Course Title: Introduction to Human Biology (BIO-107)

Course Description: This course is a human anatomy and physiology course intended for the non-biology major. Biological principles are taught by examining human body systems, homeostasis, and disease. This information, relevant because it applies to their own bodies, will help students understand medical issues, appreciate the importance of exercise and nutrition in maintaining health, and consider environmental concerns including the health effects of pollution and overpopulation. Laboratory exercises include experimentation, microscopy, and dissection.

Prerequisites: None

General Education: Yes

Course Credits: 4.0

Hours per week: 6.0: 3 hours lecture and 3 hours lab

Course Coordinator: Coleen DiLauro


Materials: All students must wear protective eye wear, vinyl gloves and laboratory coats.

* DO NOT, UNDER ANY CIRCUMSTANCES, PURCHASE A USED LABORATORY MANUAL

Student Learning Objectives

The student will be able to:

1. Explain the scientific and biological foundations of anatomy and physiology and examine the role of the scientific method in obtaining knowledge. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
2. Describe the organization of the human body, including body symmetry, planes, directional terms, regions of the body and body cavities. Distinguish the levels of organization in the body including cells, tissues, organs, and organ systems. Summarize the concept of homeostasis.

3. Examine the principles of the Cell Theory. Identify the parts of the cell including the plasma membrane, cytoplasm, and organelles, and explain their functions. Explain how substances are transported through cell membranes. Summarize the production of energy by the cell. Describe the molecular structure of DNA and RNA. Investigate the complementary nature of the strands of DNA. Apply a basic understanding of the Central Dogma concept. Paraphrase the process of protein synthesis. State the stages of cell division and describe the events that occur. Analyze how mutations happen. Students will model and practice the proper use of a microscope.


5. Examine the role of the Integumentary System in covering and protecting the body, receiving sensory information, and controlling body temperature. Examine skin cancer and acne.

6. Summarize the functions of the Skeletal System. Describe the microscopic structure of a long bone. Identify the types of bone cells. Identify major bones in the Axial and Appendicular divisions of the skeleton. Explain types of fractures and how bone is repaired. Describe common disorders of the skeletal system.

7. Examine the functions of the muscular system. Distinguish between the three types of muscle. Explain how a muscle contracts. Apply correct terminology to describe the actions of muscle. Be able to identify major muscles in the body. Be able to point out major principles of exercise physiology. Explain the effects of exercise on body physiology. Research the benefits of exercise and be aware of precautions concerning exercise.

8. Generalize the functions of blood. Describe the cells found in blood and explain their purpose. Explain the basis of human blood groups. Explain how blood coagulates. Compare disorders associated with blood including anemia and leukemia and hemophilia.

9. Describe the structure and function of arteries, veins, and capillaries. Analyze disorders such as atherosclerosis and hypertension, their causes and control. Describe the functions of the Pulmonary and Systemic divisions of the circulation. Explain how blood pressure is measured.

10. Describe the structure and function of the heart. Identify the chambers of the heart and the heart valves. Explain the operation of the conduction system of the heart. Explain the coronary vessels that supply blood to the heart. Describe the sequence of events that result in the pumping of blood by the heart. Explain how a heart attack occurs. Survey the causes and treatment of cardiac disease. Examine risk factors associated with heart disease.

11. Explain the lymphatic system structure and function and it role in defense against disease causing organisms. Describe the disorder lymphoma.

12. Recognize the importance of the Immune System in protecting us against disease. Identify the components of the immune system and investigate their roles in the immune response.

13. Analyze the nature and causes of infectious disease. Provide a general classification of organisms that are responsible for causing disease. Use selected diseases as examples to explain how pathogens are transmitted, how diseases are diagnosed, and how diseases may be controlled. Recognize the seriousness of current epidemics such as AIDS and emerging diseases. Assess concerns over Biological Warfare and Bioterrorism.

14. Explain the structure and function of the components of the respiratory system. Explain the
mechanism of breathing. Describe the process of gaseous exchange in the lung and tissues. Identify common respiratory diseases and their effects. Recognize the effects of smoking. Point out the harmful effects of air pollution on the respiratory system.

15. Identify the functions of the Urinary System. Describe the structure of the kidney. Describe the structure of the nephron and the structure of the excretory passages. Explain how urine is formed. Investigate peritoneal dialysis, hemodialysis and renal transplantation.

16. Describe the structure and function of the digestive system. Explain the process of digestion. Classify the causes of selected digestive disorders and diseases including ulcers, hepatitis, and appendicitis. Describe the value of good nutrition in maintaining health and well-being. Research the role of carbohydrates, lipids, and protein in providing nutrition and examine the importance of vitamins and minerals in nutrition. Describe the effects of vitamin deficiencies. Explain how calories are used to measure energy. Examine appetite and weight control. Analyze Eating Disorders and the dangers of Food Contamination.

17. Identify the divisions of the nervous system. Explain the structure and function of the components of the nervous system. Describe the structure of nerves and the generation of the nerve impulse. Describe the parts of the brain and their functions. Explain the path of impulses in a reflex arc and the path that information would flow from a sensory receptor to the brain and how motor information would flow from the brain to muscle.

18. Identify the structure and function of receptors involved in the reception of general sensation including proprioceptors, pain receptors, touch receptors, pressure receptors and receptors for temperature. Generalize the structure and function of the structures responsible for the special senses of vision, hearing, olfaction, taste and equilibrium. Research the effects of drugs on the mind including caffeine, nicotine, and alcohol. Survey the effect of hallucinogenic drugs. Examine the misuse of prescriptive drugs. Point out the consequences of addiction to cocaine and narcotics.

19. Investigate the role of the Endocrine System in controlling body functions. Explain what a hormone is. Explain disorders of oversecretion or undersecretion of hormones.

20. Investigate the response to stress elicited by the nervous system and endocrine system.

21. Describe the structure and function of the reproductive organs. Analyze the hormonal control of the menstrual cycle and describe the progression of the cycle. Describe the process of fertilization, pregnancy and birth. Examine sexually transmitted diseases. Explain methods used for contraception.

22. Investigate environmental problems associated with human population growth.

23. Analyze case studies and formulate differential diagnoses through online programs. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

24. Students will be able to research a topic using scientific literature, determine valid sources relevant to a topic, and incorporate sources to write a paper with correct documentation.

Student Assessment Tools:

The above student learning objectives will be generally assessed or evaluated by instructors using a variety of assessment instruments including lecture exams, laboratory exams, quizzes, laboratory reports, written reports, presentations, projects, etc. The decisions concerning the type or types and
number of instruments that are used in a specific section of the course will be left to the instructor of that section. This information, when given by the instructor should be recorded by the student in the Student Assessment Section of this document.

Course content:

Lecture Topics:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
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<td>Introduction to Human Biology</td>
<td>1</td>
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<tr>
<td>2</td>
<td>The Structure and Function of Cells and Human Genetics</td>
<td>3, 19, 20</td>
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<tr>
<td>3.</td>
<td>The Integumentary System</td>
<td>4</td>
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<td>4.</td>
<td>The Skeletal System</td>
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<td>5.</td>
<td>The Muscular System</td>
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</tbody>
</table>
6. **The Cardiovascular System**


7. **Lymphatic System, Immunity and Infectious Disease**


8. **The Respiratory System**


9. **The Urinary System**

The Structure and Function of the Urinary System. The Structure of the Kidney-External and Internal Structure; Anatomy Microscopic Anatomy; Structure of the Nephron; Structure of the Excretory Passages. The Physiology of the Urinary System; Constituents of Urine Physical Characteristics of Urine and the Formation of Urine; Filtration Reabsorption, Secretion. Micturition. Peritoneal dialysis, hemodialysis and renal transplantation.

10. **The Digestive System**
The Nature of Foods: Carbohydrates, Fats, Proteins and Vitamins


11. The Nervous System


The Sensory Systems


Drugs and Mind (optional)


12. The Endocrine System


The Physiology of Stress (Optional)

The Nature and Physiology of Stress. Stress related illnesses and the Reduction of Stress.

13. Reproduction


14. Human Population Growth

Introduction: Definition of Population, Population Growth Rate Formula, Immigration and Emigration, and Crude Birth and Death Rates. Population Growth-


Laboratory Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab Topic</th>
<th>Student Learning Objectives-Lab</th>
<th>Activity/Case Studies**/Assignments/Exams*</th>
<th>Lab Exercise #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Human Biology</td>
<td>1, 2, 23</td>
<td>*Laboratory Safety</td>
<td>Intro, 2, Handouts</td>
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<tr>
<td></td>
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<td></td>
<td>*Scientific Method</td>
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<td>*Introduction to Anatomy</td>
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<td>2</td>
<td>The Structure and Function of Cells and Human Genetics</td>
<td>3, 4, 23</td>
<td>*Microscope</td>
<td>3, 4, 5, 6</td>
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<td>*The Cell-Prokaryotic and Eukaryotic</td>
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<td></td>
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<td>*Comparison of bacterial, animal and plant cells</td>
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<td>*Osmosis</td>
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<td>*Mitosis and meiosis</td>
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<td>*Human Genetics</td>
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<td>*Case Study</td>
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<td>3</td>
<td>Integumentary System</td>
<td>5, 23</td>
<td>*Tissues-epithelial, connective, muscle and nervous.</td>
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<td>*Skin and derivatives of skin-Structure and function</td>
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<td>*skin cancer and sunscreen</td>
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<td>*Case Study</td>
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<td>4</td>
<td>Skeletal System</td>
<td>6, 23</td>
<td>Identify bones</td>
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<td>• Skull, appendicular and axial skeleton</td>
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<td>Articulate skeleton</td>
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<td>Case Study</td>
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<tr>
<td>5</td>
<td>Muscular System</td>
<td>7, 23</td>
<td>Identify major muscles</td>
<td>9</td>
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<td></td>
<td>Case study</td>
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<tr>
<td>6</td>
<td>Cardiovascular System</td>
<td>8, 9, 10, 23</td>
<td>Blood</td>
<td>10, 11, 12</td>
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<td>• Hematocrit</td>
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</table>
| 7 | Lymphatic System, Immunity and Infectious Disease | 11, 12, 13, 23 | Lymphatic System  
- Structure and function  
Immune System  
Microorganisms in Human Biology  
- Environmental microbiology and Normal Flora  
Case Study | 1, Handouts |
|---|---|---|---|---|
| 8 | Respiratory System | 14, 23 | Respiratory System  
- Anatomy  
- Physiology-vital capacity, spirometry  
Case Study | 11 |
| 9 | Urinary System | 15, 23 | Urinalysis  
Renal Anatomy and histology  
Case Study | 13 |
| 10 | Digestive System | 16, 23 | Chemical Action of Digestion  
Anatomy of Digestive System  
- Rat dissection***  
Energy Budget  
- Calorie and energy expenditure  
- Basal metabolic rate  
- Body composition  
Case Study | 14, 15 |
| 11 | Nervous System | 17, 18, 23 | Structure of the Brain, spinal cord and neurons, eye and ear.  
- Sheep eye dissection***  
Nervous System Physiology- sensation, hearing, touch, reflexes and taste  
Case Study | 16, 17 |
| 12 | Endocrine System | 19, 20, 23 | Protein, amine and steroid hormones and targets  
Case Study | 18 |
| 13 | Reproductive System | 21, 23 | Male and Reproductive Anatomy  
Contraception | 19 |
Case Study

14 Case Studies and Review

Case Studies/Review

Handouts

15 Review and Final Laboratory Exam

Student Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lecture Examinations</td>
<td>_______ %</td>
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<tr>
<td>Laboratory Component</td>
<td>_______ %</td>
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<tr>
<td>Student Project/Report</td>
<td>_______ %</td>
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<tr>
<td>Class Participation</td>
<td>_______ %</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

If you have a medical condition or develop a medical condition during this semester, which prevents you from fulfilling the requirements of this course, you must notify your physician. You and your physician must decide whether or not it is appropriate for you to remain in this course. If the decision is to remain in this course, please obtain a letter from your physician indicating that your continued participation in this course is appropriate and present it to the Department Chair.

Faculty Addenda: As per individual faculty member

Lecture Attendance: As per instructor;

Lab Attendance: As per instructor;

Policy Concerning Late Assignments: As per instructor;

Policy Concerning Make-Up Testing: As per instructor;

Safety Information: As per instructor and assigned exercise;

College Policies:

Student Responsibility

Students will be held responsible for reading all pertinent information in college publications regarding withdrawals, course drops, college deadlines, and tuition refunds. Students are responsible for compliance with the rules and regulations as stated in college publications.

Absence of Instructor

Students are expected to wait twenty minutes for a faculty member to come to class. If at the end of twenty minutes, the faculty member does not come, the students should sign an attendance sheet, which indicates the course, date, and time. A student should deliver the attendance sheet to the divisional office (A304) if between 9:00 a.m. and 5:00 p.m. or to the Evening Office (C107) if before 9:00 a.m. or after 5:00 p.m. Students cannot be penalized by faculty for not waiting longer than twenty minutes.

Academic Dishonesty and Plagiarism

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. Plagiarism is a form of academic dishonesty and
may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else’s words, opinions, or ideas and claiming them as one’s own.

Consequences of Violations Academic Integrity

A. Instructor’s Sanctions for a Violation
The faculty member will determine the course of action to be followed. This may include:
• Assigning a failing grade on the assignment;
• Assigning a lower final course grade;
• Failing the student in the course
• Other penalties appropriate to the violation;
In all cases, the instructor shall notify the Vice President of Student Services of the violation and the penalty imposed. The student has the right to appeal the decision of the instructor to the appropriate department head.

B. Institutional Sanctions for Violations
When a violation of academic integrity has been reported regarding a student, the Vice President of Student Services may impose disciplinary penalties beyond those imposed by the course instructor, which may include suspension or dismissal from the College. The student shall have the right to a hearing before the Vice President of Student Services or a designated judicial affairs committee. Judicial procedures governing violations of academic integrity are contained in the student handbook.

Class Attendance
All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Eating and Drinking
Eating or drinking in classrooms, lecture rooms, laboratories, gymnasium, swimming pool, or passageways is forbidden. Covered beverages only are permitted in the library. Eating and drinking are permitted in cafeteria and vending areas only.

Learning Assistance
Henry and Edith Cerullo Learning Assistance Center
The Tutoring Center, English Language Resource Center, Math Walk-In Center and Writing Center are collectively known as the Henry and Edith Cerullo Learning Assistance Center. The Cerullo Learning Assistance Center is located in the Pitkin Education Building, in Room L-125. The telephone number is (201) 447-7489. The Learning Assistance Center, staffed with peer and professional tutors, offers free individual and group tutoring, supplemental instruction, and online tutoring for subjects offered at the College. The Center provides alternative approaches to problem solving and organizational skills. Tutors help clarify classroom lectures and textbooks and help students prepare for exams. These services build student self-confidence and reduce fear of failure. The Center is equipped with the latest technology and software, including tapes, books, review sheets, exercises and software.

Services for Students with Disabilities
Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at ossinfo@bergen.edu for assistance.

Sidney Silverman Library
Main Building, Pitkin Education Center, L-wing, 2nd Floor.
Paramus Library Hours: (201) 447-7131 or visit http://www.bergen.edu/library/calendar/gcal.htm
Paramus Service Desk: (201) 447-7970
Meadowlands Location: 1280 Wall Street, Lyndhurst 2nd Floor
Meadowlands Library Hours: http://www.bergen.edu/library/calendar/gcal.htm
Meadowlands Service Desk: (201) 301-9692
www.bergen.edu/library
Testing Services
The Bergen Community College Office of Testing Services (OTS) is located in Room S-127. OTS serves the college community by identifying, developing, procuring, administering, processing, and/or evaluating examinations, which meet a variety of administrative and instructional needs. To contact the OTS, please call (201) 447-7202. The Office of Testing Services administers makeup tests as a service for students who, for compelling and exceptional reasons, have missed a scheduled classroom examination. Students must receive prior permission from and make arrangements with their course instructors to take these examinations, under specific conditions, in the Office of Testing Services, Room S-127.

WebAdvisor
WebAdvisor is a web interface that allows students to access information contained in Datatel’s Colleague, the administrative database used by Bergen Community College. Students may use WebAdvisor to register for classes, to pay tuition and fees, to view their class schedules, to check grades, to check on progress toward degree requirements, etc. WebAdvisor accounts are available for all students enrolled in credit programs. New students are strongly encouraged to attend an in-person registration or advisement session before using a WebAdvisor account. Eligible students without WebAdvisor user names and passwords may access their WebAdvisor account by going to go.bergen.edu and selecting “I’m new to WebAdvisor.” Then, follow the on-screen directions. Check the WebAdvisor FAQ for answers to common questions, such as how to reset your password. Students must have a valid e-mail address on file with the College to use WebAdvisor.