

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Fundamentals of Biology

**CODE NO. :** BIO112

**SEMESTER:** Fall

**MODIFIED CODE:** BIO 0112

**PROGRAM:** Pre-Health Sciences

**AUTHOR:** Leslie Dafoe

**MODIFIED BY:** Jenae Young, Learning Specialist - CICE Program

**DATE:** June 2005    **PREVIOUS OUTLINE DATED:** NA

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** Grade 10 Academic stream science or equivalent, with permission of the instructor

**HOURS/WEEK:** 3

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

This course will utilize students' previous exposure to biology, and build on that foundation through expansion of topics dealing with biological systems including cell anatomy and physiology, the process of genetic inheritance through meiosis and mitosis, Mendelian inheritance patterns, regulation of the internal environment in plants and animals with respect to the acquisition of nutrients (digestion) and gases (respiration), the transport of those nutrients and gases throughout the organism (circulation), the diversity of life on Earth and the anatomy, growth and functions of plants.

This curriculum is preparatory for continuation in a Health Sciences educational stream and career path.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Have a basic understanding of the structure and function of cells and their organelles.
2. Recognition of cell transport and the role of the plasma membrane in these processes.
3. Recognition of the way in which cell structure and function influence tissue, organ and organism structure and function, and the relation to technological and environmental applications.
4. Have a basic understanding of the mechanics of mitosis and meiosis as well as the importance of meiosis in gene transmission and the inheritance of traits as proposed by Mendel.
5. Have a basic understanding of some of the landmark scientific discoveries leading to the modern definition of the gene, the advent of the fields of molecular biology and biotechnology and their importance in the medical, social, economic and political aspects of human life.
6. Recognize the ways in which the circulatory, digestive and respiratory systems of both plants and animals play a role in the maintenance of these organisms' internal environment.
7. Relate how personal lifestyle choices made by people can also influence the ability to maintain the internal environment and therefore health of a human body.
8. Have a basic understanding of the diversity of life on Earth as established through phylogeny and taxonomy.

9. Have a basic understanding of the shared characteristics that illustrate the unifying principles of life amongst the diversity of living organisms on Earth.
10. Have a basic understanding of the role played by microorganisms in biotechnology.
11. Have a basic understanding of the main processes and mechanisms used by plants for growth and development.
12. Have a basic understanding of the ecological role played by plants in supplying both nutrients and energy to other organisms.

### **III. TOPICS:**

1. Cellular structure and functions
2. Genetic continuity
3. Internal systems and regulation
4. The diversity of living things
5. Plant anatomy, growth and function

### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Campbell, N.A., J.B. Reece, E.J. Simon (2004). *Essential Biology with Physiology* (1<sup>st</sup> ed). Toronto: Benjamin Cummings.  
ISBN: 0-8053-7476-0

Zalisko, E. J. (2004). *Study Guide Essential Biology with Physiology* (1<sup>st</sup> ed.). Toronto: Benjamin Cummings. ISBN: 0-8053-7494-9

***As a bonus to students, these two texts have been packaged together for a single price that is less than the price of the two separate texts. This same text package will also be required for Bio 122 in semester two of the Pre-Health Sciences curriculum.***

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. The pass mark for this course is **50%**. It is composed of unit tests, a mid-term exam and a final exam.
2. Evaluation Methods:

Units Tests (6 in total):	60%
Mid-term Exam	20%
Final Exam	20%

***The mid-term exam will consist of course material from the beginning of the course until the mid-term date. The final exam will consist of material from the mid-term exam to the end of the course.***

3. Students who receive a mark of below 50% may be eligible to write a supplemental exam. The following criteria apply:
  - received at least 47-49% in the overall mark
  - attended at least 80% of the classes
  - received at least 55% on the midterm exam and on at least 2 of the classroom tests

***The supplemental exam will cover the whole semester (entire course).*** It will be comprised of multiple choice questions and diagrams.

4. Students missing the unit tests for any reason will **NOT** be able to write them at any other date; a grade of zero will result for that test.
5. Students missing the mid-term exam or final exam **because of illness or other serious reason** must contact and inform the professor via SCAAT student email, phone or personal note, **before** the exam (759-2554 ext. 630). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity as soon as possible to write the exam at another time. Those students who **do not notify the professor** will receive a zero grade for that exam. **It is the student's responsibility** on his/her first day back at school to contact the professor to arrange to write the exam. Failure to notify the professor at this time will result in a mark of "0".

6. Students receiving borderline marks (59, 69, 79, 89) may, at the professor's discretion, have their mark advanced to the next category **if they have attended at least 80% of the classes.**
7. **MIDTERM GRADES:** The determination of midterm grades as "S" or "U" will be based on the cumulative grades of all tests and/or laboratory work completed up to the date of submission of midterm grades. Any student who does not achieve a passing grade on the majority of graded work will receive a "U" grade at midterm. Those who do receive a "U" grade at midterm are encouraged to schedule a meeting with the professor for additional help towards success in the course.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.