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**Course Outline for Biology 31**  
**INTRODUCTION TO COLLEGE BIOLOGY**

**I. CATALOG DESCRIPTION:**

BIOL 31 — INTRODUCTION TO COLLEGE BIOLOGY — 4 units

Basic principles of biology. Includes origin of life, cell structure and function, cell division, reproduction, genetics, taxonomy, evolution, and cell metabolism. Laboratory emphasis on developing various laboratory skills, using the metric system, collecting data, graphing, interpreting data, utilizing statistics, operating a computer, and preparing for and taking laboratory practicals. Designed to prepare the necessary concepts and laboratory skills and experience that are needed to succeed in more advanced courses in biology. Strongly recommended: Mathematics 65 or Mathematics 65B or Mathematics 65Y and eligibility for English 1A or 52A. 3 hours lecture, 3 hours laboratory.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

Before entering this course, the student should be able to:

From Mathematics 65:

- A. solve linear equations in one variable;
- B. solve and graph linear inequalities in one variable;
- C. develop and graph linear equations in two variables using various methods;
- D. add, subtract, multiply, and divide, and simplify rational expressions;
- E. apply the laws of integer exponents;
- F. use algebraic methods to solve word problems;
- G. solve systems of equations by the addition method and substitution;
- H. solve literal linear equations for any given variable;
- I. add, subtract, multiply, divide, and simplify expressions involving square roots;

From English 104:

- A. assess the reading task in advance according to the purpose for reading and the difficulty of the materials to be read;
- B. establish outcomes for the reading material prior to reading it by forming appropriate questions;
- C. pause at intervals to recite, reflect and develop additional questions or outcomes for the reading;
- D. respond critically to reading by means of class discussions and through writing;
- E. develop a focused, active style of reading;
- F. apply structural elements in writing that are appropriate to the audiences and purpose;
- G. develop a flexible reading style which adjusts reading rate according to the purpose for and the difficulty of the material;
- H. effectively use textual annotation;
- I. write short comparison/contrast essays based on reading;
- J. continue to use a descriptive grammar to check sentences for correct usage and for correct punctuation
- K. proofread her/his own prose.