Food from the Sea

AFS 105G – 3 credits

2025 Summer Session #1 – Online (asynchronous)

Instructor:
Dr. Austin Humphries, Associate Professor; Email: humphries@uri.edu

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. Seven relates to sustainability of seafood.

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.
(7) Understand the activities and practices that threaten the sustainability of seafood.

These course outcomes will be assessed by way of your answers to weekly quizzes, discussion forums, comprehension activities, 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 four graded elements: reading assignments (40%), weekly quizzes (30%), discussion forums (20%) and comprehension activities (10%).

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.

Requirements	Point Distribution
1 quiz each week	30%
1 discussion board post and reply each week	20%
2 reading assignments each week	40%
1 comprehension activity each week	10%
Total	100%

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 successfully navigate this course. The course is delivered through the Brightspace learning management 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.

Online Learning:
This course is divided into 5 weeks with multiple learning modules 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.

Time Commitment:
I expect you to work on course material for an estimated approximate time of ~9 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 hour to discussion forums.
- ~1 hour to the weekly knowledge quiz, including study time and taking the quiz.
- ~1 hour to the comprehension activities.

IMPORTANT: You can expect a fairly consistent schedule. Something is due every day of the week except Monday, some days there are 2 items due. By staggering these, it encourages frequent interaction with the course material throughout each week. Every week you will have eight things due:

Task	**Due Date**	**Time**
Reading Assignment 1 with Questions	Tuesday	11:59 PM
Discussion Forum 1 Initial Post	Wednesday	11:59 PM
Reading Assignment 2 with Questions	Thursday	11:59 PM
Discussion Forum 1 Response	Friday	11:59 PM
Comprehension Activity	Sunday	11:59 PM
Knowledge Quiz	Sunday	11:59 PM

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

Reading assignments will vary in length 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 reading assignments, 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 topics. You will be required to provide responses to a prompt that I give (by starting a new thread), then respond to another classmate, by replying to their thread. 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. Your responses should add new knowledge and tie concepts from the Topic Reading Materials in Brightspace and readings when possible. For more information on discussion forums, please refer to the "Start Here" tab of the course where you will find a section outlining details along with a grading rubric.

Comprehension activities are designed to help you engage more deeply with the course material and apply what you've learned in a variety of formats. These activities may include tasks such as concept mapping, short reflective writings, case study analyses, or identifying real-world applications of key course concepts. The goal is to reinforce understanding, encourage synthesis, and give you the opportunity to make connections between readings and discussions. Assignments will vary from week to week and should be submitted via Brightspace. For more information on comprehension activities, please refer to the "Start Here" tab of the course where you will find a section outlining details along with a grading rubric.

Quizzes are designed for few reasons: (1) to help you review your understanding of the material, and (2) to reiterate the most important materials to take home from the unit. You will have 2 attempts (your grade will be the average) at 30 minutes to complete the 30 T/F, multiple-choice or short answer questions. The 2nd attempt will only show the questions that you got incorrect on the first attempt. Once the quiz has been opened in Brightspace, you cannot stop the timer, so make sure you have the time to complete the quiz***.***

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, humphries@uri.edu, or Brightspace to communicate with me.

Artificial intelligence (AI) tools such as ChatGPT, Grammarly, or other generative technologies can be valuable for enhancing learning and productivity. However, their use in this course must align with the principles of academic integrity and the course's objectives.

Permitted Uses of AI:

- Idea Generation: Brainstorming ideas for assignments, blog posts, or project topics.
- Editing and Proofreading: Using tools like Grammarly for grammar, spelling, and style checks.

- Clarifying Concepts: Seeking explanations of general fisheries ecology concepts or terminology.
- Technical Assistance: Formatting references, citations, or tables.

Prohibited Uses of AI:

- Content Generation: Submitting AI-generated text as your own work is not allowed. All submitted content, including blog posts, quizzes, and group project deliverables, must be your original writing and analysis.
- Critical Thinking Tasks: Assignments designed to assess your understanding (e.g., interpreting stock assessment models, analyzing fisheries data, or synthesizing ecological concepts) must be completed independently without relying on AI for substantive analysis.
- Plagiarism: Using AI to paraphrase or rewrite content from sources without proper citation constitutes academic dishonesty.

Transparency and Citation:

- If you use an AI tool in completing an assignment, you must clearly disclose its use. For example, include a brief statement at the end of your work, such as:
    - "This work was reviewed using Grammarly for grammar and style suggestions."
    - "ChatGPT was used to brainstorm ideas for this report."

Consequences of Misuse:

- Misuse of AI tools, including submitting AI-generated work as your own or failing to disclose AI usage, will be considered a violation of the University's Academic Integrity Policy and will result in disciplinary action. The first violation will result in a warning and opportunity to redo the assignment. The second violation will result in the filing of a Student Academic Misconduct Report with URI.

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.

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.

Academic Enhancement Center: The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM & BUS-related courses through the Drop-In Center and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving 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.

- **STEM & BUS Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM & BUS courses through free peer tutoring in-person and online. Students can select **occasional or weekly tutoring sessions** through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on and more detailed information and instructions can be found at uri.edu/aec/tutoring.

- **Academic Skills Development** courses and programs teach students how to plan and apply time management and study strategies. **UCS 160: Success in Higher Education** is a one-credit course on strategic approaches to planning and studying. **UCS 161x: Becoming a Self Directed Student** teaches strategies for taking greater control over their academic work and lives. **Academic Consultations** are 1 to 1 meetings that help individual students to address their academic challenges. Students can schedule in-person or online consultations with David Hayes on Starfish. **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through: 1) 25- or 50-minute **in-person appointments**, 2) synchronous **online appointments**, and 3) asynchronous **written feedback.** Synchronous appointments hosted by WCOnline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at uri.mywconline.com. For more information, visit uri.edu/aec/writing.