

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

BIOLOGY -102

1434-1435

Course Specifications

Institution: Dammam University	Date of Report: January 12 th , 2014
College/Department : Medicine/Biology	

A. Course Identification and General Information

1. Course title and code: Human Biology -102			
2. Credit hours: 5 Credits			
3. Program(s) in which the course is offered: Undergraduate program/Preparatory year			
4. Name of faculty member responsible for the course: Dr. Saleh El Suhibani (Chairman), Dr. Abdulla Bedeer, Dr. Omar Shalaby, Dr. Ahmed Mokhtar, Dr. Wessam Abdulwahab, Dr. Faiza Khair, Dr. Safaa Gamal, Dr. Safaa Zaki, Dr. Abeer Shaaban			
5. Level/year at which this course is offered: First year (1 st and 2 nd semester)			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Dammam Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The course provides an introduction to major conceptual areas of human biology from zoological perspectives, which allow the students to acquire knowledge of biological principals relevant to further studies.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field):

A variety of teaching strategies have been adopted in the teaching of this course. Examples of differentiated instructional strategies used are: case study analysis, small group investigation tasks, problem-based teaching approaches, role play activities, simulations, interactive teaching/learning sessions, discussion, questioning, programmed instruction, independent learning tasks... etc. Lectures are developed continuously by means of concept mapping and learning problems. Through the development of problems and concepts step by step, the students can achieve deep learning. Numerous studies have shown correlations between students' deeper approaches to learning and higher quality learning outcomes. Whatever you have mentioned above is related about teaching methodologies. There should also be a discussion on how the content of the course and the teaching materials will be continually improved and developed.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This course is designed to introduce students to the major discipline of biology. It begins with an introduction to the properties of the living and non- living things. The course then covers aspects of cell structure, cell membrane, transport processes, in and out of the cells as well as cell division and gametogenesis. Emphasis will be placed on anatomy and physiology of some organs and systems of vertebrates. Basic concepts of genetics are also considered. Maintenance of homeostasis is then discussed. A part of ecology also leads to the discussions of the impact of human beings on the ecosystem

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction to the course	2	4
Properties of living and non-living things	1	2
Cell structure and function (including membrane details)	4	8
Cell division and gametogenesis	4	8
General genetics	2	4
Tissues	2	4

Digestive system	2	4
Circulatory system	2	4
Excretory system	2	4
Respiratory system	2	4
Endocrine system	2	4
Nervous system	2	4
Receptors and effectors	2	4
Human impact on the biosphere	2	4

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30hrs./ semester	4	30hrs./semester			60
Credit	4		1			5

3. Additional private study/learning hours expected for students per week.

2hrs./week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	<p>Comprehend the basic anatomy and physiology of the living cells and their direct contribution to the efficient functioning of the living organism as a whole.</p> <p>Recognize the characteristics of the living organism.</p> <p>Describe the structure and function of the cell.</p> <p>Explain similarities and differences of the transport process.(similarities and differences between what and</p>	<p>Lectures</p> <p>Group discussions</p>	<p>Quizzes</p> <p>Practical exam</p> <p>Final written exam</p>

	<p>what)</p> <p>Explain the necessity of cell division.</p> <p>Understand the human organ system.</p> <p>Identify the role of human genes and chromosomes in the inheritance of human characteristics.</p> <p>Recognize the human impact on the biosphere.</p>		
2.0	Cognitive Skills		
	<p>Differentiate between the four major tissue types.</p> <p>Distinguish the differences and similarities between Mitosis and Meiosis.</p> <p>Illustrate the cell Cycle.</p> <p>Discuss the effect of human activities on the ecosystem of the biosphere.</p> <p>Categorize the organization of the living things into levels and grades of development.</p> <p>Differentiate between organisms, population, species, community and ecosystem.</p>	<p>Slide shows</p> <p>Laboratory specimens</p> <p>CDs (Scientific programmers)</p> <p>Group discussions</p> <p>Lectures and online learning</p> <p>Case studies</p> <p>Videos</p>	<p>Quizzes</p> <p>Practical exam</p> <p>Final written exam</p>
3.0	Interpersonal Skills & Responsibility		
	<p>Attend classes regularly to ensure continuous follow up of information.</p> <p>take the responsibility to solve given assignments on his own and then submit solutions</p> <p>Participate in group discussions related to different parts of the course</p> <p>Learn to manage own time in self-study of course related materials</p>	<p>Group discussions</p> <p>interactive teaching</p> <p>Assignments</p>	<p>Participation in group discussions Questions and tests can also be used.</p> <p>Assignments</p> <p>Quizzes</p> <p>Homework</p>
4.0	Communication, Information Technology, Numerical		
	<p>Search websites for more information on the course.</p> <p>Use of latest technology in presenting assignments.</p> <p>Use of computer to produce laboratory reports and other reports</p> <p>Participate of students in classroom discussions</p>	<p>Guide students to submit tasks in the recommended format.</p> <p>Questions and answer sessions</p> <p>Presentations</p> <p>Panel discussions</p> <p>Case studies</p>	<p>Presentations</p> <p>Research papers</p>
5.0	Psychomotor		

<p>Exhibit skills of organized logical scientific inquiry by experimentation.</p> <p>Dissect and display mammalian specimens and identify organs and organ systems.</p> <p>Use of compound light microscope with ease.</p> <p>Demonstrate use of other medical equipment's such as, Stethoscope, Sphygmomanometer and Spirometer.</p> <p>Use anti-sera to identify different blood types (ABO)</p>	<p>Lab demonstration and re-demonstration</p> <p>Animation</p>	<p>Assessments of student competencies within the skill lab</p>
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5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Quiz (1 st semester)	6 (I)	10%
2	Second Quiz (1 st semester)	12 (I)	15%
3	Third Quiz (2 nd semester)	14 (I)	15%
4	Lab Exam (2 nd semester)	15 (I)	10%
5	Final Exam	15 (II)	50%
Total			100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Faculty office hours are announced for students (mention number of hours per week)

E. Learning Resources

1. List Required Textbooks

What is the main textbook, the one the students will buy.

2. List Essential References Materials (Journals, Reports, etc.)

Daniel D. Chiras: Human Biology. 7th edition. 2012 Jones and Bartlett Publishers

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Star, C and Taggart, P. **Biology: Unity and Diversity of Life 12th edition, Publishers-Cengage, USA**

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

www.pubmedcentral.org
www.wps.prenhall.com
www.highered.mcgraw-hill.com
www.mhhe.com
www.emc.maricopa.edu

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Students are taught the regulations used in the laboratory such as wearing lab coats and masks

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Availability of lecture rooms with enough number of seats (how large the lecture theatre is i.e. a 20+ lecture theatre and 30+ equipped lab

Availability of skill lab throughout the semester

2. Computing resources (AV, data show, Smart Board, software, etc.)

Available (elaborate more please)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Compact Discs, Laboratory materials designed and produced by the department.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Quizzes and exams (are assessment techniques to check student learning) Student feedback on the effectiveness of teaching can be obtained through surveys and focus groups...etc

Practical Examination

Final written Exam

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

Work sheets during lecture

<p>Group discussion during the lecture</p> <p>Laboratory notes in the lab</p> <p>(you can add student reflections on learning, student interviews and peer evaluation of teaching...etc)</p>
<p>3 Processes for Improvement of Teaching</p> <p>Seminars in teaching by faculty members</p> <p>Group faculty member discussions</p> <p>(we are talking about processes here) for example feedback to be sought from students in the course, after they complete the course and from faculty members who teach the course. Course committee members will review any deficiencies in the course on the basis of course evaluation.... Etc)</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p>Consider the opinion and guidance of an independent faculty member</p> <p>Benchmarking</p> <p>External markers and reviewers</p> <p>An academic committee will review a random sample of students' work to check on standards of assessment, feedback and achievement</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Revise student results and detect weakness and strength of the course</p> <p>Revising of the recommended textbooks taught to the students</p> <p>Planning to improve the weakness raised in general</p> <p>Self assessment Course reports Completion rates</p>

Faculty or Teaching Staff:

Signature: _____ **Date Report Completed:**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____