



جامعة دبي  
UNIVERSITY of DUBAI

## General Education Department

### Course Syllabus Semester:

Course code & No.: GHUB 100

Course Title: Human Biology

Prerequisites: No Prerequisite

Faculty Member:

Contact Details: Email:

Phone:

Class Hours: Time:

Days:

Room:

Office Hours: Time:

Days:

Room:

#### Brief Course Description:

The purpose of this course is to provide students with the necessary knowledge of the human body and biology. The course will focus on the human body and its related systems. It will enable students to understand the concepts of human physiology and the operations of its systems. The coverage includes: the human body in general, the physical composition, the bodily systems, and the senses.

#### Course Objectives (CO):

- To develop a basic knowledge and understanding of the major integrating concepts of the biological science.
- To develop knowledge of the structure and function of the human body.
- To describe the basic anatomy of the human body systems and use the information to better understand the function of each system.

#### Course Learning Outcomes (CLO):

By the end of the course the students will be able to:

- Identify, evaluate and Integrate information about human biology.
- Describe the structure of the human cell and explain how they function.
- Identify and describe the major organ systems of the human body.
- Compare and Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue.

### Bloom's Taxonomy

(The following percentage has been allocated each level of Bloom's taxonomy while developing the course objectives)

Bloom's level	1.Knowledge (K)	2.Comprehension (C)	3. Application (App)
Weighting	65%	15%	20%
CLO #	1,2,3, and 4	1,2,3, and 4	1,2,3, and 4

### CLO Mapping

This table maps CLO's to: CO, and Program Outcomes (PO)

CLO	State below CO	State below PO
Identify, evaluate and Integrate information about human biology.	<ul style="list-style-type: none"><li>To develop a basic knowledge and understanding of the major integrating concepts of the biological science.</li></ul>	Discuss the fundamental natural, environmental, and biological issues.
Describe the structure of the human cell and explain how they function.	<ul style="list-style-type: none"><li>To develop knowledge of the structure and function of the human body.</li><li>To describe the basic anatomy of the human body systems and use the information to better understand the function of each system.</li></ul>	Discuss the fundamental natural, environmental, and biological issues.
Identify and describe the major organ systems of the human body.	<ul style="list-style-type: none"><li>To develop knowledge of the structure and function of the human body.</li><li>To describe the basic anatomy of the human body systems and use the information to better understand the function of each system.</li></ul>	Discuss the fundamental natural, environmental, and biological issues.
Compare and Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue.	<ul style="list-style-type: none"><li>To develop knowledge of the structure and function of the human body</li></ul>	Discuss the fundamental natural, environmental, and biological issues.

### Assessment Scheme

This Table maps CLO to the assessment scheme.

CLO	Class Work (40%)		Mid-term Exam	Final Exam
	Individual Assignment	Two quizzes		
	20%	20%	25%	35%
#1	3 marks	5 marks	8 marks	4 marks
#2	3 marks	5 marks	9 marks	6 marks
#3	4 marks	3 marks	8 marks	5 marks
#4	3 marks			5 marks
#5	4 marks	4 marks		10 marks
#6	3 marks			5 marks
Total	20	20	25	35

**Teaching Methods (Detail them)**

Formal lectures, discussion groups, presentations, required reading, debate, field trip.

**Use of Modern Instructional Technology (Specify them):**

Use of Internet, Library resources

Day/Week	Lecture	Ch	Chapter Objectives	Relation to CLO	Assignment /Reading	Assessment	Relation to PO
1	Introduction to Human Biology	1	<ul style="list-style-type: none"> <li>To increase the students' ability to study effectively for this course.</li> <li>To introduce the subject so that the course will be a delight to learn.</li> <li>To demonstrate that human beings are like other living things and are highly organized.</li> <li>To introduce the debate that human beings are different from other living things because they have a cultural heritage.</li> </ul>	Identify, evaluate & Integrate information about human biology	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
2	The Human Form	2	<ul style="list-style-type: none"> <li>To narrow the focus from our place in the biosphere to our physical composition.</li> <li>To begin exploring what we are made of, how the body systems are supported, kept healthy, and kept in balance.</li> </ul>	Identify, evaluate & Integrate information about human biology	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
3	The Human Form	2	<ul style="list-style-type: none"> <li>To narrow the focus from our place in the biosphere to our physical composition.</li> <li>To begin exploring what we are made of, how the body systems are supported, kept healthy, and kept in balance.</li> </ul>	Identify, evaluate & Integrate information about human biology	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
4	The Human Form	2	<ul style="list-style-type: none"> <li>To narrow the focus from our place in the biosphere to our physical composition.</li> <li>To begin exploring what we are made of, how the body systems are supported, kept healthy, and kept in balance.</li> </ul>	Identify, evaluate & Integrate information about human biology	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
5	Movement	3	<ul style="list-style-type: none"> <li>To learn that our heart does not operate without the help of a healthy body.</li> </ul>	Identify and describe the major organ systems of the human body	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
6	Movement	3	<ul style="list-style-type: none"> <li>To begin to understand the workings of the heart so that we can lead healthy lives.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare and Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue.</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
7	The Digestive system	4	<ul style="list-style-type: none"> <li>To enhance understanding of the digestive system.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare and Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue.</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.

8	The Digestive system	4	<ul style="list-style-type: none"> <li>To demonstrate that this system is more than the stomach and the intestines. This is a system which delicately balanced to meet our nutritional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare and Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
9	The Digestive system	4	<ul style="list-style-type: none"> <li>To show the complexity of the digestive system.</li> </ul>	Identify and describe the major organ systems of the human body	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
10	The Respiratory System	5	<ul style="list-style-type: none"> <li>To show that the respiratory tract is complex and fragile.</li> <li>To enhance our understanding of the importance of respiratory health to our whole bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the structure of the human cell and explain how they function.</li> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare &amp; Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
11	The Respiratory System	5	<ul style="list-style-type: none"> <li>To expand our knowledge of harmful additives to the body like tobacco smoke and air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the structure of the human cell and explain how they function.</li> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare &amp; Contrast the major tissue type of the human body including epithelial, muscular, connective, &amp; nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
12	Nervous System	6	<ul style="list-style-type: none"> <li>To learn how the nervous system fits into the scheme of bodily processes.</li> </ul>	Compare & Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
13	Nervous System	6	<ul style="list-style-type: none"> <li>To discover how we can keep this system in a state of homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the major organ systems of the human body.</li> <li>Compare &amp; Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>Class Work</li> <li>Mid-term Exam</li> <li>Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.

14	The Gland System	7	<ul style="list-style-type: none"> <li>• To discover the importance of the endocrine system to our bodily functions.</li> <li>• To learn how the hypothalamus, pituitary, thyroid, parathyroid, adrenal gland, and pancreas function</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the structure of the human cell and explain how they function.</li> <li>• Identify and describe the major organ systems of the human body.</li> <li>• Compare &amp; Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>• Class Work</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.
15	The Senses	8	<ul style="list-style-type: none"> <li>• To discover how the whole body works together to help us make sense of the outside world.</li> <li>• To show how the senses work together, rather than as separate unites of taste, smell, seeing, hearing, feeling, and balancing.</li> <li>• To relate all the senses back to all we have learnt throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the major organ systems of the human body.</li> <li>• Compare &amp; Contrast the major tissue type of the human body including epithelial, muscular, connective, and nervous tissue</li> </ul>	Sylvia S. MADER– Human Biology, Ninth Edition	<ul style="list-style-type: none"> <li>• Class Work</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>	Discuss the fundamental natural, environmental, and biological issues.

## Educational Resources

Educational Resource	Description	Comments
<b>Textbooks Required</b>	Sylvia S. MADER– Human Biology, Ninth Edition  The recommended textbook is the main resource for this course. In this course students need to participate in real practice based on class-work presentations and assignments. To acquire further help students can access internet web sites.	

## Attendance Policy

1. Students who are late for 10-20 minutes will be marked “Late attendance” in the SIS. Four such late attendances are counted as one full absence for 3-hour class session towards computing Warnings for absence.
2. Students who are late for more than 20 minutes will be allowed to sit for the class but will be marked as absent in the attendance record.
3. Absenteeism percentages are calculated according to the table below:

Duration of Lecture	No. of Absences		
	10%	20%	25% (Deprived)
1 hour 20 minutes	3 Absences	6 Absences	8 Absences

## Missing Exam Policy

1. Failing to attend Quiz: A student who misses a quiz will not be allowed for any make-up quiz.
2. Failing to attend Midterm and Final Exam.
3. Excuses should be reported to the Admission & Registration Department within seven days of the last day of excuse.
4. All medical excuses should be stamped by the Ministry of Health.
5. All midterm make-up exams will be held only once during the 13<sup>th</sup> week of the Fall & Spring Semesters and on the 13<sup>th</sup> day of the winter, Summer & II Semesters.
6. All final make-up examinations (for I grade in the previous semester) will be held 2 Or 3 days before the start of the next semester.
7. 80% of the exam marks (either mid-term or final) will be granted for such make-up exams.
8. If the student does not attend the midterm or final make-up exam on the specified date, he/she will be deprived from any further make-up exams even if he/she provides again an acceptable excuse.

## Class Conduct Policy

1. UD is an accredited university of international standard. You must behave as a University student and not a high school student.
2. Students should understand course learning objectives stated in the course syllabus on day 1 of the course as to what it means, why it is important, how they are assessed etc., so that they know the value of the course they are taking.
3. Instructors encourage students' questions. Please do not feel shy asking questions.
4. Students cannot leave the class during lecture time.
5. **Class disturbance:**
  - i. Mobile phones must be switched off during class. Students using their mobile phones will be considered **misbehavior** for that class.
  - ii. Students found whispering or talking during lectures will be asked to leave the class and will be considered as **misbehavior** for that class.
  - iii. Markings under **misbehavior** (from item i to ii) will be tracked by the SIS and deducts 1% mark for each occurrence. if the number of incidences reaches 3, such students are treated as “F” in the course and will be referred to the Student Affairs for investigation.
6. Students with no book in the class from 2<sup>nd</sup> week are marked in the SIS and loose 1% from the total course grade for each occasion.

7. Students are expected to use a variety of references in their assignments (books, on-line sources, journals...).
8. Students are required to do some further readings prior to coming to class.
9. No handouts of any kind are given. Students must learn from textbook and journal articles.
10. Late submission of assignments will be penalized by 10% a day. No assignments are accepted by the instructor during the final examination period.
11. In case of absence, you are responsible for course covered in the missed class.
12. Keep copies of your assignments for your own record.
13. UD cheating policy and absenteeism policies will be strictly enforced.
14. Students should take more challenging responsibilities in learning.
15. Students should demand feedback on their assignments, quizzes, class work, and exams from their instructors. They should know their performance status well before final examination.
16. When you are not satisfied with the course grade, you can request the registration department for review of your final exam script only. **Earlier course work is not reviewed.**
17. Medical condition is not considered a reason for being absent from the class.
18. **No phones will be allowed during the mid-term and final exams.** Be sure you carry a calculator and/or a watch if you have a need for either one of them.

**Academic dishonesty is not limited to simply cheating on an exam or assignment. It also includes the following:**

- ⇒ Facilitating acts of academic dishonesty to others,
- ⇒ Submitting someone-else work or work previously used in other courses, without informing the instructor,
- ⇒ Receiving outside assistance without instructor's permission.
- ⇒ Including ideas from external sources (such as on the web or in the library) without proper referencing.
- ⇒ Providing assistance to students during exam.