



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1001BPS</b>
<b>Course Name:</b>	<b>Human Biology: Human Organism</b>
<b>Trimester:</b>	<b>Trimester 2, 2021</b>
<b>Program:</b>	Diploma of Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Dayana Matthews
<b>Document modified:</b>	04/06/2021

### Course Description

Human Biology: Human Organism is a 10 Credit Point course within the Diploma Science. The course is situated within the second trimester of the program. The Diploma of Science is designed to provide students with a pathway to:

- further university studies in related degrees or
- direct employment.

This Course provides an introduction to human anatomy and physiology and cell biology. It examines the structure and function of the major body systems, highlighting the interrelationship of body organ systems, homeostasis and the dependence of function upon structure. An appreciation of human body structure and regulation is gained through clinical application, namely diagnosis and treatment of human disease.

### Assumed Knowledge

There is no assumed knowledge for this course.

## 1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Dr Dayana Matthews	<a href="mailto:dayana.matthews@staff.griffithcollege.edu.au">dayana.matthews@staff.griffithcollege.edu.au</a>

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Biological Science is the scientific study of life and living organisms. It is concerned with understanding the chemical, physical and structural bases upon which living organisms are constructed and the biological properties that emerge in living organisms. With this knowledge comes the ability to make predictions about living processes and the manipulation of biological processes. In the Course, 1001BPS - Human Biology, the foundations of modern biology are applied to the study of the human organism: its cells, tissues, organs and systems, and their inter-relationships. This Course provides the essential basis for further studies in advanced human anatomy and physiology, and related biological/biomedical sciences offered in the School of Environment & Science and will be a useful elective for students in other Programs offered by the University. This is a core Course in the minimum requirements for material to be covered by the Graduate Australian Medical Schools Admission Test.



## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify the principal systems and structural organisation of the human body, emphasising human cells and tissues and how these can be visualised (Module 1).
2. Explain how the skin, skeleton, joints and muscles provide protection, support and mobility to the human organism (Module 2).
3. Describe the control of, and communication within, bodily systems using electrical and chemical signals (Module 3).
4. Describe the fluid transport systems and explain how the body defends itself from disease (Module 4).
5. Explain how the body acquires the essential elements for life and it eliminates wastes (Module 5).
6. Explain the genesis, location and function of sexual reproductive systems (Module 6).



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	



### 3. Learning Resources

A detailed outline of the material to be covered in each Learning Module shall be provided in the form of Video recordings, Audio Recordings, Power Point learning experience slides and other module notes.

#### 3.1 Required Learning Resources

**Marieb, E. Hoehn, K (2019) Human Anatomy and Physiology, (11th ed.), Pearson Benjamin Cummings Publishers**

**Human Anatomy & Physiology, Global Edition eBook, 11th Edition**

<https://pearson.com.au/9781292260938>

#### 3.2 Recommended Learning Resources

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

#### 3.4 Other Information about your Learning

##### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

## **Preparation and Participation in Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

## **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

## **Course Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

## **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].






## **Teacher and Course Evaluation**

Your feedback is respected and valued by your teacher's. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and learning experience evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

Week	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Module 1: Structure &amp; Orientation</b>					
1	<b>(i) The human body: an overview</b>  <b>(ii) Cellular Structure</b>	<i>Individual and team work using:            Revision questions            Padlet and H5P Tool            Explanations of difficult concepts            Formative</i>	<i>Online minilessons and associated software activities,            Additional videos,            Readings from Textbook Chapters 1 &amp; 3,            Use of Textbook resources,            Complete Review            Questions and worksheets.</i>		1
2	<b>(iii) Types of Tissues</b>  <b>(iv) Basic Anatomical Terminology</b>	<i>Individual and team work using:            Revision questions            Padlet and H5P Tool            Explanations of difficult concepts            Formative Quizzes</i>	<i>Online minilessons and associated software activities,            Additional videos,            Readings from Textbook Chapter 4,            Use of Textbook resources,            Complete Review            Questions and worksheets</i>		1
<b>Module 2: Support &amp; Movement</b>					
3	<b>(i) The Integumentary System</b>  <b>(ii) The Skeletal System</b>	<i>Individual and team work using:            Revision questions            Padlet and H5P Tool            Explanations of difficult concepts            Formative Quizzes</i>	<i>Online minilessons and associated software activities,            Additional videos,            Readings from Textbook Chapters 5, 6 &amp; 7,            Use of Textbook resources,            Complete Review            Questions and worksheets</i>		2

4	<p><b>(iii) Joints and Movement</b></p> <p><b>(iv) Muscles and Muscle Tissue</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 8, 9 &amp; 10, Use of Textbook resources, Complete Review Questions and worksheets</p>	<p><b>20% Quiz on Modules 1 and 2</b></p>	<p>1, 2</p>
<b>Module 3: Control &amp; Integration</b>					
5	<p><b>(i) Nerve Tissue</b></p> <p><b>(ii) The Central Nervous System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 11 &amp; 12, Use of Textbook resources, Complete Review Questions and worksheets.</p>		<p>3</p>
6	<p><b>(iii) The Peripheral Nervous System</b></p> <p><b>(iv) The Endocrine System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 13, 14 &amp; 16, Use of Textbook resources, Complete Review Questions and worksheets.</p>		<p>3</p>
<b>Module 4: Maintenance I</b>					
7	<p><b>(i) The Circulatory System</b></p> <p><b>(ii) The Lymphatic System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 17, 18 19 &amp; 20, Use of Textbook resources, Complete Review Questions and worksheets.</p>		<p>4</p>

8	<p><b>(i) Inflammation and Repair</b></p> <p><b>(ii) The Immune System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 21, Use of Textbook resources, Complete Review Questions and worksheets.</p>	<p><b>20% Quiz on Modules 3 and 4</b></p>	<p><b>3, 4</b></p>
<b>Module 5: Maintenance II</b>					
9	<p><b>(i) The Respiratory System</b></p> <p><b>(ii) The Digestive System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 22 &amp; 23, Use of Textbook resources, Complete Review Questions and worksheets.</p>		<p><b>5</b></p>
10	<p><b>(iii) Accessory Organs of the Digestive System</b></p> <p><b>(iv) The Urinary System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 25, Use of Textbook resources, Complete Review Questions and worksheets</p>		<p><b>5</b></p>
<b>Module 6: Continuity</b>					
11	<p><b>(i) Sexual Reproduction</b></p> <p><b>(ii) The Male Reproductive System</b></p>	<p>Individual and team work using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 27, Use of Textbook resources, Complete Review Questions and worksheets.</p>		<p><b>6</b></p>







12	<p><b>(i) The Female Reproductive System</b></p> <p><b>(ii) Embryonic Development</b></p>	<p><i>Individual and team work using:</i>  <i>Revision questions</i>  <i>Padlet and H5P Tool</i>  <i>Explanations of difficult concepts</i>  <i>Formative Quizzes</i></p>	<p><i>Online minilessons and associated software activities,</i>  <i>Additional videos,</i>  <i>Readings from Textbook Chapter 27 &amp; 28,</i>  <i>Use of Textbook resources,</i>  <i>Complete Review Questions and worksheets.</i></p>	<p><b>20% Quiz on Modules 5 and 6</b></p>	<p><b>5, 6</b></p>
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## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	<b>Quiz on Modules 1 &amp; 2</b>	<b>20%</b>	<b>1 &amp; 2</b>	<b>Week 4</b>
2	<b>Quiz on Modules 3 &amp; 4</b>	<b>20%</b>	<b>3 &amp; 4</b>	<b>Week 8</b>
3	<b>Quiz on Modules 5 &amp; 6</b>	<b>20%</b>	<b>5 &amp; 6</b>	<b>Week 12</b>
4	<b>Research Project: Written Assignment</b>	<b>10%</b>	<b>3, 4 &amp; 5</b>	<b>Week 10</b>
5	<b>Final Examination</b>	<b>30%</b>	<b>1, 2, 3, 4, 5 &amp; 6</b>	<b>Exam Week</b>

### 5.2 Evidence of Learning Task Detail

The **Module Quizzes** aim to assess retention and comprehension of Course material and to assist you in assimilating and consolidating Course material in a cumulative process with consistent feedback on progress. Learning experience participation and Module quiz evidence of learning tasks will also encourage attendance, participation, teamwork, and ongoing learning. The results of this evidence of learning task will provide you with feedback about performance, which can then be used to modify your study habits and examination techniques, if necessary.

The **Research Project: Written Assignment** will enable you to independently explore, critically evaluate and analyse selected aspects of human biology in more detail. The Research Assignment may also contain detailed instructions to encourage you to use innovative and original methods of problem-solving or may ask you to explore the ethical and social issues behind specific aspects of biomedical research, human health care or modern medical technologies.

The **Final examination** will assess your understanding of material covered in all of the Modules. The aim of the **examination** is to assess comprehension of the Course material by answers to Multiple Choice, True/False, Matching, Drag and Drop, Labelling, short answer and problem-based questions.

#### Requirements to pass this course:

To be eligible to pass the course, students must:

1. **attend and attempt all assessment items; AND**
2. **achieve an overall course result (sum of all assessments) of at least 50%**

## 5.3 Late Submission

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an evidence of learning task you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teacher's and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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