

# Course Outline [Draft]

BABS1112/GENS1112



This interactive, fully online course will introduce students to fundamental genetic concepts using real life applications and implications of genetics while providing an opportunity to get hands-on experience in analysing and interpreting genetic data. Students will be encouraged to critically evaluate the ethical, legal and social implications of genetic advances throughout the course. On

and participate in informed debate and decision making with regard to incorporating genetic interventions in everyday life.

## **2.2 Course aims**

This course aims to provide students with a sound background in essential genetic concepts and make them aware of the impact that genetic findings and applications have on everyday life. It discusses the ways in which genetics and genomics have affected many societal practices including medical diagnosis, food production, forensics and sports. The course will provide insights into what the future might hold and encourage reflection on the ethical, legal and social implications of genetic applications. We aim to equip students with the genetic literacy required for informed decision making and evidence-based discussion about real-life applications of genetics. We anticipate the course will instil intrinsic interest in the subject and inspire life-long learning, enabling students to stay up to date with this rapidly changing field.

## **2.3 Course learning outcomes (CLO)**

At the successful completion of this course you (the student) should be able to:

1. Identify and describe examples of genetic applications and interventions in everyday life
2. Describe basic scientific theories, concepts and techniques underlying genetic applications and interventions

## 2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Identify and describe examples of genetic applications and interventions in everyday life	Mini-lectures Online lessons Assessments 1 and 3



## 5. Assessment

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### 5.1 Assessment tasks

You must complete and pass **ALL** the assessable components listed

## **5.2 Assessment criteria and standards**

The theory component of the course (covered in mini-

## 5.4. Feedback on assessment

Students will receive feedback on their performance in weekly quizzes as soon as the attempt is completed. Constructive feedback on other three assessment tasks will be provided in a timely manner (within 2 weeks after submissions as instructed in the UNSW assessment Policy). The delivery method of feedback may vary depending on the assessment and submission type. Full details will be provided on the course Moodle site.

## 6. Academic integrity, referencing and plagiarism

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**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>1</sup>

Under these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- ◁ The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- ◁ The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

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There are no prescribed textbooks for this course. All resources are online and will be provided via the online learning activities or as web links on Moodle.

## 8. Administrative matters

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Fishman (ed), Clemson University, 2013.



## 9. Additional support for students

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