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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**BSC 1005 General Biology (3 CREDITS)**

This is a biological science survey course that is intended to serve as a general biology course for students who do not necessarily wish to pursue a career in science. The course may be taken concurrently with the associated lab, but the lab component is not required. Topics include basic chemistry for biological sciences, biology of the cell, heredity, evolution, phylogenic classification, ecology, and sustainability. The course emphasizes major biological concepts as they apply to current world issues.

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or successful completion of all Developmental courses

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Basic Molecules of Life
* Evolution of Cell
* Flow of Energy
* Cell Reproduction
* Genes and Inheritance
* Evolution
* Diversity of Life
* Ecology
* Sustainability
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 1. Integral General Education Competency or competencies: **Think**

* + Identify the characteristics of life.
	+ Describe the structure of water and its importance in biological systems.
	+ Distinguish between prokaryotes and eukaryotes.
	+ Explain the relationships between autotroph‘s and heterotrophs.
	+ Summarize the connections between photosynthesis and cellular respiration.
	+ Compare and contrast asexual and sexual reproduction.
	+ Differentiate among the outcomes of mitosis and meiosis.
	+ Predict the outcomes of monohybrid crosses.
	+ Identify applications of modern DNA technology.
	+ Characterize the development of evolutionary adoptions.
	+ Interpret phylogenetic relationships.
	+ Examine the role of extinction and evolutionary processes.
	+ Describe the mechanisms of speciation.
	+ Explore the factors that influence biological populations.
	+ Investigate the relationships and interactions within biological communities.

**2. Supplemental General Education Competency or competencies: Engage**

* + Identify applications of modern DNA technology.
	+ Outline the way human populations impact the chemical cycles.
	+ Recognize the importance of biodiversity to the continuation of life.
	+ Outline the key steps to achieve a sustainable future.

**B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ….**

* + Identify the key elements biomolecules.
	+ Recognize the major biomolecule classes and their key functions.
	+ Outline the general cell cycle.
	+ Recognize the genetic basis of phenotypes.
	+ Outline the central dogma of molecular biology.
	+ Describe hypothesis of the origin of life on earth.
	+ Examine the energy flow within ecosystems.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)