



1. General Course Information

1.1 Course Details

Course Code:	FND004
Course Name:	Human Biology
Trimester:	Trimester 1, 2022
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Dr Jos de Schepper
Document modified:	1 March 2022

Course Description

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.

Assumed Knowledge

There is no assumed knowledge requirements for this course

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Jos de Schepper	jos.deschepper@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The purpose of the module is to develop and demonstrate specialized knowledge and skills in the physiology and anatomy of the human body. The students will develop cognitive skills to identify, analyse and compare a range of biological concepts.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Correctly use anatomical and physiological terms as they relate to the human body.
2. Identify and describe the anatomical features and physiological functions of various systems of the body.



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

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Available for free from: <https://openstax.org/books/anatomy-and-physiology/pages/1-introduction>

3.2 Recommended Learning Resources

Other resources such as online learning aids and videos will be provided on the course portal.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the **Homework** (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.

Attendance

You are expected to actively engage in all **Classwork** (Learning Experiences) which underpin the learnings in this course. You are expected to engage with the Before Class work and Homework 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.

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 the course site. The learning materials are arranged in Modules. In each Module you will find **Before Class** (Learning Content), **Classwork** (Learning Experiences), **Homework** (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content to be covered and therefore will be able to actively participate in the session. **Homework** (Learning Activities) are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment** (Evidence of Learning Tasks) 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 class (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 before class and homework resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course 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 homework activities. It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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. Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)



4.1. Modules for Learning and Weekly Before Class, Classwork, Homework and Assessment

	Before Class (Learning Content)	Classwork (Learning Experiences)	Homework (Learning Activities)	Assessment (Evidence of Learning)	Learning outcome
					
Module 1					
1	Vocabulary activities for Week 1. -Text Ch 1 An Introduction to the Human Body -Text Ch 6-8 Skeletal system	Introduction to Human Biology (part 1) • Introduction to course content, assessment and homework activities • Anatomical Terminology	Homework activity week 1		1, 2
2	-Text Ch 1 An Introduction to the Human Body -Text Ch 3 The Cellular Level of Organization	Introduction to Human Biology (part 2) • Structural organisation • Main tissue types in the human body • The (axial and appendicular) skeleton / skeletal system	Homework activity week 2	Assessment Item 1 2% each	1, 2





3	-Text Ch 1 An Introduction to the Human Body	Introduction to Human Biology (part 2) <ul style="list-style-type: none"> • Structural organisation • Main tissue types in the human body • The (axial and appendicular) skeleton / skeletal system 	Homework activity week 2		1, 2
4	-Text Ch 3 The Cellular Level of Organization -Text Ch 12-The Nervous System and Nervous Tissue -Text Ch 17 The Endocrine System	Main Themes and Concepts (part 2) <ul style="list-style-type: none"> • Transport mechanisms • Electrical and Chemical Signaling 	Homework activity week 4	Assessment Item 1 2% each	1, 2
5	-Text Ch 2The Chemical Level of Organization -Text Ch 3 The Cellular Level of Organization -Text Ch 26 Fluid, Electrolyte, and Acid-Base Balance	Cells and Transport (part 1) <ul style="list-style-type: none"> • The Chemistry of Life • Introduction to the Cell (incl. revisiting membrane transport) 	Homework activity week 5	Assessment Item 2 - 35%	1, 2
6	-Text Ch 4 The Tissue Level of Organization	Cells and Transport (part 2) <ul style="list-style-type: none"> • Main Tissue Types • Body / Organ Systems 	Homework activity week 6	Assessment Item 1 2% each	1, 2
7	-Text Ch 12-The Nervous System and Nervous Tissue	Nervous System (part 1) <ul style="list-style-type: none"> • Introduction to the Nervous System • Cells of the nervous System • The Action Potential 	Homework activity week 7		1, 2
8	-Text Ch 13-15 The Nervous System and Nervous Tissue	Nervous System (part 2) <ul style="list-style-type: none"> • The Central Nervous System • The Peripheral Nervous System 	Homework activity week 8	Assessment Item 1 2% each	1, 2
9	-Text Ch 22 Respiratory system	Respiratory system (part 1) <ul style="list-style-type: none"> • The Conducting Zone • The Respiratory Zone 	Homework activity week 9		1, 2
10	-Text Ch 22 Respiratory system	Respiratory System (part 2) <ul style="list-style-type: none"> • Volumes and Capacities • Breathing mechanisms (incl. the significance of the cardiovascular system) • Gas transport and gas exchange 	Homework activity week 10	Assessment Item1 2% each	1, 2
11	To be advised by teacher (Revision)				1, 2

12	To be advised by teacher (Revision)				1, 2
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5. Assessment (Evidence of Learning)

5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning outcome	Due Date
				
1	Assessment Item 1	10% (2% each)	1 & 2	Week 2, 4, 6, 8, 10
2	Assessment Item 2	35%	1 & 2	Week 5
3	Assessment Item 3	30%	1 & 2	Week 9
4	Assessment Item 4	30%	1 & 2	Final Exam week

5.2 Assessment Task Detail (Evidence of Learning)

1. Assessment Task 1: Online Quizzes (10%; 5 x 2% each)

Task Type: Online Quizzes

Due Date: Week 2, 4, 6, 8, 10

Weight: Total 10% - 2% each

Length: (if applicable)

Task Description: 10 Multiple Choice Questions

Criteria and Marking: These five online quiz items are designed to assist students studying biological sciences as they relate encourage ongoing engagement with the course material. The quizzes will be accessed, undertaken and marked immediately, on-line. Students will be provided with their marks for each quiz. These marks will continually be provided to students via the course site on Griffith College's Student Portal.

Submission: Online - Moodle

2. Assessment Task 2: Exam 1: Assessing Module 1 & 2

Task Type: Closed book Moodle quiz

Due Date: Week 5

Weight: (30%)

Length: (if applicable): Section 1 - 20 min quiz / Section 2 - 20 min quiz

Task Description: Introduction to Human Biology / Main Themes and Concepts (Module 1 & 2)

Criteria and Marking:

Section 1: 20 Multiple Choice Questions - 1 mark each - 20 min quiz

Section 2: 4 Short Answer Questions - 3 marks each - 20 min quiz

Submission: Online - Moodle

- 3. Assessment Task 3:** Exam 2: Assessing Module 3 & 4
Task Type: Closed book Moodle quiz
Due Date: Week 9
Weight: (30%)
Length: (if applicable): Section 1 - 20 min quiz / Section 2 - 20 min quiz
Task Description: Cells and Transport / Nervous System (Module 3 & 4)
Criteria and Marking:
Section 1: 20 Multiple Choice Questions - 1 mark each - 20 min quiz
Section 2: 4 Short Answer Questions - 3 marks each - 20 min quiz
Submission: Online - Moodle
- 4. Assessment Task 4:** Exam 3: Assessing Module 5
Task Type: Closed book Moodle quiz
Due Date: Final Exam Week
Weight: (30%)
Length: (if applicable): Section 1 - 20 min quiz / Section 2 - 20 min quiz
Task Description: Respiratory System (Module 5)
Criteria and Marking:
Section 1: 20 Multiple Choice Questions - 1 mark each - 20 min quiz
Section 2: 4 Short Answer Questions - 3 marks each - 20 min quiz
Submission: Online - Moodle

In order to pass this Course, students must:

- A. Attempt all assessment items**
- B. Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.**

5.3 Late Submission

An Assessment Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each working day or part working day that the task is late. Assessment 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 Assessments (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 Evidence of Learning Tasks.

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 course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [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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