



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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CH Cherryholmes



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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: (issued with CD-ROM)* United States. Columbia Accident Investigation Board,2003

Columbia Accident Investigation Board, Report Volume 2, October 2003, * (NOTE: DISTRIBUTION LIMITED TO REGIONAL LIBRARIES ONLY). ,2004 **The 1984 Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education,1984 *The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army* American Council on Education,1980 *Catalog* Hendrix College,1920 *Celebrating the Year of Ramon y Cajal: Cellular Biology of the Retina* Maria Valeria Canto-Soler,Nicolás Cuenca,S. Patricia Becerra,2026-01-28 The year 2022 has been declared by Pedro Sanchez President of Spain as the Year of Ramon y Cajal on the 170th anniversary of his birth Frontiers in Cellular Neuroscience is celebrating it by hosting a series of Research Topics to present the progress made in the different areas where his discoveries established the ground foundation of modern neuroscience The Spanish scientist Dr Santiago Ram n y Cajal was an indefatigable and accomplished anatomist and a pioneer in the neuroscience field whose ideas founded many concepts of modern neuroscience He was the first to advocate the idea of the contiguity of individual cells as the basic unit of the nervous system Additionally Ram n y Cajal s anatomical drawings on the structure of the nervous system still populate textbooks Ramon y Cajal was especially fascinated by the complexity of the retina In his publication *The Retina of the Vertebrates* published in 1893 he described the retina as a true nervous center a peripheral extension of the CNS central nervous system and how its structure helped him to understand the organization and basic principles of the CNS providing the foundation of the neuron doctrine and the dynamic polarization theory Dr Santiago Ramon y Cajal and the Italian scientist Dr Camilo Golgi were awarded the Nobel Prize 1906 in Physiology and Medicine to recognize their work on the structure of the nervous system This Research Topic within the *Celebrating the Year of Ramon y Cajal* series will pay tribute to his work by collecting recent advances in the study of retinal cellular biology and the latest methods applied to better study this complex system To this end this Research Topic seeks Original Research Review Mini Review Hypothesis and Theory Perspective Clinical Trial Case Report and Opinion articles that cover but are not limited to the following topics 1 Retinal cell biology 2 Retinal molecular biology 3 Retinal genetics 4 Retinal therapeutic strategies 5 Animal models of retinal diseases 6 Stem cell based models applied to retinal biology and disease 7 RPE biology and disease

8 Retinal vasculature biology and disease 9 Muller cells and retinal microglia 10 Retinal degenerative diseases *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) [The 2002 Guide to the Evaluation of Educational Experiences in the Armed Services](#) American Council on Education, American Council on Education Staff, 2005 Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense [The ... Register of the University of Montana, Missoula, Montana ...](#) University of Montana--Missoula, 1915 *Year-book* University of Southern California, 1915 *Circular of Information* University of Southern California, 1917 *Science*, 1928 **Catalogue ...** Dartmouth College, 1920 **Bulletin** University of Minnesota, 1911 [Guide to the Evaluation of Educational Experiences in the Armed Services](#), 1994 **Catalogue** State University of Iowa, 1902 **The Annual Catalogue of Purdue University, Lafayette, Indiana ... with Announcements for ...** Purdue University, 1921 **University of Nebraska-Lincoln, Bulletin: AGRICULTURE, COLLEGE OF.** University of Nebraska--Lincoln. College of Agriculture, 1925 Note series volume number designation applies to entire series not to this title [Announcements for the Year ...](#) Purdue University, 1912

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