

Course Syllabus

What you will learn in this course



Marine Science 1a: Introduction

From tiny puddles to vast oceans, water allows for processes that impact all things around us from wildlife and the air we breathe to our health and more! In this course, you will examine the essential nature of water and how its special properties support all life on Earth. Through the lens of the Scientific Method, you will engage with scientific inquiry to study aquatic ecosystems and how water, land, and weather all work together to create unique living environments. You will also learn about scientists who were critical to aquatic science and how to form valid and reliable conclusions from your study of water like they did. Let's dive in and see what makes water vital to life.

Unit 1: What Is Science?

Science is complex and dynamic while also being strict, methodical, and creative! We can describe and think of science in so many ways, but in order to go deeper into marine science, we'll need to nail down a working definition of science in general. How do we define this broad, all-encompassing term? We will arrive at a definition for science and work through what it means to be a scientist, how to test your ideas and observations scientifically, and how to present them to the world!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Describe what constitutes science and how to test the reliability of a scientific claim
2. Discuss the steps of the scientific method
3. Envision a plan to test a hypothesis
4. Consider how a scientist's culture and background impact their findings
5. Explain how scientists from different times and places come to similar conclusions
6. Understand the parts of a scientific article

Unit 1 Assignments	
Assignment	Type
Lesson 01: The Basics of Science	Lesson
Lesson 02: A Walk Through the Scientific Method: Part 1	Lesson
Lesson 03: A Walk Through the Scientific Method: Part 2	Lesson
Lesson 04: Scientists Are People, Too	Lesson
Lesson 05: Reproducing Results	Lesson
Lesson 06: How to Read a Scientific Article	Lesson
Critical Thinking Questions	Submission
Activity 1: What Do I Want to Learn?	Submission
Activity 2: How Do You Read a Scientific Article?	Submission
Activity 3: What Does the Scientific Method Look Like?	Submission
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Multiple Choice

Unit 2: The Science of Water

Have you ever heard of the chemical compound dihydrogen monoxide? Every so often, a news outlet or a prank group will post an article or a survey listing the hazards of this chemical, like its ability to corrode and damage metals and the fact that it's a major component of acid rain. While this is all true, it's kind of a manipulation of the truth. Dihydrogen monoxide is simply the chemical name for water! Humidity does corrode metals, and water is obviously a major component of any kind of rain. Luckily for you, you're about to develop such a solid understanding of the science of water that you'll never fall for any kind of dihydrogen monoxide prank!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Explain why the atomic structure of water gives it such unique properties
2. Identify the processes that allow water to move through various states
3. Define the principles of fluid dynamics, including hydrostatic pressure and buoyancy
4. Describe how density is affected by salinity, temperature, and pressure
5. Understand the basic functions of three biogeochemical cycles

Unit 2 Assignments	
Assignment	Type
Lesson 01: The Water Molecule	Lesson
Lesson 02: The States of Water	Lesson
Lesson 03: The Principles of Fluid Dynamics	Lesson
Lesson 04: Density	Lesson
Lesson 05: Biogeochemical Cycles	Lesson
Critical Thinking Questions	Submission
Activity 1: How Does the Nitrogen Cycle Work in the Ocean?	Submission
Activity 2: Will an Egg Sink or Float?	Submission
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Multiple Choice

Unit 3: An Earth of Land and Water

Earth is ever changing and ever moving. Whether it be the consistent shifting of continents, the violent shaking caused by an earthquake, or the fluctuating shapes of erratic coastlines, Earth never seems to rest. Understanding the mechanisms behind each of these processes will leave you with a greater appreciation for the monumental force that is Mother Nature. Grasping these concepts requires that we learn about the scientists, oceans, and landmasses of the past so that we can anticipate how these geological processes may affect our future.

What will you learn in this unit?

After studying this unit, you will be able to:

1. Describe how and why continents move over time
2. Understand the causes of various geological phenomena like earthquakes, volcanoes, and mountain ranges
3. Recognize and classify the different zones of the ocean based on their various characteristics
4. Illustrate how water in lakes, streams, rivers, and oceans shapes the topography of the land and the sea

Unit 3 Assignments	
Assignment	Type
Lesson 01: How the Ocean Has Changed	Lesson
Lesson 02: Oceanic Basins and Boundaries	Lesson
Lesson 03: The Zones of the Ocean	Lesson
Lesson 04: How Water Shapes Land and Sea	Lesson
Critical Thinking Questions	Submission
Activity 1: Could You Survive the Real Twilight Zone?	Submission
Activity 2: What Are Island Atolls?	Submission
Activity 3: What Does a Cross-Section of the Ocean Look Like?	Submission
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Multiple Choice

Unit 4: Weather Patterns on the Water

From 1962 to 1963, the Galveston Laboratory of the US Bureau of Commercial Fisheries (now known as the National Oceanic and Atmospheric Administration, or NOAA) released close to 8,000 glass bottles into the Gulf of Mexico. More than 57 years later, a couple walking the beach of Padre Island National Seashore in Corpus Christi, Texas, found one of those bottles. Inside the bottle, they discovered a postcard asking for the date and location the bottle was found. If the postcard was mailed back to NOAA, the couple would receive a \$0.50 reward! This experiment was meant to study ocean currents. Luckily, we now have much more sophisticated techniques and tools that help us to understand how the ocean moves. While we may all be familiar with terms like “current,” “wave,” “tide,” and “hurricane,” do we truly understand how these concepts describe hydrological movements within aquatic ecosystems? Don’t worry—it won’t take 57 years to find out!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Identify and describe the measurable properties of a wave
2. Understand the importance of currents and how they affect various global systems
3. Describe how currents shape the biospheres around them
4. Recognize how weather and seasons impact aquatic ecosystems

Unit 4 Assignments	
Assignment	Type
Lesson 01: Waves	Lesson
Lesson 02: Currents	Lesson
Lesson 03: How Currents Cause Change	Lesson
Lesson 04: Weather and Aquatic Ecosystems	Lesson
Critical Thinking Questions	Submission
Activity 1: What Have I Learned So Far?	Submission
Activity 2: What Would We Find on the Galapagos Islands?	Submission
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Multiple Choice

Midterm Exam

1. Review information acquired and mastered from this course up to this point.
2. Take a course exam based on material from the **first half** of the course (**Note:** You will be able to open this exam only one time.)

Midterm Exam Assignments	
Assignment	Type
Midterm Exam	Multiple Choice
Midterm Discussion	Discussion

Unit 5: Life in the Water

The Great Divide—otherwise known as the Continental Divide of the Americas—determines how water flows as it makes its way from the northern tip of Alaska down through Canada, the United States, and then Mexico. If water falls to the west of the divide, it flows to the Pacific Ocean. If water falls to the east of the divide, it eventually makes its way to the Gulf of Mexico. The ability of water to flow all around the world is what helps life flourish in even the most remote locations. Learning more about aquatic ecosystems and how all bodies of water are connected will help us to understand how vital it is that we advocate for adequate water quality around the globe.

What will you learn in this unit?

After studying this unit, you will be able to:

1. Recognize why water is an optimal ecosystem environment for the majority of Earth's organisms
2. Define a watershed and how the disrupted homeostasis of one body of water impacts another
3. Understand how to use various instruments and tools to measure water quality
4. Analyze and draw conclusions from a water sample

Unit 5 Assignments	
Assignment	Type
Lesson 01: Water as a Habitat	Lesson
Lesson 02: Wonderful Watersheds	Lesson
Lesson 03: Time to Test!	Lesson
Lesson 04: Analyzing a Water Sample	Lesson
Critical Thinking Questions	Submission
Activity 1: How Do We Test Water?	Submission
Activity 2: How Does Water Flow in a Watershed?	Submission
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Multiple Choice

Unit 6: Exploring Aquatic Ecosystems

Imagine you are a fish. What is the first thing you need for survival? Water! Okay, quick—find a body of water. Luckily for you, the vast majority of Earth’s surface is covered by water. You could choose to live in the ocean, but where in the ocean would you live? Surface waters? Deep water? Maybe fresh water would be better for you! Even though we aren’t fish and won’t have to make these choices, learning about the many aquatic ecosystems and the factors that impact whether an organism can live somewhere or not can give you insight into how human activity affects aquatic systems.

What will you learn in this unit?

After studying this unit, you will be able to:

1. Explain the defining characteristics of various fresh water and brackish ecosystems
2. Define the various biotic and abiotic factors of multiple marine ecosystems
3. Describe the aquatic life zones that exist in different bodies of water
4. Categorize aquatic vertebrates and invertebrates and depict the biotic and abiotic factors that influence where they can live and why
5. Understand how human activity contributes to unbalanced ecosystems

Unit 6 Assignments	
Assignment	Type
Lesson 01: Fresh-Water and Brackish Ecosystems	Lesson
Lesson 02: Marine Ecosystems	Lesson
Lesson 03: Aquatic Life Zones	Lesson
Lesson 04: Aquatic Life	Lesson
Lesson 05: Unbalanced Ecosystems	Lesson
Critical Thinking Questions	Submission
Activity 1: What Unique Organisms Call Water Home?	Submission
Activity 2: What Are the Effects of Red Tides?	Submission
Activity 3: What Happens When Ocean Meets Land?	Submission
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Multiple Choice

Unit 7: How Ecosystems Work

The Great Barrier Reef is one of the seven wonders of the natural world. This sensational underwater environment is a large, sweeping ecosystem that is home to 3,000 coral reefs, each of which is considered its own unique ecosystem. ^[1] Let's zoom in on one of these smaller ecosystems: A large barracuda lingers overhead as hundreds of tiny damselfish actively feed on algae growing on the reef, a lone tiger shark swerves through the dynamic coral, and many smaller prey fish lunge inside their hiding spots along the living reef. How do all these organisms live harmoniously within the same area? In this unit, we will define all the interspecies relationships mentioned above—and more!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Understand how matter cycles within various aquatic systems
2. Describe how energy flows through the different organisms within an ecosystem using food chains, food webs, and energy pyramids
3. Recognize the different forms of relationships that exist between different individuals in an ecosystem
4. Predict how a population will grow over time using mathematical formulas

Unit 7 Assignments	
Assignment	Type
Lesson 01: The Flow of Matter and Energy	Lesson
Lesson 02: Energy Flow in an Ecosystem	Lesson
Lesson 03: Organism Relationships	Lesson
Lesson 04: Characteristics of a Population	Lesson
Critical Thinking Questions	Submission
Activity 1: How Does Carbon Move Through an Energy Pyramid?	Submission
Activity 2: How Do Symbiotic Relationships Help a Species Survive?	Submission
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Multiple Choice

Unit 8: The Evolution of Aquatic Life

We as humans tend to think of “life” in terms of terrestrial life-forms. However, much of life’s history has occurred under water. Approximately 2.3 billion years ago, a microbe known as cyanobacterium was the first known photosynthetic organism to produce gaseous oxygen—a game changer for life on Earth. However, it wasn’t until about 252 million years ago that shark and fish ancestors started to populate ocean environments. So, how do we go from cyanobacterium to the intense diversity we see today among plants and animals? The answer is simple: evolution. But just what exactly is this complex process? Let’s learn all about it!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Define natural selection, and describe the conditions required for its success
2. Identify, compare, and classify aquatic organisms using a dichotomous key
3. Recognize and describe inherited adaptations in marine and fresh-water organisms
4. Explain how scientists have studied inherited adaptations throughout history

Unit 8 Assignments	
Assignment	Type
Lesson 01: Natural Selection	Lesson
Lesson 02: Identifying Aquatic Organisms	Lesson
Lesson 03: Adaptations of Marine and Fresh-Water Organisms	Lesson
Lesson 04: Studying the Adaptations of Marine Life	Lesson
Critical Thinking Questions	Submission
Activity 1: What Did I Get from This Course?	Submission
Activity 2: What Adaptations Help Sharks Survive?	Submission
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Multiple Choice

Final Exam

1. Review information acquired and mastered from this course up to this point.
2. Take a course exam based on material from **all units** in this course. (**Note:** You will be able to open this exam only one time.)

Final Exam Assignments	
Assignment	Type
Final Exam	Multiple Choice
Final Discussion	Discussion

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1. <https://education.nationalgeographic.org/resource/great-barrier-reef> ↩

Course Syllabus

What you will learn in this course



Marine Science 1b: Our Blue Planet

Water is the flowing lifeline of the Earth, and it impacts the life of every living creature. But have you ever stopped to think about human' impact on water? In this course, you will discover more about the role we play in both threatening and protecting water sources. You will explore climate change and other events that concern Earth's water sources and expand your knowledge of marine science careers. You will also plan and execute a cumulative research project exploring an aquatic environment near you using the Scientific Method. Let's dive in and continue your exploration of the World's water!

Unit 1: Careers in Marine Science

Some students may have had their college plans mapped out for as long as they can remember, and some may still be figuring it out. Both of these paths are perfectly acceptable places to be as we walk through the process of becoming a marine science professional. We'll talk about choosing an undergraduate program, picking a major, and potentially pursuing graduate study.

As we go, remember to follow your passions and interests—you never know where they will lead you!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Describe undergraduate and graduate programs and various college majors related to marine science
2. Explore research-based marine science careers
3. Differentiate between marine biology careers and oceanography careers
4. Use statistics in the context of marine science research
5. Discuss different non-research-based marine science careers

UNIT 1 Assignments	
Assignment	Type
Lesson 01: The First Step Toward a Marine Science Career	Lesson
Lesson 02: Research-Based Careers: Part 1	Lesson
Lesson 03: Research-Based Careers: Part 2	Lesson
Lesson 04: Aquatic Chemists: Masters of Statistics	Lesson
Lesson 05: Non-Research-Based Careers	Lesson
Critical Thinking Questions	Submission
Activity 1: What Do I Want to Learn?	Submission
Activity 2: What Field Interests Me the Most?	Submission
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Human Uses of Water

All life on Earth relies on water, making it an essential natural resource. However, despite the massive need for fresh water, only one percent of Earth's available water can be used for drinking.^[1] This leaves many people struggling to meet their basic water needs even though access to clean drinking water is a human right, as outlined by the United Nations. Beyond this, can you believe that the creation of almost all the objects we own require water at one stage or another of their manufacturing process? And just think about how everything requires water in order to be cleaned! We use water so often without thinking about it that, in some parts of the world, it's easy to forget how precious a resource it is. Let's remind ourselves of the value of this precious resource!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Describe how humans use fresh water
2. Trace sources of rainwater used for human consumption
3. Detail the process of water testing and explain the importance of this process
4. Outline how water scarcity results in competition between people and organisms
5. Explain how climate change impacts water availability throughout the world

UNIT 2 Assignments	
Assignment	Type
Lesson 01: Why We Use Water	Lesson
Lesson 02: Where Water Comes From	Lesson
Lesson 03: Water Testing	Lesson
Lesson 04: Competition for Water	Lesson
Lesson 05: The Impact of Climate Change on Water Availability	Lesson
Critical Thinking Questions	Submission
Cumulative Project 1: What Questions Can I Investigate?	Submission
Activity: What Is Water Availability Like in Developing Countries?	Submission
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Impact of Humanity on Ocean Life

Humanity has grown exponentially—and not only in population. It has also grown in intelligence over the past few centuries. We have managed to make planes fly, land on the Moon, run cars off of batteries, and develop algorithms that show us internet content that suits our interests. It would be absurd to argue that humans have not made leaps and bounds in regard to our intellect. However, what did these advancements cost the environment (and, in particular, the marine ecosystems) that surround us? There are no simple answers here, but let's start by exploring how human activities have impacted our world and what we can do to protect the ecosystems and organisms around us!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Describe the ways in which human activity impacts aquatic ecosystems
2. Define climate change and how human activity has accelerated it
3. Discuss the impacts of climate change on aquatic ecosystems
4. Debate the efficacy of multiple aquatic restoration strategies

UNIT 3 Assignments	
Assignment	Type
Lesson 01: Environmental Impacts of Human Activity	Lesson
Lesson 02: What Is Climate Change?	Lesson
Lesson 03: The Impacts of Climate Change	Lesson
Lesson 04: Restoring Aquatic Ecosystems	Lesson
Critical Thinking Questions	Submission
Activity: How Are Producers, Consumers, and Decomposers Related in a Food Web?	Submission
Cumulative Project 2: What Other Questions Can I Investigate?	Submission
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Current Events in Marine Science

Imagine that you type the phrase “marine science news” into an internet search engine. About 647,000,000 results appear in 0.92 seconds. This is a massive amount of information readily available at your fingertips! As you browse the results, you start to see similar stories on various sites—some with conflicting information and some with just slight inconsistencies in data values. How can you discern what is reality and what may be misinformation? Unfortunately, you can’t get that answer in 0.92 seconds, but hopefully by the end of this unit, you will understand how to analyze existing information and current events using your critical thinking skills.

What will you learn in this unit?

After studying this unit, you will be able to:

1. Analyze multiple sources of information for reliability and scientific relevancy
2. Describe marine extinctions and population changes
3. Express the importance of understanding water movement using examples of previous disasters
4. Explore the history and current trends and goals of sea-floor mapping and other fields of deep-sea exploration

Unit 4 Assignments	
Assignment	Type
Lesson 01: How to Examine Current Events Effectively	Lesson
Lesson 02: Population Changes and Extinctions	Lesson
Lesson 03: Water Movement	Lesson
Lesson 04: Deep-Sea Exploration	Lesson
Critical Thinking Questions	Submission
Activity: What Have I Learned So Far?	Submission
Cumulative Project 3: What Question Will I Focus On?	Submission
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Midterm Exam

1. Review information acquired and mastered from this course up to this point.
2. Take a course exam based on material from the **first half** of the course (**Note:** You will be able to open this exam only one time.)

Midterm Exam Assignments	
Assignment	Type
Midterm Exam	Multiple Choice
Midterm Discussion	Discussion

Unit 5: Exploring the Ocean

Modern-day technological tools and instruments allow marine researchers to explore and discover more about the ocean than ever before. From remotely operated submersible vehicles to nautical chart apps, the technology of today will forever change the science of tomorrow. What's even more fascinating is that technology will continue to advance. The revolutionary scientific technology of today may be as common as a thermometer in as little as a decade—and you may very well be the Sylvia Earle or Jacques Cousteau of the future! That's why it's so important to learn about the history of ocean exploration and the many tools that have helped get us to where we are today.

What will you learn in this unit?

After studying this unit, you will be able to:

1. Follow the scientific steps necessary to complete ocean exploration research
2. Define and describe tools used in ocean exploration studies

3. Detail the history and present-day use of scientific tools in underwater research
4. Recount the history of ocean navigation and describe current technologies used in marine navigation and mapping

Unit 5 Assignments	
Assignment	Type
Lesson 01: Conducting Ocean Exploration	Lesson
Lesson 02: Tools Used to Answer Scientific Questions	Lesson
Lesson 03: Underwater Research	Lesson
Lesson 04: Ocean Mapping and Navigation	Lesson
Critical Thinking Questions	Submission
Cumulative Project 4: How Should I Begin Planning My Investigation?	Submission
Cumulative Project 5: What Can I Add to My Plan?	Submission
Activity: How Can I Develop an Engineering Solution That Matters?	Submission
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: In the Lab

Aristotle once said, “For the things we have to learn before we can do them, we learn by doing them.”^[2] This quotation summarizes the importance of laboratory work in marine science. Lab work gives students the opportunity to implement concepts learned through study in an experiential learning environment, which promotes a greater understanding of important topics. Many scientific concepts cannot be fully grasped by reading or watching videos. In order to build a true understanding, we need to gain practical experience collecting data or samples and testing them in a lab or in the field. Let’s find out how!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Define the history and purpose of scientific research laboratories
2. Understand basic field safety precautions
3. Follow basic laboratory safety procedures
4. Describe common laboratory equipment and how to handle it safely
5. Graph with polynomial functions
6. Work with rational functions to model natural phenomena in the lab

Unit 6 Assignments	
Assignment	Type
Lesson 01: Scientific Research Labs	Lesson
Lesson 02: Gathering Samples and Data Safely	Lesson
Lesson 03: Preparing the Lab for Safety	Lesson
Lesson 04: Safety When Using Lab Tools	Lesson
Lesson 05: Polynomial Functions	Lesson
Lesson 06: Rational Functions	Lesson
Critical Thinking Questions	Submission
Cumulative Project 6: How Can I Safely Collect Samples in the Field?	Submission
Cumulative Project 7: How Do I Safely Test My Results in the Lab?	Submission
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Visualizing Your Data

If you type the phrase “how to represent data” into your favorite search engine, chances are good that you will receive over a billion results in under a second. Most of these results will provide overlapping information, and some may even present conflicting information, but most will reiterate that the best way to represent data is by using a model. Here, we are talking about scientific models: physical replicas, digital simulations, mathematical equations, and graphs. But how do you create a model, and how do you choose which type of model is best for your own study? Well, let’s find out!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Explore the four main categories of scientific models
2. Review common graph types to represent data visually
3. Define statistical and nonstatistical data, and understand when to perform statistical analysis
4. Apply data analysis concepts to an experiment

Unit 7 Assignments	
Assignment	Type
Lesson 01: Visualize Your Data: Models	Lesson
Lesson 02: Visualize Your Data: Common Graph Types	Lesson
Lesson 03: Analyze Your Data and Draw Conclusions	Lesson
Lesson 04: Apply It: Our Sea-Grass Experiment	Lesson
Critical Thinking Questions	Submission
Activity: What Does the Data Tell Me?	Submission
Cumulative Project 8: What Does an Analysis of My Data Tell Me?	Submission
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Presenting Your Research

At this point in the course, you have mastered many of the foundational skills necessary to be a marine scientist. The final skill is the ability to present scientific evidence accurately. This skill can be easily overlooked due to the complexity of the subject matter. However, the ability to provide the reasoning behind your conclusions is arguably as important as subject matter expertise. You can have all the knowledge in the world, but if you are unable to share that knowledge with others, you are not a contributing member of the scientific community. There is no right way to present research, but there is a suggested structure to follow. However, within that structure, there is room for incredible creativity!

What will you learn in this unit?

After studying this unit, you will be able to:

1. Effectively choose the presentation format which best suits the investigation
2. Accurately structure and produce scientific writing
3. Properly format supporting evidence in scientific presentations
4. Actively participate in scientific argumentation

Unit 8 Assignments	
Assignment	Type
Lesson 01: Developing a Presentation	Lesson
Lesson 02: The Importance of Written Words	Lesson
Lesson 03: Supporting Evidence	Lesson
Lesson 04: Scientific Argumentation	Lesson
Critical Thinking Questions	Submission
Final Cumulative Project: What Do I Want to Present About My Project?	Submission
Activity: What Did I Get from This Course?	Submission
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Final Exam

1. Review information acquired and mastered from this course up to this point.
2. Take a course exam based on material from the **second half** of the course (**Note:** You will be able to open this exam only one time.)

Final Exam Assignments	
Assignment	Type
Final Exam	Multiple Choice
Final Discussion	Discussion

1. <https://www.nationalgeographic.com/environment/article/competition-and-conflict?loggedin=true&rnd=1668504096449> ↩
2. <http://classics.mit.edu/Aristotle/nicomachaen.2.ii.html> ↩