

BI150 * OCEAN PLANET * SPRING 2023

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.

Michelle, Jordan, and Sof

TEACHING TEAM CONTACT INFORMATION

Professor Michelle Wood

miche@uoregon.edu

Office Hours – Zoom, 10-11:30 Fridays, except Week 5

Jordan Rodriguez, Co-Instructor

Jrodrig8@uoregon.edu

Office Hours – Zoom, 2--3PM Thursday, and by appt.

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

begin at 2POM on Thursdays on Zoom. This recorded and posted online.

Sof Fox, Undergraduate Tutor and BULA

sofiaf@uoregon.edu

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 because they provide tips on how to complete the analysis associated with each one. A recorded version of each week's discussion is posted on the Canvas site by the end of the day following the synchronous discussion. If you somehow miss discussion, be sure to watch the recorded version and Michelle or Sophia with any questions

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* Module See last page of syllabus for details) You need a voucher from the bookstore or credit card to run *Keystone Predator*

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, They 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

*Detailed schedule with assignments is in Syllabus, Part II and linked as a .pdf to Syllabus page on Canvas. See Also Interactive Schedule button on the Canvas Home Page

**Midterms in Weeks 5 and 8

TIME REQUIREMENTS:

There are two or three small-stakes assignments due every week. You must be able to manage time well to succeed in this class, and you should expect to spend 10-12 hours per week on the class if you expect a good grade and want to master the material. The detailed schedule (Syllabus, Part II) outlines all the assignments. The time anticipated for each major portion of the course is, approximately:

- Viewing instructor’s recorded videos – 15 hrs
- Attending synchronous discussion (or viewing recording) – 10 hrs
- Participating in Instructor-Moderated Discussion Boards – 10 hrs
- Reflections - 10 hrs
- Ocean-At-Home Exploration Assignments – 25 hrs
- Reading, includes Canvas pages and embedded YouTube shorts – 35 hrs.

Film viewing for reflections, and reflections – 3 hrs.
Practice Quizzes and Exams - 12 hrs.
Total Time Over Term - 120 hrs,

COURSE ELEMENTS AND WEIGHTING:

	Points
Ethical Thinking/Intro Discussion Boards 15 X 5, plus 5 pt 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

GRADE SCALE AND RUBRIC:

Straight Scale - ≥ 900 pts = A; ≥ 800 pts = B, ≥ 700 pts = C; C- (P) cutoff is 655 pts. **You must complete all work to be eligible for an A+, regardless of the total points you earn.** If you complete all work, then an A+ also requires ≥ 998 points (XC counts) 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). Because the cutoff for a full “A” or “B” is 900 or 800 pts, no A- or B- grades will be given. B+ cutoff is 898; C+ cutoff is 798. Because the C- cutoff is very generous, no D+ grades will be given. D- cutoff is 598. Less than 598 will earn an F

*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.

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?

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 as soon as they emerge.

“The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.”

If you encounter problems with the technology side of the class, and it relates to using the programs or online materials, please contact Michelle or the GE immediately. The undergraduate tutor is also available to meet with you one-on-one to work through any of the Oceans-At-Home exercises online through Zoom. If you are having general technology difficulties with Zoom or your computers, contact the University IT help sites. (See links at the end of the syllabus).

ACADEMIC MISCONDUCT:

“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>.” Note that a common form of academic misconduct, plagiarism. Always cite sources, use quotes, or rephrase in your own words. For example, all policy statements in this syllabus that are in quotation marks are

direct quotations from the Provost's website: <https://provost.uoregon.edu/standard-university-syllabus-language>

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/>

<https://researchguides.uoregon.edu/citing-plagiarism.>”

DISCRIMINATION AND HARASSMENT DISCLOSURE:

“ I am an assisting 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 sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at investigations.uoregon.edu/how-get-support. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).”

MENTAL HEALTH AND WELLNESS:

Taking care of your mental and physical health is essential for good academic performance and you should feel comfortable making it a priority. Online courses are exceptional opportunities to accommodate a variety of learning styles and complex schedules. However, when mostly asynchronous, and especially when you are asked to participate actively with short assignments each week, it is possible to get behind and/or feel isolated. PLEASE be sure to notice if anything like this is happening to you, and make an extra effort to come to the synchronous discussion sections and to office hours. We have a high educator to student ratio in this class and many ways to develop personal relationships with you, despite our online format. Act early to get to know us and let us help you enjoy your experience and avoid most course-related sources of stress or confusion.

“Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the

ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number)."

BASIC NEEDS:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

ACCOMMODATION FOR RELIGIOUS OBSERVANCES:

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the "Student Religious Accommodation Request" form prior to the end of the second week of the term.

INCLEMENT WEATHER:

"It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>"

During inclement weather the teaching team will be alert to days/times when students working online from home might have electrical outages or other issues with class participation. Deadlines will be adjusted to honor any UO closures. Additionally, if your personal circumstance means you need a deadline extended because of electrical outages or other weather-related upset, please let us know as quickly as possible.

USEFUL LINKS

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.

IMPORTANT TEXTBOOK INFORMATION

INFORMATION FOR USING SimUText – WINTER 2023 - 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 (SP23)** 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://www.simutext.com/student/register.html#/key/Uzf3-rnpv-d47E-YsuE-aT8c>

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://www.simutext.com/student/) (<https://www.simutext.com/student/>).

Save this email! Should you encounter problems, you may need your course-specific Access Key. It is: **Uzf3-rnpv-d47E-YsuE-aT8c**

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

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**COURSE SCHEDULE IS AVAILABLE AS PART II OF THE
SYLLABUS – A SEPARATE DOCUMENT
YOU CAN DOWNLOAD FROM THE SYLLABUS PAGE ON CANVAS**

OCEAN PLANET SCHEDULE - WOOD/RODRIGUEZ

Week	Topics	Readings**	Videos*	Ocean-At-Home Exploration	Due (Sunday 11PM unless noted,)
0	Getting to Know Each Other				Due Wednesday, Week 1, Survey & Discussion Board Post
1	Intro; Ocean Basins & Deep-Sea	C&H, pp. 1-22, 79-80; VSI, Ch.1 (22pp)	Data as a Tool; Oregon in Deep Time	Ocean Observing Initiative Labs 1-3	Reflection I; Discussion Entry,
2	Ocean Properties; Living in the Deep Sea	C&H, pp. 23-38, VSI, Ch. 6 (20 pp)	Salt & Density, Surface Currents; Ocean Conveyor Belt; Widdler Ted Talk; Whale Fall		OOI Data Labs, Practice Quiz 1 (PQ1)
3	Organisms and Food Webs	W2W Intro of Chs. 4-7 (16 pp); Keystone Predator Content (Simulink ~10 pp); Dive Magazine Article (3 pp)	Shape of Life: Arthropods; Molluscs; Echinoderms	Keystone Predator	Keystone Predator
4	Tides & Waves	C&H pp. 39-46 (Section 3.2); W2W as needed, pp. 22-23 list of phyla	Tidal Seas Beautiful Seashells		Reflection II, Practice Quiz 2 (PQ2)
WEEK 4 - MIDTERM I					Midterm - Due Friday
5	Life in the intertidal	VSI, Ch. 7 (12 pp); ODFW Tide Pool Brochure; W2W, pp. 231-57; Begin Week 5 readings, (VSI,Ch. 2)		XC Mammal Rescue	Marine Mammal Ethics Discussion Board
6	Coastal Waters	VSI, Chs. 2-3 (49 pp); W2W pp. 1-25, Chordates & Octopus; Shchulz (15 pp), Urchin (4 pp), Octopus Moms (8 pp)	Under the Emerald Sea; How Jellyfish Swim	Ocean Observing Lab 7	Reflection III; Right Whale Post; PQ 3
7	Fish & Fisheries	VSI, Chs. 8 & 9 (38 pp); C&H pp. 57-59	Empty Oceans:Empty Nets; Sharks; Batoids		Right Whale Post, OOI Data Lab 7, PQ 4
WEEK 8 - MIDTERM II					Mditerm Due Friday

8	Polar Seas	VSI Ch. 4 (16 pp); news article on Patagonian Toothfish	The Last Ocean	Graduating A Naturalist	Seafood Posts; Reflection IV
9	Tropical Ecosystems I	VSI, Ch. 5 (28 pp); Seagrasses Reading (12 pp); Sound in the Sea NOAA site (~5 pp)	Symbiosis; Mangroves; Seagrass Meadows		Naturalist Part I; Reflection V
10	Tropical Ecosystems II	VSI, Ch. 9 (28 pp); Johannes 16pp;, C&H, pp. 48-57	Shape of Life: Cnidarians; The Maid Did It; Island Nation Videos		Naturalist Part II; PQ 5
FINAL EXAM					
*VIDEO links are in the pages of the module for each week; there are reflection assignments for longer videos, most are <20 min					
**Readings Code:					
VSI - Mladenof - Oxford Press: <i>Very Small Introduction to Marine Biology</i> , (physically small book, ~4" X 6.5", so half size pages or less)					
C&H = Special binding of selected chapters from <i>Marine Biology</i> , by Castro & Huber created with McGraw Hill for this class					
W2W - Harbo: Field Guide <i>Whelks to Whales</i> , students read the summary text for major groups of organisms, and use species descriptions in assignments					
Other readings are provided as .pdf documents				Total Cost of Texts: <\$100	