# **Syllabus/Course Outline**

# **RCC Science Department**

# **BI101(L) – Introduction to Biology I w/ Lab, 4 credits**

# **2023/2024**

**Instructor:** Your name

**Email:** Your email

**Phone:** Your phone number

**High School:** Your high school name

**Length of RCC Course:**

**LECTURE PORTION**: **3 credits:** A required State minimum of (30) and a standard RCC

delivery of (33) lecture hours

**LAB PORTION**: **1 credit:** A required State minimum of (30) and a standard RCC delivery of (33) lab hours

**Length of HS Course:**Length of your course (is. Semesters, trimesters, etc. If it takes 1 or 2

semesters to earn the RCC credit, please explain that here

**Prerequisites:** RD90 or WR91, and MTH60 or designated placement score(s)

# **Course Description**

Provides an overview of important principles, concepts and topics in biology. Designed for non-majors or those interested in learning more about biology. Science majors and pre-allied health professionals should take the 200-level biology series. Topics covered include atoms and molecules, basic chemistry, cell structure and function, cell respiration, cell division, photosynthesis, DNA structure, protein synthesis, and basic genetics.

# **Required texts**

List required textbooks here

# **Other materials/supplies**

List any other required materials or supplies

# **Institutional Learning Outcomes**

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Communication, Critical Thinking, Equity, Diversity, Inclusion, and Global Consciousness, Information Literacy, and Quantitative Literacy and Reasoning. Why are they important? Employers call these soft skills or employability skills. They may help you get and keep a job. These are skills that will help you complete a 4-year degree. They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

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| **Communication (COM)** | Students will engage in effective communication using active reading and listening skills and expressing ideas appropriately in oral, written, and visual work. |
| **Critical Thinking (CT)** | Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions. |
| **Equity, Diversity, Inclusion and Global Consciousness (EDI & GC)** | Students will recognize and identify equity, diversity, inclusion and global consciousness as it applies to people and the world today. |
| **Information Literacy (IL)** | Students will identify an information need and locate, evaluate, and use information effectively and ethically. |
| **Quantitative Literacy and Reasoning (QL & R)** | Students will reason through and solve quantitative problems by collecting and interpreting data, and applying mathematical/statistical techniques. |

# **Course Learning Outcomes**

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| **Course Learning Outcomes** | **ILO Key Indicators** |
| 1. List and describe the steps of the scientific method. Utilize the scientific method to solve biological problems. |  |
| 2. Describe, identify structures, and apply knowledge of cells and organelles; differentiate between plant and animal cells. |  |
| 3. Describe, identify, and apply knowledge of general chemistry including atomic structure, chemical bonds, and characteristics of the four biological molecules. |  |
| 4. Describe and apply knowledge of enzymes and their role in biological systems. |  |
| 5. Describe and apply knowledge of the processes of cellular respiration and photosynthesis and identify the cellular structures involved in either. | Quantitative Literacy and Reasoning |
| 6. Describe and apply knowledge of DNA and the processes of DNA replication and protein synthesis, identify the cellular structures and enzymes involved. |  |
| 7. Describe, identify, and apply knowledge of the stages involved in mitosis and meiosis. |  |
| 8. Describe and apply knowledge of the principles of heredity, solving genetics problems, and interpreting pedigrees. |  |

# **Learning Experiences**

*Describe what activities the students will engage in during class and outside of class to contribute to their learning; some examples: lecture, small-group work, reading, research, role play, etc.*

# **Grading Information**

*Include a description of the criteria for grading and the assessments that will comprise the grade for the course. Also include a statement about when students can expect to receive feedback on assignments, papers, tests, etc.*

# **RCC Grading**

Classes are graded A, B, C, D, F.

No tests can be retaken for the RCC grade that you receive for this class.

Courses taken for college credit will appear on a student’s permanent college transcript and will show the grade earned.

# **EXPECTATIONS FOR STUDENTS**

*Include any statements of expectations regarding homework, late work, etc.*

# **Attendance**

*Describe your policy on attendance and the consequences of missing class.*

* **Withdrawal from class:** A student may withdraw from a College Now class according to the schedule found on the College Now website:  <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>. A grade of W will be assigned.  Students should be aware that withdrawing from a course may impact financial aid when they attend college after high school. To read about the impact withdrawing may have, please visit: <https://www.roguecc.edu/enrollmentServices/sap.asp>

# **Academic Integrity**

Academic Integrity is expected for all students at RCC. Learning is built on the qualities of honesty, fairness, respect, and trust. At RCC, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. An important aspect of academic integrity is academic honesty. Violations of academic honesty include, but are not limited to: plagiarism, collusion, inappropriate assistance, cheating, fabrication, falsification, alteration, unauthorized multiple submission, sabotage, tampering*, and sharing classroom documents, including test items, with other students or with online platforms*. All acts of academic dishonesty are regarded as serious offenses. Students who violate academic honesty or academic integrity will be subject to disciplinary action. Instructors have the right to act on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging for loss of points to expulsion from the class or college.

# **Classroom Behavior**

Expectations for classroom behavior are outlined in the Standards of Student Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Standards of Student Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

**Student Evaluations of this Course**  
Students enrolled in College Now courses will receive a course evaluation to complete towards the end of the term for the courses they are enrolled in. The course evaluations are anonymous and will provide valuable feedback to RCC about your experiences in, and your impressions of, the course.

# **Access and Disability Resources**

High schools and colleges operate under different guidelines for students with disabilities. Students enrolled in RCC’s various dual credit programs must meet the college requirements to be eligible for the college credit. Reasonable adjustments in teaching methods and/or assessment delivery that do not alter the essential content of a course may be possible, but all students must meet the student learning outcomes and the assessment rigor of the course to be eligible for college credit.

Services for students who experience disabilities:

* High school students taking College Now classes taught by high school teachers at the high school are to work with their high school for accommodations or adjustments.
* High school students who also take RCC courses at an RCC campus should contact RCC’s Access Office.

Redwood Campus

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

For more information, go to Access and Disability Resources: <https://web.roguecc.edu/disability-services> or email [AccessOffice@roguecc.edu](mailto:AccessOffice@roguecc.edu).

# **Discrimination, Harassment and Sexual Violence Policies**

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws.

RCC is committed to providing an academic and work environment free from all forms of discrimination and harassment. In accordance with federal and state law, RCC prohibits illegal discrimination and harassment, works to inform individuals of their right to be free from such behaviors, and promotes the safety of all at College sites and activities. RCC’s prohibition includes all forms of sex discrimination--including instances of sexual harassment such as sexual assault, domestic violence, gender-based stalking, and sexual violence--which are also prohibited by Title IX of the Education Amendments of 1972.

For further policy information and for a full list of regulatory specific contact persons visit the following webpage: <http://www.roguecc.edu/nondiscrimination>

For further information regarding Title IX at RCC, go to <https://www.roguecc.edu/titleIX>/

# **Student Handbook**

Students should read and understand the Dual Credit Handbook for Students. There is important information covering many topics and most questions will be answered by reviewing this handbook. <https://www.roguecc.edu/HS/Handbooks/StudentHandbook.pdf>

# **Important RCC College Now Dates and Times**

The deadline to add a class, withdraw from a class, term end/start dates, and the dates grades are available are listed at <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>

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| **Tutoring Center** Tutoring Centers provide free tutoring service if you are registered in credit courses at Rogue Community College. The primary areas of tutoring are math, writing and science; however, tutors are prepared to cover most subjects. There is also online tutoring available. Please visit the tutoring center webpage for more details: <https://www.roguecc.edu/dept/academicSuccess/tutor.asp> |

# **Course Outline**

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| **Week** | **Chapter(s)** | **Assignment/ Due date** |
| Week 1 |  |  |
| Week 2 |  |  |
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**\*\*Additionally, all students must complete a Rogue Community College Course Evaluation for the class. \*\***

# **TYPICAL COURSE OUTLINE:**

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| **Lecture Topics** | **Concept Details** |
| Life on Earth | * Characteristics of living things * Evolution * Levels of biological organization * Three domains of life * The Scientific Method |
| Basic Chemistry | * Periodic table of elements * Atomic structure * Ionic, covalent, and hydrogen bonds * Properties of water and the importance of water in life * pH scale, acids, bases, and buffers |
| Biological Molecules | * Organic and inorganic molecules * Functional groups * Dehydration synthesis and hydrolysis reactions * Structure and function of carbohydrates, lipids, proteins, and nucleic acids |
| The Cell | * Microscopy * Basic attributes of cells * Structure and function of organelles * Comparison of animal, plant, and bacterial cells |
| Cell Membranes | * Properties of phospholipids and the phospholipid bilayer * Fluid mosaic model and membrane composition * Osmosis, diffusion, and tonicity * Cellular transport mechanisms |
| Energy and Life | * The first and second laws of thermodynamics * Chemical reactions (activation energy, reactants, products, coupled reactions) * Energy transport in cells * Structure and function of enzymes * Regulation of enzyme activity |
| Photosynthesis | * Structures involved in photosynthesis * The processes involved in photosynthesis including the Light Reactions and the Calvin Cycle * Chemiosmosis * ATP synthase |
| Cellular Respiration | * Anatomy of the mitochondria * Processes involved in cellular respiration including Glycolysis, the Citric Acid Cycle, the Electron Transport Chain, and Chemiosmosis * The major reactants, products, and intermediaries in the stages of cellular respiration * Fermentation |
| Cell Division | * Sexual and asexual reproduction * The cell cycle and cell cycle control * Binary fission * Chromosome structure * Mitosis and the mechanisms of cell division * Meiosis and the cell divisions that precede sexual reproduction * Nondisjunction and chromosomal abnormalities |
| Heredity | * Principles of heredity * Inheritance of single gene traits * Inheritance of multiple traits * Complex inheritance patterns * Inheritance of human genetic disorders * Genetics problems and pedigrees |
| DNA | * Physical and chemical structure of DNA and how it encodes information * Base-pairing rules for DNA and RNA * DNA replication * Mutations |
| Gene Expression and Regulation | * How genes specify the amino acid sequence of a protein. * Protein synthesis; the processes of transcription and translation * Possible effects of mutations on protein structure and function * Regulation of gene expression |
| Biotechnology | * Applications of biotechnology; including recombinant DNA technology, polymerase chain reaction, CRISPR, forensic science, genetically modified organisms, cloning * Ethical issues with modern biotechnology |

# **LABORATORY TOPICS/ACTIVITIES**

* The Scientific Method
* Microscopy
* Cell Structure and Function
* Enzymes
* Cellular Transport
* Photosynthesis
* Cellular Respiration
* Cell Division
* Heredity and DNA