BIO 100

BIO 100: The Living World (Fall B 2025)

On behalf of your instructional team and your ASU support staff, we're committed to making this course as welcoming, meaningful, and flexible to your needs and interests as possible. This syllabus is an outline of the expectations we have for you as the learner and what you can expect from the course and our team.

We're thrilled to have you in the class, and we welcome any and all questions in your Get Help: Course Questions & Answers linked in the Welcome Module.

Course Overview

Course Description

Can we find life elsewhere in the Universe? This is one of the big questions at the forefront of scientific endeavors. Nations and companies alike are exploring our celestial neighborhood, searching for signs of life in our solar system and Earthlike planets in nearby systems. The Living World uses the search for life to explore concepts in general biology, including biodiversity, evolution, cellular biology, molecular biology, ecology, and human anatomy and physiology.

The learning outcomes for this course are organized around the five core principles identified in the 2009 AAAS document Vision and Change in Undergraduate Biology Education. Namely, those five principles are:

1. Evolution: The diversity of life changed and diversified over time by processes of mutation, selection, and isolation.

2. Structure and Function: Basic units of structure establish the function of all living things.
3. Information Flow, Exchange, and Storage: The macro and microscopic features of organisms result from the expression of genetic information in context.
4. Pathways of Energy and Matter: Biological systems are built and maintained by chemical transformation pathways that are governed by the laws of thermodynamics.
5. Biological Systems: Living systems are interconnected and interacting.
6. We also add a sixth principle of our own designation: Nature of Science: Science proceeds by developing and testing explanations for patterns observed in nature.

Credits and Prerequisites

- Credits: 4
- This is an integrated lecture and lab 4-credit course and can be used to satisfy your General Studies Gold SCIT requirement. Cannot be used for major credit in the biological sciences.
- Prerequisites: None
- To be successful in this course, we recommend:
    - English language fluency: written and spoken
    - Computer literacy: ability to use a computer, the internet, and video conferencing and screen sharing software (such as Zoom).
    - We also encourage you to make sure your laptop or desktop computer meets the technical requirements.

Faculty Information

Faculty: Maria Ledesma Barrera
Title: Instructor, School of Life Sciences
College and School: School of Life Sciences

Online Course Manager

Name: Emma Stein
Title: Online Course Manager
Department: ASU Learning Enterprise

Course Learning Outcomes

By engaging in this course, you will be equipped to more confidently and successfully:

- To develop understanding of the nature of science and how to reason scientifically.
- To develop understanding of key biological concepts and theories.
- To develop the ability to apply scientific reasoning skills and biological knowledge to decision-making, question answering, and problem-solving situations relevant to your life and to the society and world in which you live.

Course Time Commitment

As a 4-credit course, BIO 100 requires 180 hours of work. Therefore, expect to spend approximately 12 hours per week preparing for and engaging in this course. Class preparation means reviewing all material required in a given module and completing all assignments as indicated. Attendance in an online course means logging into the platform on a regular basis and participating in all of the activities posted. It is your responsibility to complete all graded work and interact with your peers in the course. To view more about credit requirements, please visit the ABOR Policy on Academic Credit page.

Tips for Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed

- complete assignments by the suggested due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Required Materials

Title: BioBeyond in Argos
Publisher: Inspark Education
Additional Information: To access, click on Modules in the left navigation, then find the "BioBeyond" Module, and then click on "Enter BioBeyond Here"

ULC Technical Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers (Chrome, Mozilla Firefox)
- If you are in a course with proctored assignments or exams Chrome must be used in order to deploy the Honorlock Proctoring extension.
- Adobe Acrobat Reader (free)
- Webcam, microphone, headset/earbuds, and speaker
- Reliable broadband internet connection (DSL or cable) or stable wifi to stream videos and submit coursework.
- Microsoft Word or Google Docs

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in courses. While you might be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

The following courses are not Chromebook compatible: BIO 100, CIS 308, CIS 310, CIS 405. This list is liable to change.

Learn more about technical requirements here

Technical Support

Biobeyond Support

You can reach out to your instructional team for technical support through our InScribe Community or visit the Canvas page “The Living World: BioBeyond Tutorials, Tips, and FAQs” for FAQs and more troubleshooting information. When technical support is needed, we recommend first reaching out on InScribe. Please provide as much information as possible about your issue, including screenshots, error messages, and urgency due to upcoming due dates. You can also contact the ULC Support Team at ulcourses@asu.edu.

Canvas Questions

As you learn to use the Canvas platform, the Canvas Student Guide is a valuable resource with screenshots and tutorials.

Module Outlines

Unit 1: Biology Bootcamp

Unit 1 Learning Objectives

- Identify and describe the philosophical assumptions and limitations of scientific reasoning.
- Describe and apply the scientific method of reasoning, including basic techniques such as positive and negative experimental controls, drawing conclusions from data, and accounting for uncertainty.
- Differentiate among facts, hypotheses, theories, and predictions.
- Apply critical thinking and scientific reasoning to evaluate claims.
- Distinguish between dependent and independent variables and identify relationships between them.
- Use a model to generate and test hypotheses.

- Apply the SI system of units to measurements of mass, length, and volume.
- Express and discuss uncertainty in measurements, observations, and experiments.
- Read and interpret graphs, scientific writing, and representations or schematics.

Unit 1 Assignments

- A Course Like No Other
- Scientific Reasoning
- Scientific Tools
- Graphing Skills
- Scientific Skills

Unit 2: Journey to the Galápagos

Unit 2 Learning Objectives

- Utilize the concept of dominance, the law of independent assortment, and the law of segregation to unravel patterns of inheritance.
- Apply these basic patterns of inheritance to predict the traits of offspring.
- Compare and contrast dominant and recessive traits, use specific notation to track such traits along generations, as well as apply these concepts to novel situations.
- Define the biological species concept.
- Describe the theory of evolution by natural selection and its key concepts: adaptation to environment, descent with modification, and reproductive fitness.
- Describe various inter-species interactions including competitive, mutualistic, predator/prey, and parasitic relationships.
- Describe the theory of evolution by natural selection and its key concepts: adaptation to environment, descent with modification, and reproductive fitness.
- Describe Darwin's observations and hypotheses regarding natural selection and speciation.
- Use data and observations to define concepts of exponential and logistic growth, carrying capacity of an ecosystem, and other factors limiting population

distributions and dynamics.

- Describe how chromosomes, genes, alleles, and DNA relate to each other.
- Describe Mendel's laws of inheritance (segregation, independent assortment, dominance) and the experiments that led to those laws.
- Differentiate between allopatric and sympatric speciation.
- Make predictions and interpret results of single and double trait crosses using Punnett squares.
- Make predictions and observe patterns associated with genetic diseases in a pedigree.

Unit 2 Assignments

- Why You Look the Way You Do
- Disease Detectives
- Peer Pressure in Nature
- The Birds and The Moths
- Galápagos Exploration

Unit 3: World Biodiversity Expedition

Unit 3 Learning Objectives

- Describe physical and/or behavioral characteristics of many species from several existing biomes, including familiar and so-called 'extreme' environments.
- Apply data gathered from observations and descriptions of species to the construction of a system of classification.
- Compare and contrast a self-made system of classification to the Linnaean system.

Unit 3 Assignments

- How to Classify
- My Classification
- Sonoran Desert

- Antarctica
- Great Barrier Reef
- Ocean Floor
- Yellowstone
- NYC: Central Park

Unit 4: Time Traveler’s Guide to Life on Earth

Unit 4 Learning Objectives

- Describe physical and/or behavioral characteristics of many species from several extinct biomes, including familiar and so-called “extreme” environments.

Unit 4 Assignments

- Written in Stone
- End of an Era: Hell Creek, USA
- Rise of the Animals
- Nilpena, Australia
- First Signatures of Life: North Pole
- Australia

Unit 5: Into the Cell

Unit 5 Learning Objectives

- Identify structures and components of prokaryotic and eukaryotic cells, including the cell wall, cell membrane, nucleus, ribosomes, genetic material, mitochondria, and chloroplasts.

Unit 5 Assignments

- Into the Animal Cell
- Into the Plant Cell

- Into the Bacterial Cell

Unit 6: Searching for Signatures

Unit 6 Learning Objectives

- Identify structures and components of prokaryotic and eukaryotic cells, including the nucleus, ribosomes, genetic material, mitochondria, and chloroplasts.
- Identify and distinguish the structure and function of the four major classes of macromolecules used by biological systems: proteins, lipids, carbohydrates, and nucleic acids.
- Describe the concepts of atoms, molecules, chemical bonding, pH, and the polar nature of water as they apply to the structure and function of biological molecules.
- Describe and apply the tenets of cell theory: all cells come from other cells, all life is made of cells, cells are the basic units of life.
- Identify various forms of energy in the physical world and biology using proper units of measure (J, cal, kcal).
- Outline the process of aerobic respiration, including cycles/processes involved, input and waste molecules, and key electron carriers.
- Outline the processes of fermentation and anaerobic respiration, including cycles/processes involved, input and waste molecules, and key electron carriers.
- Outline the process of photosynthesis, including cycles/processes involved, input and waste molecules, and key electron carriers.
- Identify and describe the structure of DNA as well as the relationship between DNA structure and replication of the molecule.
- Describe the process and outcomes of mitosis.
- Define the general steps of meiosis, its outcomes, and its relationship to sexual reproduction.
- Compare the outcomes and roles of mitosis and meiosis.
- Contrast the processes of mitosis and binary fission.
- Apply concepts of genetic information and mutation to evolution.
- Explain the structure of DNA and how its structure lends itself to replication.

- Identify how chromosomes, genes, alleles, and DNA relate to each other.
- Apply concepts of genetic information and mutation to evolution.
- Describe and demonstrate the processes involved in the central dogma of molecular biology, including the effects of mutations.
- Identify and contrast RNA and DNA structure and function.

Unit 6 Assignments

- Graphing Remediation
- Chemical Basis of Life
- Gathering Energy
- Energy Challenge: Respiration
- Energy Challenge: Photosynthesis
- Genetic Blueprints, Cellular Replication
- Genetic Replication
- Making Proteins

Unit 7: Blue Planet

Unit 7 Learning Objectives

- Define, from observation and data, the roles of various components of the atmosphere as they influence climate.
- Describe and evaluate patterns of global climate change revealed through data, including the role of natural and anthropogenic processes.
- Analyze paleobiological and geological evidence from past global-scale warming and apply observed patterns to the current observed warming trend and evidence.
- Identify natural and anthropogenic sources and sinks of carbon dioxide in Earth's atmosphere.
- Construct and use a model of anthropogenic effects on atmospheric carbon dioxide levels to evaluate possible future scenarios.

Unit 7 Assignments

- Our Blue Planet
- Then and Now
- History Repeats Itself, With a Twist
- Finding the Cause
- Keeping Balance
- Designer Planet
- Submit Your Report

Unit 8: A Mission Beyond

Unit 8 Learning Objectives

- Identify and distinguish the major components of the muscular, skeletal, and cardiovascular systems in humans.
- Compare the state of anatomical and physiological systems under stress to their normal state, and analyze the long-term effects of remaining in the stressed state.
- Describe the structure and nature of positive and negative feedback in biological systems using at least two model systems and including disruptions to the normal state of those systems.
- Describe the physiological mechanisms of glucose regulation as a homeostatic system, and analyze failure of that regulation as it relates to diabetes.
- Perform an energy balance of an organism.

Unit 8 Assignments

- Getting Started
- Making the Dream Team
- Unseen Danger: Radiation
- The Bare Bones
- Lifting Tons and Skeletons

- Getting Under Your Skin
- Maintaining Peak Performance
- Counting Calories, Fueling Your Team
- Knocked Out, A Change of Heart
- Launch Simulator

Assignment Descriptions

Units, Lessons, and Screens

In BioBeyond, there are eight units. Each unit is made of at least one or more lessons. Each lesson is made up of one or more "screens." A "screen" is a learning activity. There are six categories of screens that you will see:

- Instructional
- Formative
- Simulation
- Review
- Summative
- Metacognitive

Instructional Screens (5 points each)

These are learning activities where you learn something new and need to answer a question or perform a task to show that you've understood. If you get it right the first time, you'll earn five points. Each time after the first, you'll get specific feedback about what was right or wrong about your answer and have another chance to answer for reduced points. If you reach the maximum number of tries allowed for these learning activities, a message will appear and you'll usually be shown the correct answer and then allowed to proceed, but with zero points.

Formative Screens (1 point each)

Sometimes you'll be asked for a hypothesis, or to state what you've learned about a topic before The Living World. These learning activities are called formative learning activities, and they're worth 1 point. Usually, there's no right or wrong answer or maximum number of tries, and you'll get full credit upon inputting your hypothesis, opinion, or what you've learned before. We often use these to compare how much you've learned and to show you later, so be sure to be honest!

Review Screens (0 points each)

Sometimes you'll need to review material to make sure you're ready for new adventures ahead. For these learning activities, you're reviewing material you've already been scored on, so the second time around isn't worth points, but it's valuable practice that will help you earn more points in your lesson.

Simulation Screens (10 points each)

These are learning activities where you'll interact with a complex, custom simulation to demonstrate what you've learned or to learn something new. You might build DNA, explore the role of carbon in Earth's ecosystems, or see what happens to a population of finches during a drought. Each of these learning activities is worth 10 points, and you'll earn all 10 when you succeed, no matter how many tries it takes. Unlike instructional learning activities, most simulation learning activities require you to succeed to proceed, but there is no maximum number of tries.

Summative Screens (20 points each)

This is as close as The Living World gets to a traditional test. After you've been learning about a concept for a while and performing various activities, or perhaps at the end of an experiment, you'll be asked to show just how much you've learned. These learning activities offer less help and assistance because you've had a lot of practice, and are worth 20 points. Like instructional learning activities, you'll have a limited number of tries and your score will decrease each time.

Metacognitive Screens (0 points each)

We'll often ask you to pause and think about how well you understand certain concepts you've been learning. These learning activities are titled "Pause and Reflect" and are not

worth any points, but they are incredibly valuable. First, they allow your professor to see how the class as a whole is doing on each topic in the lesson. They also summarize key points that can help you study or clarify your notes on a lesson. These learning activities provide an excellent opportunity to think about what makes sense and what doesn't, to take a break if you need it, and to generate questions to ask for help in class or in the discussion forum.

Completing Learning Activities & How Points Are Earned

Each screen must be completed before you can proceed to the next screen in the lesson. There are no skip buttons on these pages. In some cases, you will be held on a particular screen until you provide the correct answer. You will get points toward the lesson's total points and feedback on your answer about why an answer was correct or incorrect.

If it is correct, then you can proceed to the next screen. However, if the answer is incorrect, you will have additional attempts to answer the question on the screen, but you will receive fewer points for each attempt. Upon reaching a maximum number of attempts, a message with feedback will appear. You will be shown the correct answer and then allowed to proceed but with zero points.

If you are not satisfied with your score at any point from a screen, you can back out of the screen to the Course Overview Page and start the lesson over. You may start the lesson over and reattempt as many times as you'd like. BioBeyond will keep your highest score.

Once you have completed the screens' activities in each lesson, a lesson's total points are synced to your Canvas Grades. Any points earned in BioBeyond will sync only if you complete the lesson and close the dialog box in BioBeyond.

Projects: Blue Planet Report

The "Blue Planet Report" is a report that you will create during Unit 7 in BioBeyond. BioBeyond will walk you through how to analyze climate change and the causes of it. Your task will be to design an action plan to analyze and control climate change on a blue planet. The plan will involve explaining why you believe your plan will work, what

society must do to implement your plan, and an explanation of the ecological and economic costs of your plan.

The “Blue Planet Report” is graded by hand within, but up to, seven days after submission. Note that while you can submit your report multiple times, we will only grade your most recent attempt at the time of grading. Once your report has been graded, no further submissions will be graded.

There are no exams in the course. There is no final exam.

Summary of the Learning Activities

- There are six categories of "screens" (which are learning activities) within each unit: Instructional, Formative, Simulation, Review, Summative, and Metacognitive
- Instructional Screens are where you learn something new
- Formative Screens provide the chance to practice what you learned
- Simulation Screens give you the opportunity to build something new with what you learned in the Instructional Screens
- Review Screens are a time to go over what you learned to see if you are ready for the next lesson
- Summative Screens test your knowledge by asking you to show how much you learned
- Metacognitive Screens let you pause and reflect on what you learned
- You can repeat lessons and receive feedback to improve
- There are no exams in the course. There is no final exam.
- There is one project in Unit 7 called the Blue Planet Report where you will design a climate change action plan, and it is manually graded after the course is over.

Percentage Breakdown of Assignments

There are a total of 8,000 points possible in the course. Final grades are based on the number of points you earn on the learning activities from the screens and the Blue Planet

Report described in the "Assignments" area of the syllabus, divided by the total of 8,000 points.

There is no extra credit available. Grades are not rounded up. There are no late penalties in the course. There are no exams or a final exam. To earn college credit for this course, you must pass the course with a grade of C (70%) or higher.

Points Possible Per Unit

Unit	Activities	Points	Estimated Time for Completion in Hours
Unit 1: Biology Bootcamp	A Course Like No Other, Scientific Reasoning, Scientific Tools, Graphing Skills, Scientific Skills	752	4-6 hours
Unit 2: Journey to the Galápagos	Why You Look the Way You Do, Disease Detectives, Peer Pressure in Nature, The Birds and The Moths, Galápagos Exploration	1055	7-9 hours
Unit 3: World Biodiversity Expedition	How to Classify, My Classification, Sonoran Desert, Antarctica, Great Barrier Reef, Ocean Floor, Yellowstone, NYC: Central Park	1000	9-11 hours
Unit 4: Time Traveler's Guide to Life on Earth	Written in Stone, End of an Era: Hell Creek, USA, Rise of the Animals: Nilpena, Australia, First Signatures of Life: North Pole, Australia	484	5-7 hours

Unit	Activities	Points	Estimated Time for Completion in Hours
Unit 5: Into the Cell	Into the Animal Cell, Into the Plant Cell, Into the Bacteria Cell	850	2-4 hours
Unit 6: Searching for Signatures	Graphing Remediation, Chemical Basis of Life, Gathering Energy, Energy Challenge: Respiration, Energy Challenge: Photosynthesis, Genetic Blueprints, Cellular Replication, Genetic Replication, Making Proteins	1483	9-11 hours
Unit 7: Blue Planet	Our Blue Planet, Then and Now, History Repeats Itself, With a Twist, Finding the Cause, Keeping Balance, Designer Planet, Submit Your Report	1422	7-9 hours
Unit 8: A Mission Beyond	Getting Started, Making the Dream Team, Unseen Danger: Radiation, The Bare Bones, Lifting Tons and Skeletons, Getting Under Your Skin, Maintaining Peak Performance, Counting Calories, Fueling Your Team, Knocked Out, A Change of Heart, Launch Simulator	954	10-12 hours
	Total points possible:	8,000	

Grading: Schema and Policies

Your grade will be determined based on the following grading schema:

Grading Schema

Grade	Percentage	Points Range
A	89.5-100%	7,200–8,000
B	<89.5-79.5%	6,400–7,199
C	<79.5-69.5%	5,600–6,399
F	<69.5%	5,599 and below

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email. Please carefully review how to submit coursework on Canvas, which is detailed extensively in the Canvas Student Guide.

The most up-to-date points are listed in Canvas Grades. You can access Canvas Grades by selecting the link "Grades" on the left-side navigation list of links.

We do not intentionally zero out any grades for the learning activities that go with the lectures because we want to be clear that you can still do the work in any learning activities through the last day of the course. When you look at your grade in Canvas, it is showing your percentage based on the total points of your completed assignments. To see your current overall course grade, go to your grade page in Canvas and uncheck the box that says "Calculate based only on graded assignments."

Tip: Keep Records of Submissions

It is recommended to take a screenshot of your completed submission with the date included. A screenshot will document that your coursework was submitted correctly and that you double-checked it. It is strongly advised you take a screenshot of the submission confirmation and save the screenshot for ALL assignments. For information on how to take and save a screenshot, please see the Take a Screenshot website.

Make sure to allow yourself time to take these screenshots prior to each due date. This is your confirmation and will serve as documentation that you submitted successfully. Not having this proof means you would receive a zero for the assignment if it was not submitted correctly. Please be aware that using someone else's screenshot as verification that you submitted work, other false verifications of work, or manipulating technology in some way to unfairly benefit you, is considered academic dishonesty.

Course Pacing

Open Access with Final Due Date

All course materials are available from the start of the session, and you may submit assignments at any time up until the final course due date. Due dates in the course schedule are suggested to help you stay on pace, but assignments will not be penalized if submitted before the final due date. Although you may be able to finish coursework early, you will not be able to finalize your course and get transcript credit until after the session ends.

Due Dates/Late Policy for Assignments

This is a session-based, online course. All Units are open and remain open until the last day of the course. It is important to stay on track to complete the course.

Work may be submitted at any time during the course duration. There are no late penalties applied. **No work can be accepted after the official course end date.** It is your responsibility to review all content, fulfill all assignments before the official course end date, and ask any questions you have in our designated discussion area.

To help you keep up with due dates, consider visiting your Canvas calendar in the far left black menu and subscribing to the Canvas Calendar feed to transfer dates from Canvas into your own personal calendar. To help you keep track of all your coursework, consider integrating the Canvas Calendar with your electronic calendar.

Religious and Cultural Observance Policy

ASU provides a list of dates of religious holidays and observances, which includes religious dates on which labor is suspended. Consistent with ASU policy to recognize the obligations of students who may be participating in the observance of religious holidays,

we encourage you to contact your instructor(s) to let them know of religious observance(s) that may require accommodation.

- Accommodations must be requested in advance—retroactive extensions or accommodations will not be granted.
- It is your responsibility to plan ahead by reviewing the course schedule and identifying any potential conflicts early in the session.

If your religious practices include obligations beyond what is included in ASU's Religious Holidays and Observances list, above, please request accommodations by completing the Religious Accommodation Request Form through SAILS as early as possible, but no later than the first week of the session.

If you have any questions regarding religious accommodations, please reach out to ulcourses@asu.edu for guidance.

Add Completed Course to Transcript within 365 Days

You have up to **one year** from the date you complete your Universal Learner Course to purchase credit and add it to your ASU transcript. After this one-year period, the option to purchase credit will expire and you will no longer be able to add the course to your transcript.

The date in which you need to purchase credit is listed on the dashboard of your Learner Portal next to your course. If you have any questions, please contact our support team for assistance.

When does the course end and how can I get college credit?

This is a **session-based course that lasts 8 weeks (A and B sessions) or 16 weeks (C Session)**. Check your learner dashboard to view the start and end dates for your course. Your instructor will finalize grades one week after the course ends, and you will be able to request college credit one business day after grade finalization.

Accessibility

For questions about accessibility and accommodations, please visit ASU's Student Accessibility and Inclusive Learning Services and submit a new student application. Please ensure that you have your accommodations in place before any assignments are due. It is the learners' responsibility for ensuring that accommodations are requested in advance, any approved accommodations cannot be retroactively applied. If you have any questions regarding the process, please review the ULC Accessibility information page.

How to update your name in Canvas and ASU Systems

If you have a nickname, shortened name, or different name you prefer to be called, or you use certain pronouns, you can change these details so your instructor knows to use them.

Change your preferred name and pronouns in your ULC learner account

1. Log into the ULC Learner Portal with your account details.
2. Select the "Profile" tab at the top of the page.
3. Select the "Edit Profile" button in the top right-hand corner.
4. Enter your preferred name in the "Preferred Name" line.
5. Enter your pronouns under the "Demographic Information" at the bottom of the "Edit Profile" window.

**Please note that during our busiest times, it can take up to 48 hours to process ULC Learner Portal Profile change requests.

Change your preferred name and pronouns in your Canvas account

1. Log into Canvas.
2. Select "Account" in the Canvas navigation.
3. Select "Settings" and then select the "Edit settings" button on the far right-hand side.

4. Change any of the following details:
    - Your "Display Name": This is the name that shows up in Canvas for other people.
    - Your "Full Name": This is the name that shows up in the grade book.
    - Your pronouns: Enable these by choosing a set of pronouns to display by your name.
5. Select "Update Settings" to save your changes.

You can read more about changing your Canvas profile in the "How do I edit my profile in my user account?" Canvas Support page.

Changes to your name in Canvas or your ULC account are not reflected on your transcript from ASU. ASU transcripts require your legal name to be displayed.

Tutoring, Tips, and Resources for Success

Tutoring

University Academic Support Programs is now offering 24/7 tutoring support to ASU's Universal Learners through our Online Study Hub. For no additional cost, students who are participating in ULC Courses can browse a library of official and vetted materials, connect with peers to post and answer questions, and develop study groups. For select courses, we even have a tutorbot that can recommend additional resources to help you answer your questions.

Counseling and Crisis Assistance

360 Life Services is a comprehensive wellness program designed for online learners that offers free, 24/7 counseling and crisis intervention in person or by phone. Learners are provided up to 3 free counseling sessions, per situation/issue, per year. You can also chat at your convenience with topic specialists in legal, personal finance, childcare, education and more. This confidential resource supports your education, career and personal needs. Access 360 Life Services through My ASU or call directly at 866-743-7732

General tips

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Academic Integrity

Credit-Eligible

Academic integrity is expected of all ASU and Learning Enterprise learners across all credit-eligible offering coursework and exams. The possible disciplinary actions for violations of academic integrity include, but are not limited to, appropriate grade penalties, course failure, loss of registration privileges, removal from courses and the platform, ineligibility to participate in future ASU learning offerings, ineligibility to opt for ASU credit for respective credit-eligible courses taken on the platform, and ineligibility for regular admission to ASU.

Violations of academic integrity fall into five broad areas that include but are not limited to the following:

- Cheating on an academic evaluation or assignment
- Plagiarizing (not original work)
- Academic deceit, such as fabricating data or information
- Aiding academic integrity policy violations and inappropriately collaborating, including posting answers to quizzes or examinations in course forums
- Falsifying academic records

Any concerns regarding potential violations related to Academic Integrity are handled by the faculty of record for the course depending on the severity and recurrence of the violation by the learner. Actions taken are determined by institutional ASU-wide policies.

Non-credit Eligible

Learners are expected to complete their work independently, unless otherwise noted, and embody integrity in their coursework at all times. Also, if the work of others is referenced, quoted, or paraphrased, in part or in full, credit and source citations must be provided by learners.

By accepting Learning Enterprise's Terms of Use, learners are agreeing to complete all coursework with full integrity. Concerns about violations of this policy should be brought to the attention of the Director of Learner Success who may investigate the allegation as a possible violation of Learner Code of Conduct.

Communicating with the Instructional Team

Help Forum

Help is found in the course discussion forum via the InScribe Community link on the left side navigation of the Canvas course. The teaching staff and your fellow students will try to help you there. You can also review InScribe to see if your question has already been asked (and answered) by someone else. Please do not contact the instructors by email or Canvas Inbox. You will be redirected to the InScribe Community.

For questions of a personal nature, including grades, please contact ulcourses@asu.edu.

Technical Support

For technical support, we suggest you start with the Inscribe discussion board. If you need further assistance, the following is available:

For technical support, we suggest you start with the InScribe discussion board. If you need further assistance, the following is available:

- Visit Inspark Zoom Office Hours or schedule a one-on-one meeting
- Use the Help icon in the black global navigation menu in your Canvas course

Please provide as much information as possible about your issue, including screenshots, error messages, and urgency due to an upcoming due date.

Canvas Questions

As you learn to use the Canvas platform, the Canvas Student Guide is a valuable resource with screenshots and tutorials.

For questions of a personal nature, please contact ulcourses@asu.edu.

Artificial Intelligence Policy

No Generative AI Use Permitted

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the Universal Learner Courses Academic Integrity Policy, and learners may be sanctioned for confirmed, non-allowable use in this course.

Learner Conduct Expectations

Learner Behavior

Learners are expected to help create and curate an environment conducive to effective learning and engagement for all participants. Behavior that disrupts teaching and learning is unacceptable, even in an online or asynchronous environment such as discussion boards. Diverse opinions and engaging discussions are critical to learning, but behaviors that inhibit others from participating or learning may result in disciplinary or administrative actions.

By participating in learner offerings operated through the Learning Enterprise's portfolio, learners agree to adhere to all standards of conduct as described in the ASU Learner Code of Conduct.

Netiquette

Learning Enterprise ensures that learners at every stage of life have access to high-quality educational content and experiences. As such, all learners must help to maintain online discussions as open spaces to engage in meaningful discussion and expand learning. In addition to behaviors prohibited under the Learner Code of Conduct, learners must

- Ensure that all content is appropriate for learners as young as 14
- Refrain from sharing health-related information and personal information about other learners
- Not use Learning Enterprise offerings for private business or commercial activities, or for fund-raising or advertising on behalf of non-ASU organizations.

ASU may report to appropriate third-parties and partners instances of concerning behavior, including expressed intentions of self-harm or harm to others.

Conduct for Credit-eligible Learners

For all pathways programs, learners must submit an application and all required materials to ASU to be eligible for admission. Prior code of conduct violations may impact a learner's eligibility for admission, regardless of pathway completion.

- Learners cannot earn admission while still enrolled in high school.
- Learners who have been expelled from an ABOR institution are not eligible for admission pursuant to the ABOR Student Code of Conduct regardless of the completion of other ASU pathways.
- Learners must meet all other admission criteria to be admitted, including SSM 401-03.

Academic integrity is expected of all ASU and Learning Enterprise learners across all credit-eligible offering coursework and exams as detailed in the Academic Integrity

Policy.

Once an individual gains admission to ASU, The Arizona Board of Regents Student Code of Conduct and the ASU policy ACD 401: Title IX Sexual Harassment are also applicable.

Prohibition Against Discrimination, Harassment, & Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, genetic information (ACD 401).

Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

All individuals participating in university programs or activities, including all learners are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action.

Land Acknowledgement

Arizona State University acknowledges the 22 Tribal Nations that have inhabited Arizona land for centuries. Arizona State University's four campuses in the Phoenix metropolitan area, are located in the Salt River Valley on ancestral homelands of many Indigenous peoples, including the Akimel O’odham (Pima) and Pee Posh (Maricopa), whose care and keeping of these lands allows us to be here today and provides a guide for our relationship with these lands in the future. ASU acknowledges the sovereignty of these tribal nations and seeks to foster an environment of success and possibility for American

Indian learners, and to work alongside Indigenous people in practices and knowledges that support Native experiences and prosperity.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU-linked email and the course site often.

Schedule

Due Date	Assignment Name	Assignment Type	Points
	A Change of Heart	Assignment	71
	A Course Like No Other	Assignment	3
	Cellular Replication	Assignment	181
	Chemical Basis of Life	Assignment	170
	Counting Calories	Assignment	72
	Course Readiness Quiz - Are you prepared to begin the course?	Quiz	0
	Designer Planet	Assignment	95
	Disease Detectives	Assignment	222
	End of an Era: Hell Creek, USA	Assignment	154
	Energy Challenge: Photosynthesis	Assignment	211

Due Date	Assignment Name	Assignment Type	Points
	Energy Challenge: Respiration	Assignment	273
	Finding the Cause	Assignment	253
	First Signatures of Life: North Pole, Australia	Assignment	52
	Fueling Your Team	Assignment	105
	Galapagos Exploration	Assignment	309
	Gathering Energy	Assignment	75
	Genetic Blueprints	Assignment	157
	Genetic Replication	Assignment	226
	Getting Under Your Skin	Assignment	85
	Graphing Skills	Assignment	106
	History Repeats Itself, With a Twist	Assignment	139
	Into the Animal Cell	Assignment	650
	Into the Bacteria Cell	Assignment	100
	Into the Plant Cell	Assignment	100
	Keeping Balance	Assignment	140
	Knocked Out	Assignment	76
	Launch Simulator	Assignment	300
	Lifting Tons and Skeletons	Assignment	44

Due Date	Assignment Name	Assignment Type	Points
	Maintaining Peak Performance	Assignment	119
	Making Proteins	Assignment	190
	Making the Dream Team	Assignment	22
	Our Blue Planet	Assignment	100
	Peer Pressure In Nature	Assignment	162
	Rise of the Animals: Nilpena, Australia	Assignment	139
	Scientific Reasoning	Assignment	243
	Scientific Skills	Assignment	125
	Scientific Tools	Assignment	275
	Submit Your Report	Assignment	556
	The Bare Bones	Assignment	42
	The Birds And The Moths	Assignment	202
	Then and Now	Assignment	139
	Unseen Danger: Radiation	Assignment	18
	Upload Your Blue Planet Report PDF Here in Canvas - use only if Blue Planet submission is not working	Quiz	0

Due Date	Assignment Name	Assignment Type	Points
	Why You Look the Way You Do	Assignment	160
	World Biodiversity Expedition	Assignment	1000
	Written in Stone	Assignment	139