VET 183 - Veterinary Medical Terminology
Veterinary and Biomedical Sciences Department
South Dakota State University
Fall 2011, 1 credit

Course Description: This course is a study of the technical language used in Veterinary Medicine and Animal Agriculture with a focus on learning the major components (prefixes, suffixes and combining root terms) of veterinary medical terms and how to put the components together to form useful medical terms. Students are expected to learn and understand the definitions of the veterinary medical terms, and to be able to interpret the meaning of technical information containing veterinary medical terms.

CONTACT INFORMATION
For all course-related questions, contact the instructor using email address or phone number given below. For all institution’s academic and student support services, refer to the “SDSU Resources” information found on the course homepage.

Instructor: Alan Erickson, Ph.D.
University: South Dakota State University
Department: Veterinary and Biomedical Sciences
Primary email address: email in D2L by going to “Classlist” page and clicking on Alan Erickson
Alternative email address: alan.erickson@sdstate.edu
Phone number: 605-688-6544 - Voicemail available for leaving messages.
Office: SAR 112
Office hours: For this course, office hours are by appointment. Send an email request to instructor to schedule a time to discuss any issues related to the course.
Turnaround time: The instructor will respond to email communications from students by 5PM on the next school day. Grades for writing assignments will be posted within 1 week of the due date for the assignments.

Attendance policy: Students are expected to log into course on the first day of class and to meet all the weekly deadlines for submitting writing assignments and completing quizzes.

LEARNING OBJECTIVES

1. CONTENT: The most important overall objective of this course is to build a working vocabulary of veterinary medical terms so that the student will be able to effectively communicate with other people involved in Veterinary Medicine and Animal Production. Some specific learning outcomes of this course are that students will be able to:
   • Assemble the major components (prefixes, suffixes and combining root terms) of veterinary medical terms into useful medical terms.
   • Define, spell, and pronounce the major medical terms commonly used in veterinary medicine and animal production.

2. CRITICAL THINKING: As a result of taking this course, students will be able to interpret information from journal articles, technical literature like drug/vaccine documents, case studies, diagnostic reports, and textbooks.

3. COMMUNICATION: As a result of taking this course, students will be able to properly utilize veterinary medical terminology for both written and oral communication.
COURSE ORGANIZATION.

- This course consists of twelve learning modules and two tests. Each module is organized to allow you to logically progress through a series of learning activities designed to help you gain mastery over a group of functionally related veterinary medical terms. On average, you are expected to complete one module per week.

Each MODULE consists of the following 5 LEARNING ACTIVITIES:

1. Reading assignment
   - The book (see description later in this document) is an excellent place to begin learning veterinary medical terminology. The book is logically organized and contains numerous pictures and figures that allow you to visualize what some medical terms are referring to.
   - Since the chapters are relatively brief, you are highly encouraged to read (or least browse through) the assigned chapters before completing the study guide.

2. Generating a study guide.
   - The study guides contain relatively simple and clear-cut definitions of all the medical terms in a module. The definitions used in the flashcards and quizzes are, in almost all cases, identical to those found in the study guide.
   - Although the study guides are not graded, you are expected to print out the study guides and complete them as the first step in learning the definition of the medical terms within a module.

3. Writing assignment - 10 points/module. The writing assignments are designed to help you begin to use your knowledge of medical terminology to interpret the meaning of technical information and also to gain an appreciation of the usefulness of medical terminology in precisely communicating information to others. Writing assignments vary among the different modules and include:
   - Breaking down medical terms into prefixes, root terms, and suffixes.
   - Writing original paragraphs or completing paragraphs using medical terms.
   - Generating laymen’s summaries of technical paragraphs.
   - Labeling textbook diagrams to gain an understanding of basic animal anatomy.
   - Assembling medical terms.

4. Practice for the quiz - A number of different styles of study opportunities are available to help prepare you for the quiz. Examples include:
   - Study guides
   - Flashcards
   - The StudyWARE CD from textbook can be used to look up definitions of terms, to hear pronunciations, and to practice for quizzes. A more complete description of this CD can be found later in this document.
   - Review exercises at the end of each textbook chapter.

5. Quiz - Each module concludes with a 20-point quiz.
   - To be eligible to take the quiz, your writing assignment for that module must be submitted to the "Dropbox". Once the writing assignment is submitted, the quiz for that module becomes available on the “Quizzes” page on the D2L site.
   - Each quiz may be taken as many times as you would like before the completion date. But keep in mind that your final grade on the quiz is an average of all of your attempts. SO DON’T TAKE A QUIZ UNTIL YOU ARE READY.

TESTS.
In additions to the 12 learning modules, there are two tests during the semester. Both the midterm and final tests are comprehensive. The midterm test is worth 180 points and covers all the terms from modules 1 through 6. The final test is worth 200 points and covers all the terms from modules 1 through 12.
GRADING PROCEDURE.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage range</th>
<th>Points range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>672 - 750</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
<td>597 - 671</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
<td>522 - 596</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
<td>447 - 521</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td>&lt;447</td>
</tr>
</tbody>
</table>

**All percentages are rounded to the nearest whole number.**

COURSE SCHEDULE.

<table>
<thead>
<tr>
<th>Module #</th>
<th>Topic</th>
<th>Reading assignments</th>
<th>Module will be posted by 8AM on the date indicated</th>
<th>Completion dates are by 5PM on the date indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Getting Started” Assignment</td>
<td></td>
<td>Monday, August 29th</td>
<td>Friday, September 2nd</td>
</tr>
<tr>
<td>2</td>
<td>Components of medical terms including common prefixes, suffixes, and root terms.</td>
<td>1 and 2 (page 18). Appendix C.</td>
<td>Monday, August 29th</td>
<td>Friday, September 9th</td>
</tr>
<tr>
<td>3</td>
<td>Directional and positional terms. Species names, age- and sex-related names, and names for offspring and groups. Common symbols and abbreviations.</td>
<td>2, 4, 5, Appendix A.</td>
<td>Monday, September 5th</td>
<td>Friday, September 16th</td>
</tr>
<tr>
<td>4</td>
<td>Muscle and bones</td>
<td>3</td>
<td>Monday, September 12th</td>
<td>Friday, September 23rd</td>
</tr>
<tr>
<td>5</td>
<td>Digestive system</td>
<td>6</td>
<td>Monday, September 19th</td>
<td>Friday, September 30th</td>
</tr>
<tr>
<td>6</td>
<td>Urinary system</td>
<td>7</td>
<td>Monday, September 26th</td>
<td>Friday, October 7th</td>
</tr>
<tr>
<td>7</td>
<td>Cardiovascular system</td>
<td>8</td>
<td>Monday, October 3rd</td>
<td>Friday, October 14th</td>
</tr>
<tr>
<td>8</td>
<td>Hematologic, lymphatic and immune systems</td>
<td>15</td>
<td>Monday, October 17th</td>
<td>Friday, October 28th</td>
</tr>
<tr>
<td>9</td>
<td>Respiratory system</td>
<td>9</td>
<td>Monday, October 24th</td>
<td>Friday, November 4th</td>
</tr>
<tr>
<td>10</td>
<td>Integumentary and endocrine systems</td>
<td>10, 11</td>
<td>Monday, October 31st</td>
<td>Friday, November 11th</td>
</tr>
<tr>
<td>11</td>
<td>Reproductive system</td>
<td>12</td>
<td>Monday, November 7th</td>
<td>Friday, November 18th</td>
</tr>
<tr>
<td>12</td>
<td>Nervous system.</td>
<td>13</td>
<td>Monday, November 14th</td>
<td>Tuesday, December 2nd</td>
</tr>
<tr>
<td>13</td>
<td>Senses - Vision and Hearing</td>
<td>14</td>
<td>Monday, November 21st</td>
<td>Friday, December 9th</td>
</tr>
<tr>
<td>14</td>
<td>Final Comprehensive Test</td>
<td>Chapters 1-15; Modules 1-12</td>
<td>Friday, December 9th</td>
<td>Friday, December 16th</td>
</tr>
</tbody>
</table>

Quiz availability: Quizzes for each module become available on the "Quizzes" page after you submit the writing assignment for that module to the "Dropbox".

This textbook is an essential tool for learning veterinary medical terminology. You are encouraged to explore the textbook and the accompanying “StudyWARE” CD in order to find the learning activities that help you the most.

**Some important features of the textbook include:**
- Logical presentation of veterinary medical terminology in which terms are presented in chapters focused on background material (Chapters 1, 2, 4 and 5), specific organ systems (Chapters 3, 6-15), or specific species of animals (Chapters 18-23).
- **Concise easy-to-understand definitions** of numerous veterinary medical terms.
  - Contains terms used in both *Veterinary Medicine* and *Animal Production industry*.
- Easy-to-understand and **accurate figures** including labeling exercises designed to review chapter content.
- A wide variety of **end-of-the-chapter exercises** for reviewing the terms presented in each chapter.

**StudyWARE CD** is found within the back cover of your textbook. It can be installed by following the instructions on page vii in the “Preface” of the textbook.
- **“StudyWARE”** CD contains many useful features including:
  - For each chapter in the textbook, there are **numerous learning activities** available on the CD:
    - Practices quizzes.
    - Image labeling.
    - Flashcards.
    - Hangman.
    - Crossword puzzles.
    - Spelling bee.
  - The **Audio Library** on the “StudyWARE” CD can be found as the last item on the menu of textbook chapters. The Audio Library contains:
    - **Searchable dictionary** of all terms in the book.
    - **Pronunciations** of all terms in book.
    - The Audio Library is divided into **individual chapters** allowing you to **browse** through terms found in each chapter while listening to pronunciations and observing definitions.
CLASS POLICIES

**Makeup policy:** Completion dates have been established (see course schedule earlier in syllabus) for each writing assignment, quiz, and test. Students that fail to meet a completion date for a writing assignment, quiz or test will receive a score of zero on that activity. If a student feels that there are circumstances that would excuse a missed deadline, the student should feel free to discuss this with the instructor.

**Academic dishonesty statement:** Academic dishonesty will not be tolerated. Plagiarism, copying or cheating will result in no credit for that assignment, quiz, or test. Severe or repeated offenses will result in further disciplinary action such as the reduction of the final grade and formal reporting of the incident to the student conduct committee.

**ADA Statement.**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 125, the Wintrode Student Success Center.

**Freedom in learning.** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

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