



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: General Biology II

Course Number: BIO 152

Credit Hrs. 4 Lecture Hrs. 3 Lab Hrs. 3 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 6 Total Contact Hours: 105.6
(*Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6*)

Course Description:

Designed for science majors, minors and those students desiring a more challenging natural science experience. Topics will include plant and animal biology, animal behavior and ecology.

Prerequisite (s): None, but high school biology recommended

Co-requisite (s): None

Course Objectives:

After successfully completing this course, students will be able to:

- Demonstrate knowledge of Botany, Zoology and Ecology
- Use selected laboratory equipment safely and correctly
- Use safe and scientific methods to solve problems
- Explain scientific information to others effectively
- Apply knowledge of Biology and scientific skills in settings outside the classroom

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

- Demonstrate knowledge of Botany, Zoology and Ecology (DQP 2)
- Use selected laboratory equipment safely and correctly (DQP 3)
- Use safe and scientific methods to solve problems (DQP 7)
- Explain scientific information to others effectively (DQP 6, 14)
- Apply knowledge of Biology and scientific skills in settings outside the classroom (DQP 19)



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Suggested Methods of Instruction:

Classroom, Lecture, Audio Visual Presentations, Lab Activities, Experiential Activities, Demonstrations, Field trips, Student Presentations, Academic Service Learning

Suggested Methods of Assessment and Evaluation:

Exams, Lab Journal, Extended Lab Updates, Group Project, Course Portfolio, Participation

Adopted Text at Time of Course Adoption/Revision:

Principles of Life by Hillis, Sadava, Heller and Price

*Any college level, science major style text for freshman-level Biology is acceptable

*For instructors who do not write their own lab activities, any college-level, science major style lab manual such as Biology Laboratory Manual by Sylvia Mader is recommended

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Kingdom Fungi
- Bryophytes, Ferns and Allies
- Gymnosperms
- Angiosperms
- Porifera and Cnidaria
- Platyhelminthes, Nematoda and Annelida
- Arthropods
- Mollusks and Echinoderms
- Simple Chordates
- Agnatha, Chondrichthyes and Osteichthyes
- Amphibians and Reptiles
- Birds
- Mammals
- Population Ecology
- Ecosystems
- World Biomes

Part 1 & Part 2 approved by CRDAP on: 03 18 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012