THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Science (Honours) in Integrated Environmental Management and Bachelor of Education (Honours) (Science)
Programme QF Level : 5
Course Title : Foundation Science: Life & Living
Course Code : SCI2111
Department/Unit : Science and Environmental Studies
Credit Points : 3
Contact Hours : 39 hours
Pre-requisite(s) : NIL
Medium of Instruction : EMI
Course Level : 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course provides an introduction to selected biological concepts and principles at the post-secondary level. Moreover, the physical, psychological and social aspects of healthy practices are highlighted. These topics of study are closely related to the Primary Science as well as the junior Secondary Science Curricula. The participants are expected to build up solid knowledge, competency and confidence for developing a positive attitude of young learners towards life and living.

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Describe and explain the fundamental principles and concepts in the study of life forms and human health;

$CILO_2$ Identify and explain student's misconceptions of biological concepts;

$CILO_3$ Apply skills of scientific investigations in biological science;

$CILO_4$ Evaluate the preventive measures of common health problems and suggest ways of healthy living style.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	**CILOs**	**Suggested Teaching & Learning Activities**
Study of life form - Photosynthesis: light-dependent reaction and carbon fixation; - Cellular respiration and gas exchange: glycolysis, citric acid cycle, and respiratory system; - Food and nutrition: enzymatic digestion and digestive system; - Heart and circulation: cardiac cycle, cardiac output, blood and blood pressure, circulatory changes during exercises; - Reproduction: endocrine regulation of reproduction and its applications; - Homeostasis: thermoregulation and blood glucose level	*$CILO_{1,2,3}$*	Lectures, laboratory activity, audio-visual aids, group discussion and presentation
Study of human health - Concepts of health - Physical health: care and common disorders of body systems - Nutrition and health - Sex and health - Drug and health	*$CILO_{1,2,4}$*	Lecture, audio-visual aids, group discussion and presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Coursework such as class exercises and presentation	50	*CILO*$_{1, 2, 3, 4}$
(b) 1-hour written examination on the knowledge and skills related to the biological concepts and principles	50	*CILO*$_{1, 2, 4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Fox, S. (2021). Human physiology (16th ed.). Dubuque, Iowa: McGraw-Hill.

Herlihy, B. L. (2021) The Human Body in Health and Illness (7th ed.). St. Louis: Saunders Elsevier.

Reece, J. B., Taylor, M. R., Simon, E. J., Dickey, J. L. (2020). Campbell Biology: Concepts & Connections, Global Edition (8th ed.). Harlow: Pearson Education Limited.

Tellijohann, S.K., Symons, C.W., & Miller, D.F. (2023) Health Education: Elementary and Middle School Applications (10th ed). New York: McGraw Hill.

Tortora, G.J., & Derrickson, B. (2016). Principles of Anatomy and Physiology. Hobokeb, N.J.: Wiley.

8. Related Web Resources

World Health Organization: http://www.who.int/health-topics/
BBC Health: http://www.bbc.com/news/health
Department of Health: http://www.dh.gov.hk/
Food and Nutrition Information Centre, U.S.: https://www.nal.usda.gov/fnic
Centre for Disease Control and Prevention: https://www.cdc.gov/

9. Related Journals

Nil

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

11. Others

Nil

Last update: July 2025