

MERRITT COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	08/11/2017
ORIGINATOR:	Kim Lee	STATE CONTROL NUMBER:	CCC000584 874
		BOARD OF TRUSTEES APPROVAL DATE:	06/13/2017
		CURRICULUM COMMITTEE APPROVAL DATE:	05/01/2017
		CURRENT EFFECTIVE DATE:	01/22/2018

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Not Degree Applicable
Course is a basic skills course.
Stand-alone

2. DEPT/COURSE NO:

BIOL 260

3. COURSE TITLE:

Biology Success Skills

4. COURSE: MC New Course

TOP NO. 4930.14

5. UNITS: 0.500 - 1.000

HRS/WK LEC: 0.50 - 1.00 Total: 8.75 - 17.50

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

This course will provide help for biology students in areas that are often difficult for beginning students. The subject matter for this course consists of topics that are common to all biology courses at the beginning of the semester. This course should increase student skills and confidence and help students to successfully complete the biology course they are enrolled in or are planning to enroll in.

8. COURSE/CATALOG DESCRIPTION

Study of topics basic to biology: Biological chemistry, cell structure and function, genetics, and use of the microscope.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Both Letter Grade or Pass/No Pass

- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: No
- f. Required for degree/certificate (specify):
Existing
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:
- i. Are there prerequisites/corequisites/recommended preparation for this course? No

- 10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Demonstrate, explain and discuss biological chemistry.
2. Demonstrate knowledge of and describe cell structure.
3. Demonstrate and explain cell physiology.
4. Compute metric conversions.
5. Demonstrate use of a microscope.
6. Demonstrate and apply strategies for studying biology.

- 11A. COURSE CONTENT:** List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

- | | |
|----------------------------|-----|
| 1. Biological Chemistry | 10% |
| 2. Cell Structure | 10% |
| 3. Cell Physiology | 10% |
| 4. Genetics | 5% |
| 5. Metric Conversions | 5% |
| 6. Use of the Microscope | 10% |
| 7. Study Skills in Biology | 50% |

- 11B. LAB CONTENT:**
n/a

- 12. METHODS OF INSTRUCTION** (List methods used to present course content.)

1. Other (Specify)

Other Methods:

Lecture and discussion DVD's Discussion with participating instructors Online communication

- 13. ASSIGNMENTS:** 2.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

1. Readings from textbooks, handouts. 2. Written assignments: Problem sets, questions online.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

- 14. STUDENT ASSESSMENT:** (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

COMPUTATION SKILLS

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe):

Written assignments.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

E. Marieb and K. Hoehn. 2007. *Human Anatomy and Physiology* 3rd. Benjamin Cummings

N. Campbell, J. B. Reece, M. R. Taylor, and E. J. Simon. 2005. *Biology: Concepts and Connections with Student CD-ROM* 5th. Benjamin/Cummings

N. Campbell, J. B. Reece, M. R. Taylor, and E. J. Simon. 2007. *Biology: Concepts and Connections Media Update* 5th. Benjamin/Cummings

These books will be placed on reserve in the library.

Instructor-prepared handouts

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? No

Are nonprint materials adequate? No

Are electronic/online resources available? No

Are services adequate? No

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

A = 1 Level Below Transfer

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the
outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they
are to be numbered as 2b, 2c, etc.)

;

STUDENT LEARNING OUTCOMES

Generated on: 9/9/2017 8:37:20 PM