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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>COURSE CODE</b>           | 1001NSC                               |
| <b>COURSE TITLE</b>          | Human Biology                         |
| <b>ACADEMIC ORGANISATION</b> | ESC School of Environment and Science |
| <b>TRIMESTER</b>             | Trimester 1 2021                      |
| <b>MODE</b>                  | Blended                               |
| <b>LEVEL</b>                 | Undergraduate                         |
| <b>LOCATION</b>              | Nathan, On Campus                     |
| <b>CREDIT POINT VALUE</b>    | 10                                    |

## Course Description:

Human Biology provides the foundation knowledge for human anatomy, physiology and cell biology inherent in the biological and biomedical sciences. The course examines the major body systems along with the integration and regulation of these physiological systems to maintain homeostasis.

## 1.2 Course Introduction

In the Course, 1001NSC - Human Biology, the foundations of modern biology are applied to the study of the human organism: its cells, tissues, organs and systems, and their inter-relationships. This Course provides the essential basis for further studies in advanced human anatomy and physiology, and related biological/biomedical/medical/clinical sciences offered in ESC and will be a useful elective for students in other Programs offered by the University.

## Previous Student Feedback

Feedback from 2020 showed that the majority of students thought the course was structured and organised well and that the content was delivered in an engaging way including when the course went online due to COVID-19. Students thought many of the resources provided enhanced learning; especially Mastering A&P, Feedback Friday and the digital whiteboard.

Students noted that there is a lot of content to cover during the course but acknowledged that the knowledge gained will be beneficial for their future courses.

## 1.3 Course Staff

Primary Convenor **Dr Charlene Willis**

|                 |  |
|-----------------|--|
| <b>PHONE</b>    | 3735 7590  |
| <b>EMAIL</b>    | <a href="mailto:c.willis@griffith.edu.au">c.willis@griffith.edu.au</a> |
| <b>CAMPUS</b>   | Nathan Campus  |
| <b>BUILDING</b> | Science 2 (N34)  |
| <b>ROOM</b>     | 2.35   |

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this Section of the course profile and Section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the above link.

### Additional Timetable Information

Students are advised to attend ALL lecture times - they are NOT repeat lectures.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

This course delivers fundamental core knowledge of the entire human organism and its essential bodily systems. During the course you will move from determining how the cell membrane ensures selectivity of components entering the cell, through to how bodily systems function and are maintained, finishing with details on how the human species ensures its survival through investigating reproduction at a cellular level.

The body is amazingly complex and the foundation you learn in this course will be essential as you progress through your undergraduate degree.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Recognise basic human anatomy and physiology and the fundamental systems of human biology.
- 2 Identify the principal systems and structural organisation of the human body, emphasising human cells and tissues and how these can be visualised (Module 1).
- 3 Explain how the skin, skeleton, joints and muscles provide protection, support and mobility to the human organism (Module 2).
- 4 Describe the control of, and communication within, bodily systems using electrical and chemical signals (Module 3).
- 5 Describe the fluid transport systems and explain how the body defends itself from disease (Module 4).
- 6 Explain how the body acquires the essential elements for life and it eliminates wastes (Module 5).
- 7 Explain the genesis, location and function of sexual reproductive systems (Module 6).

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

| GRADUATE ATTRIBUTE   | TAUGHT | PRACTISED | ASSESSED |
|--|--------|-----------|----------|
| Knowledgeable and skilled, with critical judgement             | •      | •         | •        |
| Effective communicators and collaborators                      |        | •         |          |
| Socially responsible and engaged in their communities          | •      | •         |          |
| Culturally capable when working with First Australians         | •      |           |          |
| Effective in culturally diverse and international environments | •      | •         |          |

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Support](#) - provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

The [Careers and Employment Team](#) provides: Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

### 3.5 Other Learning Resources & Information

**Please note:** while the recommended text is the 11th edition of Marieb and Hoehn, the 10th (global) edition is also fine to use. Earlier versions are also acceptable but you may have to search through the text to find the relevant information.

An additional text may also be purchased to assist those students with limited experience in studying human biology. This text is **Great Ways to Learn Anatomy and Physiology - Palgrave Study Skills by Charmaine McKissock**.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

| Week Commencing       | Activity   | Learning Outcomes |
|-----------------------|--|-------------------|
| 8 Mar 21 - 12 Mar 21  | <p><b>Week 1 (Topics):</b> WEEK 1 will cover:<br/>Course Introduction and<br/>Module 1. Topics 1-2.</p> <p>Module 1. Learning Objectives<br/>This module is divided into four (4) topics:</p> <p>Topic 1: The Human Body: an overview<br/>Topic 2: Cellular Structure<br/>Topic 3: Types of Tissues<br/>Topic 4: Basic Anatomical Terminology</p> <p>Objectives:</p> <p>Define the disciplines and sub-disciplines of human biology.<br/>Define each of the following levels of structural organization that make up the human body: chemical, cellular, tissue, organ, system, and organismal.<br/>Identify the principal systems of the human body, list representative organs of each system, and describe the general functions of each system.<br/>Describe the components of a human cell, including the plasma membrane and intracellular organelles.<br/>Name the four basic types of tissues (epithelial, connective, muscle, and nervous tissue) that make up the human body, and state the characteristics of epithelial tissue.<br/>Describe the anatomical position and relate the common and anatomical terms used to describe various regions of the human body.<br/>Define the anatomical planes and sections and the directional terms used to describe the human body.<br/>Describe the principal body cavities, the organs contained within them, and their associated linings.<br/>Name and describe the abdominopelvic regions and the abdominopelvic quadrants.<br/>Describe the principles and importance of several medical imaging techniques in the evaluation of organ functions and the diagnosis of disease.</p>  | 1, 2              |
| 15 Mar 21 - 19 Mar 21 | <p><b>Week 2 (Topics):</b> Module 1. Topics 3-4.</p>   | 1, 2              |
| 22 Mar 21 - 26 Mar 21 | <p><b>Week 3 (Topics):</b> Module 2. Topics 1-2.</p> <p>This module consists of four major topics:</p> <p>Topic 1: The Integumentary System: Skin - the largest organ<br/>Topic 2: The Skeletal System: Bone and Cartilage<br/>Topic 3: Joints and Movement<br/>Topic 4: The Muscular Tissues</p> <p>Objectives:</p> <p>Throughout the course of this module you should focus your attention on the following key concepts:</p> <p>The skin is a tough, flexible, waterproof coat that protects us from, and is sensitive to, the external environment.<br/>The skin is composed of three primary layers: the epidermis, dermis and hypodermis.<br/>Structures associated with skin such as hair and sweat glands are derived from the epidermis.<br/>The skeleton supports the human body and often protects the organs that lie within it.<br/>The physical properties of bone and cartilage provide a skeleton, which is strong, flexible, durable and relatively light.<br/>Bone provides an important store for calcium ions.<br/>Cartilage facilitates movement within the joints that hold bones together.<br/>Muscle tissue converts chemical energy (ATP) into mechanical energy.<br/>Calcium ions are required for contraction of muscle cells.<br/>Muscle contraction is based on Huxley's sliding filament theory.</p> <p>Workshops start this week.<br/>Workshop 1 (Review and study Module 1)</p> <p>PLEASE NOTE: In accordance with the Griffith University First Year Assessment Policy Standards, a small multiple-choice quiz will be held this week. The Quiz questions will be based on the content of Module 1; The Quiz will be worth 7.5% of course assessment;</p> | 1, 2, 3           |

| Week Commencing       | Activity  | Learning Outcomes |
|-----------------------|---|-------------------|
| 29 Mar 21 - 2 Apr 21  | <p><b>Week 4 (Topics):</b> Module 2. Topics 3-4.</p> <p><b>Week 5 (Topics):</b> Module 3. Topics 1-2.</p> <p>This module consists of four major topics:</p> <p>Topic 1: Nervous Tissue<br/>           Topic 2: The Central Nervous System<br/>           Topic 3: The Peripheral Nervous System<br/>           Topic 4: The Endocrine System</p> <p>Objectives:</p> <p>Learn the basic components of a nerve cell (neuron).<br/>           Understand the relationship between neurons and glial cells.<br/>           Appreciate the function of myelin and know the identity and location of the glial cells that produce it.<br/>           Understand the relationship between membrane potential, receptor potential and action potential and how each is generated.<br/>           Become familiar with the various branches of the nervous system and their respective locations and functions.</p>  | 1, 2, 3           |
| 12 Apr 21 - 16 Apr 21 | <p>Appreciate the significance of white and grey matter in the central nervous system.<br/>           Know the basic composition and function of cerebrospinal fluid and meninges.<br/>           Learn the major divisions of the human brain and their general functions.<br/>           Appreciate the difference between nerve fibres and nerves.<br/>           Be able to describe the basic components of a spinal reflex.<br/>           Appreciate the homeostatic function of the autonomic nervous system.<br/>           Understand the basic structural and functional differences between the sympathetic and parasympathetic nervous systems.<br/>           Recognise the relationship between autonomic nerves, endocrine organs, hormones and blood vessels.<br/>           Know the major endocrine organs and the basic activities of the hormones they produce.</p> <p>Workshop 2 this week;<br/>           Review and study Module 2;</p> | 1, 2, 3, 4        |
| 19 Apr 21 - 23 Apr 21 | <p><b>Week 6 (Topics):</b> Module 3. Topics 3-4.</p>  | 1, 2, 3, 4        |

| Week Commencing       | Activity  | Learning Outcomes |
|-----------------------|---|-------------------|
| 26 Apr 21 - 30 Apr 21 | <p><b>Week 7 (Topics):</b> Module 4. Topics 1-2.</p> <p>This module consists of four major topics:</p> <p>Topic 1: The Circulatory System<br/>           Topic 2: The Lymphatic System<br/>           Topic 3: Inflammation and Repair<br/>           Topic 4: The Immune System</p> <p>Objectives:</p> <p>Blood is a complex mixture of cellular and non-cellular components. The basic components of blood are cells (erythrocytes and leukocytes), platelets and plasma.<br/>           The two most common leukocytes are neutrophils and lymphocytes. Neutrophils kill bacteria; lymphocytes produce antibodies and kill foreign/abnormal cells.<br/>           Veins and arteries are large tubes with smooth muscle in their walls and transport blood to and from the heart.<br/>           Capillaries are small, thin-walled structures that deliver nutrients to and remove waste products from cells.<br/>           The heart consists of two pumps: one which delivers/receives blood to/from the lungs, and one which delivers/receives blood to/from the rest of the body. The coordinated timing of heart contraction is mediated via the intrinsic conduction system.<br/>           The lymphatic system filters intracellular fluid and returns it to the circulatory system.<br/>           Inflammation is the body's response to tissue damage and infection. The immune system generates "tailor-made" responses to foreign materials. The specificity of the immune system's actions is mediated by humoral and cell-mediated responses.</p> <p>NOTE:MID-TRIMESTER EXAMINATION</p> <p>Review and study Modules 1-3 for Mid-trimester Exam (Saturday 2pm - 4pm)</p> | 1, 2, 3, 4        |
| 3 May 21 - 7 May 21   | <p><b>Week 8 (Topics):</b> Module 4. Topics 3-4.</p>  | 1, 2, 3, 4, 5     |
| 10 May 21 - 14 May 21 | <p><b>Week 9 (Topics):</b> Module 5. Topics 1-2A.</p> <p>This module is divided into of three (3) topics:</p> <p>Topic 1: The Respiratory System<br/>           Topic 2 (A and B): The Digestive System<br/>           Topic 3: The Urinary (Renal) System</p> <p>Objectives:<br/>           Focus your attention on the following areas:</p> <p>The basic organ components of the respiratory, digestive and urinary system.<br/>           The role of smooth muscle tissue in the respiratory and digestive systems.<br/>           The role of epithelial tissue in the respiratory, digestive and urinary systems.<br/>           The cell types found within alveoli and their respective functions.<br/>           The structure of the respiratory membrane.<br/>           The concept of partial pressures and how it relates to O<sub>2</sub>/CO<sub>2</sub> exchange.<br/>           The mechanisms of O<sub>2</sub>/CO<sub>2</sub> transportation in blood.<br/>           The role of the thoracic and pleural cavities during breathing.<br/>           The role of glandular organs associated with the gastrointestinal tract.<br/>           The layers of the gastrointestinal wall.<br/>           The gastrointestinal mucosa.<br/>           The micro-structure of the liver lobule.<br/>           The organs of the urinary (renal) system.<br/>           The structure of the filtration membrane within the renal corpuscle.<br/>           The central role of the nephron in urine formation.</p> <p>Workshop 3<br/>           Review and study Module 4</p>  | 1, 2, 3, 4, 5, 6  |
| 17 May 21 - 21 May 21 | <p><b>Week 10 (Topics):</b> Module 5. Topic 2B-3.</p>   | 1, 2, 3, 4, 5, 6  |

| Week Commencing       | Activity  | Learning Outcomes   |
|-----------------------|---|---------------------|
| 24 May 21 - 28 May 21 | <p><b>Week 11 (Topics):</b> Module 6. Topics 1-2</p> <p>This Module is divided into four (4) topics:</p> <p>Topic 1: Sexual Reproduction<br/>                     Topic 2: The Male Reproductive System<br/>                     Topic 3: The Female Reproductive System<br/>                     Topic 4: Embryonic Development</p> <p>Objectives:<br/>                     Understand how meiosis differs from normal cell division (mitosis) and why this event facilitates genetic diversity and adaptation.<br/>                     Know the location and function of the major organs associated with the male and female reproductive systems.<br/>                     Be familiar with the order, location and nature of events which take place during formation of the male (sperm) and female sex cells (ova or oocytes).<br/>                     Know the various hormonal compounds which regulate the male and/or female reproductive systems, including where they are formed and which tissues they target.<br/>                     Understand the hormonal relationships between the ovarian and menstrual cycles.<br/>                     Recognise the central role that the hypothalamus and pituitary gland play in controlling both the male and female reproductive systems.<br/>                     Be able to list the three primitive layers of embryonic tissue and the structures that they produce.<br/>                     Recognise the extra-embryonic membranes and their evolutionary significance.<br/>                     Know the three stages of birth and the events that take place during each stage.</p> <p>Workshop 4 - review and study Modules 4 and 5;</p> <p>PLEASE NOTE: A multiple-choice quiz to be held this week. The Quiz questions will be based on the content of Modules 4 and 5. The Quiz will be worth 7.5% of the course assessment;</p> | 1, 2, 3, 4, 5, 6, 7 |
| 31 May 21 - 4 Jun 21  | <p><b>Week 12 (Topics):</b> Module 6. Topics 3-4.</p>   | 1, 2, 3, 4, 5, 6, 7 |

## 4.2 Other Teaching and Learning Activities Information

During Trimester 1 there are a number of public holidays, when this happens the University can deem days. For Trimester 1, 2021 the following will apply:

Friday the 2nd April - Easter Friday - classes will not be held

Monday 3rd May - Labour Day - no classes (however classes for this Monday will be held on Tuesday 4th May, therefore Tuesday classes will not be held), for all other public holidays where a lecture or tutorial class is scheduled (or is cancelled for any unexpected reason), this class will normally not be repeated.

The general approach to this Course is common to all studies of biological systems, i.e. to separate an organism into its various structural and functional components and discuss them in order of increasing complexity. Each student's journey along this pathway of learning will be assisted by completing each module in the course in numerical order.

The Course is taught by using a variety of teaching and learning activities including interactive lectures and intensive, facilitated workshops.

Course material will be presented in **six (6) Learning Modules**, each with set of learning activities and will include the use of web-based resources. The Learning Modules will provide students with a detailed outline of the material covered in the lectures. Furthermore, students may stop at any time to clarify a particular point by referring to the textbook or web-site.

Two weeks have been allocated for each Learning Module. **Course lectures (8 per module)** will consist of interactive lecture-style presentations. **Workshop (2hr) sessions (usually one per module)** will be used to focus student's attention on the learning objectives for each module.

In summary, the textbook and web-based resources will provide content, lectures will provide an overview and discussion of key material of each module topic, and the workshops will examine and discuss material in greater depth to allow the students the opportunity to develop and consolidate their learning and test their knowledge of the subject material in an ongoing basis.

The Course also includes **one (1) Research-Based Learning Task/Assignment**. The topics and marking criteria for this assignment will be placed on the course website in Week 9. Students will be required to research, critically analyse and provide correct answers and information on a specific set of questions offered in the learning task details. The Research-Based Learning Task will be 10% of the overall course assessment mark. Students will receive further instructions regarding this task in Week 9.

**CAMPUS-SPECIFIC ARRANGEMENTS:** In 2021, this course is to be taught in blended manner, with both online (lectures) and face-to-face (workshops) sessions this trimester. The face-to-face sessions will take place at the Nathan Campus. Throughout this Course Outline there will be campus specific information.

This Course will be evaluated by asking students to complete course (SEC) and teaching (SET) evaluation questionnaires towards the end of the trimester. In addition, ongoing attention will be paid to comments and feedback made by students and staff during the duration of the course. Regular student feedback will be requested by the course convenor before and after lecture and workshop sessions. Each year the course content, assessment and teaching tools and strategies will be reviewed.



### CONTENT SUMMARY

The theoretical component of this Course will be presented as a series of Learning Modules:

**Module 1, Structure and Synthesis:** This module will begin with a general overview of the human body. Basic anatomical terminology and nomenclature, including the anatomical position, planes and directions, will be discussed. Students will then be introduced to “the cell” as the basic building block of the human body, along with cell types, the structures of epithelial, connective, muscular and nervous tissues, histological practices, medical terminology and system formation. A diverse range of modern medical imaging techniques will also be examined.

**Module 2, Support and Movement:** This module will explore how special arrangements of cells and tissues, in the form of skin, muscle, bone and cartilage, protect humans from the world outside and enable us to move efficiently within it. Detailed studies will encompass the histology of the integumentary system (in particular the epidermis and melanin production), bone structure and physiology, the mechanics and biochemistry of skeletal and smooth muscular contraction, joint and muscle nomenclature and associated medical conditions.

**Module 3, Control and Integration:** This module will examine how the activities of distant and unrelated parts of the human body are coordinated by a complex functional unit of sensors, wiring and signals housed within the nervous (central, peripheral and autonomic) and endocrine systems. Neurophysiology and other aspects of the action potential will be examined in detail. The structures of neurons, synapses, the human brain, spinal cord and peripheral nerves will be explored in detail. The structure and function of a range of glands within the endocrine system and the hormones they produce will also be discussed in depth.

**Module 4, Maintenance I:** This module introduces students to the structures and functions of the cardiovascular system (i.e. heart and blood vessels) and haematology, as well as the lymphatic and immune systems. The structure of the heart and the electrical conduction pathway during cardiac muscle contraction will also be discussed in detail. Students will examine the cardiac physiology behind the ECG wave pattern, as well as some of the conditions that may alter ECG patterns in clinical medicine. In addition, students will discover how the circulatory, lymphatic and immune systems defend the body against injury, disease and infection. The different forms of immunity will be examined, as will the cells and tissues of the immune system.

**Module 5, Maintenance II:** This module will include in-depth studies of the anatomical structures and functions of the respiratory, digestive and urinary systems of the human body, and how each maintains a balanced delivery of nutrients throughout the body while discarding waste products. Hormonal control of urine formation as well as intestinal histology will be examined in detail.

**Module 6, Continuity:** This final module will examine the process by which humans have perpetuated their existence by sexual reproduction. The male and female reproductive systems, including hormonal regulation and sperm and oocyte production, will be examined in depth. This module will culminate in an overview of one of the most exciting areas in modern biology: embryonic development.

**Students Repeating a Course:** Normally, students repeating a course should not ‘carry forward’ marks from a previous attempt. Assessment items are usually offered to provide formative experience as well as a summative assessment. Therefore, NO MARK for any assessment item from a previous attempt will be carried forward.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

| ASSESSMENT TASK  | DUE DATE  | WEIGHTING | MARKED OUT OF                                      | LEARNING OUTCOMES   | MAXIMUM EXTENSION PERIOD |
|--|---|-----------|--|---------------------|--------------------------|
| Log of Learning Activities<br>Weekly Assignments<br>(Mastering A&P)    | 8 Mar 21 - 4 Jun 21   | 10%       | 8 marks  | 1, 2, 3, 4, 5, 6, 7 |                          |
| Test or quiz<br>Online Quizzes (x2)                                    | 22 Mar 21 - 28 May 21<br>35 mins.   | 10%       | 50.0 marks (x2)                                    | 2, 3, 4, 5, 6       |                          |
| Log of Learning Activities<br>Workshop Preparation                     | 22 Mar 21 - 28 May 21   | 5%        | 4 marks  | 1, 2, 3, 5, 6       |                          |
| Exam - selected response<br>Mid-Trimester Exam                         | 1 May 21 14:00 - 1 May 21 15:50<br>110 mins Week 7. Please note, this date is a Saturday! | 30%       | 90 marks   | 1, 2, 3, 4          |                          |
| Assignment - Research-based Assignment<br>Research-Based Learning Task | 4 Jun 21  | 10%       | 20 marks   | 3, 5, 6             |                          |
| Exam - selected response<br>End of Trimester Examination               | Examination Period  | 35%       | 100 marks<br>(Must achieve a min of 40 out of 100) | 1, 5, 6, 7          |                          |

### 5.2 Assessment Detail

**Title:** Weekly Assignments (Mastering A&P)

**Type:** Log of Learning Activities

**Learning Outcomes Assessed:** 1, 2, 3, 4, 5, 6, 7

**Due Date:**

8 Mar 21 - 4 Jun 21

**Weight:** 10%

**Marked out of:** 8

**Task Description:**

Weekly assignments are available within the digital platform "Mastering A&P", accessible through the course site on "Learning@Griffith". The assignments contain various activities which focus on consolidating understanding of the modules taught within the course. You must complete the entire assignment to gain credit for the assignment. You must complete at least eight (8) of the twelve (12) assignments to obtain the full 10%. Failure to complete eight (8) assignments will result in a proportion of the 10% for this task (equating to the number of fully completed assignments).

NOTE: Each assignment will be available for a maximum of three weeks.

**Criteria & Marking:**

There are 12 assignments, one for each week of the course. The assignments will contain a combination of different activities such as (but not restricted to) answering questions based on a video, labelling figures, concept mapping activities, and a variety of multiple choice, and matching questions. It should take approximately 20 minutes to do each assignment but this will vary based on your understanding of the topic. The entire assignment must be completed to count towards course credit. Eight or more assignments must be completed to obtain the full 10%.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a re-attempt provision

**Title:** Online Quizzes (x2)

**Type:** Test or quiz

**Learning Outcomes Assessed:** 2, 3, 4, 5, 6

**Due Date:**

22 Mar 21 - 28 May 21 35 mins.

**Weight:** 10%

**Marked out of:** 50.0

**Task Description:**

The aim of the **Online Quizzes** is to allow students early identification of whether their comprehension of the course content at an appropriate level for their degree. The quizzes are scheduled prior to the major examinations so that students can adjust their study habits if needed. The online quizzes will provide immediate feedback on areas of the course content that require further attention. The online quizzes consist of multiple choice questions (MCQ) of varying degrees of difficulty that will assess student understanding of the content contained in specific modules (detailed below). Students will have ONE ATTEMPT ONLY at each quiz.

**Criteria & Marking:**

In accordance with the Griffith University First Year Assessment Policy, the **first online quiz will be held in Week 3** of Trimester 1. This quiz will be a multiple-choice quiz with questions based on the course content of Module 1. This Quiz will be worth **5% of the course assessment**.

The **second online quiz** will be held in **Week 11** of Trimester 1 and will assess the content of Modules 4 & 5. This Quiz will be worth **5% of the course assessment**.

Failure to attempt the quiz will result in ZERO marks being allocated to the quiz unless documentary evidence of medical or other extenuating circumstances is provided within three working days of the date of the quiz. Where satisfactory evidence is furnished, the student will then be allowed to sit the quiz at a later date arranged by the course convenor.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a re-attempt provision

**Title:** Workshop Preparation

**Type:** Log of Learning Activities

**Learning Outcomes Assessed:** 1, 2, 3, 5, 6

**Due Date:**

22 Mar 21 - 28 May 21

**Weight:** 5%

**Marked out of:** 4

**Task Description:**

The aim of the workshops is to build upon and expand your knowledge by applying the content and includes problem based learning (PBL) scenarios. Attending workshops demonstrates professionalism as well as time management and the ability to pre-plan. Workshops are critical for developing your communication and team work skills.

Students will be required to attempt the workshop questions and bring their answers to the workshop in order to obtain the pre-planning mark for the workshop.

At the end of every workshop will be a short non-graded quiz (approx. 5 questions) which will provide students with immediate feedback on how well they understand the concepts contained within the workshop activities.

**Criteria & Marking:**

At the beginning of each workshop, students will be required to show their working to their workshop facilitator. Students who meet the requirements of having attempted the workshop questions will be awarded 1.25% per workshop.

Failure to attend a workshop will result in non-attendance being recorded and zero marks recorded for the workshop unless documentary evidence is provided as per the Griffith University Assessment Policy.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a re-attempt provision

**Title:** Mid-Trimester Exam

**Type:** Exam - selected response

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

1 May 21 14:00 - 1 May 21 15:50 110 mins Week 7. Please note, this date is a Saturday!

**Weight:** 30%

**Marked out of:** 90

**Duration:** 110 minutes

**Format:** Closed Book

**Task Description:**

The Mid-Trimester Exam is a closed book, examination consisting of 90 multiple choice questions of varying difficulty. Students will have 110 mins to complete the exam which assesses student comprehension of the content contained in Modules 1, 2 and 3.

**Criteria & Marking:**

The mid-trimester exam will assess students' understanding of concepts presented in Learning Modules 1,2 and 3. The results of this assessment item will provide students with feedback about their understanding of the course material and their performance to date, which can then be used to modify their study habits and examination technique (if necessary) for the remainder of the course. Examination results will be available on the My Marks site on [Learning@griffith](mailto:Learning@griffith) for student viewing within two weeks of the assessment item.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- is a non-proctored examination

**Title:** Research-Based Learning Task

**Type:** Assignment - Research-based Assignment

**Learning Outcomes Assessed:** 3, 5, 6

**Due Date:**

4 Jun 21

**Weight:** 10%

**Marked out of:** 20

**Task Description:**

The Research-Based Learning Task will enable students to independently explore, critically evaluate and analyse selected aspects of human biology in more detail. The Research-Based Learning Task may also contain detailed instructions to encourage students to use innovative and original methods of problem-solving, or may ask students to explore the ethical and social issues behind specific aspects of biomedical research, human healthcare or modern medical technologies.

Specific and concise questions will be asked pertaining to the research task and students will be instructed to research the correct answers.

The take-home research task will be given out to students in Week 9.

Students will be assessed on their comprehension of their learning for this task via a quiz consisting of 20 multiple choice questions which will be completed in week 12.

**Criteria & Marking:**

The set of learning task questions will be incorporated as 20 multiple-choice questions. Each learning task question has, very clearly, only one correct answer. Therefore, if a student has completed the assigned tasks and read the designated material, then the correct answer will be evident in the multiple-choice answer options. The Research-Based Learning Task is worth 10% of the course assessment.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** End of Trimester Examination

**Type:** Exam - selected response

**Learning Outcomes Assessed:** 1, 5, 6, 7

**Due Date:**

Examination Period

**Weight:** 35%

**Marked out of:** 100

**Perusal:** 10 minutes

**Duration:** 120 minutes

**Format:** Open Book, Online

**Task Description:**

Multiple-choice examination (100 marks) covering Module 4, 5 and 6 of the course material.

**Criteria & Marking:**

**End-of-trimester Exam:** 30% (2 hours); This will be a multiple choice exam of 100 Questions. The course content of Modules 4, 5 and 6 will be assessed in this exam.

**NOTE:** Students must obtain at least 40% in the end of trimester exam in order to pass the course.

**This assessment item:**

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity
- contains a mandatory pass component

## 5.3 Late Submission

**For all non-Honours Dissertation courses:** An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Procedures for Students](#).

**For all Honours Dissertation courses:** Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

## 5.4 Other Assessment Information

**Supplementary Assessment** is available in this course in accordance with Section 8 of the University Assessment Policy. To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved.

### Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).
- This course contains mandatory pass components.

### Mandatory pass component

To be eligible to pass this course, students must:

1. achieve an overall pass mark for this course
2. achieve a minimum percentage mark of 40% [min 40 out of 100 for 'End of Trimester Examination']

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

#### University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

Please refer to the following specific policies:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

### 6.2 Other Policies and Guidelines

#### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

#### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

#### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)

- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)