Ecampus Syllabus

Course Name: Oceans in Peril
Course Number: BI347 **Credits**: 3
Instructor name: Philip Pepe, **email:** pepep@oregonstate.edu, **phone:** (541) 737-3786 **skype:** philipjohn.pepe

Course Description

The interactions of society and the marine environment, emphasizing the ecological, biogeochemical, economic, sociological, and political significance of the oceans. Topics of current critical importance will include marine pollution, protecting marine habitats, conserving marine biodiversity, fisheries and aquaculture, ocean energy, biogeochemical change, global warming, ocean acidification, and sea level rise. Lecture (Bacc Core Course). No Prerequisites.

Teaching Philosophy

My goal is for you to walk away with a deep understanding of the challenges society faces in our relationships to ocean ecology and to share ways forward with others. Marine ecology is a field of study that covers a broad set of topics affecting our daily lives. We'll focus on the role global ocean ecology plays in human endeavors and consider the social and economic dimensions of scientific or technological change. We'll study how to investigate our interactions with our environment and how to put the lessons we learn into action.

This course uses a number of different tools to facilitate y o u r learning at multiple levels. The tools provide an active learning environment that enables you to learn by doing.

Student Learning Outcomes

By applying concepts learned in this class, you will be able to:

1. Identify and connect basic ideas and terminology found in the study of ocean ecology.
2. Critically evaluate sources of information about ocean ecology.
3. Associate specific relations between science and/or technology and human-ocean interactions.
4. Explain how science and technology aggravate and mitigate the effects of humans on the marine environment.
5. Explain major aspects of marine ecosystem organization in natural and human altered systems.
6. Analyze and apply hypotheses describing the dynamics of natural and human altered systems.
7. Construct a model of marine ecosystem services in your local bioregion.
8. Analyze biogeochemical change from a scientific approach, recognizing views of this problem from diverse science fields.
9. Explain the social, economic, political, and ethical issues surrounding biogeochemical change.
10. Contrast sustainable and unsustainable interactions in human altered marine ecosystems.
11. Examine and illustrate how scientific approaches to marine biology have impacted human social systems.
12. Assess the roles of scientific information and social values in marine environmental decision making.

Baccalaureate Core

This course fulfills the Baccalaureate Core requirement for the Synthesis - Science, Technology, and Society category. It does this by considering the political and economic dimensions of ocean science, the nature of oceanography and its use of technology, and the complexity of major revolutions in ocean science.

By applying concepts learned in this class, you will be able to:

1. Analyze relationships among ocean science, technology, and society using critical perspectives and examples from historical, political and economic disciplines.
2. Analyze the role of ocean science and technology in shaping diverse fields of study over time.
3. Articulate in writing critical perspectives on issues involving ocean science, technology, and society using evidence as support.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature (ex. You are considering dropping the class). The instructor will reply to course-related questions and email within 24-48hours.

I am dedicated to providing a quick response to all graded assignments. A typical turn-around time for grading will be 7 days (or sooner). If you have a more immediate question or would like to discuss something by phone you can call my office: (541) 737-3786.You are encouraged to call during the following hours: Mondays through Fridays 10:00 am – 11:00 am PT.

Canvas

This course will be delivered via Canvas (Login) where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Technical Assistance

If you are a newly admitted student seek help Getting Started. If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

WORLDWATCH INSTITUTE Vision for a Sustainable World	Oceans in Peril: Protecting Marine Biodiversity. M. Allsopp, R. Page, P. Johnston, and D. Santillo. Sept. 2007. Worldwatch Report 174. ISBN: 978-1-878071-81-1. 56 pages. Catch of the Day: Choosing Seafood for Healthier Oceans B. Halweil. November 2006. Worldwatch Report 172. ISBN: 1- 878071-80-7. 75pp
BioInteractive	Howard Hughes Medical Institute. Resources for Science Students Free Online at http://www.hhmi.org/biointeractive

	SimBio Software Purchased by student (~$00.00) at http://simbio.com
	LearningEdge Simulations Free Online at https://mitsloan.mit.edu/LearningEdge

Evaluation of Student Performance

Throughout this course you will be learning by using the guided weekly modules that I've provided. Each module includes a series of interrelated foundational and assessment activities. Each week you will read and view online materials that will help you prepare for and transition into the assessment portion of your learning.

The learning outcomes will be measured using the following assessments:
There are three important elements for successful learning in this course: formative assessments, literacy skills trainings, summary assessments, midterm assessments, and final assessments.

Formative Assignments (FAs) (35):

FAs help you form and measure your learning as it develops.

- Concepts Quizzes (10): formative assessments to gauge understanding of readings - Using online learning objects, you will be exposed to the basic concepts and vocabulary of marine biology and oceanography. You will gauge your understanding by answering a variety of questions and getting immediate feedback.
- Video Quizzes (10): formative assessments to gauge understanding of video interviews - Using video resources, you will be exposed to marine biology and oceanography research being carried out through OSU. You will gauge your understanding by answering a variety of questions and getting immediate feedback.
- Discussions (10): Sequential discussion postings- We are an online community, and to interact with each other, each week there will be a group discussion prompted by a question. You are required to participate in our discussions on at least two different days each week, with your first thread due no later than Wednesday by 11:59 PM PT, and your second, a reply to your peers is due by Sunday 11:59 PM PT. Each post should be a minimum of 50 words.
- Workshops (5): Simulations – We will participate in online interactive learning activities that involve manipulating variables and simulating interactions and outcomes. You will answer questions, which give you a chance to selfcheck your understanding.

Literacy Skills Trainings (LSTs) (5):

LSTs are developmental activities to acquire skills and use tools. Good writing skills are critical across professions.

- You will practice a number of skills that will not only help you in this course, but in all your academic and professional endeavors. These include Using library resources, citing sources, peer reviewing, outlining, and essay writing.

Summary Assignments (SAs) (5):

SAs are capstone assignments that evaluate how you are synthesizing the concepts you've learned each week.

- Summary Pages (5): You will construct 5 short essays w it h figure s and citations in the format you've learned in the Literacy Skills Trainings. The y provide content for you to build a portfolio of specific course topics. Each short essay should be a minimum of 200 words.

Midterm Assignments:

- Midterm Essay (1): Write one 5 paragraph essay with citations – Your essay will demonstrate your understanding of topics we've learned in class as well as use proper citations, which we practice in our skills training. The Midterm Essay should be no less than 500 words.
- Peer Review: You'll review the midterm essay of one of your peers and help them revise and edit it. In turn you'll edit your own midterm essay with the help of a peer.

Final Assignments:

- Final Paper (1): Prepare a paper with a minimum of 1,250-words. The writing should be carefully edited with references and citations. – Your paper will use a multidisciplinary approach and supporting evidence. You will use the formats and citation rules which we have practiced in our skills training. A successful portfolio will articulate in writing critical perspectives on ocean issues involving science, technology, and society using evidence as support. It will analyze relationships among ocean science, technology, and society using critical perspectives or examples from historical, political or economic disciplines.
- Final Exam: A cumulative, objective test that covers material from the Concept and Video Quizzes

Evaluation of Student Performance: In the OSU online catalog, refer to AT 18 and AR 19 regarding assignment of grades: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2886.

Grading Scale

Total – 1000 points

1. Concepts Quizzes – 100 points (10@10)
2. Mini-lecture Quizzes– 100 points (10@10)
3. Video Quizzes –100 points (10@10)
4. Discussions – 100 points (10@10)
5. Workshops –150 points (5@30)
6. Literacy Skills Trainings – 100 points (5@20)
7. Summary Assignments – 100 points (5@20)
8. Midterm Essay - 50 points (1@50)
9. Midterm Peer Review - 50 points (1@50)
10. Final Paper – 100 points (1@100)
11. Final Exam – 50 points (1@50)

Letter	Points
A	940-1000
A-	900-939
B	870-899
B+	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	Below 600

Week	Topic	Reading Assignments	Learning Activities
1	Historical Perspectives	OIP-Summary OIP-Polluting Marine Environment	Orientation Quiz Quizzes: Concepts, Mini-lecture, Video Discussion Literacy Skills
2	Marine Stakeholders	OER: People and Ocean Resources	Quizzes: Concepts, Mini-lecture, Video Discussion Literacy Skills Workshop Summary
3	Socioeconomics of Ocean Resources	OIP-Freedom for the Seas OER- Institutions	Quizzes: Concepts, Mini-lecture, Video Discussion Literacy Skills Workshop Summary
4	Fisheries and Aquaculture	OIP-Dangers of Fishery Depletions COTD-Making Better Choices to Beyond Fishing OER-Fisheries Management	Quizzes: Concepts, Mini-lecture, Video Discussion Literacy Skills
5	Protecting Marine Habitats	OIP-The Diversity of the Oceans COTD- New Hope for Old Victims COTD- The Shifting Baseline OER-MPAs	Quizzes: Concepts, Mini-lecture, Video Discussion Literacy Skills Midterm Essay
6	Habitat Stability	OER-Kelp Forest Habitats	Quizzes: Concepts, Mini-lecture, Video Discussion Workshop Summary
7	Oceanographic Change	OER-Ocean Changes	Quizzes: Concepts, Mini-lecture, Video Discussion Workshop Summary
8	Ocean Acidification	OER-Impacts of Ocean Acidification	Quizzes: Concepts, Mini-lecture, Video Discussion Workshop Summary
9	Global Warming and Sea Level Rise	OIP-Changing Climate and Seas OER-Modeling Climate	Quizzes: Concepts, Mini-lecture, Video Discussion
10	Mitigating Change	OER-Adjusting to Change	Quizzes: Concepts, Mini-lecture, Video Discussion Final Paper
11	Finals Week		Final Exam

Guidelines for a productive and effective online classroom

1. The discussion board is your space to interact with your colleagues and discuss course topics or respond to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
2. Posting of personal contact information is discouraged (e.g. telephone numbers, address, and personal website address).
3. Participate actively in the discussions after you have watched the weekly lectures and thought carefully about the issues.
4. Pay close attention to what your classmates write in their online comments. Ask clarifying questions when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
5. Think through and reread your comments before you post them.
6. Assume the best of others in the class and expect the best from them.
7. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge that each person brings to class.

Course Policies

Course Check-in

Your original attendance in this course will be verified during the Week 1 course check-in, which involves your completion of the following activities: reading the course syllabus and schedule, completion of the Orientation Quiz, Introductory E-mail to your professor, self-introduction on the course Discussion Board, and posting your perceptions in the Week 1 Discussion.

Attendance Policies

You must log-in to the course on a weekly basis throughout the term and respond to messages sent by your instructor. You must complete all the assignments in the course by their assigned due dates.

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday at 11:59 PM Pacific Time, your second no later Sunday at 11:59 PM Pacific Time.

Assignment Due Dates

Students are expected to keep up with the weekly schedule (see "Class Schedule") To stay current, students should complete all formative assignments early in the week (by Thursday at 11:59 PM Pacific Time) and summary assignments by the end of each week (by Sunday at 11:59 PM Pacific Time). Late assignments, posted after Sunday, will lose 15% of the possible points for each day they are late. Quizzes cannot be posted after the due date.

Missed Assignments

I do not give make-up points and/or extra credit for missed assignments unless 1) you are excused in advance by me, your instructor, or 2) you provide proof of a medical or family emergency.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term—let me know right away.

University and Departmental Policies

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. The DAS Statement is posted online at:ds.oregonstate.edu/faculty-advisors (4/14/16).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Conduct in this online classroom: Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an "F" grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards **Statement of Expectations for Student Conduct**. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Student Conduct and Community Standards - Offenses

Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of "F."

Statement of Expectations for Student Conduct Avoiding

Academic Dishonesty

***Turnitin* Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to ***Turnitin***, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through *TurnItin* and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through *TurnItin* for this or any class will be added to the OSU *TurnItin* database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on *TurnItin* please click HERE.