



1. General Course Information

1.1 Course Details

Course Code:	1001GRC
Course Name:	Chemistry of Biological Systems 1
Trimester:	Trimester 2, 2021
Program:	Diploma of Health Sciences
Credit Points:	10
Course Coordinator:	Claire Hoffman
Document modified:	14/04/21

Course Description

This course introduces the basic chemical principles that underlie biological systems. Upon completion of this course, students will be able to demonstrate knowledge of selected chemistry concepts, principles and theories, with some application to biological phenomena. The foundation provided in this course will allow students to be able to further develop their chemistry knowledge and skills relevant to health and medical sciences in later years. Students will learn about how matter is classified and measured, atomic structure, bonding, biological molecules, chemical reactions, gases, energy, pH, acids and bases, chemical equilibrium and nuclear chemistry. There will be five laboratory sessions that complement the learning in this course.

Assumed Knowledge

To successfully enrol in this course, you must have completed one of the following courses:

- BRH100 - Essential Mathematics
- BRM100 - Essential Mathematics
- CMH100 -Core Maths Skills
- CME100 - Core Maths Skills
- CMS100 - Core Maths Skills

1.2 Teaching Team

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

Name	Email
Claire Hoffman	CLHF@portal.griffithcollege.edu.au

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 given in the first week of learning experiences. A list of times will be published on the Griffith College Portal on the 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

The purpose of this course is to introduce students to the basic chemical principles that underlie biological systems. The course provides prerequisite knowledge for the subsequent course Chemistry of Biological Systems II, in addition to the health science-related courses which follow. The foundation provided in this course will allow students to be able to further develop their chemistry knowledge and skills relevant to health and medical sciences in later years.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate understanding and competency in solving chemistry related problems related to elements and compounds, early atomic theory and structure, nomenclature, quantitative composition of compounds and chemical equations with a biological application.
2. Demonstrate competency in solving chemistry related problems in stoichiometry, thermodynamics, solutions, acids and bases gases and nuclear chemistry with a biological application.



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

3.1 Required Learning Resources

Hein, M., Pattison, S., & Arena. (2015). Introduction to general, organic and biochemistry (11th ed.). Hoboken, NJ: John Wiley & Sons Inc. (ISBN: 978-1-118-41389-0)

E-Book <https://www.wiley.com/en-au/Introduction+to+General%2C+Organic%2C+and+Biochemistry%2C+11th+Edition-p-9781118801994> (ISBN: 978-1-118-80199-4)

Griffith College Laboratory Lesson for Chemistry of Biological Systems I. Available on the Course site.

Griffith College Content Notes for Chemistry of Biological Systems I. Available on the Course site.

3.2 Recommended Learning Resources

Brown T. L. (2015) Chemistry: the central science. Boston: Pearson.

John R. (2014) Chemistry companion. Queensland: Isis Publishing.

Wilson R. and Brown T. L. (2015) Solutions to exercises: Chemistry: the central science, 13th edition, Brown, LeMay, Bursten. Boston: Pearson

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.

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 teachers 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 teachers. 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 teachers. 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 teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

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

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1					
1	Measurements	Introduction to portfolio; Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 1		1





2	Atoms and Elements	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Virtual lab measurements Portfolio part 1		1
3	Atomic Theory, Naming	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 1		1
4	Chemical Bonds, Solubility and Molecular Geometry	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 1 Virtual lab Cation Anion solubility, naming and Lewis	Portfolio Part 1 Measurements, Atoms & elements Naming & balancing Quiz	1
5	Composition of Compounds and Chemical Equations	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube	Portfolio Part 1 Measurements, Atoms & elements Naming & balancing	1
Module 2					
6	Redox, Calculations from Chemical Equations (Stoichiometry)	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 2		2
7	Properties of Liquid and Solution	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 2 Virtual lab Redox	Module 1 Quiz	2
8	Acids, Bases and Salts	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Virtual lab pH Portfolio part 2		2
9	Acids, Bases and Salts Chemical Equilibrium, Acid-Base Equilibrium	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 3	Portfolio part 2 - Redox- in Biological systems Stoichiometry and yield in drug synthesis & Quiz	2
10	Chemical Equilibrium, Acid-Base Equilibrium	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Portfolio part 3		2
11	Acid-Base Equilibrium Gaseous State of Matter	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube Virtual lab gas Portfolio part 3		2
12	Nuclear Chemistry Review Module 2	Topic notes activities; Discussion teams; Topic questions; Weekly exercises	Content videos YouTube	Portfolio Part 3 Glucose concentration in Drinks & pH in biological systems & Quiz	2

Exam Week				Final exam 45% test second half of content	2
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5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Module 1 Quiz	15%	1	7
2	Portfolio	40%	1-2	4 , 5, 9, 12
3	Final Exam <i>- Students must obtain at least 40% on this task to pass this course</i>	45%	2	Exam week

5.2 Evidence of Learning Task Detail

• Module 1 Quiz

Rationale: This quiz is intended to test the student's understanding, interpretation and application of the chemical principles studied and developed in module 1.

Evidence of Learning Task strategy: this exam will consist of multiple-choice questions and short answer questions.

Marking criteria: The quiz will be marked against established model answers and undergo a full moderation process.

• Pebblepad Portfolio

The Pebblepad Portfolio for this course provides students the opportunity to collect evidence of learning all through the trimester. This portfolio will be carried through to Chemistry of Biological Systems II where the work collected will be re-applied.

The portfolio is divided in 3 parts, worth 3% each. There will be 3 submission points in weeks 5, 9 & 12. The portfolio will also include 3 online quizzes worth 10% each and a reflection piece where students link the knowledge together. This can be in the form of a short video, blog, podcast. Students will be collecting evidence of learning through various tasks where they need to apply their chemistry knowledge in the biological sense. One percent (1%) will be allocated towards the design of the Pebblepad portfolio.

Part 1: Individual task. Students will be applying their knowledge as follows:

- Measurements in drug dosage and body mass
- Metals and non-metals in life examples
- Nomenclature and balancing chemical equation in life examples

Part 2: Individual task. Students will be applying their knowledge as follows:

- Redox in various Biological Systems
- Stoichiometry and yield calculation in drug synthesis

Part 3: Individual task. Students will be applying their knowledge as follows:

- Solutions and quantitative composition of compound calculations: Glucose concentration in popular drinks.
- Acids & Bases theory and calculations in the biological system.
- Gases theory and calculations

Portfolio online quizzes (3x) contain self-assessment activities and will test the students' knowledge and understanding of the course material. These quizzes are linked with the material covered in the virtual labs. All quizzes will consist of multiple-choice questions and short response questions which will be marked against moderated model answers.

- **End-of trimester exam Module 2**

Rationale: The end-of-trimester exam is intended to test the student's understanding, interpretation and application of the chemical principles studied and developed in Module 2.

Evidence of Learning Task strategy: The end-of-trimester exam will consist of multiple-choice questions and short answer questions (45%).

Marking criteria: The end-of-trimester examination will be marked against established model answers and undergo a full moderation process.

Further detailed explanations of evidence of learning task expectations will be provided during class and where necessary on the course site on the student portal.

Requirements to pass this course:

In addition to meeting the laboratory requirements, students must:

1. **attend and attempt all evidence of learning tasks; AND**
2. **obtain at least 40% in the final exam, AND**
3. **achieve an overall course result (sum of all evidence of learning tasks) 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 teachers 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 Evidence of Learning Tasks – 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 evidence of learning tasks 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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