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OF RHODE ISLAND

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

AFS105G: FOOD FROM THE SEA
Summer Session 2
June 27 - July 29, 2022

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

AVAILABILTY: I am available through email using **Brightspace** messages regularly Monday – Thursday during the day and will respond within 24 hours. Virtual Office Hours: Tuesday and Thursday 4:00 pm – 5:00 pm at https://uri-edu.zoom.us/my/basomers and by appointment. Appointments can also 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 marine fisheries and aquaculture harvest and production systems.
2) Appreciate the role of economic and social dimensions in seafood production.
3) Recognize key nutritional aspects of seafood and the role of seafood in maintaining human health.
4) Effectively read and understand primary scientific literature

REQUIRED TEXTS
All material will be posted on Brightspace. The main text for the class will be:
FAO, 2020. The State of the World Fisheries and Aquaculture 2020- Sustainability in Action. Rome, 2020, 224pps.

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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:

Windows 7 (XP or Vista) 64 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher	Mac OS X or higher 32 MB Ram 28.8 kbps modem (56k or higher recommended) SoundCard & Speakers External headphones with built-in microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher

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 as well as the Brightspace resource page 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.

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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

Start Here ⌄

🖨 Print   ⚙ Settings

Add dates and restrictions...

👁

Add a description...

Upload / Create ⌄   Existing Activities ⌄   🖉 Bulk Edit

⠿ Welcome & Learning Objectives ⌄
🌐 Web Page   ✓

⠿ Meet your Professor! ⌄
🌐 Web Page   ✓

⠿ Instructor Welcome Video ⌄
🌐 Web Page   ✓

⠿ Remote Office Hours ⌄
🌐 Web Page   🚫 | ✓

⠿ Syllabus & Schedule ⌄
🌐 Web Page   ✓

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"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 & The Big Picture

Seafood Harvest & Production

Seafood Supply Chain

Consumption & Uses

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.

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, 63-66; F, 62 or below.

Requirements and Point Distribution	Weight
5 quizzes @ 20 points each *You will complete one quiz per week	25%
5 discussion board posts and comments @ 20 points each *You will complete one discussion board post (and offer comments on your classmates' posts every week)	40%
5 assignments @ 20 points each *You will complete one assignment each week. The assignment for week 4 is a group assignment.	35%
Total	100%

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.

- 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 boards. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

- 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.

- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

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 2-word postings (e.g.: I agree, Oh yeah, No way, Me too). These do not count as postings.

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- 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.

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.

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- 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.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are deal 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;

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- 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.**

STUDENT SUPPORT SERVICES

The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: https://web.uri.edu/counseling
- Food assistance: https://web.uri.edu/rhody-outpost
- Bias resource team: https://web.uri.edu/brt

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/

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.

Disability Services for Students Statement

Your access in this course is important. Please send me your Disability Services for Students (DSS) 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 DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dss@etal.uri.edu.

Anti-Bias Syllabus Statement

 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 at www.uri.edu/brt. There you will also find people and resources to help.

Academic Enhancement Center (for undergraduate courses):

Located in Roosevelt Hall, the AEC offers free face-to-face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses by appointment online and in-person. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, uri.edu/aec.

BRIGHTSPACE SUPPORT SERVICES

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.

2. The Service Desk Website, https://web.uri.edu/itservicedesk/, posts the semester operating schedule as well as a link on the right index to the self- help technical wiki. That site contains Brightspace help and instructions for both students and faculty.

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.

Uri Online Library Resources

https://web.uri.edu/library/

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COURSE SCHEDULE

Week	Topics Discussed	Course Learning Objectives	Assignments/Deliverables
1	• Introductions • Fisheries Systems and the Big picture (International, National)	• Recognize the diversity and scale of fisheries and aquaculture globally • Understand the differences between fisheries and aquaculture • Appreciate the globalized nature of seafood	• Assignment 1 – Exploring the Global Seafood System • Quiz 1 – The Seafood System (the Big Picture • Discussion Topic 1: American Catch: Do we have a problem?
2	• What is a Fishery? • Fisheries and aquaculture production • Gears and methods • Local historical & current status	• Identify major fish species of importance for Rhode Island • Identify major gear types used in Rhode Island and in the world's fisheries • Draw the first steps in the fisheries system and describe the corresponding major questions and conflicts • Understand the role of environmental processes and human dimensions in seafood production	• Assignment 2 – Brief History of Groundfishing Industry in New England • Quiz 2 – Fisheries & Aquaculture Harvest & Production • Discussion Topic 2: The State of World Fisheries
3	• Supply Chain Basics • Seafood Traceability • Value Chain Analysis • Seafood Certification • Market based Management	• Understand emerging technologies in the seafood supply chain to help stakeholders. • Identify where seafood originates, how it was caught or raised, and its path to the consumer using traceability. • Describe the key attributes of the seafood supply chain.	• Assignment 3 – Value Chain Analysis • Quiz 3 – Supply Chain & Certification • Discussion Topic 3: Seafood Traceability Technology
4	• Seafood Nutrition • Non Human uses • Risks and Benefits to Humans	• Understand what micro and macro nutrients are common in seafood • Identify sources and symptoms of micronutrient deficiencies	• Assignment 4 - Macro and Micro nutrients • Quiz 4 – Nutrients & Post Harvest • Discussion Topic 4: Reduction Fisheries
5	• Ethics and GMO's • Seafood Carbon Emissions • Climate Change and Threats to Sustainability • Course Wrap up	• Identify the traits of a genetically modified organism (GMO) • Understand environmental impacts on the fisheries system • Discuss how fisheries and aquaculture intersect	• Assignment 5 – Is the Menhaden Fishery Sustainable? • Quiz 5 – Seafood Emissions & Climate Change • Discussion Topic 5: (GMO'S)