



**EFFECTIVE TERM:** Fall 2023

#### Course Identification

**COURSE ID:** BS BIO50  
[Student Learning Outcomes](#)

**COURSE TITLE (FULL):** Biology Basic Skills

**COURSE TITLE (SHORT):** Biology Basic Skills

**COURSE DIVISION:** Continuing Education Division

**COURSE DEPARTMENT:** Adult Basic Education

**COURSE SUBJECT:** Basic Skills

**DISCIPLINE:**

**TAXONOMY OF PROGRAMS (TOP) CODE:** 493062 Secondary Education (Grades 9-12) and G.E.D.

**CROSS LISTED COURSE:**

#### Course Attributes

**CREDIT STATUS:** N – Noncredit

**TRANSFER STATUS:** C Not Transferable

**COURSE BASIC SKILLS STATUS:** Basic Skills Course

**STUDENT ACCOUNTABILITY MODEL (SAM) CODE:** E - Non-Occupational

**COURSE CLASSIFICATION STATUS:** L Non-Enhanced Funding

**FUNDING AGENCY CATEGORY:** Not Applicable

**COURSE PROGRAM STATUS:** 2 - Not Program Applicable (Stand Alone)

**REPEATABILITY:** Noncredit Repeatable

**GRADING METHOD:** Pass or No Pass

**CREDIT BY EXAM:** Not Allowed

**WORK EXPERIENCE:** Not part of co-op work experience education program



**Course Workload Values**

<b>Faculty Contact Hours</b>	<b>Lecture</b>	<b>Laboratory</b>	<b>Activity</b>	<b>Total</b>
Minimum Contact Hours	9			9
Maximum Contact Hours				
Minimum Out of Class Hours				
Maximum Out of Class Hours				
Total Minimum Student Learning Hours				
Total Maximum Student Learning Hours				

<b>Unit Value</b>	<b>Lecture</b>	<b>Laboratory</b>	<b>Activity</b>	<b>Total</b>
Minimum Units				
Maximum Units				

<b>To Be Arranged (TBA) Hours</b>	<b>Lecture</b>	<b>Laboratory</b>	<b>Activity</b>	<b>Total</b>
Minimum To Be Arranged (TBA) Hours				
Maximum To Be Arranged (TBA) Hours				
Scheduled Hours				

**METHODS OF INSTRUCTION**

- ☒ Lecture
- ☐ Laboratory
- ☐ Lecture and Laboratory
- ☐ Open Entry/Exit
- ☐ Independent Studies
- ☐ Work Experience
- ☐ Other To Be Arranged (TBA)

**Class Size:** 0

**Requisites**

None



## **Course Outline with Information**

### **CATALOG DESCRIPTION**

Basic skills needed for students to succeed in biological science classes. Topics include a contrast of the academic demands of science to non-science disciplines, preparation for biological laboratory experiences as well as lectures, development of personal study plan to manage the large volume of information, interpretation of biological graphs and diagrams, introduction to common Latin and Greek words to build vocabulary, use of memorization techniques, application of test-taking strategies for biological exams, especially lab practica, and analysis of test results. These techniques and strategies will be discussed using biological concepts and vocabularies as examples. Recommended to be taken concurrently with any biological science class.

### **SCHEDULE DESCRIPTION**

Basic skills needed for students to succeed in biology. Recommended to be taken concurrently with any biological science class.

### **MEASURABLE OBJECTIVES**

1. Distinguish the differences in demands of science vs. non-science courses.
2. Practice effective preparation for biological laboratory as well as lecture sessions.
3. Develop personal study plans for biology courses.
4. Interpret information from a graph.
5. Apply at least three memorization techniques to help retention of biological vocabularies.
6. Utilize appropriate test-taking strategies to pass biological science exams and laboratory practica.

### **LECTURE TOPICAL OUTLINE**

- Contrasting science to non-science disciplines
- Preparing for biological science lecture
- Preparing for biological science laboratory
- Interpreting biological graphs and diagrams
- Designing personal study plan appropriate for biological science
- Introducing common Latin and Greek words for biological science
- Using memorization methods
- Preparing for biological science lecture and lab exams
- Analyzing exam results
- Final exam

### **LABORATORY TOPICAL OUTLINE**

### **METHODS OF EVALUATION**



**Category 1. Substantial written assignments for this course include:**

- Weekly one-page metacognitive journal entries focused on self-reflection of how the student is to apply the current basic skills learned to succeed in biological science class

**Category 2. Computational or non-computational problems solving demonstrations**

- Creating realistic study/review schedules
- Designing mnemonics to help memorize scientific facts and definitions
- Analyzing the information conveyed in a graph
- Analyzing exams to determine effective study techniques
- Weekly sharing in class how the student applied the basic skills to learning biology

**Category 3. Skills Demonstrations**

**Category 4. Objective Examinations**

- Multiple choice
- Completion
- Matching items
- Short answer
- True or False

**SAMPLE ASSIGNMENTS**

1. Design a weekly study plan that will permit adequate time to study and review biology in addition to work and other commitments.
2. List the steps for an upcoming laboratory procedure.
3. Create three different memorization strategies to help retention of current materials in biological science class.
4. Write one paragraph to explain the important information displayed in a given graph showing biological data.
5. Perform an analysis of the result on one biological science exam to determine which study techniques were most effective in learning the test contents. Compare the time spent and technique(s) used in learning the concepts relating to questions answered correctly to those questions answered incorrectly.