



GED 112 Scholarly Inquiry
2nd Semester, A.Y 2021-2022

Final Paper

1. Use the topic you proposed in FA 7 and 8 and develop it in an essay.
2. Make use of your references in FA 7 and 8. Add more references to expound on the topic.
3. Follow the format:

Topic: _____

Thesis statement: _____

Paragraph 1: Establish the context, background of the topic, and the issue/problem you will address. Write the thesis statement at the end of the paragraph (reserve one sentence for TS). (10-15 sentences)

Paragraph 2: Mention argument 1. Discuss it. Provide counterarguments and refute it. Provide references to justify and discuss argument 1. (10-20 sentences)

Paragraph 3: Mention argument 2. Discuss it. Provide counterarguments and refute it. Provide references to justify and discuss argument 2. (10-20 sentences)

Paragraph 4: Mention argument 3. Discuss it. Provide counterarguments and refute it. Provide references to justify and discuss argument 3. (10-20 sentences)

Paragraph 5: Summarize important points mentioned in para. 2-4. Suggest/propose possible solutions. End the paragraph by restating the TS. (10-15 sentences)

Reference list

Rubric for grading

Criteria	Ratings				
INTRODUCTION Background/Histor y Define the Problem Thesis Statement	4 pts Exemplary Well developed introductory paragraph contains detailed	3 pts Accomplishe d Introductory paragraph contains some background information	2 pts Developing Introduction states the thesis but does not adequately explain the	1 pts Beginning Thesis and/or problem is vague or unclear. Background details are a	

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**United States. Columbia Accident
Investigation Board**



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Cambridge Checkpoints VCE Biology Units 1 and 2 Third Edition Harry Leather,Jan Leather,2016-02-29

Inquiry: The Key to Exemplary Science Robert Yager,2009-06-17 **40 Inquiry Exercises for the College Biology**

Lab A. Daniel Johnson,2009 Drawing from the author s own work as a lab developer coordinator and instructor this one of a kind text for college biology teachers uses the inquiry method in presenting 40 different lab exercises that make complicated biology subjects accessible to major and nonmajors alike The volume offers a review of various aspects of inquiry including teaching techniques and covers 16 biology topics including DNA isolation and analysis properties of enzymes and metabolism and oxygen consumption Student and teacher pages are provided for each of the 16 topics **Columbia Accident**

Investigation Board Report United States. Columbia Accident Investigation Board,2003 Vols 2 6 of the CAIB s Final Report contain appendices that provide the supporting documentation for the main text of the Final Report contained in Vol 1 which was released on Aug 26 2003 These appendix materials were working documents They contain a number of conclusions and proposed recommendations several of which were adopted by the CAIB in Vol 1 The other conclusions and proposed recommendations drawn in Vols 2 6 do not necessarily reflect the views of the CAIB but are included for the record When there is conflict Vol 1 takes precedence It alone is the CAIB s official statement Columbia Accident Investigation Board, Report Volume 2, October 2003, * (NOTE: DISTRIBUTION LIMITED TO REGIONAL LIBRARIES ONLY). ,2004 The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army American Council on Education,1980

Columbia Accident Investigation Board: (issued with CD-ROM) United States. Columbia Accident Investigation Board,2003 **United States Air Force Academy** United States Air Force Academy, **Research in Education** ,1970

Bibliography of Medical Reviews ,1976 **School of the Liberal Arts** University of Pittsburgh,1943 *College Science Teachers Guide to Assessment* Thomas R. Lord,Donald P. French,Linda W. Crow,2009 This guide is divided into four sections comprising 28 peer reviewed chapters It covers general assessment topics and traditional and alternative assessment techniques A series of how to assessment practices utilized in the field and practical tips to enhance assessment in the college science classroom are included Deep-sea Sponge Ecosystems: Knowledge-based Approach Towards Sustainable Management and Conservation Joana R. Xavier,Shirley A. Pomponi,Ellen Kenchington,2023-02-28

Nanotechnology and Nanoscience to manage SARS-CoV-2 Variants of Concern Ajeet Kaushik,Linqi Zhang,Nicola Maria Pugno,Zhimin Tao,Valtencir Zucolotto,Jie-Sheng Chen,Zhi-Ping Liu,Akio Adachi,Rocktotpal Konwarth,Aditya Kumar,Guillermo Raul Castro,Masaru Katoh,2023-10-11 The impact of COVID 19 the infectious disease caused by severe acute respiratory syndrome coronavirus 2 SARS CoV 2 is ongoing In the wake of the Delta and Omicron variants at the time of writing April 2022 the most impactful and fastest spreading Variants of Concern VOCs it is increasingly apparent that the scientific community must continue striving to mitigate the many clinical and public health management challenges arising

from the pandemic **Resources in Education** ,1998-10 Trends in Teaching Experimentation in the Life Sciences
 Nancy J. Pelaez,Stephanie M. Gardner,Trevor R. Anderson,2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com) Biology Louis Richard Meeth,1981 **Molecular Mechanisms of Cilia Related Diseases** Joao Goncalves, Sara Carvalhal,Anne-Marie Tassin , Bruno Carmona,2024-05-29 Eukaryotic cilia are evolutionarily conserved microtubule based structures that protrude from the cell surface In vertebrates multiple motile and primary immotile cilia fulfill sensory and motility functions that are critical for embryonic development and the homeostasis of adult tissues Cilia malfunction has been shown to cause a growing number of diseases presenting phenotypes such as brain and skeletal developmental problems intellectual disability blindness infertility obesity and kidney cysts Despite their clinical relevance we are still far from fully understanding the basic biology of these multiple cilia types For example we do not know the molecular compositions of all types of cilia nor how cilia structural and functional diversity is generated Also we are still identifying the genetic causes of ciliopathies and the impact of mutations on ciliary protein function cilia biogenesis maintenance ciliary functions and disease development Understanding all these aspects concerning vertebrate cilia will greatly contribute to the design of innovative therapeutic approaches for cilia related disorders Understanding the basic biology of vertebrate cilia is critical for the understanding of cilia related disorders However there are still many open questions about these organelles For example we do not know the proteomes and protein protein interaction networks specific of each cilium type Also the function of ciliary proteins is often studied mostly in vitro and in the context of primary cilia This limits our possibility to answer questions like why does a certain disease mutation affect only certain types of cilia in specific tissues Therefore this Research Topic aims to address these issues and focus on the latest findings on the basic biology of vertebrate cilia such as their molecular composition and biogenesis pathways and also on advances on our understanding of the molecular mechanisms of ciliopathies The goal of this

Research Topic is to cover novel research focused on furthering our understanding on the molecular mechanisms underlying the development of cilia associated diseases Areas to be covered in this Research Topic may include but are not limited to Identification of novel cilia related diseases Genetic causes of ciliopathies Molecular mechanisms of disease and development of therapeutic approaches Molecular composition of vertebrate cilia Molecular mechanisms of vertebrate cilia biogenesis and multiple functions Original research articles as well as review articles are welcomed Discipline-Based Education

Research National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science

Education, Committee on the Status, Contributions, and Future Directions of Discipline-Based Education

Research, 2012-09-27 The National Science Foundation funded a synthesis study on the status contributions and future direction of discipline based education research DBER in physics biological sciences geosciences and chemistry DBER combines knowledge of teaching and learning with deep knowledge of discipline specific science content It describes the discipline specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding Discipline Based Education Research is based on a 30 month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science technology engineering and mathematics STEM education This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning The book provides empirical research on undergraduate teaching and learning in the sciences explores the extent to which this research currently influences undergraduate instruction and identifies the intellectual and material resources required to further develop DBER Discipline Based Education Research provides guidance for future DBER research In addition the findings and recommendations of this report may invite if not assist post secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines as well as guide instruction and assessment across natural science courses to improve student learning The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction Discipline Based Education Research will be of interest to educators policy makers researchers scholars decision makers in universities government agencies curriculum developers research sponsors and education advocacy groups **Crosstalk:**

Skin Cells and Immune Cells in Inflammatory Skin Diseases Jeong Eun Kim, Hyun Je Kim, Kazuhiko

Yamamura, 2024-09-11 The skin is the human body's largest organ consisting of two layers epidermis and dermis and appendages hair and sweat glands The skin not only wraps the body but also protects it from external stimuli and infection perceives sensations such as pain and itch and coordinates with various circulating immune cells for immune response regulation Recent studies have shown that inflammatory skin diseases including psoriasis and atopic dermatitis harbor systemic inflammation immune abnormalities such as strong Th activation and expansion of specific immune cell subsets Novel biologics and small molecule inhibitors targeting specific biomarkers and immune signals are much more effective and

safer than conventional systemic therapies for these skin diseases

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