AFS105G: FOOD FROM THE SEA
Winter J Term
January 4 – January 22, 2021

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
2) Understand the role of environmental processes and human dimensions in seafood production
3) Explain key international examples of marine fisheries and aquaculture
4) Effectively read and understand primary scientific literature
5) Communicate controversial fisheries and aquaculture topics effectively

REQUIRED TEXTS
All material will be posted on Brightspace. The main text for the class will be:

Other readings will be assigned weekly.

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>
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<tr>
<td>SoundCard &amp; Speakers</td>
<td>SoundCard &amp; Speakers</td>
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<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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</table>

Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

BRIGHTSPACE HELP
Here is the link to access Brightspace [https://brightspace.uri.edu](https://brightspace.uri.edu) as well as the Brightspace resource page [https://web.uri.edu/brightspace/](https://web.uri.edu/brightspace/).

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
This course begins with a "Start Here" section to provide you with startup information including technology requirements, information about Brightspace, the syllabus and schedule, and my contact information. 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 and the dates it needs to be submitted by.

On the lower right-hand side of the screen, 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 5-week duration of the course. 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 “WEEK” on the left-hand side of the screen.

Each week, you will click through the modules, reviewing through the module pages, and completing 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 the week. 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”, and
“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.

MAJOR STUDY UNITS
Start Here and The Fisheries System
Seafood Production
Sustainable Seafood and Aquaculture
Understanding Fisheries Science

STUDENT PERFORMANCE REQUIREMENTS AND METHODS OF EVALUATION
Your grade for this course will be based out of 100 points. Each module will be accompanied by 20 points worth of work, and will require completion of a quiz, a discussion board post (and comments), and an assignment. You must review the due dates for these tasks and begin working on the weekly module as soon as possible (MONDAY) each week.

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).

Given the intensive nature of a summer course, it is imperative that you stay organized, manage your time effectively, and do not wait until the last minute to work through modules. Plan on devoting at least 2-3 hours a day to completing the weekly modules and tasks.

Some tasks require more time than others, so 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.

<table>
<thead>
<tr>
<th>Requirements and Point Distribution</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>5 quizzes @ 5 points each</td>
<td>25%</td>
</tr>
<tr>
<td>*You will complete one quiz per week</td>
<td></td>
</tr>
<tr>
<td>5 discussion board posts and comments @ 5 points each</td>
<td>25%</td>
</tr>
<tr>
<td>*You will complete one discussion board post (and offer comments on your classmates’ posts every week)</td>
<td></td>
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<tr>
<td>5 assignments @ 10 points each</td>
<td>50%</td>
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<tr>
<td>*You will complete one assignment each week.</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>
ONLINE ENGAGEMENT AND OTHER CLASS POLICIES

This class is completely asynchronous. We will not be meeting at any scheduled time online. Rather, you will complete the work on your own time, and at your own speed. However, given the fast pace and condensed nature of a 5 week summer 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.

- The due dates for online work are there to keep you on track, and to space the work out. It is crucial for your success in this course that you meet the due dates. I will not penalize for the occasional late submission; however, it is in your best interest to keep these to a bare minimum. You will quickly become overwhelmed if you do not budget your time accordingly to meet deadlines.

- 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.
Office for the Advancement of Teaching & Learning

- 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](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/](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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>● Introductions</td>
<td>Who am i?</td>
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<tr>
<td></td>
<td>● Fisheries Systems and the Big picture (International, National)</td>
<td>Fisheries big picture,</td>
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<td></td>
<td>● New England Fisheries</td>
<td>Fishes System</td>
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<tr>
<td></td>
<td>● New England Aquaculture</td>
<td>Aquaculture gears and methods</td>
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<tr>
<td></td>
<td>● Fishing Gear</td>
<td>Fisheries gears and methods</td>
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<td>2</td>
<td>● Fish as Food</td>
<td>Seafood Import &amp; Exports</td>
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<td>● Fish and Poverty</td>
<td>Tragedy of the Commons</td>
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<td>● Fish as Money</td>
<td>Fisheries Economics</td>
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<td>● Fish as a Way of Life</td>
<td>Culture of Fishing</td>
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<td>● What is Science</td>
<td>Doing Good Science</td>
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<tr>
<td>3</td>
<td>● Fisheries Management</td>
<td>Objectives and Tools</td>
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<td></td>
<td>● The Educated Consumer</td>
<td>Labeling and Certifications</td>
</tr>
<tr>
<td></td>
<td>● Illegal, Unregulated &amp;</td>
<td>Threats to sustainability</td>
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<td></td>
<td>Unreported Fishing (IUU)</td>
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<tr>
<td></td>
<td>● Pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Climate Change</td>
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