

BI150 * OCEAN PLANET * SPRING 2022

I am committed to doing everything I can to make sure you complete this course successfully. I always try to help students become better scholars and to equip them with new skills to bring to their civic, professional, and personal life. Regardless of the uncertainties, stress, and burdens brought on by current events, that is still our goal. To all returning and new students: We are so glad you are here!! ... and to those planning to graduate this spring – WE KNOW THIS IS A BIG TERM AND WE ARE HERE FOR YOU!.. please help your fellow students by sharing the wisdom gained from your UO experience, and make sure we know what we can do to be sure you graduate with flying colors.

Professor Michelle Wood

TEACHING TEAM CONTACT INFORMATION

Professor Michelle Wood

miche@uoregon.edu

Office Hours – Zoom, 11AM-12:30PM Tuesday and by appt.

Sophia Doerr

sdoerr@uoregon.edu

Office Hours – Zoom, 9:30-11 AM Friday and by appt.

Town Hall Office Hour with Tips on “Ocean at Home Assignments”

begin at 9:30 on Fridays on Zoom. This recorded and posted online.

Jenna Travers, Undergraduate Tutor and BULA

jtravers@uoregon.edu

Office hours – Zoom, 4:30-5:30 Monday and by appt.

LOGISTICS:

- Course Week Begins on Monday, Assignments are due Sunday Evening; there is a 24-hour grace period but on-time assignments get priority for grading. There is a 15% penalty after 24 grace period is over. This means perfect work will earn a “B”. Additionally, if the work is late, grading will likely be delayed.
- No grace period for mid-term exams; if you miss a mid-term or are late, plan to take the optional final.
- Canvas is the Communications and Organizing Center. Zoom links for discussion sessions and office hours are on Canvas site under Zoom tab.
- Each Week’s Module will be available on Sunday, except Week 10 which will be made available early (on Saturday, Week 9).
- Discussion Sections Meet Weekly on Zoom. For continuity and size, please attend the discussion section you enrolled in.

- Discussion Sections are essential to success in Ocean-at-Home Explorations. A recorded version of each week's discussion is posted on the Canvas site by the end of the day following the synchronous discussion.

CLASS DESCRIPTION:

The ocean is the largest and most diverse ecosystem on earth. However, many of us know very little about the ocean or its extraordinary inhabitants. This class introduces you to Earth's marine habitats, ecosystems, and organisms. It is designed to help you assess your own relationship to this 'engine' that powers overall global function and sustainability. The course meets Core and General Education requirements for Natural Science; it emphasizes development of competencies in critical thinking, ethical thinking, and communication. This course meets CORE Education Requirements for the Natural Sciences Area of Inquiry. While you will have plenty of opportunity for creative thinking and to develop your ability to write clearly, this course particularly emphasizes Critical Thinking and Ethical Reasoning as Modes of Inquiry.

Learning Objectives:

By the end of the term you will:

- 1) have a greater appreciation for how big, beautiful, diverse, and important the ocean is.
- 2) be able to apply personal values and objective information to decisions affecting marine resources.
- 3) visit the ocean as a knowledgeable, responsible, and curious guest who can share natural history insights with others.
- 4) have an improved understanding of how scientists study the ocean and an improved set of skills for using and interpreting data that you can use throughout your life.

REQUIRED TEXTBOOKS

- *Mladenov – Marine Biology: A Very Small Introduction*, 2nd Edition, Oxford Press, Duckweb, publisher, online (be sure to get 2nd edition). e-version available as Kindle book from Amazon or other Kindle sources, again, be sure to get 2nd (2020) edition.
- *Ocean Planet: Readings from Castro & Huber* (print available through Duckstore or the publisher) To get e-version, go to; <https://www.mheducation.com/highered/custom/product/9781307569162.html>
- R.M. Harbo - *Whelks to Whales*, 2nd Edition (**Print Only**, Be sure to get 2nd Ed, orange cover) **ESSENTIAL** - Order from bookstore or Amazon or another source as soon as possible.
- SimUText software – *Keystone Predator* (See last page of syllabus for details)

EXPECTATIONS:

*You are expected to take responsibility for your own learning. Because this is an online course, you need to plan ahead for study time, and be sure you understand what is expected each week. However, you should rely on us for help; use email, scheduled office hours, and “by appointment” office hours freely. We are here for you and want you to succeed. **The format of the course means you must overcome hesitation to take up our time. We get paid to help you, so don’t worry about that! Just ask!***

You are expected to honor all University policies regarding plagiarism and academic integrity. On various occasions you will be asked to certify that work you turn in is your own work, but on all assignments, you should ALWAYS seek to exemplify the most honorable behavior. Be alert to how easy it is to plagiarize from the WWW (if you didn’t take the picture – credit the source or artist; if you didn’t write it - use quotes and citations, etc. If you want to develop writing and critical thinking skills, put key ideas in your own words and acknowledge where the facts come from. Links to the student conduct code are at the end of the syllabus, along with some links regarding plagiarism and how to avoid it.

You are expected to alert the professor or teaching staff if you are falling behind, are feeling confused, or if outside issues are keeping you from making progress. You are expected to be organized. You should spend at least 12 hours a week on this class. Use the information you gain from the survey on preparedness for online learning to help you succeed in the remote format.

You are expected to use good ‘Netiquette’ – Arrive early to Zoom sessions, mute your sound when entering a Zoom meeting and be respectful in all communication; disable your camera if you are moving around or not dressed for a classroom setting. In discussions, try to listen mindfully to what others are saying and avoid focusing on what you plan to say next. Use a professional tone and polite language. In the remote setting, as with email, it is much harder to interpret ‘jokes’ or casual speech.

EMAIL - You are expected to use professional language on email and to follow two key rules: 1) Begin every subject line with BI150 so it is easy to sort for emails relating to the class and 2) Use top posting for all threads. (This means the newest entry goes on the top). Also, if you are unsure how to start an email, “Dear Professor Wood” or “Dear Jenna” or “Dear Sophia” are really good ways to start. “Hey” is not a good way to start. For those of you who are new to communicating with faculty, a good policy is to start out using the formal salutation and only switch to first names when they sign off using their first names, or instruct you to use first names. No professor really minds being called “Doctor” or “Professor” at first and, while many prefer a more informal form of address, those individuals will always let you know. For some, like myself, first names are something I prefer to grow into as I know my students better, especially online.

What you can expect from us: We will provide high quality information and assignments designed to ensure you can achieve the learning objectives for the course. We will keep your needs and interests in the forefront of our minds, make every effort to be transparent about expectations and grading standards, and we will treat you as an individual with every ability to do well and learn a lot. We will be available. We will grade fairly. We will be open to your questions and communicate efficiently. We will treat you with respect. We will definitely

not be offended if you write to see if we got an email or other communication, which we especially encourage you to do if your email is not acknowledged within 24 hours.

COURSE ORGANIZATION

The course is divided into weekly modules and bi-weekly “Ocean-at-home” applications modules. The applications modules will be discussed every week during the synchronous discussion sections, and in office hours. They give you a chance to explore lecture content in ways that help you understand how knowledge about the ocean is accumulated by scientists and will also help you develop skills in analytical thinking and data interpretation that will benefit you as a citizen, and in nearly any career path.

Each weekly module opens to a summary page that guides you through the week’s content in an organized way. It will be a good idea to open this page each week, and scroll through the entire page to see what is involved. You can reach the front page for each week’s module by clicking on the button for the week on the home page. There is also a button on the home page for an Online Course Schedule with live links to the assignments you need to turn in, the weekly home pages, and main videos for each week.

COURSE SCHEDULE*

| | |
|-----------|--|
| Week 0: | “Get Ready” Assignments |
| Week 1: | Introduction Ocean Basins, Geology |
| Week 2: | Ocean Properties, Salinity and Circulation |
| Week 3: | Organisms and Food Webs |
| Week 4: | Tides and Waves |
| Week 5**: | The Intertidal |
| Week 6: | Coastal Waters |
| Week 7: | Polar Seas |
| Week 8**: | Fish & Fisheries |
| Week 9: | Tropical Ecosystems I |
| Week 10: | Tropical Ecosystems II |

*Complete interactive schedule with assignments is on Canvas Home Page

**Midterms in Weeks 5 and 8

COMMUNICATION

Feel free to email any of us at any time. If you do not hear back within 24 hours, feel free to email again as something might have gotten lost. Canvas is the primary organizing center of the class. Be sure you understand the layout of the course website and that you have your settings set so that you get all announcements “immediately”. All official announcements will be on Canvas. We will also use Canvas Discussion Boards and a Slack channel during the term and a small part of the course grade (6%) will depend on you completing specific assigned requests to post to particular discussion boards and about 2.0% of the grade will be determined by the general impression the teaching team has of your overall participation in these interactive centers over the term. We will alert you if we have concern that you will not earn the full 2.0% as the term goes by, but you should also

monitor your own participation and stay engaged. Did you show evidence of really reading posts of others? Did you make a post with complete and concrete ideas? Do your posts seem to be original or do they just reflect the ideas already on the discussion board?

COURSE ELEMENTS AND WEIGHTING

| | Points |
|--|-----------------|
| Ethical Thinking/Intro Discussion Boards 15 X 4, plus 20 participation) | 80 |
| Reflections (5 @ 40 pts each) | 200 |
| Practice Exams (5 – 25 pts each, lowest is dropped) | 100 |
| Ocean-At-Home Explorations (320 pts) | |
| Ocean Observing Labs 1-3 - Properties and Tsunamis | 80 |
| Simulink - Keystone Predator | 80 |
| Ocean Observing Lab 7 – Open Ocean Production | 80 |
| Graduate A Naturalist | 80 |
| Exams (2 Mid-terms & Final)* | 300 |
| TOTAL | 1000 POINTS |

GRADING – Straight Scale - >900 pts = A; >800 pts = B, etc. C- (P) cutoff is 655 pts.

A+ requires >1000 points (e.g. XC) and “A” work on all Reflections, Ocean Explorations, and on all exams taken (ok to skip final if you got an A on both midterms, or to skip a mid-term and get an “A” on one midterm and the final). Cutoff for other +/- grades will be determined at the end of the term and applied equally to all students; these will never result in a lower grade than the straight scale grade or change the specified C- cutoff at 655 pts. To understand what kind of effort it takes to earn an “A” or “B”, I follow the rubric used by the Department of Human Physiology: <https://physiology.uoregon.edu/undergraduate/grade-culture/>

*EXAM GRADE – Your exam grade will be based on the average of all three exams, or the final exam grade, whichever is higher. If you are happy with the average of your two mid-terms, you do not have to take the final. If you miss a mid-term, we will use the final exam grade for your exam grades (i.e. no makeup) unless there is a very compelling reason to do otherwise. Late mid-terms will be graded for your information, but will not count; you will have to take the final and have it count for your total exam grade.

LATE WORK – As noted above, exams cannot be turned in late or made up. If you miss an exam or turn it in late, you can see the correct answers for the mid-term and use that for studying, but you will be expected to base your exam grade for the course on the comprehensive final. All other work is due as stated when it is assigned (See the interactive course schedule). There is a 24 hour grace period, after which a 15% penalty is placed on any late work. We make every effort to get your graded work back to you quickly. However, work submitted on time will be graded first and at a higher priority than late work. You cannot add to discussion boards once they have closed.

ACCESSIBILITY AND EQUITY– It is my goal that everyone in the class find ways to learn and grow in this class as their own person on equal footing with everyone else. We all have different challenges and barriers to our success and we all have different talents and skills. If there are ways I can help you overcome your challenges or utilize your talents, so that you

do well in this class, please let me know. If you need technical assistance with the remote delivery of classes this term, the University also has a number of resources available to you. Links are provided at the end of this email.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

DISCRIMINATION AND HARASSMENT DISCLOSURE “I am a student-directed employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).”

USEFUL LINKS:

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.”

Academic Integrity and Student Conduct Code

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Avoiding Plagiarism

<https://cmsw.mit.edu/writing-and-communication-center/avoiding-plagiarism/>

Technical Support from UO

<https://is.uoregon.edu/remote>

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=31704>Links to an external site.

All kinds of support from UO

<https://remote.uoregon.edu/stay-connected>

SEE NEXT PAGE FOR IMPORTANT TEXTBOOK INFORMATION

IMPORTANT TEXTBOOK INFORMATION

INFORMATION FOR USING SimUText – SPRING 2022 - You will need either a credit card or a voucher number from the bookstore to download the software needed to do the Keystone Predator and Barnacle Zone studies. Be sure to follow the directions below and, especially, “CHECK YOUR TECH” (Item 1; do this immediately)

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It is important that you review the information below *before* you subscribe to the SimUText for **Ocean Planet at University of Oregon - Eugene**. **To avoid possible problems, do not wait until the last minute.**

1. **CHECK YOUR TECH!**

Visit <https://simutext.zendesk.com/hc/en-us/categories/200170134-Check-Your-Tech> to confirm that the SimUText application will work on your computer, and/or to explore your options if there is a problem.

2. **SimUText Voucher Code (optional)**

If you purchased a SimUText Voucher from your bookstore, be sure to have it with you when subscribing, as you will need to enter your voucher code.

3. **Registration Link**

When you are ready to subscribe and download installers, follow this link to initiate the process: <https://simutext2.com/student/register.html#/key/UbvC-5dWS-vE2s-jjH3-KgmK>

4. **SimUText Application Installers**

After you have completed the subscription process, if you need to download the SimUText application installers again, you will be able to access them by logging into the [SimUText Student Portal](https://simutext2.com/student/) (<https://simutext2.com/student/>).

Save this email! Should you encounter problems, you may need your course-specific Access Key. It is: **UbvC-5dWS-vE2s-jjH3-KgmK**

Problems or questions? Visit [SimUText Support](http://simbio.com/support/simutext) (<http://simbio.com/support/simutext>)
