

**Comparative Vertebrate Anatomy – BIOL 6300**

**Fall Semester, 2023**

**CRN – 86221 (section A)**

**Instructor** - Dr. J. Mitchell Lockhart

**Office** – Biology/Chemistry Building, Rm. 2029

Phone: 333-5767 / 333-5759

Email: [jmlockha@valdosta.edu](mailto:jmlockha@valdosta.edu)

**Office Hours:** Monday 10:00-11:00AM, Tuesday 8:30-9:30AM, Wednesday 11:00AM-2:00PM  
(virtual by Microsoft Teams) or by appointment

**Course hours:** Lecture – Monday, Wednesday, Friday 9:00-9:50 AM, BCB 2202

Laboratory – Tuesday, 9:30AM – 12:20PM, BCB 2071

**Textbook** – Vertebrates: Comparative Anatomy, Function, Evolution. Kardong 8<sup>th</sup> Ed.  
(Suggested)

**Laboratory Textbook** -

dealt with by administratively withdrawing the student(s) from the course AND/OR mandatory first of class quizzes for the entire class.

**Students With Documented Disabilities:** Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-





## Course Outcomes:

### Course:

By the end of BIOL 4300, students who successfully complete the course should have:

1. Gained factual knowledge, to include anatomy and physiological terminology, methods, and principles, about Comparative Vertebrate Anatomy. (DO – 2,3,5; VSUGEO – 5)
2. Learned fundamental principles, generalizations, or theories of Comparative Vertebrate Anatomy. (DO – 2,3,5; VSUGEO – 5)
3. Learned to apply course material (to improve thinking, problem-solving, and decisions) in Comparative Vertebrate Anatomy. (DO – 2,3,5; VSUGEO – 5)
4. Developed specific skills, competencies and points of view needed by professional in the fields most closely related to Comparative Vertebrate Anatomy. (DO – 2,3,5; VSUGEO – 5)
5. Acquired an interest in learning more by asking questions and seeking answers about Comparative Vertebrate Anatomy. (DO – 2,3,5; VSUGEO – 5)

### Department:

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral formats used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary processes responsible for biological diversity, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and the function of DNA/RNA to the development of form and function of the organism and to heredity.
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

### Valdosta State University General Education Outcomes:

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world.
2. Students will demonstrate cross-cultural perspectives and knowledge of o(l)-3.9 (d)-9.2 (30 g9.9 ( d)-9.1 (e(nd bo)1.9Tw 1

such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.

4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will un0.4 (poBMC 1 g106.546 Tm(v)59T/LBody £3.9 9r210 (4411 4)4.6 (o)1.9 (a437.88 T

**BIOL 4300 – Comparative Vertebrate Anatomy**  
**Fall Semester, 2019**  
**Dr. J. Mitchell Lockhart**

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Tentative Lecture Outline - This is the order in which we will cover topics.

**TOPIC**

Nature of Vertebrate Morphology/Introduction  
Origin and Classification of Vertebrates/Early Chordates  
Fishes  
Tetrapods

