WINTER J-TERM
AFS105G: FOOD FROM THE SEA
January 4 – January 22, 2021
TTH 9:30 – 11:30 AM  3 credits

INSTRUCTOR: Professor Barbara Somers
Office: URI Fisheries Center, East Farm
Phone: (401) 874-2012
Email: bsomers@uri.edu

AVAILABILITY: I am available through email (bsomers@uri.edu) and Brightspace messages regularly Monday – Thursday during the day and will respond within 24 hours. I will be available for immediate response through Zoom conversations after class or through an appointment. Appointments can be scheduled through Starfish (https://uri.starfishsolutions.com/starfish-ops/support/login.html)

COURSE DESCRIPTION: Capture fisheries and aquaculture provide vital sources of food for humans and other species. Understanding and sustainably managing fisheries and aquaculture is a complex task that requires a broad set of multidisciplinary competencies; considering increasing demand and population growth, it can be challenging to provide safe, healthy, economic food in a sustainable way. This course is intended as a broad introduction for undergraduate students majoring in Fisheries and Aquaculture Science or any subject relevant to fisheries and aquaculture in the ocean, including Marine Biology and Marine Affairs, as well as students from all majors interested in issues of food equity and sustainability such as Sustainable Agriculture and Food Systems, Nursing, Pharmacy, Nutrition, or Business.

PREREQUISITES: None, this course counts as a General Education course that satisfies the STEM (A1) knowledge outcome category as well as Grand Challenge (G).

COURSE LEARNING OBJECTIVES
By the end of this course, the learner will be able to:
1) Identify important local marine fisheries and aquaculture systems, including fish species and common gear types
2) Explain the role of environmental processes in fisheries systems
3) Explain the role of human dimensions (social sciences) in fisheries systems
4) List the parts of the fisheries system, explain the connection between them and illustrate the management tools that can applied at each part.
5) Identify key international examples of marine fisheries and aquaculture, explain similarities and differences between USA and other countries.
6) Analyze primary scientific literature by recognizing “bad science”.
7) Articulate controversial fisheries and aquaculture topics effectively in written and oral format.
REQUIRED TEXTS
All material will be posted on Brightspace. The main text for the class will be:


TOPHAT subscription $28 purchased through the URI bookstore

TECHNOLOGY REQUIREMENTS
To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

<table>
<thead>
<tr>
<th>Windows 7 (XP or Vista)</th>
<th>Mac OS X or higher</th>
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<tbody>
<tr>
<td>64 MB Ram</td>
<td>32 MB Ram</td>
</tr>
<tr>
<td>28.8 kbps modem (56k or higher recommended)</td>
<td>28.8 kbps modem (56k or higher recommended)</td>
</tr>
<tr>
<td>SoundCard &amp; Speakers</td>
<td>SoundCard &amp; Speakers</td>
</tr>
<tr>
<td>External headphones with built-in microphone</td>
<td>External headphones with built-in microphone</td>
</tr>
<tr>
<td>Mozilla Firefox 9.0 or higher</td>
<td>Mozilla Firefox 9.0 or higher; Safari 5.0 or higher</td>
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Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

TECHNOLOGY REQUIREMENTS & RESOURCES
Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS), TechSmith Knowmia, Zoom and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, TechSmith Knowmia, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- **Brightspace**
  - Account Access [https://brightspace.uri.edu](https://brightspace.uri.edu)
  - Resource page [https://web.uri.edu/brightspace/](https://web.uri.edu/brightspace/)
  - Tutorials [https://www.youtube.com/playlist?list=PLZz77ffBC33ItZ_XzSgohYHpzlo6T2xiE](https://www.youtube.com/playlist?list=PLZz77ffBC33ItZ_XzSgohYHpzlo6T2xiE)
  - Accessibility Information [https://www.d2l.com/accessibility/standards](https://www.d2l.com/accessibility/standards)
CLASSROOM PROTOCOL

For this online course, Brightspace is our “classroom.” Please refer to the Brightspace YouTube video tutorials before you get started and refer back to them as a resource as needed while you complete this course. In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated.

COURSE NAVIGATION

Given the fast pace and intensive nature of a 3 week J-Term course, you must plan to work on class requirements every day. I recommend reserving 2-3 hours each day for your coursework. On most days of the session, you will have either a quiz, a discussion board post, an assignment, or something else due by the end of day.

Our course can be accessed at Brightspace https://brightspace.uri.edu . Once you are on the AFS105G Brightspace homepage, you will see several items. On the left hand side of the screen is a calendar of due dates. You must check this calendar often, to keep up with the required work. The dates on the calendar are target due dates, meant to keep you on track so that the work doesn’t pile up. You will quickly become overwhelmed if you do not budget your time accordingly to meet deadlines. If things are going to be late, I would like to be informed in advance with a reasonable explanation. A decision will be made regarding point deductions for late submission.

ACCESSING THE UNIT MODULES

On the right hand side (under the banner) of our Brightspace homepage, you will see a box that says “content browser.” If you click on the content browser, you will see an overview of the course content for the 3 week session. You can also access this content by clicking on the “Content” link at the top of the
Brightspace homepage. All of the required readings, assignments, quizzes and discussions are arranged in a series of learning modules labeled by "UNIT" on the left hand side of the screen.

There are 3 unit modules, which are to be completed every 7 days. You should review the due dates for these tasks and begin working on the weekly module as soon as possible (MONDAY) each week. Click through the modules, review the module content, and complete the readings, videos, and tasks embedded within these pages. Each module starts with an overview of the learning unit, as well as a summary of what is due for that unit. Again, all of the tasks are embedded in the modules (as well as the information that you need to complete them). However, you can also quickly access these tasks by clicking on the “Discussion”, Quizzes, “Assignments” tabs at the top of the Brightspace homepage. Do not attempt to complete any tasks without first reviewing the due dates, and the content in the module.
STUDENT PERFORMANCE REQUIREMENTS AND METHODS OF EVALUATION

<table>
<thead>
<tr>
<th>Requirements and Point Distribution</th>
<th>Weight</th>
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<tbody>
<tr>
<td>3 quizzes @ 100 points each <em>You will complete one quiz per week in Brighspace</em></td>
<td>30%</td>
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<tr>
<td>3 video discussion board posts @ 10 points each Minimum of (2) comments to classmates posts @ 10 points *You will complete one discussion board post (and offer comments on your classmates’ posts every week)</td>
<td>20%</td>
</tr>
<tr>
<td>Minimum of (2) comments to classmates posts @ 10 points *You will complete one discussion board post (and offer comments on your classmates’ posts every week)</td>
<td>20%</td>
</tr>
<tr>
<td>2 homework assignments per week @ 10 points each *You will complete two assignments each week.</td>
<td>30%</td>
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**Total** 100%

**Participation/Discussion:** Mid-week of the UNIT, there will be a video assignment. As part of the assignment, there will be one or more questions that each student will answer in the discussion forum. As follow-up, each student will be required to read 2 classmates answers and then respond following the particular directions of the assignment. The original discussion will be due by 11:55 pm Eastern Standard Time on Friday of the week they are introduced. The responses to classmates will be due 11:55 pm Eastern Standard Time on Sunday. Video discussions will count toward 20% of your total grade. Posts to classmates will count toward 20% of your grade.

**Homework Assignments:** 2 homework assignments will be given each week. The assignments will reinforce the topic of the week, there will be detailed instructions of what will be required included in each UNIT. Work will be assigned Tuesday and Thursday of each week. It will be due by 11:55pm Eastern Standard Time on Wednesday and Friday of the week they were assigned. Each homework assignment will count towards 30% of your grade.

**Quizzes:** In every unit module, you will be asked to take a comprehensive quiz (20 questions) based on the module content (readings, films, etc). These quizzes will be a combination of multiple choice, short answer, and true/false questions. Check the dates for quizzes on the calendar and make sure you complete all of the required module work ahead of time. Once you start a quiz you cannot pause it and finish later. There is a time limit of 120 minutes on each quiz.

Each module contains an overview, important background information, readings and videos, as well as various discussion posts, quizzes, and other assignments and their associated due dates. Each embedded task requires that you have read through the module pages (including any links to content such as readings/videos). It is in your best interest to review each module, the to-do list, and the due dates for completion of your work ahead of time. Assignments will require the most time to complete, followed by discussion boards. If you have reviewed the module carefully, quizzes should take you about 30 minutes.
ONLINE ENGAGEMENT AND OTHER CLASS POLICIES

This class is a mixed online/synchronous class. We will meet twice a week (TTH 9:30-11:30 AM) for 3 weeks. However, you will need to complete much of the work on your own time, and at your own speed. However, given the fast pace and condensed nature of a 3 week J-term course, you must plan to work on class requirements every day, and meet four due dates a week (quizzes, discussion, discussion comments and assignments).

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes. You must start reviewing the modules on Monday to keep up with the workload (your first task of the week typically needs to be submitted by Wednesday). This requires that you have already looked at the module, and completed the necessary readings for that task.
- Regular onsite engagement is expected for student success. You must log on to Brightspace often to check the schedule, complete the modules, and interact with your peers through discussion board.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student’s grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2-word postings (e.g., I agree, Oh yeah, No way, Me too) do not “count” as postings.
URI ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other "hate" speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- **Delineate** the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- **Display** a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- **Demonstrate** the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing.
- **Substantiate** abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- **Draw upon** contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and solely your own.
If you have any doubt about what constitutes plagiarism, visit the following website: https://honorcouncil.georgetown.edu/whatisplagiarism, the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://web.uri.edu/studentconduct/student-handbook/.

Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another’s work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another’s academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations” which can be accessed in the University Student Handbook.

ACADEMIC SUPPORT SERVICES
Office of Disability Services
Americans With Disabilities Act Statement
Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student’s responsibility. Information about services, academic modifications and documentation requirements can be obtained from The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). https://web.uri.edu/affirmativeaction/

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities. Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.