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Respiratory System

- humans breathe 20 times per minute, over 10 million times per year, and about 700 million times in a lifetime
- the larger lung lies on the right side and has three lobes; the smaller left lung has only two lobes
- you cannot kill yourself by holding your breath
- if you yelled for 8 years, 7 months and 6 days, you would have produced enough sound energy to heat one cup of coffee
- the largest sinus in the body is the maxillary sinus
- a sneeze creates a force of air moving nearly 160 km/h
- it is impossible to sneeze with your eyes open
- one cigarette shortens your life by 14 minutes

Reproductive System

- more babies are born between 3:00-4:00 a.m. than any other time of day
- sperm travel ≈ 3.5 mm/minute for a distance of ≈ 10 cm to site of fertilization
- all the seminiferous tubules, laid end to end = 805 metres
- the weight of a non-pregnant adult uterus = 28 g while that of a pregnant uterus 1 kg
- the widest part of the fetus is the head

Some sources of anatomical trivia:

- Rowan P., *Some Body!* Alfred A. Knopf, New York, N.Y. 1995. 44 pages.
- *The Guinness Book of Records.* Any edition. Check the section entitled "Human Being".
- http://www.corsinet.com/trivia/h-triv.html

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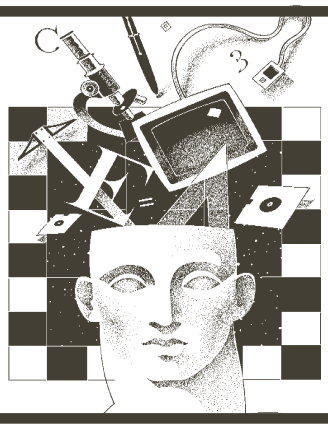
TEACHING Tips



Study Suggestions

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We all need ways to get students started on the right foot with good study skills. Over my years of teaching, I have come up with several things that I do on a regular basis.

For each text chapter included in my course, I provide students with a detailed list of learning objectives, a list of selected questions from the end of the chapter, and a set of my lecture notes in outline form. If there is a text figure or table that corresponds to a line in the outline, I include that text page number next to that line.

I evaluate the students' knowledge and skills in lecture by giving only short answer questions to which the students must write the answers and, occasionally, either make labeled sketches or label sketches I provide. When students come to my office for help because they are not performing as well as they want on lecture tests, I use this list of suggestions as a framework 1) to find out what they do to learn, and 2) to suggest strategies and actions to improve. I also try to find out if non-academic factors (e.g., health, personal problems) are involved.

Study Suggestions

1. Schedule times to study for this course. Stick to your schedule. Study in a quiet place used for study purposes only. (For example, use the same table in the library all the time.)
2. Read text material related to lecture shortly after lecture.

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3. Study diagrams and tables in the text and observe the illustrations on CDs, WebCT™, and web pages.

4. Note and refer to all text illustrations, CD animations and tutorials, web pages, or other materials pointed out in connection with the materials being presented or being studied.

5. Review material from each class before attending the next class. Write down any questions you have about the material you reviewed and ask those questions at the beginning of the next class. Do not let any question you have go by until you are satisfied with the answer you have gotten.

6. Ask questions in class whenever you are lost or confused or want more information.

7. Try using memory aids that work for you, or try new ones, such as:
   (a) picturing what you are studying in your mind.
   (b) making up a story that includes what you are trying to remember (practice telling other people your story).
   (c) creating mental pictures of processes occurring.
   (d) sketching pictures or drawing word pathways or concept diagrams of what you know.
   (e) studying when your energy levels are high, but not after eating a large meal.
   (f) avoiding large quantities of aspartame artificial sweetener (e.g., diet beverages).
   (g) avoiding distractions when learning.
   (h) organizing your material into large meaningful blocks rather than many unrelated details.
   (i) remembering lists by making up sentences or words where letters (e.g., first letter in each word, the letters of the words) stand for the items you are trying to remember.
   (j) putting the information into a rhyme or a song.
   (k) putting the information into the form of a story (e.g., sequences of events).
   (l) finding experiences in your life where the information is relevant or related.
   (m) writing what you think you know and have someone who does know check your work.
   (n) practicing answering questions like those on the tests.
   (o) practicing again.
   (p) getting restful REM sleep at night after you study. (Please tell me of other memory aids I can suggest.)

8. Use flash cards that ask questions like those on the exams to learn definitions, functions of structures, structures carrying out functions, causes of effects, steps in a process, etc. Put questions on one side and answers on the other side.

9. Record learning objective numbers beside notes or text material where appropriate.
10. Explain course material to someone. If that person cannot understand it, you probably do not either.

11. Answer all relevant End of Chapter (EOC) questions at the end of the text chapters in writing.

12. Use the CDs, other resources, and the companion web site to view what you are studying, for animations, for interactive learning, and for practice using what you learned.

13. Practice answering questions like the learning objectives. Use them and sample questions from class to make up and answer your own questions, including giving definitions, naming structures, listing functions, tracing pathways, putting events or causes and effects in sequence, and writing chemical equations. Answer these on blank paper (like a test paper would be). Practice answering them until you can write the answers automatically. Practice answering questions like those from class.

14. After studying on your own, study with someone or with a few others who are doing well in the class. This study should be a time of answering each other's practice questions, solving each other's problem areas, and quizzing each other. Use the ± marking method in your Course Booklet until all your minuses become pluses. Practice answering questions like those from objectives and lecture.

    Here is how to use the ± marking method. If a study partner asks a question and the student answers correctly, the partner places a + symbol next to that question. If a study partner asks a question and the student answers incorrectly, the partner places a - symbol next to that question. The student focuses on learning that specific item right away. Then, after the partner asks and marks a few more questions, the partner asks the first - question again. If the student answers correctly, the partner changes the - to a +. If the student answers incorrectly, the partner places another - next to that question. The student focuses on learning that specific item right away. The process is repeated until essentially all - symbols are changed to + symbols.

Outcomes from this method include:
(a) practicing answering questions and doing so in unsuspected sequence, as occurs on tests.
(b) identifying and immediately correcting weaknesses or gaps in knowledge.
(c) practicing trouble areas repeatedly.
(d) creating a written record of trouble areas (i.e., questions having many symbols) for future extra attention.

15. Get enough sleep the night before a test. "All nighters" make your brain and your studying worthless.

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