



## 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 1, 2024</b>
<b>Program:</b>	<b>Diploma of Science</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr Farzaneh Forouz</b>
<b>Document modified:</b>	<b>13/02/2024</b>

### Course Description

Human Biology: Human Organism is a 10 Credit Point course within the Diploma of 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 Farzaneh Forouz	<a href="mailto:farzaneh.forouz@griffithcollege.edu.au">farzaneh.forouz@griffithcollege.edu.au</a>

### 1.1 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.

### 1.2 Timetable

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

### 1.3 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). 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

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 function of sexual reproductive systems and thermoregulation (Module 6).





## 2.3 Generic Skills and Capabilities

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the	Problem Solving		✓

	Planning and Organisation		✓
	Creativity and Future Thinking		✓



### 3. Learning Resources

#### 3.1 Required Learning Resources

**Marieb, E. Hoehn, K (2023) Human Anatomy and Physiology, (12<sup>th</sup> ed.), Pearson Benjamin Cummings Publishers**

**Human Anatomy & Physiology, Global Edition eBook, 12<sup>th</sup> Edition**

<https://www.pearson.com/store/p/human-anatomy-physiology-global-edition/P200000004924/9781292421896>

#### 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.
- [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

### Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

### 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 Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). 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].

**International students enrolled in Language Development Modules (LDM100 / LDM200 or LDH100 / LDH200)**

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






## 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. Weekly Guide: Learning Content, Learning Activities and Learning Experiences

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Module 1: Structure &amp; Orientation</b>					
1	<p><b>(i) The human body: an overview</b></p> <p><b>(ii) Cellular Structure</b></p>	<p><i>Individual and teamwork using:</i>            Revision questions            Padlet and H5P Tool            Explanations of difficult concepts            Formative</p>	<p><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></p>	<p><i>Mastering Assignment</i></p>	1
2	<p><b>(iii) Types of Tissues</b></p> <p><b>(iv) Basic Anatomical Terminology</b></p>	<p><i>Individual and teamwork using:</i>            Revision questions            Padlet and H5P Tool            Explanations of difficult concepts            Formative Quizzes</p>	<p><i>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 4, Use of Textbook resources,</i></p>	<p><i>Mastering Assignment</i></p>	1

			Complete Review Questions and worksheets		
<b>Module 2: Support &amp; Movement</b>					
3	<p><b>(i) The Integumentary System</b></p> <p><b>(ii) The Skeletal System</b></p>	<p>Individual and teamwork 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 5, 6 &amp; 7, Use of Textbook resources, Complete Review Questions and worksheets</p>	Mastering Assignment	2
4	<p><b>(iii) Joints and Movement</b></p> <p><b>(iv) Muscles and Muscle Tissue</b></p>	<p>Individual and teamwork 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>Mastering Assignment</p> <p><b>20% Quiz on Modules 1 &amp; 2</b></p>	1, 2
<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 teamwork 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>	Mastering Assignment	3
6	<b>(iii) The Peripheral Nervous System</b>	<p>Individual and teamwork using: Revision questions Padlet and H5P Tool Explanations of difficult concepts</p>	<p>Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 13, 14 &amp; 16,</p>	Mastering Assignment	3

	<b>(iv) The Endocrine System</b>	Formative Quizzes	Use of Textbook resources, Complete Review Questions and worksheets.		
<b>Module 4: Maintenance I</b>					
7	<b>(i) The Circulatory System and blood components</b>  <b>(ii) The Lymphatic System</b>	Individual and teamwork using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes	Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 17, 18 19 & 20, Use of Textbook resources, Complete Review Questions and worksheets.	Mastering Assignment	4
8	<b>(i) Inflammation and Repair</b>  <b>(ii) The Immune System</b>	Individual and teamwork using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes	Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 21, Use of Textbook resources, Complete Review Questions and worksheets.	Mastering Assignment  <b>20% Quiz on Modules 3 &amp; 4</b>	3, 4
<b>Module 5: Maintenance II</b>					
9	<b>(i) The Respiratory System</b>  <b>(ii) The Digestive System</b>	Individual and teamwork using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes	Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapters 22 & 23, Use of Textbook resources, Complete Review Questions and worksheets.	Mastering Assignment	5
10	<b>(iii) Accessory Organs of the Digestive System</b>	Individual and teamwork using: Revision questions Padlet and H5P Tool Explanations of difficult concepts Formative Quizzes	Online minilessons and associated software activities, Additional videos, Readings from Textbook Chapter 25, Use of Textbook resources,	Mastering Assignment	5





	<b>(iv) The Urinary System</b>		<i>Complete Review Questions and worksheets</i>		
<b>Module 6: Continuity</b>					
11	<b>(i) The Male Reproductive System</b>  <b>(ii) The Female Reproductive System</b>	<i>Individual and teamwork 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 27, Use of Textbook resources, Complete Review Questions and worksheets.</i>	<i>Mastering Assignment</i>	<b>6</b>
12	<b>(i) Thermoregulation</b>	<i>Individual and teamwork 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 27 &amp; 28, Use of Textbook resources, Complete Review Questions and worksheets.</i>	<i>Mastering Assignment</i>  <b>20% Quiz on Modules 5 &amp; 6</b>	<b>5, 6</b>



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Quiz on Modules 1 & 2	20%	1 & 2	Week 4
<b>2</b>	Quiz on Modules 3 & 4	20%	3 & 4	Week 8
<b>3</b>	Quiz on Modules 5 & 6	20%	5 & 6	Week 12
<b>4</b>	Weekly Assignments: (Mastering A&P)	10%	1-6	Weeks 1 - 12

5	Final Examination	30%	1-6	Exam Week
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## 5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

### Evidence of Learning Task 1: Module Quiz 1

**Task type:** Moodle Quiz on Modules 1 & 2

**Due Date:** End of Week 4

**Weight:** 20% Marked out of: 85

**Length:** 1 hour and 15 minutes

**Quiz type:** closed book, invigilated

**Task Description:** Students are assessed on comprehension of course materials covered in Weeks 1 to 4.

**Criteria and Marking:** Assessment of Modules 1 and 2 by answering Multiple choice, True/False, Matching, and Short Answer questions.

**Quiz Format:** Online Quiz via course site

### Evidence of Learning Task 2: Module Quiz 2

**Task type:** Moodle Quiz on Modules 3 & 4

**Due Date:** End of Week 8

**Weight:** 20% Marked out of: 85

**Length:** 1 hour and 15 minutes

**Quiz type:** closed book, invigilated

**Task Description:** Students are assessed on comprehension of course materials covered in Weeks 5 to 8.

**Criteria and Marking:** Assessment of Modules 3 and 4 by answering Multiple choice, True/False, Matching and Short Answer questions.

**Quiz Format:** Quiz via course site

### Evidence of Learning Task 3: Module Quiz 3

**Task type:** Moodle Quiz on Modules 5 & 6

**Due Date:** End of Week 12

**Weight:** 20% Marked out of: 85

**Length:** 1 hour

**Quiz type:** closed book, invigilated

**Task Description:** Students are assessed on comprehension of course materials covered in Weeks 9 to 12.

**Criteria and Marking:** Assessment of Modules 5 and 6 by answering Multiple choice, True/False, Matching, and Short Answer questions.

**Quiz Format:** Online Quiz via course site

### Evidence of Learning Task 4: Weekly Assignments on the Mastering A&P platform

**Task type:** Online Assignment on the Mastering Platform accessed through the course site

**Due Date:** Weekly

**Weight:** 1% Marked out of: 10

**Length:** 50 minutes

**Task Description:** students are assessed on completion of a set of revision questions based on course materials covered each week. There are 12 assignments, one per week for the total of 10% credit

**Criteria and Marking:** Assignment based on course material covered each week by answering Multiple choice, True/False, Matching, Drag and Drop, Labelling and Short Answer questions.

**Submission:** Online Assignments via the Mastering platform.

### Evidence of Learning Task 5: Final Examination

**Task type:** Exam

**Due Date:** Exam Period

**Weight:** 30% Marked out of: 135

**Length:** 2 hours 30 minutes

**Exam type:** closed book, invigilated

**Task Description:** students are assessed on comprehension of course materials covered in Weeks 1 to 12.

**Criteria and Marking:** Assessment of Modules 1 – 6 by answering multiple choice, True/False, Matching and Short Answer questions.

**Quiz Format:** On Campus

**In order to pass this Course, students must:**

- A. attend and attempt **Module Quiz 1, Module Quiz 2, Module Quiz 3, and Final exam; AND**
- B. achieve an overall course result (sum of the assessments: **Module Quiz 1, Module Quiz 2, Module Quiz 3, and Final exam**) of at least **50%**

## 5.3 Late Submission

An Evidence of Learning 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 Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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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