**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 10 September 2015

**REVIEWER:** Rebecca Shapiro

**COURSE TITLE & NUMBER:** *Biology II (BIO1201)*

**PROPOSED BY:** *Tatiana Voza & Geoff Zysltra*

**CREDIT HOURS:** *4 credits*

**PREREQUISITES:** *Biology I*

**COURSE IS:** X Existing New In development

**PROPOSED COURSE DESIGNATION**: X College Option X elective Capstone other:

**DEPARTMENT HOUSED IN:** *Biology*

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  co-taught

**CREDIT DISTRIBUTION** (if co-taught): *Prof. Zylstra offers to graciously co-teach this section in addition to his regular workload)*

**CATALOG DESCRIPTION:** *BIO1201 is the second half of First YearGeneral Biology for non—science majors at New York City College of Technology. This course comes with a lecture and a lab component. The course introduces the student to a variety of biologica ltopics fundamental to all living organisms, with a focus on human organ systems. In particular, the course is a survey of organisms belonging to the Domains Archaea and Bacteria and, more extensively,thegroupsspanningthefourkingdomsoftheDomainEukarya.Aspecialfocuswillbededicatedtohigheranimalorganization,rangingfromanimaltissuestoorgansandorgansystems,andhowthesesystemscompareandcontrast among other vertebrates and invertebrates. Throughout the curriculum, interdisciplinary topics, centered around 4 major themes, “History & Scientific Discoveries” ,“Biology & Industry” ,“Disease Impact Public Health Policies”, “Science & Race, Gender & Social Status” will be discussed, providing social, historical and economical contexts and connections to biology.*

**(I have already spent about ½ hour reformatting from the proposal—this will just have to stay as is.)**

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

The course asks students to consider how fields cannot be confined and actually impact each other and intersect in important ways that might be overlooked when taking a course from one or the other department. Each of the faculty involved will bring in expertise that they synthesize to create a course that shows students the ways that different fields of study and how “science” is multifarious and social. Assignments and course content ask students to how biology connects to other aspects of society such as government and religion, areas that could be considered separate domains—but work/assignments in the class have students bringing together different fields and synthesizing information to provide practical or applied results. In groups and alone, students learn and practice how biology and various elements of everyday life impact each other and none are really inseparable. This is especially important when students understand how biology and society have changed over time in relation to and as a result of contact with each other.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

This course seems to meet the structure required well, as it is taught in two very different departments and brings together possibly discrete areas but when considered together the course content takes a very real look at how each discipline is related to each other and how it affects “real life,” over time, and in various circumstances.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** Yes, it meets them by introducing students to basic information but asks them also to build upon that information and be able to move on to a higher level of learning and critical thinking.

**STRENGTHS:** It is thoughtfully presented and carefully designed to introduce students to the study of biology as it can be a social science; or rather, that biology does not exist alone and helps and is helped by other fields. The course design, description, syllabus, and assignments all seem to move toward having students make such important connections.

**WEAKNESSES:** None that are apparent.