The 11th Edition of Elaine Marieb and Katja Hoehn's best-selling A&P text and media program motivates and supports both novice learners and expert students, more than ever before. Each carefully-paced chapter guides you in advancing from mastering terminology to applying knowledge in clinical scenarios, to practicing the critical thinking and problem-solving skills that are required for entry to nursing, allied health, and exercise science programs.
Identify “Big Picture” Concepts Before Exploring Details

Before you look up details and information within a chapter, read the Chapter-Opening Roadmap, which visually groups and organizes “big picture” concepts and shows how they are related. To focus your studying, review the numbered Key Concept Headings, Learning Outcomes, and summaries.

UNIQUE! Chapter Roadmaps provide a visual overview of the key concepts in the chapter and show how they relate to each other. Each key concept “brick” in the roadmap corresponds to a numbered section within the chapter.

Each numbered section within the chapter begins with a Key Concept Heading that helps you quickly grasp the “big idea” of the discussion that follows.

The graceful movements of ballet dancers and the rough-and-tumble grappling of football players demonstrate the great variety of motions allowed by joints, or articulations—the ways where two or more bones meet. Our joints have two fundamental functions: They give our skeleton mobility, and they hold it together, sometimes playing a protective role in the process.

8. Joints are classified into three structural and three functional categories

Learning Outcomes

- Define joints or articulations.
- Classify joints by structure and by function.

Joints are classified by structure and function. The structural classification focuses on the materials binding the bones together and whether or not a joint cavity is present. Structurally, there are fibrous, cartilaginous, and synovial joints (Table 8.1 on p. 255). Only synovial joints have a joint cavity.

The functional classification is based on the amount of movement allowed in the joint. On this basis, there are synarthroses (indicated by “a”), amphiarthroses (indicated by “a”), and diarthroses (indicated by “d”), which are immovable joints, slightly movable joints, and freely movable joints. Freely movable joints (diarthroses) are hinged at the articular surface (a joint cavity or joint space). Synovial joints are typically located in the appendicular skeleton (limbs). Immovable and slightly movable joints are largely restricted to the axial skeleton. This localization of functional joint types makes sense because the less movable the joint, the more stable it is likely to be.

In general, fibrous joints are immovable, and synovial joints are freely movable. However, cartilaginous joints have both rigidity...
Pace Yourself: Learn & Review the Basics

**EXPANDED! Summary Tables** present key information and serve as “one-stop shopping” study tools. 13 new Summary Tables have been added to this edition.

<table>
<thead>
<tr>
<th>Table 5.1 Summary of Cutaneous Glands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECCRINE SWEAT GLANDS</strong></td>
</tr>
<tr>
<td>Functions</td>
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<tr>
<td>Type of Secretion</td>
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<td>Method of Secretion</td>
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<tr>
<td>Secretion exits Duct At</td>
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<tr>
<td>Body Location</td>
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</tbody>
</table>

See p. 162

**Sebaceous Glands**

The **sebaceous glands** (se-ba’shus; “greasy”), or **oil glands** (Figure 5.9a), are simple branched alveolar glands that are found all over the body except in the thick skin of the palms and soles. They are small on the body trunk and limbs, but quite large on the face, neck, and upper chest. These glands secrete an oily substance called **sebum** (se’bum). The central cells of the alveoli accumulate oily lipids until they become so engorged that they burst, so functionally these glands are **holocrine glands**. The accumulated lipids and cell fragments constitute **sebum**.

See p. 163

**NEW! Building Vocabulary Coaching Activities in Mastering A&P®** are a fun way to learn word roots and A&P terminology while building and practicing important language skills.
Anatomy and Physiology is a visual science. To succeed, you need to practice and develop visual literacy skills for understanding and interpreting information. To help you achieve this goal, the text and associated figures are tightly integrated so that you never have to flip pages back and forth to connect visuals with words.

**NEW Focus Figures** are as follows:
- 3.1 The Plasma Membrane, pp. 64–65
- 11.4 Postsynaptic Potentials and Their Summation, pp. 418–419
- 16.2 Stress and the Adrenal Gland, pp. 628–629
- 18.2 The Cardiac Cycle, pp. 694–695
- 21.1 An Example of a Primary Immune Response, pp. 808–809
- 28.2 Fetal and Newborn Circulation, pp. 1108–1109

**Expanded! 6 new Focus Figures** (for a total of 26) walk you through complex processes using exceptionally clear, easy-to-follow illustrations with integrated text explanations.

**New! Focus Figure “Mini-Animation” Coaching Activities** bring the 6 new Focus Figures to life using short video segments.

**Activation and Differentiation of B Cells**
An immunocompetent but naive B lymphocyte is activated when matching antigens bind to its surface receptors and cross-link adjacent receptors together. Antigen binding is quickly followed by receptor-mediated endocytosis of the cross-linked antigen-receptor complexes. As we described previously, this is called clonal selection and is fol-

**Expanded! 31 unique In-Line Figures** are strategically placed within the text to visually reinforce the text discussion.
As you build your knowledge and confidence in A&P, practice responding to the more challenging questions—you are likely to encounter similar questions on a test or licensing exam. Your extra effort will pay off at exam time!

**Check Your Understanding**

5. How does a nucleus within the brain differ from a nucleus within a neuron?
6. How is a myelin sheath formed in the CNS, and what is its function?
7. What is the structural classification of the neuron shown below? What is its usual functional classification? Name the parts labeled a–d.

![Neuron diagram](image)

**NEW!** "Draw" questions ask you to create visuals that reinforce important concepts by drawing a structure, annotating a figure, or creating a summary table.

8. **APPLY** Which structural and functional type of neuron is activated first when you burn your finger? Which type is activated last to move your finger away from the source of heat?
9. **MAKE CONNECTIONS** Which part of the neuron is its fiber? How do nerve fibers differ from the fibers of connective tissue (see Chapter 4) and the fibers in muscle (see Chapter 9)?

*For answers, see Answers Appendix.*

**NEW!** A greater variety and range of self-assessment questions have been added to the Check Your Understanding sections within each chapter and include Apply, Predict, What If?, Draw, and Make Connections. Dozens of new visual questions ask you to label structures or interpret visual information.

**NEW!** All of the End-of-Chapter Review questions are now organized into 3 levels of difficulty based on Bloom’s Taxonomy categories:
Level 1: Remember/Understand
Level 2: Apply/Analyze
Level 3: Evaluate/Synthesize

3. **DRAW** Create a summary table to help you study the pharynx by comparing and contrasting its three parts. For each part, identify what it conducts (air, food, or both), the type of epithelium found there, and the associated tonsils.

<table>
<thead>
<tr>
<th></th>
<th>Conducts</th>
<th>Epithelium</th>
<th>Tonsils</th>
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<tbody>
<tr>
<td>Nasopharynx</td>
<td>Air</td>
<td>Pseudostratified ciliated</td>
<td>Pharyngeal</td>
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<td></td>
<td></td>
<td>columnar</td>
<td>Tubal</td>
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<tr>
<td>Oropharynx</td>
<td>Air and</td>
<td>Stratified squamous</td>
<td>Palatine</td>
</tr>
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<td>food</td>
<td></td>
<td>Lingual</td>
</tr>
<tr>
<td>Laryngopharynx</td>
<td>Air and</td>
<td>Stratified squamous</td>
<td>(none)</td>
</tr>
<tr>
<td></td>
<td>food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*See p. 824 and Answers Appendix*
The authors of this text, Elaine Marieb and Katja Hoehn, share insights from their own clinical experience to help you prepare for your future career in health care. All clinical examples and applications are signaled with an easy-to-find “Clinical” label.

**UPDATED!** Homeostatic Imbalance discussions alert you to the consequences of body systems not functioning optimally. Relevant photos have been added to selected discussions for visual reinforcement.

**UPDATED!** Clinical Case Studies are provided at the end of Chapters 5–29 and challenge you to apply your knowledge to realistic clinical scenarios.

**NEW!** Each Clinical Case Study includes “NCLEX-Style” questions for practice with the kinds of challenge questions that you will eventually encounter on a licensing exam. Practice answering these questions on your own or in collaboration with classmates. Your instructor can also assign new NCLEX-Style questions in Mastering A&P®, along with Homeostatic Imbalance questions, Clinical Case Study Coaching Activities, and Nurses Need Physiology Case Studies.

**HOMEOSTATIC IMBALANCE 5.6**

Changes in nail appearance can help diagnose certain conditions. For example, yellow-tinged nails may indicate a respiratory or thyroid gland disorder. (Thickened yellow nails are usually due to a fungus infecting the nail.) An outward concavity of the nail (koilonychia or “spoon nail,” Figure 5.8) may signal an iron deficiency. Horizontal lines (Beau’s lines) across the nails can be a sign of severe illness that affects the whole body such as uncontrolled diabetes, a heart attack, or cancer chemotherapy.

**Figure 5.8 Koilonychia.**

**CLINICAL CASE STUDY**

**70-Year-Old Male with Polyuria**

Mr. Gutteman, a 70-year-old male, was brought into the ER. He had been sick several days with the flu, and was found confused and barely conscious by his daughter.

Mr. Gutteman is breathing rapidly and has a fever of 39°C (102°F). His skin is dry and flaccid, his mucus membranes are dry, and his eyes are sunken. The physician ordered:

- IV (intravenous) fluid and electrolyte replacement
- Blood and urine tests for presence of glucose and ketones
- Strict I&O (careful measurement of fluid intake (e.g., IV, drinking) and output (e.g., urine))

1. **NCLEX-Style** You would expect high levels of blood glucose and the presence of glucose and ketones in Mr. Gutteman’s urine if:
   a. His pancreas is secreting too much insulin
   b. His liver is secreting too little insulin
   c. His pancreas is secreting too little insulin
   d. His liver is secreting too much glucagon

See p. 161

See p. 641
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The Pearson eText mobile app offers offline access and can be downloaded for most iOS and Android phones and tablets from the Apple App or Google Play stores.

Powerful interactive and customization functions include instructor and student note-taking, highlighting, bookmarking, search, and links to glossary terms. The Marieb/Hoehn eText also includes dozens of embedded videos and animations that bring A&P concepts to life.
Get Online Practice and Coaching with Mastering A&P®

Mastering A&P® provides tutorials and review questions that you can access before, during, and after class.

**EXPANDED! Interactive Physiology 2.0 Coaching Activities** teach complex physiology processes using exceptionally clear animations, interactive tutorials, games, and quizzes. IP2 features new graphics, quicker navigation, and a mobile-friendly design. New topics include Generation of an Action Potential and Cardiac Cycle. IP2 animations can be assigned from the Mastering A&P® item library or accessed through the Study Area.

**NEW! PAL 3.1 Customizable Flashcards** allow you to create a personalized, mobile-friendly deck of flashcards and quizzes using images from Practice Anatomy Lab. Use the checklist to select only those structures covered in your course.

**Dynamic Study Modules** are manageable, mobile-friendly sets of questions with extensive feedback for you to test, learn, and retest yourself on basic concepts. **NEW!** Instructors can select or deselect specific questions for assignments from more than 3,000 questions, organized by chapter section.
New for Instructors: Ready-to-Go Teaching Modules

**NEW! Ready-to-Go Teaching Modules** help instructors efficiently make use of the best teaching tools before, during, and after class. Accessed through the Instructor Resources area of Mastering A&P® and prepared by expert A&P instructors, each module includes a variety of teaching ideas and ready-to-use resources for teaching 10 challenging course topics.

Ready-to-Go Teaching Modules make use of teaching tools for before, during, and after class, including new ideas for in-class activities. The modules incorporate the best that the text, Mastering A&P®, and Learning Catalytics have to offer and guide instructors through using these resources in the most effective way.

**Learning Catalytics** allows students to use their smartphone, tablet, or laptop to respond to questions in class. Visit learningcatalytics.com to learn more.
Mastering A&P®
Features and Access

Mastering A&P® offers thousands of tutorials, activities, and questions that can be assigned for homework and practice. Highlights of new assignment options include:

• **NEW! Building Vocabulary Coaching Activities**  
  give you practice learning and using word roots in context as you learn new A&P terms.

• **NEW! Focus Figure “Mini-Animation” Coaching Activities**  
  bring the 6 new Focus Figures to life and include assessment questions.

• **IMPROVED! Concept Map Coaching Activities**  
  support the concept maps in the text without requiring students to submit their own concept map for grading.

• **NEW! NCLEX-Style Questions**  
  give students practice with the kinds of questions that will eventually appear on a licensing exam.

The Mastering A&P® Instructor Resources Area includes the following downloadable tools for instructors who adopt the Eleventh Edition for their classes:

• **NEW! Ready-to-Go Teaching Modules** provide teaching tools for 10 challenging topics in A&P.

• **Customizable PowerPoint® lecture outlines** include customizable images and provide a springboard for lecture prep.

• **All of the figures, photos, and tables from the text** are available in JPEG and PowerPoint® formats, in labeled and unlabeled versions, and with customizable labels and leader lines.

• **Test bank** provides thousands of customizable questions across Bloom’s Taxonomy levels. Each question is tagged to chapter learning outcomes that can also be tracked within Mastering A&P® assessments. Available in Microsoft® Word and TestGen® formats.

• **Animations and videos** bring A&P concepts to life and include A&P Flix 3-D Animations.

• **A comprehensive Instructor Guide to Text and Media**, co-authored by Elaine Marieb and Laura Steele, includes a detailed teaching outline for each chapter, along with a wealth of activities, examples, and analogies that have been thoroughly class-tested with thousands of students.

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Human Anatomy & Physiology

ELEVENTH EDITION

Elaine N. Marieb, R.N., Ph.D.
Holyoke Community College

Katja Hoehn, M.D., Ph.D.
Mount Royal University

Pearson
About the Authors

We dedicate this work to our students both present and past, who always inspire us to “push the envelope.”

Elaine N. Marieb

After receiving her Ph.D. in zoology from the University of Massachusetts at Amherst, Elaine N. Marieb joined the faculty of the Biological Science Division of Holyoke Community College. While teaching at Holyoke Community College, where many of her students were pursuing nursing degrees, she developed a desire to better understand the relationship between the scientific study of the human body and the clinical aspects of the nursing practice. To that end, while continuing to teach full time, Dr. Marieb pursued her nursing education, which culminated in a Master of Science degree with a clinical specialization in gerontology from the University of Massachusetts. It is this experience that has informed the development of the unique perspective and accessibility for which her publications are known.

Dr. Marieb has given generously to provide opportunities for students to further their education. She funds the E.N. Marieb Science Research Awards at Mount Holyoke College, which promotes research by undergraduate science majors, and has underwritten renovation of the biology labs in Clapp Laboratory at that college. Dr. Marieb also contributes to the University of Massachusetts at Amherst, where she provided funding for reconstruction and instrumentation of a cutting-edge cytology research laboratory. Recognizing the severe national shortage of nursing faculty, she underwrites the Nursing Scholars of the Future Grant Program at the university.

In 2012 and 2017, Dr. Marieb gave generous philanthropic support to Florida Gulf Coast University as a long-term investment in education, research, and training for healthcare and human services professionals in the local community. In honor of her contributions, the university is now home to the Elaine Nicpon Marieb College of Health and Human Services.

Katja Hoehn

Dr. Katja Hoehn is a professor in the Department of Biology at Mount Royal University in Calgary, Canada. Dr. Hoehn’s first love is teaching. Her teaching excellence has been recognized by several awards during her 24 years at Mount Royal University. These include a PanCanadian Educational Technology Faculty Award (1999), a Teaching Excellence Award from the Students’ Association of Mount Royal (2001), and the Mount Royal Distinguished Faculty Teaching Award (2004).

Dr. Hoehn received her M.D. (with Distinction) from the University of Saskatchewan, and her Ph.D. in Pharmacology from Dalhousie University. In 1991, the Dalhousie Medical Research Foundation presented her with the Max Forman (Jr.) Prize for excellence in medical research. During her Ph.D. and postdoctoral studies, she also pursued her passion for teaching by presenting guest lectures to first- and second-year medical students at Dalhousie University and at the University of Calgary.

Dr. Hoehn has been a contributor to several books, written numerous research papers in Neuroscience and Pharmacology, and has co-authored the previous four editions of this textbook. For many years, she has also reviewed and authored electronic media that accompanies Pearson anatomy and physiology books.

Following Dr. Marieb’s example, Dr. Hoehn provides financial support for students in the form of a scholarship that she established in 2006 for nursing students at Mount Royal University.

Dr. Hoehn is also actively involved in the Human Anatomy and Physiology Society (HAPS) and is a member of the American Association of Anatomists. When not teaching, she likes to spend time outdoors with her husband and two sons. She also enjoys competing in long-course triathlons, and playing Irish flute down at the local pub.
Today’s students have access to an enormous amount of information about anatomy and physiology. As educators, our biggest challenge is to help students focus on mastering the basic concepts of this field. Providing this firm foundation will help students to become lifelong learners who can critically evaluate new information, connect that information to the foundation they have already established, and apply it in a clinical setting. How can we help students build a strong foundation in anatomy and physiology? We believe that this new edition of our textbook will help learners by building on the strengths of previous editions while using new and innovative ways to help students visualize connections between various concepts.

Unifying Themes

Three unifying themes that have helped to organize and set the tone of this textbook continue to be valid and are retained in this edition. These themes are:

Interrelationships of body organ systems. This theme emphasizes the fact that nearly all regulatory mechanisms have interactions with several organ systems. The respiratory system, for example, cannot carry out its role of gas exchange in the body if there are problems with the cardiovascular system that prevent the normal delivery of blood throughout the body. The System Connections feature and Make Connections questions throughout the book help students connect new information to old information and think of the body as a community of dynamic parts instead of a number of independent units.

Homeostasis. Homeostasis is the normal and most desirable condition of the body. Its loss is always associated with past or present pathology. This theme is not included to emphasize pathological conditions, but rather to illustrate what happens in the body “when things go wrong” and homeostasis is lost. Whenever students see a red balance beam symbol accompanied by an associated clinical topic, their understanding of how the body works to stay in balance is reinforced.

Complementarity of structure and function. This theme encourages students to understand the structure of some body part (ranging from a molecule to an organ) in order to understand the function of that structure. For example, muscle cells can produce movement because they are contractile cells.

New to the Eleventh Edition

New and augmented elements aim to help learners in the following ways.

To help students make connections between new and previously learned material. In order for students to master new concepts, they must link these new concepts with concepts they already understand. In this edition, we help them do this by adding:

- Text recall icons. These icons direct the student back to the specific pages where a concept was first introduced.
- Make Connections questions. We’ve added more of this type of question to the Check Your Understanding review questions that follow each module within a chapter. To answer these questions, the student must employ concepts learned previously (most often in previous chapters).
- New kinds of higher-level questions. Each chapter now has at least five higher-level questions that require students to think more deeply, pulling together strands from multiple concepts. These questions are clearly identified as APPLY, DRAW, PREDICT, MAKE CONNECTIONS, and WHAT IF? questions.
- New summary tables. Students have told us that they want more summary tables. In response, 13 new summary tables (two with illustrations) have been added in order to help students see the big picture.

To enhance students’ visual literacy. Anatomy is and has always been taught principally through images. Increasingly, however, physiological data is also represented as images, whether it be molecular interactions or graphical descriptions of
processes. Throughout their future health care careers, students will need to be able to understand and interpret information presented visually. In this edition, we help them do this by:

• **Adding new Focus figures.** Focus figures are illustrations that use a “big picture” layout and dramatic art to guide the student through difficult physiological processes in a step-by-step way. Our previous Focus figures have been a hit with both students and instructors. In response to requests for additional Focus figures, we are pleased to present six new two-page features.

• **Adding [DRAW] questions in each chapter.** Students often think that they understand an illustration simply by looking at it, but to truly comprehend an illustration and cement its concepts requires a more active learning approach. For this reason we now include at least one higher-level review question within each chapter that requires a student either to draw an illustration or to add to an existing diagram.

• **Adding questions about illustrations.** To help students practice their visual literacy skills, we have added 47 new Check Your Understanding questions that include an illustration as part of the question. Some of these are as simple as labeling exercises, but many require more advanced interpretation.

• **Updating art to improve its teaching effectiveness.** As always, this is a major part of the revision. Today’s students are accustomed to seeing sophisticated photorealistically rendered images. However, many students are not adept at extracting, and thinking critically about, the relevant information contained in such illustrations. With this in mind we continue to refine and update our illustrations as students’ needs change, improving their ability to teach important concepts. In many cases we have added blue “instructor’s voice” text within the figure to guide a student through it, replacing much of the more remote figure legend. In addition, new photos were painstakingly chosen and labeled to enhance the learning process.

• **Adding new illustrations to existing tables and adding new illustrated tables.** Students find illustrated tables particularly effective because they provide a visual cue that helps them remember a topic. In this edition, we have added illustrations to two tables and added two new illustrated tables.

• **Adding in-line figures.** These are small (less than a half-column wide) illustrations or photos strategically located within the text that discuss the concept they illustrate. This edition now has 31 such in-line figures, most of them newly added.

To help students clinically apply what they have learned

• **Updated Homeostatic Imbalance features.** Many of the Homeostatic Imbalance features have been updated and relevant photos have been added to some. All have been reviewed for accuracy and relevancy. In addition, the updated book design makes these features stand out more clearly.

• **Updated Clinical Case Studies in Chapters 5-29 with added new [NCLEX-STYLE] questions.** The end-of-chapter review questions, which are now organized into three levels of difficulty based on Bloom’s Taxonomy categories, culminate in a clinical case study that allows students to apply some of the concepts they have learned to a clinical scenario. These case studies have been extensively revised and each case study has two questions that are similar in style to those in the NCLEX exam.

• **New clinically relevant photos.** We have added or updated a number of photos that have clinical relevance (procedures, conditions, etc.) that will help students apply what they are reading to real-life situations and to their future careers.

In this edition, certain chapters have received the bulk of our attention and have been more heavily revised. As you can see in the Highlights of New Content (below), these are Chapters 2–4, 9, and 27–29.

As in the previous edition, we have taken painstaking care to ensure that almost all the text and the associated art are covered on the same two-page spread. Although this sounds like a simple goal, it actually takes a great deal of work and has not usually been achieved by other textbooks. We make this effort because it is invaluable to student learning to not have to flip pages back and forth between art and text. Finally, you will notice the appearance of new icons referencing MasteringA&P® interspersed within the text. This guides students to go to the relevant on-line activities to supplement their learning.

**Other Highlights of New Content**

**Chapter 1 The Human Body: An Orientation**

- New Figure 1.1 illustrates complementarity of structure and function.
- Updated A Closer Look feature on types of medical imaging and added five new photos.
- New Homeostatic Imbalance features about hiatal hernias and about “wrong site surgery.”

**Chapter 2 Chemistry Comes Alive**

- New Homeostatic Imbalance feature about patient’s pH predicting outcome of CPR.
- New figures illustrate triglyceride structure (2.16); the difference between saturated and unsaturated fatty acids (2.17); phospholipids (2.18); and protein functions (2.20).
- Revised Figures 2.6 (formation of ionic bonds) and 2.12 (dissociation of salt in water) teach more effectively.
- New summary tables reinforce information about chemical bonds (Table 2.2) and about macromolecules and their monomers and polymers (Table 2.5).

**Chapter 3 Cells: The Living Units**

- Added Focus Figure 3.1 about the plasma membrane, and reorganized accompanying text.
- Reorganized text about passive membrane transport for improved clarity; updated and reorganized discussion of autophagy and apoptosis.
- Updated information about Tay-Sachs disease.
Preface

- New micrographs show micro- and intermediate filaments (Figure 3.20).
- Improved teaching effectiveness of Figures 3.5 (diffusion), 3.17 (processing and distribution of newly synthesized proteins), and 3.30 (stages of transcription).
- New information about telomeres in cancer cells.
- New Homeostatic Imbalance feature about progeria.

Chapter 4 Tissue: The Living Fabric
- New images of cilia show the difference between transmission and scanning electron microscopy (Figure 4.2).
- New in-line figure illustrates apical and basal surfaces of epithelial cells.
- Revised art for epithelial and connective tissue for clarity (Figures 4.4 and 4.11).
- New Figure 4.5 shows how exocrine and endocrine glands differ, and new Figure 4.10 gives an overview of the classification of connective tissue.
- Updated A Closer Look feature about cancer.

Chapter 5 The Integumentary System
- New illustrated summary table comparing cutaneous glands (Table 5.1).
- Revised Figures 5.3 and 5.4 for better teaching effectiveness.
- Updated information about skin color and disease states.
- Updated Homeostatic Imbalance features about hirsutism and about hair loss.
- New Homeostatic Imbalance feature about nail changes with disease.
- Updated statistics for and treatment of melanoma, with new photo (Figure 5.11c).

Chapter 6 Bones and Skeletal Tissues
- New summary Table 6.1 compares cartilage and bone tissue.
- New photos of an osteoclast (Figure 6.7); of a femur in longitudinal section to show compact and spongy bone (Figure 6.3); and of a section of a flat bone (skull bone) (Figure 6.4 top).
- Extensive revision of Figure 6.12, which teaches bone growth at epiphyseal plates, including new X ray to show epiphyseal cartilage, and new photomicrograph of epiphyseal cartilage.
- Updated information about bone remodeling, hormonal regulation of bone growth, and osteoporosis.

Chapter 7 The Skeleton
- New drawings to illustrate the location of the true and false pelves, and the pelvic inlet and outlet (Figure 7.33).
- Updated Homeostatic Imbalance features about pes planus (flat feet) and about developmental dysplasia of the hip.
- New photos of bimalleolar fracture (Figure 7.35) and of cleft lip and palate (Figure 7.39).

Chapter 8 Joints
- New Homeostatic Imbalance feature about shoulder dislocations.
- New Table 8.3 summarizes movements at synovial joints.
- Revised Figure 8.4 (bursae and tendon sheaths).
- Updated A Closer Look about prostheses.

Chapter 9 Muscles and Muscle Tissue
- New “Background and Overview” section begins the discussion of the mechanisms of excitation and contraction of skeletal muscle, including a new “big picture” overview in Figure 9.7.
- New introduction to ion channels with art helps students understand skeletal muscle excitation and contraction.
- Reorganized discussions of graded muscle contractions and of smooth muscle, including new Figure 9.24 showing calcium sources for smooth muscle contraction.
- Updated discussion of muscle fatigue.
- Updated Homeostatic Imbalance feature on Duchenne muscular dystrophy.
- Updated A Closer Look feature about anabolic steroids.

Chapter 10 The Muscular System
- Revised art about levers for clarity (Figure 10.2 and 10.3).
- New cadaver dissection photos show dissection of muscles of the anterior neck and throat, superficial muscles of the thorax and shoulder in posterior view, and posterior muscles of the thigh and hip (Figures 10.9, 10.14, and 10.21).
- New photos illustrate thumb movements and show torticollis.

Chapter 11 Fundamentals of the Nervous System and Nervous Tissue
- New Focus Figure 11.4 illustrates postsynaptic potentials and their summation.
- Improved teaching effectiveness of Figure 11.12 (coding of action potentials for stimulus intensity) and Figure 11.19 (illustrating a reflex).
- New information about synthetic opiates in A Closer Look, with new PET scans showing effects of drug addiction.
- Added new research findings associating synaptic pruning and development of schizophrenia.

Chapter 12 The Central Nervous System
- New Figure 12.26 and revised text teach more effectively about the blood brain barrier.
- New Figure 12.30 shows spinal cord segment location in relation to vertebral column.
- New Table 12.2 summarizes spinal cord cross-sectional anatomy.
- Updated Homeostatic Imbalance features about hypothalamic disorders, cerebral palsy, anencephaly, and spina bifida, and about narcolepsy and insomnia, including new use of orexin receptor antagonists to treat insomnia.
- New type of MRI photo shows fiber tracts in brain and spinal cord.

Chapter 13 The Peripheral Nervous System and Reflex Activity
- New drawings of nerves of cervical, brachial, lumbar, and sacral plexuses show their position in relationship to the vertebrae (and hip bone in some cases) (Figures 13.9–13.12).
• New images illustrating the results of damage to the ulnar and radial nerves.
• New summary table of nerve plexuses (Table 13.7).
• New Homeostatic Imbalance feature and photo about an abnormal plantar reflex (Babinski’s sign).
• Redrawn figure illustrating crossed-extensor reflex for improved student understanding.

Chapter 14 The Autonomic Nervous System
• New Figure 14.8 shows sympathetic innervation of the adrenal medulla.
• Clarified section about visceral sensory neurons.
• New photo illustrates Raynaud’s disease.
• Revised Figure 14.5 on the sympathetic trunk for better teaching effectiveness.

Chapter 15 The Special Senses
• Revised Figure 15.2 (the lacrimal apparatus) for better teaching effectiveness.
• New photo of fundus of retina (Figure 15.7).

Chapter 16 The Endocrine System
• New Table 16.1 compares the endocrine and nervous systems.
• New Focus Figure 16.2 describes short- and long-term stress responses.
• Figures 16.5 (effects of growth hormone) and 16.9 (synthesis of thyroid hormone) revised for clarity.
• Updated information about diabetes mellitus, Addison’s disease, and thyroid deficiency in childhood.

Chapter 17 Blood
• Updated information about anticoagulant medications.
• New photo shows petechiae resulting from thrombocytopenia (Figure 17.16).

Chapter 18 The Cardiovascular System: The Heart
• New Focus Figure 18.2 teaches students how to understand the cardiac cycle, with accompanying text reorganized.
• New photo shows an individual having an ECG (Figure 18.16).

Chapter 19 The Cardiovascular System: Blood Vessels
• New “drinking straw” analogy and art to explain resistance.
• New Figure 19.4 shows the structure of most capillary beds according to current understanding, and new text describes those capillary beds.
• Revised Figure 19.6 on proportions of blood volume throughout the vascular tree for greater teaching effectiveness.
• New illustration of cerebral arterial circle (circle of Willis) (Figure 19.24).

Chapter 20 The Lymphatic System and Lymphoid Organs and Tissues
• New illustrated Table 20.1 summarizes key characteristics of the major lymphoid organs.
• Revised Figure 20.9 with orientation diagrams helps students locate Peyer’s patches (aggregated lymphoid nodules).
• Updated information about lymphatic drainage of the CNS.

Chapter 21 The Immune System: Innate and Adaptive Body Defenses
• New Focus Figure 21.1 gives an example of a primary immune response and summarizes innate and adaptive defenses.
• New illustrated Table 21.8 summarizes the components of adaptive immunity and complements the new Focus figure.
• New photo of a macrophage engulfing bacteria.
• Revised Figure 21.4 and text on inflammation, Figure 21.6 on complement activation, and Figure 21.11 on clonal selection of a B cell for greater teaching effectiveness.

Chapter 22 The Respiratory System
• New Figure 22.1 illustrates the four respiratory processes.
• Added section about sleep apnea.
• New scanning electron micrographs of emphysematous and normal lung tissue (Figure 22.22).
• Updated statistics about lung cancer and trends in asthma prevalence.

Chapter 23 The Digestive System
• New Figure 23.25 teaches the enterohepatic circulation of bile salts, and new Figure 23.30 shows the macroscopic anatomy of the small intestine.
• Improved teaching effectiveness of Figure 23.7 (neural reflex pathways in the gastrointestinal tract) and 23.16 (microscopic anatomy of the stomach).
• Added Homeostatic Imbalance features about dry mouth (xerostomia) and about tooth decay in primary teeth.
• Updated Homeostatic Imbalance feature about acute appendicitis to state that surgery is no longer always the first choice of treatment.

Chapter 24 Nutrition, Metabolism, and Energy Balance
• New Figure 24.24 shows the size and composition of various lipoproteins.
• Improved teaching effectiveness of Figure 24.21 (insulin effects during the postabsorptive stage).
• Updated Homeostatic Imbalance features with mechanism of cell death in frostbite, and diet recommendations for individuals with phenylketonuria.
• New information about environmental factors that may contribute to the obesity epidemic in A Closer Look.
• Updated nutritional information about lipids, and updated statistics about the prevalence of obesity in adults and children and about the prevalence of diabetes mellitus.

Chapter 25 The Urinary System
• New Figure 25.18 shows the medullary osmotic gradient and interstitial fluid osmolalities in the renal cortex and medulla.
• New Table 25.1 summarizes the regulation of glomerular filtration rate.
• Improved teaching effectiveness of Figures 25.9 (blood vessels of the renal cortex), 25.12 (the filtration membrane), 25.15 (routes for tubular reabsorption), and 25.16 (tubular reabsorption of water and nutrients).
• New pyelogram shows anatomy of kidneys, ureters, and urinary bladder (Figure 25.23).
• Added Homeostatic Imbalance feature about renal trauma.
• Updated Homeostatic Imbalance feature about kidney stones.

Chapter 26 Fluid, Electrolyte, and Acid-Base Balance
• New Figure 26.12 summarizes the body’s chemical buffers.
• Improved teaching effectiveness of Figures 26.1 (major fluid compartments of the body), 26.2 (electrolyte composition of blood plasma, interstitial fluid, and intracellular fluid), and 26.7 (disturbances in water balance).
• Clarified definitions of sensible and insensible water loss.

Chapter 27 The Reproductive System
• This chapter has been extensively updated, revised, and reorganized. Almost every figure has been reconceptualized and several new figures have been added. These changes have been made for better teaching effectiveness.
• New opening module now compares male and female reproductive system anatomy and physiology and highlights common features, allowing students to make connections more easily. Homologous structures, patterns of hormone release, and meiosis are included in this section.
• New Figure 27.1 illustrates the basic pattern of interactions along the hypothalamic-pituitary-gonadal (HPG) axis in both males and females.
• The section about meiosis has been extensively rewritten to help increase student understanding. New in-line figures help introduce the basic terminology and some of the concepts before meiosis is discussed in detail.
• A new big-picture overview of meiosis introduces the major events before the details of each step are presented.
• Figures 27.22 (events of oogenesis) and 27.24 (regulation of the ovarian cycle) are extensively revised and updated for increased teaching effectiveness and accuracy.
• New Figure 27.26 depicts the genetic determination of sex.

Chapter 28 Pregnancy and Human Development
• New photo of sperm surrounding an oocyte (Figure 28.2).
• New Figure 28.5 illustrates implantation of a blastocyst.
• New photo of a 22-day embryo illustrates lateral folding (Figure 28.10d).
• Figure 28.12 (neurulation and early mesodermal differentiation) revised for clarity.
• New Focus Figure 28.2 (Focus on Fetal and Newborn Circulation) teaches the special features of fetal circulation and changes that occur in this circulation after birth.
• New Table 28.1 summarizes the special structures of the fetal circulation, their functions, and their postnatal structure.
• Updated information about placental hormone secretion and about the hormonal control of the initiation of labor.
• New information about fetal cells that enter the maternal circulation.
• New Homeostatic Imbalance feature about preeclampsia.

Chapter 29 Heredity
• Added Punnett square showing X-linked inheritance.
• Figure 29.1 (preparing a karyotype) and 29.4 (genotype and phenotype probabilities) revised for clarity.
• New photo of a couple with achondroplasia.
• Updated information about small noncoding RNAs.
• It has become increasingly clear that very few benign traits in humans follow a simple dominant-recessive inheritance pattern. Tongue rolling, astigmatism, freckles, dimples, phenylthiocarbamide tasting, widow’s peak, and double-jointed thumb were all at one time thought to follow this pattern of inheritance. Closer examination has revealed compelling evidence against each of these. Consequently, the examples throughout the chapter have changed.
Producing a new edition of this book is an enormous undertaking. Let us take you through the steps and introduce you to the people behind the scenes that have helped make this book what it is. Every new edition begins with a revision plan. We’d like to thank all of the students and instructors who have provided the feedback (gathered by our editorial team) that forms the basis of this plan. Once this plan was in place, Barbara Price (our text Development Editor) scoured each chapter. This was Barbara’s first exposure to the book and her fresh eyes on the text found opportunities to further clarify the presentation. In addition, she noted places where additional chunking of the text (such as bulleted lists) would help the students. Her excellent work has made this text better. We incorporated her ideas, and reviewer feedback, together with our own updates and ideas for reorganization of the text and art. Thanks to Patricia Boyne for contributing to the Clinical Case Studies and Wendy Mercier for reviewing all of the Case Studies. We also very much appreciate the help of Karen Dougherty, who used her expertise as a physician and educator to review all of the Homeostatic Imbalance features and help us revise and update them.

We then laid out each chapter to maintain text-art correlation before passing the manuscript off to Michele Mangelli. Michele wore many different hats during this revision. She was both the Program Manager for the editorial side of things as well as the Goddess of Production. She reviewed the revised manuscript before she sent it to ace copyeditor Anita Hueftle. Anita saved us on many occasions from public embarrassment by finding our spelling and grammar errors, our logical lapses, and various other inconsistencies. We can’t thank Anita enough for her meticulous and outstanding work! (Any remaining errors are our fault.)

At the same time the text was in revision, the art program was going through a similar process. This book would not be what it is without the help of Laura Southworth, our superb Art Development Editor. Laura’s creativity, attention to detail, and her sense of what will teach well and what won’t have helped us immensely. She has worked tirelessly to make our Focus figures and other art even better. Finding good, usable photos is never easy, and we are grateful for the hard work of Kristin Piljay (Photo Researcher). It was also a pleasure to work with Jean Lake again, who expertly juggled the administrative aspects of the art program and kept us all on track. This team ensured that the artists at Imagineering had all the information they needed to produce beautiful final art products.

As the manuscript made the transition from Editorial to Production, Michelle Mangelli (wearing a different hat—this one as the Production and Design Manager) took over again. As head honcho and skilled handler of all aspects of production, everyone answered to her from this point on. Kudos to our excellent production coordinator, Karen Gulliver, who did much of the hands-on handling, routing, and scheduling of the manuscript. We’d also like to thank Martha Ghent (Proofreader), Betsy Dietrich (Art Proofreader), Sallie Steele (Indexer), Alicia Elliot (Project Manager at Imagineering), and Cenveo (Composer). Izak Paul meticulously read every chapter for scientific accuracy, and we are very grateful for his careful work. Thanks also to Gary Hesperuheide for his stunning design work on the cover, chapter opening pages, and the text.

It was a pleasure to work with Lauren Harp, our Acquisitions Editor. Her extensive knowledge of the needs of both faculty and students in anatomy and physiology has helped inform this revision. Her enthusiasm for this book is infectious, her choice for the cover is inspired, and we are delighted to have her on board! Before Lauren became part of the team, Serina Beau-parlant, our Editor-in-Chief, stepped up to helm the planning phase of this revision. Fiercely dedicated to making this book and its associated media resources the best teaching tools that they can be, Serina has been invaluable in shaping this revision. We deeply appreciate all she has done for us and this book. Lauren and Serina were competently aided by Editorial Assistant Dapinder Dosanjh (and before her, Nicky Montalvo).

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Kudos to our entire team. We feel we have once again prepared a superb textbook. We hope you agree.

Many people reviewed parts of this text—both professors and students, either individually or in focus groups—and we would like to thank them. Input from the following reviewers has contributed to the continued excellence and accuracy of this text and its accompanying MasteringA&P® assignment options, including Interactive Physiology 2.0:

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We really would appreciate hearing from you concerning your opinion—suggestions and constructive criticisms—of this text. It is this type of feedback that will help us in the next revision and underlies the continued improvement of this text.

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UNIT 1 Organization of the Body

1 The Human Body: An Orientation
1.1 Form (anatomy) determines function (physiology) 2
1.2 The body's organization ranges from atoms to the entire organism 4
1.3 What are the requirements for life? 5
1.4 Homeostasis is maintained by negative feedback 9
1.5 Anatomical terms describe body directions, regions, and planes 12

A CLOSER LOOK Medical Imaging: Illuminating the Body 16
1.6 Many internal organs lie in membrane-lined body cavities 17

2 Chemistry Comes Alive 23

PART 1 BASIC CHEMISTRY 24
2.1 Matter is the stuff of the universe and energy moves matter 24
2.2 The properties of an element depend on the structure of its atoms 25
2.3 Atoms bound together form molecules; different molecules can make mixtures 28
2.4 The three types of chemical bonds are ionic, covalent, and hydrogen 31
2.5 Chemical reactions occur when electrons are shared, gained, or lost 35

PART 2 BIOCHEMISTRY 38
2.6 Inorganic compounds include water, salts, and many acids and bases 38
2.7 Organic compounds are made by dehydration synthesis and broken down by hydrolysis 41

2.8 Carbohydrates provide an easily used energy source for the body 43
2.9 Lipids insulate body organs, build cell membranes, and provide stored energy 45
2.10 Proteins are the body's basic structural material and have many vital functions 48
2.11 DNA and RNA store, transmit, and help express genetic information 53
2.12 ATP transfers energy to other compounds 55

3 Cells: The Living Units 60

PART 1 PLASMA MEMBRANE 63
3.1 Cells are the smallest unit of life 61

FOCUS FIGURE 3.1 The Plasma Membrane 64
3.2 The plasma membrane is a double layer of phospholipids with embedded proteins 63

PART 2 THE CYTOPLASM 83
3.3 Passive membrane transport is diffusion of molecules down their concentration gradient 68
3.4 Active membrane transport directly or indirectly uses ATP 73

FOCUS FIGURE 3.2 Primary Active Transport: The Na^+–K^+ Pump 74
3.5 Selective diffusion establishes the membrane potential 79
3.6 Cell adhesion molecules and membrane receptors allow the cell to interact with its environment 81

FOCUS FIGURE 3.3 G Proteins 82
PART 3 NUCLEUS 91
3.9 The nucleus includes the nuclear envelope, the nucleolus, and chromatin 91
3.10 The cell cycle consists of interphase and a mitotic phase 96
3.11 Messenger RNA carries instructions from DNA for building proteins 98

FOCUS FIGURE 3.4 Mitosis 100
FOCUS FIGURE 3.5 Translation 106
3.12 Autophagy and proteasomes dispose of unneeded organelles and proteins; apoptosis disposes of unneeded cells 108

DEVELOPMENTAL ASPECTS of Cells 109

4 Tissue: The Living Fabric 115
4.1 Tissue samples are fixed, sliced, and stained for microscopy 117
4.2 Epithelial tissue covers body surfaces, lines cavities, and forms glands 117
4.3 Connective tissue is the most abundant and widely distributed tissue in the body 126
4.4 Muscle tissue is responsible for body movement 138
4.5 Nervous tissue is a specialized tissue of the nervous system 140
4.6 The cutaneous membrane is dry; mucous and serous membranes are wet 141
4.7 Tissue repair involves inflammation, organization, and regeneration 142

A CLOSER LOOK Cancer—The Intimate Enemy 144

DEVELOPMENTAL ASPECTS of Tissues 146

UNIT 2 Covering, Support, and Movement of the Body

5 The Integumentary System 150
5.1 The skin consists of two layers: the epidermis and dermis 150
5.2 The epidermis is a keratinized stratified squamous epithelium 152
5.3 The dermis consists of papillary dermis and reticular dermis 154
5.4 Melanin, carotene, and hemoglobin determine skin color 156
5.5 Hair consists of dead, keratinized cells 157
5.6 Nails are scale-like modifications of the epidermis 160
5.7 Sweat glands help control body temperature, and sebaceous glands secrete sebum 161
5.8 First and foremost, the skin is a barrier 163
5.9 Skin cancer and burns are major challenges to the body 165

DEVELOPMENTAL ASPECTS of the Integumentary System 167

SYSTEM CONNECTIONS 168

6 Bones and Skeletal Tissues 173
6.1 Hyaline, elastic, and fibrocartilage help form the skeleton 174
6.2 Bones perform several important functions 175
6.3 Bones are classified by their location and shape 176
6.4 The gross structure of all bones consists of compact bone sandwiching spongy bone 176
6.5 Bones develop either by intramembranous or endochondral ossification 184
6.6 Bone remodeling involves bone deposition and removal 188
6.7 Bone repair involves hematoma and callus formation, and remodeling 190
6.8 Bone disorders result from abnormal bone deposition and resorption 193

DEVELOPMENTAL ASPECTS of Bones 194

SYSTEM CONNECTIONS 196

7 The Skeleton 199

PART 1 THE AXIAL SKELETON 199
7.1 The skull consists of 8 cranial bones and 14 facial bones 201
7.2 The vertebral column is a flexible, curved support structure 218
7.3 The thoracic cage is the bony structure of the chest 224

PART 2 THE APPENDICULAR SKELETON 227
7.4 Each pectoral girdle consists of a clavicle and a scapula 227
7.5 The upper limb consists of the arm, forearm, and hand 230
7.6 The hip bones attach to the sacrum, forming the pelvic girdle 236
7.7 The lower limb consists of the thigh, leg, and foot 240

DEVELOPMENTAL ASPECTS of the Skeleton 246
8 Joints  251
8.1 Joints are classified into three structural and three functional categories  251
8.2 In fibrous joints, the bones are connected by fibrous tissue  252
8.3 In cartilaginous joints, the bones are connected by cartilage  253
8.4 Synovial joints have a fluid-filled joint cavity  254
FOCUS FIGURE 8.1 Synovial Joints  262
8.5 Five examples illustrate the diversity of synovial joints  264
8.6 Joints are easily damaged by injury, inflammation, and degeneration  272
A CLOSER LOOK Joints: From Knights in Shining Armor to Bionic Humans  274
DEVELOPMENTAL ASPECTS of Joints  275

9 Muscles and Muscle Tissue  279
9.1 There are three types of muscle tissue  280
9.2 A skeletal muscle is made up of muscle fibers, nerves, blood vessels, and connective tissues  281
9.3 Skeletal muscle fibers contain calcium-regulated molecular motors  284
9.4 Motor neurons stimulate skeletal muscle fibers to contract  290
FOCUS FIGURE 9.1 Events at the Neuromuscular Junction  292
FOCUS FIGURE 9.2 Excitation-Contraction Coupling  294
FOCUS FIGURE 9.3 Cross Bridge Cycle  297
9.5 Temporal summation and motor unit recruitment allow smooth, graded skeletal muscle contractions  298
9.6 ATP for muscle contraction is produced aerobically or anaerobically  303
9.7 The force, velocity, and duration of skeletal muscle contractions are determined by a variety of factors  306
9.8 How does skeletal muscle respond to exercise?  309
9.9 Smooth muscle is nonstriated involuntary muscle  310
DEVELOPMENTAL ASPECTS of Muscles  316
A CLOSER LOOK Athletes Looking Good and Doing Better with Anabolic Steroids?  317
SYSTEM CONNECTIONS  318

10 The Muscular System  323
10.1 For any movement, muscles can act in one of three ways  324
10.2 How are skeletal muscles named?  324
FOCUS FIGURE 10.1 Muscle Action  325
10.3 Fascicle arrangements help determine muscle shape and force  326
10.4 Muscles acting with bones form lever systems  327
10.5 A muscle’s origin and insertion determine its action  332
Table 10.1 Muscles of the Head, Part I: Facial Expression  333
Table 10.2 Muscles of the Head, Part II: Mastication and Tongue Movement  336
Table 10.3 Muscles of the Anterior Neck and Throat: Swallowing  338
Table 10.4 Muscles of the Neck and Vertebral Column: Head Movements and Trunk Extension  340
Table 10.5 Deep Muscles of the Thorax: Breathing  344
Table 10.6 Muscles of the Abdominal Wall: Trunk Movements and Compression of Abdominal Viscera  346
Table 10.7 Muscles of the Pelvic Floor and Perineum: Support of Abdominopelvic Organs  348
Table 10.8 Superficial Muscles of the Anterior and Posterior Thorax: Movements of the Scapula and Arm  350
Table 10.9 Muscles Crossing the Shoulder Joint: Movements of the Arm (Humerus)  354
Table 10.10 Muscles Crossing the Elbow Joint: Flexion and Extension of the Forearm  357
Table 10.11 Muscles of the Forearm: Movements of the Wrist, Hand, and Fingers  358
Table 10.12 Summary: Actions of Muscles Acting on the Arm, Forearm, and Hand  362
Table 10.13 Intrinsic Muscles of the Hand: Fine Movements of the Fingers  364
Table 10.14 Muscles Crossing the Hip and Knee Joints: Movements of the Thigh and Leg  367
Table 10.15 Muscles of the Leg: Movements of the Ankle and Toes  374
Table 10.16 Intrinsic Muscles of the Foot: Toe Movement and Arch Support  380
Table 10.17 Summary: Actions of Muscles Acting on the Thigh, Leg, and Foot  384
UNIT 3 Regulation and Integration of the Body

11 Fundamentals of the Nervous System and Nervous Tissue 390

11.1 The nervous system receives, integrates, and responds to information 391
11.2 Neuroglia support and maintain neurons 392
11.3 Neurons are the structural units of the nervous system 394
11.4 The resting membrane potential depends on differences in ion concentration and permeability 400

FOCUS FIGURE 11.1 Resting Membrane Potential 402
11.5 Graded potentials are brief, short-distance signals within a neuron 404
11.6 Action potentials are brief, long-distance signals within a neuron 405

FOCUS FIGURE 11.2 Action Potential 406
11.7 Synapses transmit signals between neurons 412

FOCUS FIGURE 11.3 Chemical Synapse 415
11.8 Postsynaptic potentials excite or inhibit the receiving neuron 416

FOCUS FIGURE 11.4 Postsynaptic Potentials and Their Summation 418
11.9 The effect of a neurotransmitter depends on its receptor 420
11.10 Neurons act together, making complex behaviors possible 426

DEVELOPMENTAL ASPECTS of Neurons 428

A CLOSER LOOK Pleasure Me, Pleasure Me! 429

12 The Central Nervous System 434

12.1 Folding during development determines the complex structure of the adult brain 435
12.2 The cerebral hemispheres consist of cortex, white matter, and the basal nuclei 439
12.3 The diencephalon includes the thalamus, hypothalamus, and epithalamus 447
12.4 The brain stem consists of the midbrain, pons, and medulla oblongata 450
12.5 The cerebellum adjusts motor output, ensuring coordination and balance 454
12.6 Functional brain systems span multiple brain structures 456

12.7 The interconnected structures of the brain allow higher mental functions 458
12.8 The brain is protected by bone, meninges, cerebrospinal fluid, and the blood brain barrier 464
12.9 Brain injuries and disorders have devastating consequences 468
12.10 The spinal cord is a reflex center and conduction pathway 470
12.11 Neuronal pathways carry sensory and motor information to and from the brain 476

DEVELOPMENTAL ASPECTS of the Central Nervous System 482

13 The Peripheral Nervous System and Reflex Activity 489

PART 1 SENSORY RECEPTORS AND SENSATION 490
13.1 Sensory receptors are activated by changes in the internal or external environment 490
13.2 Receptors, ascending pathways, and cerebral cortex process sensory information 493

PART 2 TRANSMISSION LINES: NERVES AND THEIR STRUCTURE AND REPAIR 496
13.3 Nerves are cordlike bundles of axons that conduct sensory and motor impulses 496
13.4 There are 12 pairs of cranial nerves 498
13.5 31 pairs of spinal nerves innervate the body 507

PART 3 MOTOR ENDINGS AND MOTOR ACTIVITY 517
13.6 Peripheral motor endings connect nerves to their effectors 517
13.7 There are three levels of motor control 517

PART 4 REFLEX ACTIVITY 519
13.8 The reflex arc enables rapid and predictable responses 519
13.9 Spinal reflexes are somatic reflexes mediated by the spinal cord 520

FOCUS FIGURE 13.1 Stretch Reflex 522

DEVELOPMENTAL ASPECTS of the Peripheral Nervous System 526

14 The Autonomic Nervous System 531

14.1 The ANS differs from the somatic nervous system in that it can stimulate or inhibit its effectors 532
### 14. The ANS and Reflex Arcs

- **14.2** The ANS consists of the parasympathetic and sympathetic divisions 534
- **14.3** Long preganglionic parasympathetic fibers originate in the craniosacral CNS 536
- **14.4** Short preganglionic sympathetic fibers originate in the thoracolumbar CNS 538
- **14.5** Visceral reflex arcs have the same five components as somatic reflex arcs 542
- **14.6** Acetylcholine and norepinephrine are the major ANS neurotransmitters 543
- **14.7** The parasympathetic and sympathetic divisions usually produce opposite effects 545
- **14.8** The hypothalamus oversees ANS activity 547
- **14.9** Most ANS disorders involve abnormalities in smooth muscle control 548

#### Developmental Aspects of the ANS 548

#### System Connections 550

### 15. The Special Senses

#### Part 1 The Eye and Vision 554
- **15.1** The eye has three layers, a lens, and humors, and is surrounded by accessory structures 554
- **15.2** The cornea and lens focus light on the retina 563
- **15.3** Phototransduction begins when light activates visual pigments in retinal photoreceptors 567
- **15.4** Visual information from the retina passes through relay nuclei to the visual cortex 573

#### Part 2 The Chemical Senses: Smell and Taste 575
- **15.5** Airborne chemicals are detected by olfactory receptors in the nose 575
- **15.6** Dissolved chemicals are detected by receptor cells in taste buds 578

#### Part 3 The Ear: Hearing and Balance 580
- **15.7** The ear has three major areas 580
- **15.8** Sound is a pressure wave that stimulates mechanosensitive cochlear hair cells 585
- **15.9** Sound information is processed and relayed through brain stem and thalamic nuclei to the auditory cortex 589
- **15.10** Hair cells in the maculae and cristae ampullares monitor head position and movement 590
- **15.11** Ear abnormalities can affect hearing, equilibrium, or both 594

#### Developmental Aspects of the Special Senses 595

### 16. The Endocrine System 601

- **16.1** The endocrine system is one of the body’s two major control systems 602
- **16.2** The chemical structure of a hormone determines how it acts 603
- **16.3** Hormones act through second messengers or by activating specific genes 603
- **16.4** Three types of stimuli cause hormone release 607
- **16.5** Cells respond to a hormone if they have a receptor for that hormone 608
- **16.6** The hypothalamus controls release of hormones from the pituitary gland in two different ways 609

#### Focus Figure 16.1 Hypothalamus and Pituitary Interactions 610

- **16.7** The thyroid gland controls metabolism 617
- **16.8** The parathyroid glands are primary regulators of blood calcium levels 621
- **16.9** The adrenal glands produce hormones involved in electrolyte balance and the stress response 622
- **16.10** The pineal gland secretes melatonin 627

#### Focus Figure 16.2 Stress and the Adrenal Gland 628

- **16.11** The pancreas, gonads, and most other organs secrete hormones 630

#### A Closer Look Sweet Revenge: Taming the Diabetes Monster? 633

#### Developmental Aspects of the Endocrine System 636

#### System Connections 637

### 17. Blood 642

- **17.1** The functions of blood are transport, regulation, and protection 643
- **17.2** Blood consists of plasma and formed elements 643
- **17.3** Erythrocytes play a crucial role in oxygen and carbon dioxide transport 645
- **17.4** Leukocytes defend the body 651
- **17.5** Platelets are cell fragments that help stop bleeding 657
- **17.6** Hemostasis prevents blood loss 657
- **17.7** Transfusion can replace lost blood 663
- **17.8** Blood tests give insights into a patient’s health 666

#### Developmental Aspects of Blood 666
18 The Cardiovascular System:
The Heart 670

18.1 The heart has four chambers and pumps blood through the pulmonary and systemic circuits 671
18.2 Heart valves make blood flow in one direction 679
18.3 Blood flows from atrium to ventricle, and then to either the lungs or the rest of the body 680

FOCUS FIGURE 18.1 Blood Flow through the Heart 681
18.4 Intercalated discs connect cardiac muscle fibers into a functional syncytium 683
18.5 Pacemaker cells trigger action potentials throughout the heart 686
18.6 The cardiac cycle describes the mechanical events associated with blood flow through the heart 692

FOCUS FIGURE 18.2 The Cardiac Cycle 694
18.7 Stroke volume and heart rate are regulated to alter cardiac output 696

DEVELOPMENTAL ASPECTS of the Heart 700

19 The Cardiovascular System:
Blood Vessels 706

PART 1 BLOOD VESSEL STRUCTURE AND FUNCTION 707
19.1 Most blood vessel walls have three layers 709
19.2 Arteries are pressure reservoirs, distributing vessels, or resistance vessels 710
19.3 Capillaries are exchange vessels 710
19.4 Veins are blood reservoirs that return blood toward the heart 712
19.5 Anastomoses are special interconnections between blood vessels 714

PART 2 PHYSIOLOGY OF CIRCULATION 714
19.6 Blood flows from high to low pressure against resistance 714
19.7 Blood pressure decreases as blood flows from arteries through capillaries and into veins 716
19.8 Blood pressure is regulated by short- and long-term controls 718
19.9 Intrinsic and extrinsic controls determine blood flow through tissues 725
19.10 Slow blood flow through capillaries promotes diffusion of nutrients and gases, and bulk flow of fluids 730

FOCUS FIGURE 19.1 Bulk Flow across Capillary Walls 732

20 The Lymphatic System and Lymphoid Organs and Tissues 766

20.1 The lymphatic system includes lymphatic vessels, lymph, and lymph nodes 767
20.2 Lymphoid cells and tissues are found in lymphoid organs and in connective tissue of other organs 770
20.3 Lymph nodes cleanse lymph and house lymphocytes 771
20.4 The spleen removes bloodborne pathogens and aged red blood cells 773
20.5 MALT guards the body’s entryways against pathogens 774
20.6 T lymphocytes mature in the thymus 776

DEVELOPMENTAL ASPECTS of the Lymphatic System and Lymphoid Organs and Tissues 776

SYSTEM CONNECTIONS 778

21 The Immune System: Innate and Adaptive Body Defenses 781

PART 1 INNATE DEFENSES 782
21.1 Surface barriers act as the first line of defense to keep invaders out of the body 782
23 The Digestive System  868

PART 1 OVERVIEW OF THE DIGESTIVE SYSTEM  869

23.1 What major processes occur during digestive system activity? 870

23.2 The GI tract has four layers and is usually surrounded by peritoneum  871

23.3 The GI tract has its own nervous system called the enteric nervous system  874

PART 2 FUNCTIONAL ANATOMY OF THE DIGESTIVE SYSTEM  875

23.4 Ingestion occurs only at the mouth 876

23.5 The pharynx and esophagus move food from the mouth to the stomach 881

23.6 The stomach temporarily stores food and begins protein digestion 884

23.7 The liver secretes bile; the pancreas secretes digestive enzymes 893

23.8 The small intestine is the major site for digestion and absorption 900

23.9 The large intestine absorbs water and eliminates feces 906

PART 3 PHYSIOLOGY OF DIGESTION AND ABSORPTION  912

23.10 Digestion hydrolyzes food into nutrients that are absorbed across the gut epithelium  912

23.11 How is each type of nutrient processed? 912

DEVELOPMENTAL ASPECTS of the Digestive System  918

SYSTEM CONNECTIONS  920

24 Nutrition, Metabolism, and Energy Balance  926

PART 1 NUTRIENTS  927

24.1 Carbohydrates, lipids, and proteins supply energy and are used as building blocks  927

24.2 Most vitamins act as coenzymes; minerals have many roles in the body 931

PART 2 METABOLISM  933

24.3 Metabolism is the sum of all biochemical reactions in the body 934

24.4 Carbohydrate metabolism is the central player in ATP production 936

FOCUS FIGURE 24.1 Oxidative Phosphorylation 941
24.5 Lipid metabolism is key for long-term energy storage and release 946
24.6 Amino acids are used to build proteins or for energy 948
24.7 Energy is stored in the absorptive state and released in the postabsorptive state 949
24.8 The liver metabolizes, stores, and detoxifies 955
A CLOSER LOOK Obesity: Magical Solution Wanted 958

PART 3 ENERGY BALANCE 960
24.9 Neural and hormonal factors regulate food intake 960
24.10 Thyroxine is the major hormone that controls basal metabolic rate 962
24.11 The hypothalamus acts as the body’s thermostat 963
DEVELOPMENTAL ASPECTS of Nutrition and Metabolism 968

25 The Urinary System 974
25.1 The kidneys have three distinct regions and a rich blood supply 975
25.2 Nephrons are the functional units of the kidney 978
25.3 Overview: Filtration, absorption, and secretion are the key processes of urine formation 983
25.4 Urine formation, step 1: The glomeruli make filtrate 984
25.5 Urine formation, step 2: Most of the filtrate is reabsorbed into the blood 989
25.6 Urine formation, step 3: Certain substances are secreted into the filtrate 994
25.7 The kidneys create and use an osmotic gradient to regulate urine concentration and volume 995
FOCUS FIGURE 25.1 Medullary Osmotic Gradient 996
25.8 Renal function is evaluated by analyzing blood and urine 1000
25.9 The ureters, bladder, and urethra transport, store, and eliminate urine 1002
DEVELOPMENTAL ASPECTS of the Urinary System 1006

26 Fluid, Electrolyte, and Acid-Base Balance 1012
26.1 Body fluids consist of water and solutes in three main compartments 1013
26.2 Both intake and output of water are regulated 1016
26.3 Sodium, potassium, calcium, and phosphate levels are tightly regulated 1019
26.4 Chemical buffers and respiratory regulation rapidly minimize pH changes 1026
26.5 Renal regulation is a long-term mechanism for controlling acid-base balance 1029
26.6 Abnormalities of acid-base balance are classified as metabolic or respiratory 1033
A CLOSER LOOK Sleuthing: Using Blood Values to Determine the Cause of Acidosis or Alkalosis 1034
DEVELOPMENTAL ASPECTS of Fluid, Electrolyte, and Acid-Base Balance 1035
SYSTEM CONNECTIONS 1036

UNIT 5 Continuity

27 The Reproductive System 1041
27.1 The male and female reproductive systems share common features 1042
PART I ANATOMY OF THE MALE REPRODUCTIVE SYSTEM 1047
27.2 The testes are enclosed and protected by the scrotum 1048
27.3 Sperm travel from the testes to the body exterior through a system of ducts 1050
27.4 The penis is the copulatory organ of the male 1050
27.5 The male accessory glands produce the bulk of semen 1052
PART II PHYSIOLOGY OF THE MALE REPRODUCTIVE SYSTEM 1053
27.6 The male sexual response includes erection and ejaculation 1053
27.7 Spermatogenesis is the sequence of events that leads to formation of sperm 1054
27.8 Male reproductive function is regulated by hypothalamic, anterior pituitary, and testicular hormones 1059
PART III ANATOMY OF THE FEMALE REPRODUCTIVE SYSTEM 1060
27.9 Immature eggs develop in follicles in the ovaries 1061
27.10 The female duct system includes the uterine tubes, uterus, and vagina 1062
27.11 The external genitalia of the female include those structures that lie external to the vagina 1067
27.12 The mammary glands produce milk 1068
27.13 Oogenesis is the sequence of events that leads to the formation of ova 1069

27.14 The ovarian cycle consists of the follicular phase and the luteal phase 1073

27.15 Female reproductive function is regulated by hypothalamic, anterior pituitary, and ovarian hormones 1074

27.16 The female sexual response is more diverse and complex than that of males 1078

27.17 Sexually transmitted infections cause reproductive and other disorders 1080

28.1 Fertilization combines the sperm and egg chromosomes, forming a zygote 1092

28.2 Embryonic development begins as the zygote undergoes cleavage and forms a blastocyst en route to the uterus 1097

28.3 Implantation occurs when the embryo burrows into the uterine wall, triggering placenta formation 1098

28.4 Embryonic events include gastrula formation and tissue differentiation, which are followed by rapid growth of the fetus 1102

28.5 During pregnancy, the mother undergoes anatomical, physiological, and metabolic changes 1112

28.6 The three stages of labor are the dilation, expulsion, and placental stages 1114

28.7 An infant’s extrauterine adjustments include taking the first breath and closure of vascular shunts 1116

28.8 Lactation is milk secretion by the mammary glands in response to prolactin 1116

29.1 Genes are the vocabulary of genetics 1125

29.2 Genetic variation results from independent assortment, crossing over, and random fertilization 1126

29.3 Several patterns of inheritance have long been known 1128

29.4 Environmental factors may influence or override gene expression 1131

29.5 Factors other than nuclear DNA sequence can determine inheritance 1131

29.6 Genetic screening is used to detect genetic disorders 1133

Appendices
Answers Appendix A-1
A The Metric System A-18
B Functional Groups in Organic Molecules A-20
C The Amino Acids A-21
D Two Important Metabolic Pathways A-22
E Periodic Table of the Elements A-25
F Reference Values for Selected Blood and Urine Studies A-26

Glossary G-1

Photo and Illustration Credits C-1

Index I-1