

North Hennepin Community College

BIOL 1360: Biology of Women with a Lab

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 03 - Natural Science

This course is designed to allow students to explore the biological aspects of being female throughout her life cycle from sex cell formation through menopause and aging. Students will also gain an historical perspective of women over the ages including women in science, will be introduced to the nature of science and the scientific method, study the biology of gender differences, gain a multicultural perspective of women's health issues as well as a comprehensive study of female and male reproductive biology. Topics that will be covered include sex cell formation, genetic inheritance, gene expression, sex determination, pregnancy and birth as well as other health issues such pre-menstrual syndrome, birth control, sexually transmitted diseases, and cancer. The course is open to both male and female students. (3 hours lecture/2 hours lab)

NOTE: This course has a lab component that incorporates active learning in a lab setting to support classroom material.

B. COURSE EFFECTIVE DATES: 05/21/2007 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Course content may include: A historical perspective of the biological nature of women, women in science, introduction to science and the scientific method as well as a comprehensive study of female and male reproductive biology including sex cell formation, genetic inheritance, gene expression, gender differences, and stages of female life cycle including puberty, adulthood, menopause and aging. Selected topics such as the biological basis of cancer, pre-menstrual syndrome, birth control, sexually transmitted diseases are also integrated into the course.

D. LEARNING OUTCOMES (General)

1. Within the context of womens biological issues, gender roles and societal class structures: Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. (MnTC G2, comp.a; NHCC ELOs 1, 2, 3)
2. Within the context of womens biological issues: analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them. (MnTC G2, comp.c; NHCC ELOs 1, 2, 3)
3. Within the context of womens biological issues, demonstrate and communicate understanding of scientific theories as presented through case studies, scenarios, or examples. (MnTC G 3, comps. a, c; ELOs 1. 2. 3)
4. Within the context of womens biological issues; evaluate societal issues from a natural science perspective, a multicultural perspective and multi-gender perspective, ask questions about the evidence presented, make informed judgments about science-related topics and policies. (MnTC G 3, comp. d; ELOs 1. 2. 3. 4)
5. Within the context of womens biological issues, communicate their experimental findings, analyses, and interpretations both orally and in writing. (MnTC G 3, comp. b; ELOs 1, 2, 3, 4)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 03 - Natural Science

1. Demonstrate understanding of scientific theories.
2. Communicate their experimental findings, analyses, and interpretations both orally and in writing.
3. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.