THE
UNIVERSITY
OF RHODE ISLAND

**Office for the
Advancement of
Teaching & Learning**

WINTER J-TERM
AFS105G: FOOD FROM THE SEA
January 2 – January 19, 2024
Online (asynchronous) – 3 credits

INSTRUCTOR: Professor Barbara Somers, **Email:** bsomers@uri.edu. Office Hours: For a Zoom meeting, appointments can be scheduled through (Starfish). I am available through email (bsomers@uri.edu) and Brightspace messages regularly Monday – Thursday during the day and will respond within 24 hours.

COURSE DESCRIPTION: Introduction to capture fisheries and aquaculture and their contribution to food supply and nutrition, methods of production, management, environmental and ecological considerations, practices employed, with a regional New England focus.

COURSE OBJECTIVE: The objective of this course is for you to gain competency in the key concepts in fisheries and aquaculture within the context of production, management, and nutrition. You will also learn how components of fisheries and aquaculture industries are interconnected. Topics will demonstrate how some of the principles you may learn about in other courses are applied in a seafood context.

LEARNING OUTCOMES: The course is broken up into 3 themes: learning outcomes 1 and 2 are related to seafood production; learning outcomes 3 and 4 are related to seafood economics; learning outcomes 5 and 6 are related to seafood consumption.

By the end of the course, you will be able to:

(1) Describe the scale and significance of fisheries and aquaculture (seafood) production, as well as the species that are harvested;

(2) Explain the methods used to grow and/or capture fish, and concepts of sustainable production;

(3) Distinguish key attributes of seafood supply chains that are vital to traceability and economics;

(4) Discuss post-harvest processing of seafood, including factors contributing to spoilage and preservation techniques;

(5) Recognize the importance of seafood in providing macro- and micronutrients for a growing human population;

(6) Interpret how different uses and modifications of seafood products impact human consumption.

These course outcomes will be assessed by way of your answers to weekly quizzes, discussion forums, and weekly reading assignments.

PREREQUISITE KNOWLEDGE: There are no prerequisite skills needed for this course except basic competency in mathematics, reading comprehension, and writing.

COURSE COMPONENTS: This course is composed of three graded elements: Reading assignments (40%), weekly quizzes (20%), and discussion forums (40%).

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REQUIREMENTS AND POINT DISTRIBUTION	Weight
1 quizzes each week at @ 100 points each *You will complete one quiz per week in Brighspace"	**20%**
2 discussion board posts per week @ 10 points each Minimum of (2) comments to classmates posts @ 10 points *You will complete two discussion board post (and offer comments on your classmates' posts every week)	**20%** **20%**
3 reading assignments per week @ 10 points each *You will complete three assignments each week.	**40%**
Total	**100%**

GRADE SCALE: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D+,67-69; D, 61-66; F, 60 or below.

REQUIRED TEXTS AND READINGS: There is no required textbook for this course. All reading assignments will be posted on Brightspace and come from a variety of sources.

TECHNOLOGY REQUIREMENTS AND RESOURCES: Computer access to the Internet is required to system, Zoom, Microsoft, and Google Drive platforms. Announcements for the course will also be posted on Brightspace, so please check it frequently and *make sure you have the correct email address associated with your Brightspace profile* (i.e., the one you frequently check). 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 most operations in Brightspace. Internet Explorer is not recommended.

TIME COMMITMENT: I expect you to work on course material for an estimated approximate time of **8 hours** each week. These are time estimates, and some students may spend more or less time than is estimated. My calculations are as follows:

~4 hours to the weekly reading assignment and associated questions.

~3 hours to the discussion forum.

~ 60 minutes to the weekly knowledge quiz, including study time and taking the quiz.

IMPORTANT: Something is due every week on Wednesday and Sunday. By staggering these, it encourages frequent interaction with the course material throughout each week. Every week (except exam weeks) you will have six things due:

1) reading assignment(s) with associated questions due Tuesday (assign 1) , Thursday (assign. 2) & Saturday (assign. 3) by 11:59pm.

2) initial discussion forum posts due Wednesday (disc. 1 and Friday (disc. 2) by 11:59pm, and responses (n=2) to classmates due Friday (disc. 1) and Sunday (disc. 2) by 11:59pm.

3) a quiz due Sunday by 11:59pm.

Note: You can always do assignments early, i.e., you do not have to wait until the last minute!

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READING ASSIGNMENTS will generally be 20-30 pages and include short-answer questions associated with the material. These questions are meant to guide your reading, point out some important aspects, and you will submit your answers directly in Brightspace. For more information on discussion forms, please refer to the "Start Here" tab of the course where you will find a section outlining details along with a grading rubric.

DISCUSSION FORUMS will focus on one or more readings and the video mini-lecture content. You will be required to provide responses to a prompt that I give (by starting a new thread), then respond to 2 other classmates by replying to their threads. Avoid responses that are superficial, e.g., "great point", without elaboration. To facilitate engaging dialogue, consider including other commenters' points in your responses; good discussion dialogue also includes comments and questions referring to previous commenters' points, to build an engaging discussion thread. For more information on discussion forms, please refer to the "Start Here" tab of the course where you will find a section outlining details along with a grading rubric.

QUIZZES (WEEKLY) are designed for few reasons: (1) to help you review your understanding of the material, and (2) to indicate the most important materials to study for the final exam. You will have **60 minutes and 2 attempts** to complete the 30 T/F, multiple-choice or short answer questions once the quiz has been opened on Brightspace. **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.**

LATE ASSIGNMENTS will be accepted and graded, but points will be taken off your grade. This is a criterion in all assignment rubrics within Brightspace, so I encourage you to check them for the penalty.

BRIGHTSPACE OR EMAIL MESSAGES will be responded to within 24 hours of being received (excluding weekends). You can use my email, bsomers@uri.edu, or Brightspace to communicate with me.

ONLINE LEARNING: This course is divided into 3 weeks with 4 learning module per week. Each learning module contains the learning outcomes for that lesson, readings, discussion forums, videos, and any other important content. To begin this course, click the "Start Here" tab, read the syllabus and course schedule, etc. These items will act as your map to this online course. See the end of this document for specifics on course schedule and topics.

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 logins and active participation cannot be overstated.

Students who will miss more than one assignment have the responsibility to discuss it with the instructor in advance. Students should also consider withdrawing from a course if they fall behind in the first week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.

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, or a reading assignment due by the end of day.

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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.**

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 reads "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.

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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.
- 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.

STUDENTS WITH DISABILITIES: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI is located in room 302 of the Memorial Union, 401-874-2098, http://uri.edu/disability, or email dai@uri.edu.

ANTI-BIAS STATEMENT: As a group of learners at URI, we respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team. There you will also find people and resources to help.

PROFESSIONAL CONDUCT & ACADEMIC HONESTY: All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites), **they MUST be properly documented using the APA Manual, 7th edition, or you will be charged with plagiarism and receive an F on the assignment and not given an opportunity to resubmit the assignment.** In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the University Manual (web.uri.edu/manual/). 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.

A NOTE ON AI: Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is a space for learning how to improve our critical thinking and scientific writing. **AI simply cannot do that learning for us.**

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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 writing assignment. Venues for writing include the widespread use of e- mail, electronic chat spaces and interactive discussion boards. 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 insight in fruitful ways. **Please note:** *All written assignments in AFS 105G are expected to be submitted in a manner that meets URI's Academic Writing Standards (see above). However**, responses to your peers' assignments and posts are NOT required to conform to academic writing standards** – you may communicate in whatever way feels comfortable to you. Use abbreviations, contractions, memes, slang, pop culture references, a shared (foreign)language – however you feel will be the most effective way to get your point across (respectfully and appropriately).*

URI ONLINE RESOURCES: Visit the URI Library's website for lots of useful resources!

WHEN LIFE HAPPENS ON ITS OWN TERMS

Occasionally, life reminds us we are not in control of everything that happens around us or in control of what directly happens to us. If you find yourself in need of help, just remember nothing lasts forever, so keep your head up and do your best to take it one day at a time. URI has resources available to support you if you need it! Here is a short list:

- Rhody Outpost Food Pantry provides a variety of food items, along with toiletries and cleaning supplies. Call 401-874-2098 or email dsooutreach@etal.uri.edu.
- Dean of Students offers resources to help you navigate and succeed in college, even when your outside life is challenging. Call 401-874-2098 or find more contact info here.
- URI Counseling Center provides confidential support. Call 401-874-2288 or learn more here.

Title IX: Consistent with Title IX policy, please be aware that instructors, as a responsible employee, are obligated to report information that you provide to me about situations involving sexual harassment or assault.

LAND ACKNOWLEDGEMENT: The University of Rhode Island occupies the traditional homelands of the Narragansett Nation. What is now the state of Rhode Island occupies the traditional homelands and waterways of the Narragansett Nation and the Niantic, Wampanoag and Nipmuc Peoples. We honor and respect the enduring and continuing relationship between these nations and this land by teaching and learning more about their histories and present-day communities, and by becoming stewards of the land we too inhabit. In addition, let us acknowledge the violence of conquest, war, land dispossession and of enslavement endured by Black and Indigenous communities in what is now the United States. Their contemporary efforts to endure in the face of colonialism must be acknowledged, respected, and supported. (Source: URI College of Arts &Sciences)

If you have read this syllabus, then you are on the right track to succeed in this class!
DISCLAIMER: The contents of this syllabus are subject to change at the instructors' discretion.

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	Overall Course Learning Objectives	Theme
1	Describe the scale and significance of fisheries and aquaculture (seafood) production, as well as the species that are harvested	Seafood Production
2	Explain the methods used to grow and/or capture fish, and concepts of sustainable production	
3	Distinguish key attributes of seafood supply chains that are vital to traceability and economics	Seafood Economics
4	Discuss post-harvest processing of seafood, including factors contributing to spoilage and preservation techniques	
5	Recognize the importance of seafood in providing macro- and micronutrients for a growing human population	Seafood Consumption
6	Interpret how different uses and modifications of seafood products impact human consumption	

Unit	Weekly Course Learning Objectives At the end of this unit, you will be able to:	Learning Objective
1	Utilize Brightspace to participate in introductory discussion	1
	Understand course objectives, structure, and content	1
1	Explain patterns of global and regional seafood production	1
	Identify major species harvested or farmed	1
1	Define and compare methods of fisheries production	2
	Define and compare methods of aquaculture production	2
1	Outline historical timeline of seafood harvest methods & status	2
	Define maximum sustainable yield and classifications	2
1	Analyze environmental impacts of aquaculture production	2
	Analyze environmental impacts of fisheries production	2
2	Distinguish key attributes of seafood supply chains that are vital to traceability	3
	Explain why seafood supply chains are complex and involve lots of different stakeholders	3
	Define seafood traceability and its core functions	3
2	Describe basic seafood economics principles	3
	Give examples of seafood subsidies and trade agreements	3
	Compare and contrast value chain analyses for seafood	3

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2	Define the basic steps in post-harvest seafood processing, particularly related to spoilage and handling	4
	Discuss sustainability standards for seafood processing plants: food safety, social accountability, environmental responsibility	4
2	Evaluate post-harvest seafood preservation techniques and technologies	4
	Discuss different value-added seafood products: how they are prepared and consumed	4
3	Explain food insecurity and its relationship to seafood	5
	Identify and examine the primary macronutrients in seafood	5
3	Identify and examine the primary micronutrients in seafood	5
	Describe how micronutrient deficiencies differentially affect people	5
3	Utilize FishBase for determining seafood nutrients in seafood species most consumed	5
3	Give examples of what seafood is used for non-human consumption	6
	Discuss seafood reduction processes and social-ecological impacts	6
3	Describe how genetically modified organisms are entering the seafood sector	6
	Analyze ecological, economic, and social impacts of genetically modified salmon	6