin learning a form is to write it out and say it out loud, and the best way to review it is to use it in combinations with other forms to make words – shuffle your cards and practice! (2) **Do the readings (and homework) BEFORE the class in which they will be discussed.** Don't just skim. Think about the etymologies provided in the text, and try to think of other English words that can help you learn your Greek and Latin forms (you'll be surprised how much your English can teach you Greek and Latin, and vice versa!). Write these words down and we will discuss them in class. Read the vocabulary lists and ancient words out loud. If you need help with pronunciation, use the online resources provided below. The general rule is that you should spend two hours preparing for each hour of class time. (3) **Address any difficulties early.** If you are having trouble, have additional questions, or need help, please contact me, meet with me during office hours, or set up a special appointment.

ACADEMIC DISHONESTY: I will not tolerate cheating. Any student found guilty of cheating on any quiz or exam will receive zero-credit, and will be subject to the University procedures under Appendix C, Section 11 of the General Information bulletin:

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appc11.html>)

Cheating is anything that attempts to circumvent the process of teaching, learning, and assessment. It may include, but is not limited to, copying off another person's quizzes, exams, or homework; or getting someone else to do your work for you. It also includes the use of unauthorized material/devices while taking a quiz or test.

If you are unsure about the exact definition of cheating, you should also consult the General information catalogue, Appendix C, Section 11-802:

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appc11.html#11-802>)

All electronic devices are to be turned off and out of sight during class, including quizzes and exams; if you do not comply, you stand to receive a zero-grade for that quiz or exam.

BEHAVIOR CONCERNS ADVICE LINE (BCAL):

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

STUDENTS WITH DISABILITIES:

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259, 471-4641 TTY, or check online at:

<http://deanofstudents.utexas.edu/>.

RELIGIOUS HOLIDAYS:

I follow the standard procedures outlined in Sections 51.911 and 51.925 of the *Texas Education Code*:

(<http://www.statutes.legis.state.tx.us/SOTWDOcs/ED/htm/ED.51.htm#51.911>)

Any missed assignment can be made up, as long as a week's notice is given.

COURSE SCHEDULE (subject to change)

<i>Week & Day</i>	<i>Subject</i>	<i>Reading/Assignment: [Lesson in Walker-Esbaugh]</i>
I. Mon. (July 12th)	Introduction/Orientation	–
Tues.	Introduction to Greek Nouns & Adjectives	Lesson 1
Wed.	Nouns of the Greek Third Declension	Lesson 2
Thurs.	Building Greek Vocab.	Lesson 3
Fri.	Overview: Greek Med.	QUIZ
II. Mon. (July 19th)	Greek Verbs	Lesson 4
Tues.	Greek Vocabulary: Combining Forms	Lesson 5
Wed.	More Greek Vocabulary	Lesson 6
Thurs.	Conclusion to Greek Unit	Lesson 7
Fri. (last day drop w/o acad. penalty)	Overview: Roman Medicine	QUIZ
III. Mon. (July 26th)	Latin Nouns and Adj.s	Lesson 8
Tues.	Latin Verbs	Lesson 9
Wed.	Cardiovascular System	Lesson 10 Case-study #1
Thurs.	Respiratory System	Lesson 11 Case-study #2
Fri. (last day: P/F, C/NC)	Digestive System (Lesson 12)	QUIZ
IV. Mon. (Aug. 2nd)	Optic System	Lesson 13 Case-study #3
Tues.	Female Reproductive System	Lesson 14 Case-study #4
Wed.	Genitourinary System	Lesson 15 Case-study #5
Thurs.	Hematopoietic & Lymphatic Systems	Lesson 16 Case-study #6
Friday	Dev't of 'Modern' Med.	QUIZ
V. Mon. (Aug. 9th)	Musculoskeletal System	Lesson 17 Case-study #7
Tues.	Nervous System	Lesson 18 Case-study #8
Wed.	Endocrine System	Lesson 19 Case-study #9
Thurs.	Biological Nomenclature	Lesson 20 Case-study #10
Fri.	Review for Final Exam	Review

**** FINAL EXAM: MONDAY AUGUST 16TH, 7:00-10:00pm ****