



Course Title: Principle of Biology I

Course #: BIOL-2110C

Credit Hours: 4

Semester: Spring 2022

Cap:

Instructor: Franklin Mvo Maloba

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Office:

Office Phone:

Office Hours: Thursday: 3:00 PM – 06:00 PM

Class Location: Lab/ Face-to-Face/Online (Hybrid).

Class/Lab Meeting Times: Mon & Wed: 11:00 AM -12:20 PM Lab: TR 09.00 AM - 10.20 AM

Required Materials:

Textbook:

Reece, J.B., Urry, L.A., Cain, M.L, Wasserman, S.A., Minorsky, P.V. and Jackson, R.B. Campbell Biology, 10th Edition, Pearson Education, Inc. NY. (2014). ISBN: 13: 978-0-321-77565-8.

Laboratory Manual:

Morgan, J.G. and Carter, M.E.B. Investigating Biology; Laboratory Manual, 8th Edition, Pearson Education, Inc. NY. (2014). ISBN: 13: 978-0-321-83899-5

Tools: Pencils for Lab Exercises.

Lab Fee: \$100.00

Tools: Every student is required to have a laptop.

The Course Principles of Biology 1 (BIO2110-1C) course will be offered as a hybrid class. Moodle platform will be used. Lectures will hold on Mondays and Wednesdays, and labs on Thursdays. Monday Lectures will be in Person, Wednesday Lectures by Moodle/zoom. All labs, Quizzes, and Finals shall be in Person.

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description: This is a four (4) credit hour course designed to provide basic information in biology for non-Biology majors. The course teaches biology principles that are valuable to non-scientists in the modern world. Topics include basic facts of life and the genetic basis of behavior of living organisms, and their interactions with the environment and ecosystem. Health perspectives of the various concepts as they apply to humans will be discussed.

Course Description: This is a four (4) credit hour course designed to provide a strong foundation for understanding both current knowledge and new developments of biological concepts. Emphasis is made on how basic chemistry is enlivened by new concepts connecting it to cell structure, genetics, evolution, and other areas of biology. Major themes covered include impact biology, biological chemistry, molecular genetics, Mendelian inheritance, and embryology. The emphasis of the course is placed on development concepts. The laboratory is included.

Course Objectives: After successfully completing this course, students should be able to:

1. Recognize and list the chemical elements and macromolecules that occur in living organisms, their activities, and their functions.
2. Describe how information carried within certain molecules is organized into units for self-reproduction and other biological activities.
3. Identify changes, damage, or faulty arrangements of these molecular units on disease, evolution, and diversity of organisms.

COURSE OUTCOMES	COURSE MEASUREMENTS
Applying scientific methods to evaluate claims and to demonstrate a deeper understanding of	Knowledge of scientific methods will be measured by class tests and quizzes, and by laboratory exercises.

biology and the process of science.	
Identify the significance of nonlife or biomolecules in the activities and functions of various life forms.	Grasp of the usefulness of biological molecules in determining the properties of life will be determined by essays, oral presentations, and observations of students' performance at tasks, quizzes, homework, and exams.
Make connections on how biological molecules help shed light on diverse biological questions and diseases.	Knowledge of the role of aberrant biological molecules on puzzles and diseases will be determined by essays, oral presentations, and observations of students' performance at tasks, quizzes, homework, and exams.
Develop scientific communication by writing and presenting scientific information based on experimental data.	Knowledge of scientific communication skills will be assessed by critiquing students' laboratory reports, organization, and presentation of their results to their peers during discussion and summary sessions in the laboratory.
Applying knowledge and developing critical thinking skills.	Critical thinking is measured through laboratory exercises that ask students to work logically through problems, critique results, and modify the hypothesis. Students would also apply their knowledge to new problems and make connections between topics.

Week	Date	Chapters	Assignment	Quiz
1	01/18-01/21	1: Evolution, the Themes of Biology, and Scientific inquiry / Lab Topic 1 (Scientific Investigation).	Read Pp. 1-25	

	01/24	QUIZ CHAPTER 1&2		
2	01/24-01/28	2: The Chemical Context of Life/ Lab Topic 2 (Microscope and Cells)	Read Pp. 28-43	
3	01/31-02/04	3: Water and Life/ Lab Topic 3 (Diffusion and Osmosis).	Read Pp. 44-55	
4	02/07-02/11	4: Carbon and the Molecular Diversity of Life / Lab Topic 4 (Enzymes)	Read Pp. 56-65	
5	02/14-02/18	5: The Structure and Function of Large Biological Molecules /Lab Topic 5 (Cellular Respiration and Fermentation).	Read pp. 66-92	
	02/21	HOLIDAY	President's Day	
	02/23	QUIZZES	CHAPTER 3-6	
6	02/21-02/25	6: A Tour of the Cell / Lab Topic 6 (Photosynthesis).	Read pp. 93-123	
7	02/28-03/04	7: Membrane Structure and Function /Lab Topic 7 (Mitosis and Meiosis).	Read pp. 124-140	
	03/07 – 03/11	MIDTERM	CHAPTER 3-7	
		Spring Break 03/14 – 03/18		
8	03/14-03/18	8: An Introduction to Metabolism/ Lab Topic 8 (Mendelian Genetics I: Fast Plants)	Read pp. 141-161	
9	03/21-03/25	9: Cellular Respiration and Fermentation/lab Topic 9 (Mendelian Genetics II: Drosophila).	Read pp. 162-184	
10	03/28-04/01	10 Photosynthesis /Lab Topic 10 (Molecular Biology).	Read pp. 185-209	
	04/04	QUIZ	CHAPTER 8-10	
11	04/04-04/08	11: Cell Communication/ Lab Topic 11 (Population Genetics: The Hardy-Weinberg Principle).	Read pp. 210-231	
12	04/11-04/15	12:The Cell Cycle/: Lab Topic 12 (Biotechnology)	Read pp. 232-250	
	04/18	QUIZZ	Chapters 9-12	Test 3
13	04/18-04/22	13: Meiosis and Sexual Life Cycles /Lab Topic 13 (Protists).	Read pp. 252-266	
14	04/22-04/29	14: Mendel and The Gene Idea/ Lab Topic 14 (Plant Diversity I: Bryophytes and seedless vascular plants).	Read pp. 267-291	
15	05/02-05/06	REVISION	REVISION	
16	05/09 – 05/12	FINAL EXAMS	Exam Date: 05/09	05/09

Course Policies

Grading Policy

Each student must do his or her homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's website. Students must do their work on the homework and exam. Cheating and Plagiarism are strictly forbidden. Cheating includes but is not limited to plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam. **No repeat/retake of failed tests or exams would be entertained. Failure to submit assignments on due dates would not be entertained.**

Participation

Students are expected to attend and participate in all class activities- as listed above, as it is 5% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters. **Signing the acceptance sheet attached to this syllabus would indicate your agreement to abide by these rules, and would be used against you in case of violation.**

Cell phone and headphone use

Please turn cell phones off or place them on silence or vibrate mode **BEFORE** coming to class. Also, answer cell phones **OUTSIDE OF CLASS** (not in the classroom). Exercising cell phone use courtesy is

Grading Plan:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Allocation of Grades

Exams	40%
Homework/Presentations	10%
Tests/Quizzes	25%
Full Attendance	5%
Lab Work	20%

appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the Students' grades will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the academic counselor for investigation and potential intervention. Instructors will drop students from the class after 3 absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable. **Unexcused absence from any test/exam without prior permission from the professor will not be entertained and would fetch a grade of F.**

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the college community. Avoid situations likely to compromise academic integrity such as cheating, facilitating academic dishonesty, and plagiarism; modify academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes, and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect, and wisdom to achieve career goals successfully.

Students with Disabilities

The Navajo Technical University and the Biology program are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangements can be made. Students who need accommodation should also contact the Special Needs Counselor, Malcolm McKerry, whose phone number is 505-786-4138.

Helping Students Learn:

1. Read the assigned text before and after classes
2. Take class notes in paraphrased formats, then recopy and revise these notes after classes.
3. Prepare adequately for the labs beforehand and develop an effective plan for carrying out laboratory exercises.
4. Join a small study group (between 3-5 students) to accomplish homework problem sets. Try the homework on your own and then meet periodically with study group members to review them. Attempt and complete all assigned work and turn them on time. Grades will be subtracted from late submission of homework.
5. If necessary, contact me during the above-stated office hours:
6. Do not procrastinate, and so complete all work as when due to recall freshly the studied material.
7. Set enough time aside in your daily schedule for this class and the preparation required. Sessions should be short and intense to keep your focus.
8. Study session: 1 hour via stem lab students.
9. **When you finish reading a passage, close the book and write what you remember- in your own words.**
10. For a 1 credit course, the length of time you should spend studying for that course is twice the credit hours. Thus, you need to study for at least 2 hours per week in order to do well in that course. Thus, for a **4 credit course**, you need to study for about twice the number of credit hours, i.e. **8 hours per week for good results.**