

IDS 2935: Our Oceans: Human Impacts and Impacts on Humans – Fall 2024

Quest 2

I. General Information

Class Meetings

MWF 4:05 – 4:55 PM BAR 211

Instructor

Dr. Melissa Meadows

Email: Melissa.Meadows@ufl.edu

Office: Carr Hall 522B

Phone: (352) 294-6310



Photo by Melissa Meadows, 2018

Course Description

Our oceans. They are stunningly beautiful, profoundly impacted by humans, and vitally important to human existence. In this course, we ask “How do we impact our oceans, and how do they in turn impact us?” We explore the biodiversity and ecology of our oceans, human impacts on ocean ecosystems, how ocean ecosystems impact humans, and solutions for ecological problems. Thus, this multidisciplinary course will touch on biology, sociology, engineering, and other fields to explore the issue of human impacts on the ocean from many angles. We will read and discuss a book, articles, and films; learn from local projects and scientists in the field; educate our local community; critically examine approaches to lessen or alleviate our impacts, both published and original; and discuss how human impacts on the ocean inform our own lives, practices, and careers. We will make a *positive* impact.

About Your Instructor

Student hours are YOUR hours! Please come chat!

- [Book me](#) one-on-one during Student Hours in person in my office, Carr 522, or on Zoom M 1-3; W2-3! <https://tinyurl.com/3ndh5c24> Email for an appointment at another time if needed.
- Please allow **at least 24 hours in between making your appointment and the appointment time** so that I have time to check notifications and know to be there. If not, I cannot guarantee that I will see your appointment reservation in time.
- Zoom link for meetings: <https://ufl.zoom.us/j/3066712046>

Instructor Bio



Dr. Meadows teaches this Quest 2 course Our Oceans: Human Impacts and Impacts on Humans Marine Biology, Invertebrate Biodiversity, Marine Ecology, Visual Ecology, introductory biology, Immersion Semester, and study abroad courses at UF (Look for the announcement for UF in Galapagos in Summer 2025, coming soon!).

Her research has been on seabirds in North Carolina, corals in Florida, rainforest birds in Panama, hummingbirds in Arizona, songbirds in New Zealand, fluorescent fish in the lab in Germany as well as the Mediterranean Sea and the Red Sea, and a whole slew of undergraduate research projects on corals, jellies, and anole coloration in PA prior to starting her position at UF in Fall 2019.

Course Questions Forum

For questions about course content, projects, due dates, etc. that aren't private in nature, use the course questions forums! Please feel free to both ASK and ANSWER questions here, and I'll check them periodically as well.

Questions Specific to YOU

- Messages through Canvas will go to my email and will tell me what class you are in. Please use this instead of emailing me directly. [Read the guide here](#) if you haven't used this before.
- Use for ONLY personal questions such as grades, special circumstances, needed accommodations. If your question is not private, use the Course Questions Forum.
- Expect a response within 24 hours during the week, and on the following Monday if message is sent after 5pm on Friday. Be professional in tone and expectations. Please do not expect an immediate response. Please follow the [guidelines here](#) for communication with professors.
- If needed for contact about non-class matters, my email address is melissa.meadows@ufl.edu. All e-mail correspondence must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line.

Quest and General Education Credit

- Quest 2
- Biological Sciences
- *This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

Required Readings and Works

- Book: All semester, we will be discussing [The World is Blue: How Our Fate and the Ocean's are One](#) by Sylvia A. Earle, National Geographic Partners LLC, 2010 **Lots of used copies out there!**
- All other materials will be available on Canvas. Films will be watched during class.



II. Graded Work

Description of Graded Work: Grade Weighting

% of Final Grade	Description	Due Dates
5%	Participation in class discussions. See rubric below for self-assessment of participation.	See schedule for discussion dates. Assessments due by 11:59 PM each discussion day.
10%	Assignments such as pre-class questions on the reading or film to be discussed.	See schedule for dates. Due by 11:59 PM before each discussion day.
15%	Leadership in discussion of a book chapter or film. See longer description and rubric below.	Varies dependent upon the topic chosen. See schedule.
20%	Public Education Project in which you, together with a group, will create an interactive display/game on a topic of your choice related to the course. You will engage families with your project at the Nature Coast Biological Station Open House in October (experiential learning project).	5 PM Thursday 10/17 before the Open House on 10/19
20%	Scientist Interview Project in which you will work with a group to interview a UF researcher about their work related to human impacts on the marine environment and present it as a class presentation, video, article, or podcast.	3:00 PM 11/18, Presentations 11/18-12/2
30%	Final Paper on an issue of your choice related to the course in which you critically evaluate the issue using approved sources of information, examine its impact on your life and those around you, and present both published and original ideas for solutions or mitigation. At least 1500 words.	Monday 12/2

Assignment Details and Rubrics

Participation will be self-assessed out of a possible 5 points on discussion days (see schedule) by students utilizing the following rubric:

0	Not Present: Student was not present during the meeting
1	Present: Student was present for the meeting but did not participate or seemed not to have read the assigned reading.
2	Active Participant: Student contributed at least 1 answer/discussion point. It was clear the participant read the assigned reading and prepared ideas ahead of class.
3	Thoughtful and Active Participant: Student contributed substantial and well-thought-out answers and discussion points. It was clear the participant read the assigned reading and prepared ideas ahead of class.

Leadership in a discussion: Each student will sign up for a date/topic of their choice during the semester during which they will work with a group to 1) Create a list of 8-10 questions among which students must choose 5 to answer in Canvas before class on the date of your discussion (due 1 week before your scheduled discussion date) and 2) Produce a short presentation to introduce your discussion and lead the discussion focused around your questions, but allowing students to expand beyond them (on your scheduled discussion date). Each member of the group will receive the same grade out of 40 points based on the following rubric:

Discussion Leadership Criteria	Points
Questions submitted clearly encourage students to watch the entire film or read the entire chapter.	5
Questions are broad enough to allow for different answers from students rather than having a specific answer.	5
Questions are thought-provoking.	5
Short introductory presentation of the chapter/film.	10
Group members contribute equally to discussion leadership.	5
Leadership quality 0 discussion is well-guided while allowing students ample opportunity to respond. Discussion not dominated by leaders.	10
Total Points	40

Public Education Project: In mid-October, the Nature Coast Biological Station in Cedar Key will host its annual Open House. Students will have the opportunity to attend the Open House, learning about research conducted by UF station scientists and to present their interactive projects to families. In this experiential project, activities will be designed by groups of 4-5 students to demonstrate how we impact our ocean, especially surrounding coastal and Gulf of Mexico habitats, and how they in turn impact us. Projects can utilize demos, games, activities, etc. to get visitors involved. Students will have time during class to work on these projects. All materials and instructions will be due the Thursday before the Open House. Students may optionally attend the Open House to help present the projects along with Dr. Meadows' Marine Biology students and will earn extra credit (5 points) towards their project grade for attending. Aside from extra credit, all students in the group will receive the same grade. Projects will be evaluated according to the following rubric:

Public Education Project Criteria	Points
Creativity	10
Scientific Accuracy	10
Engagement – public was engaged easily in the presentation/game/demonstration	20
Directions – directions given were clear and easy to follow so that anyone could have set up/ delivered the project to the public.	5
Completeness – all materials needed to present the project were included	5
Total Points	50



Scientist Interview Project: Further details will be available in Canvas and discussed in class. The project will be graded according to the following rubric:

Scientist Interview Project Criteria	Points
Professionalism - You conducted yourself in a professional way in the interview as evidenced by your questions, demeanor, prior knowledge of the scientist's work from your background research, and the level of polish/ good editing on your final project.	15
Question quality – main questions elicit a good response, more than yes or no questions, one- word answers, etc.	15

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Scientist Interview Project Criteria (continued)	Points
Creativity, depth, and interest - Interview is presented in an effective and appealing way that would be interesting for a variety of audiences. The interview answers deeper questions about the scientist's work and its relevance to understanding and repairing human impacts on our oceans.	20
Conversationalism – You react and summarize what the interviewee has said like you are having a conversation instead of just moving on to the next question in a list-like way, story flow, flow of questions.	20
On-topic in relation to our course - Topic relates well to human impacts on the ocean/ the ocean's impact on humans. Even if application is not immediately apparent, this is discussed and is a focus of the interview.	10
Length is appropriate and informative , neither too short to get a good idea of the scientist's work with some depth nor too long and unedited so that it drags. (Presentation 10 minutes or less)	10
Interview effectiveness – interview should provide a better understanding of the scientist, their work, and their life. It should inspire others to be interested.	30
Total Points	120

Final Paper: Further details will be available in Canvas and discussed in class. The paper will be at least 1500 words and graded according to the following rubric:

Final Paper Criteria	Points
Part 1 Goal: Issue is clearly defined and described; claims backed up by published data demonstrating the existence and severity of the issue.	10
Part 1 Goal: Issue is explored comprehensively from multiple points of view and all stakeholders are discussed.	5
Part 1 Goal: Approach to analyzing the issue is rooted mainly in science and backed up by scientific evidence. However, the issue is also explored from multiple perspectives utilizing a cross-disciplinary approach (ethics, sociology, culture, history, etc.).	5
Part 1 Goal: Claims are backed up by peer-reviewed scientific papers and other published articles from reputable sources. References are used effectively to build a case and explain the issue.	5
Part 2 Goal: Importance of the problem and implications broadly to the state of the planet and the human condition is discussed.	5

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Final Paper Criteria (continued)	Points
Part 2 Goal: Importance of the problem and implications to scientific research and understanding, specific groups of people, and those around you is discussed.	5
Part 2 Goal: Draw connections to your intellectual, personal, and professional development at UF and beyond.	5
Part 3 Goal: Discuss both published and original ideas for solutions or mitigation. Solutions/mitigations must be a nuanced approach to the issue at hand that takes into account impacts on multiple, often conflicting, stakeholders who are impacted by this issue and possibly by its mitigation.	10
Part 3 Goal: Published solutions/ mitigations are thoroughly discussed. What has been tried? What has been attempted and worked? Failed?	5
Part 3 Goal: Novel ideas for tackling the issue are discussed. What novel ideas do you have for tackling the issue? Again, connect this issue to your life and to others. Communicate ideas effectively and convincingly. Develop your ideas in full detail, discuss critiques and possible sticking points that could hinder the success of published ideas as well as your own.	10
Overall Content: Paper exhibits evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	10
Organization and Coherence: Paper as a whole and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and progression of ideas.	5
Argument and Support: Paper uses persuasive and confident presentation of ideas, strongly supported with evidence.	5
Style: Paper uses a writing style with word choice appropriate to the context, genre, and discipline, specifically to a scientific approach to examining human impacts on the ocean but dipping into other disciplines as well as appropriate for the topic chosen by the student. Sentences should display complexity and logical sentence structure.	5
Mechanics: Paper will feature correct or error-free presentation of ideas, using correct spelling, punctuation, and grammar. As such, the paper’s topic and arguments are not obscured.	5
References: At least 5 references were used with at least 3 from peer-reviewed scientific journals. References are properly cited within the text and in a reference section of the paper using APA, MLA, or a standard scientific journal style.	5
Total Points	100

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%	C	73 – 76.99%
A-	90 – 92.99%	C-	70 – 72.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	83 – 86.99%	D	63 – 66.99%
B-	80 – 82.99%	D-	60 – 62.99%
C+	77 – 79.99%	E	<60

III. Annotated Weekly Schedule

Plan on average ~9 hrs/wk, including 3 hrs in class and ~6 hrs for outside-of-class reading, assignments, projects, and papers. This is based on the **federal definition of a credit hour** and is a required workload for [university accreditation](#). Your outside-of-class commitment will be higher in the 2nd half of the semester when you are working on larger group projects and the final paper.

Due dates: All assignments are due at 11:59 pm on the day indicated. All readings are chapters from The World is Blue by Sylvia Earle unless indicated otherwise.

Week	Topics, Homework, and Assignments
W 1 8/19	<ul style="list-style-type: none"> • Topic: Course Introduction, Sylvia Earle • Summary: What are some of our impacts on the ocean, and how does it impact us? What should we do about it? We will discuss some of the themes for the semester. • Required Readings/Works: none • Assignments: none
W 2 8/26	<ul style="list-style-type: none"> • Topic: <u>Mission Blue</u>, Sylvia Earle • Summary: On Monday and Wednesday, we will watch <u>Mission Blue</u>, a documentary that introduces our course heroine, Sylvia Earle – her life, her work, her passion. We will answer these questions through our discussion of the film <u>Mission Blue</u> on Friday: What is Mission Blue and why is it important? Who is Sylvia Earle, and what is her life’s work? Why is she such an effective communicator? • Required Readings/Works: We will watch <u>Mission Blue</u> (1hr 40 minutes) on Netflix during class time. Due to the provocative nature of this and the 3 other films watched in this class, we will watch and comment on them together as an experiential activity. • Assignments: <ol style="list-style-type: none"> 1. <u>Mission Blue</u> pre-class questions due Thursday, 2. <u>Mission Blue</u> discussion participation Friday

Week	Topics, Homework, and Assignments
<p>W 3 9/2</p>	<ul style="list-style-type: none"> • Topic: <u>The World is Blue</u>, Marine mammal fisheries • Summary: NO CLASS Monday (Labor Day). On Wednesday, we will discuss the introduction of the book <u>The World Is Blue</u> – What is meant by “the world is blue?” Why do we desperately need the ocean for our own survival? We will also introduce marine mammals in a lecture. We will discuss “Taking Wildlife – The Mammals” on Friday. What is the history of marine mammal fisheries? How does eating a marine mammal compare to eating a cow in terms of resources required? Why do marine mammal fisheries still exist, and can they ever be sustainable? • Required Readings/Works: <u>The World is Blue</u> “Introduction” and “Perspective”, pages 15-25; “Taking Wildlife I – The Mammals”, pages 29-51 • Assignments: <ol style="list-style-type: none"> 1. “Introduction” and “Perspective” questions due Tuesday 2. Intro and Perspective discussion participation Wednesday 3. “Taking Wildlife I – The Mammals” questions due Thursday, 4. “Taking Wildlife I – The Mammals” discussion participation Friday
<p>W 4 9/9</p>	<ul style="list-style-type: none"> • Topic: Fish fisheries, <u>SeaSpiracy</u> • Summary: On Monday, we will discuss “Taking Wildlife II – The Fish”. What is the Tragedy of the Commons and how does it apply to fisheries? Is Maximum Sustainable Yield a myth? What happens when top predators are extracted from the ocean? On Wednesday and Friday, we will watch the film <u>SeaSpiracy</u> in preparation for discussion on Monday. • Required Readings/Works: “Taking Wildlife II – The Fish”, pages 53-77; Watch <u>SeaSpiracy</u> (1hr 30 minutes) on Netflix during class time. • Assignments: <ol style="list-style-type: none"> 1. “Taking Wildlife II – The Fish” questions due Sunday, 2. “Taking Wildlife II – The Fish” discussion participation Monday
<p>W 5 9/16</p>	<ul style="list-style-type: none"> • Topic: <u>SeaSpiracy</u>, Global change, Fisheries for shellfish • Summary: On Monday, we will discuss <u>SeaSpiracy</u>. What does commercial fishing have to do with the problem of large amounts of plastics in the ocean? Should we be skeptical of some of the claims? On Wednesday, we will discuss the handout “Our Changing Planet”. How is our planet changing? Is it changing at a different pace now that it has historically? How will these changes affect humans, and what can we do? On Friday, we will discuss “Taking Wildlife III – The Shellfish”. What organisms are included in “shellfish”? What do oysters have to do with water quality and shoreline protection? What can we learn from living shellfish vs. dead ones? • Required Readings/Works: “Our Changing Planet” from <u>Marine Biology</u>, 11th ed by Castro and Huber, pages 237 – 249; “Taking Wildlife III – The shellfish”, pages 79-99 • Assignments: <ol style="list-style-type: none"> 1. <u>SeaSpiracy</u> questions due Sunday 2. <u>SeaSpiracy</u> discussion participation Monday 3. “Our Changing Planet” discussion participation Wednesday 4. “Taking Wildlife III – The Shellfish” questions due Thursday, 5. “Taking Wildlife III – The Shellfish” discussion participation Friday

Week	Topics, Homework, and Assignments
<p>W 6 9/23</p>	<ul style="list-style-type: none"> • Topic: Ocean garbage, <u>A Plastic Ocean</u> • Summary: On Monday, we will discuss “The Ultimate Garbage Disposal”. What is the Great Pacific Garbage Patch and why does it exist? What kinds of plastic and other debris are commonly found in the ocean? What can we do to help? On Wednesday and Friday, we will watch the documentary <u>A Plastic Ocean</u>. • Required Readings/Works: “The Ultimate Garbage Disposal”, pages 101-115; Watch <u>A Plastic Ocean</u> (1hr 40 minutes) on YouTube during class time • Assignments: <ol style="list-style-type: none"> 1. “The Ultimate Garbage Disposal” questions due Sunday, 2. “The Ultimate Garbage Disposal” discussion participation Monday
<p>W 7 9/30</p>	<ul style="list-style-type: none"> • Topic: <u>A Plastic Ocean</u>, Public Education Project, Biodiversity loss • Summary: On Monday, we will discuss <u>A Plastic Ocean</u>, from tiny microplastics to large tangles of discarded fishing gear. On Wednesday, we will discuss our Public Education project, brainstorm ideas, and form project groups. On Friday, we will discuss “Biodiversity Loss: Unraveling the Fabric of Life in the Sea”. What sorts of organisms live in the ocean? How is life on Earth (and in the ocean) organized? Why does biodiversity loss in the ocean affect humans? • Required Readings/Works: “Biodiversity Loss: Unraveling the Fabric of Life in the Sea” pages 119 - 137 • Assignments: <ol style="list-style-type: none"> 1. <u>A Plastic Ocean</u> questions due Sunday, 2. <u>A Plastic Ocean</u> discussion participation Monday 3. Public Education Project Group Brainstorm due Wednesday 4. “Biodiversity Loss” questions due Thursday, 5. “Biodiversity Loss” discussion participation Friday
<p>W 8 10/7</p>	<ul style="list-style-type: none"> • Topic: Interview a Scientist Project, Invasive species, Deep-sea drilling for resources • Summary: On Monday, we will discuss our next class project, Interview a Scientist, discuss interests, form groups, and find scientists to interview. On Wednesday, we will explore a case study on invasive species focusing on an invasive alga. How can invasive species contribute to biodiversity loss? Your interview invitation letter will be due. On Friday, we will discuss “Drilling, Mining, Shipping, Spilling”. What products are mined and drilled from the sea floor? What are the consequences of those practices on life on the ocean floor? What about oil spills? You will also write an update on progress on your Public Education Project – what supplies do you need Monday and who is bringing them? • Required Readings/Works: “Drilling, Mining, Shipping, Spilling” pages 139 - 157 • Assignments: <ol style="list-style-type: none"> 1. Interview Project Group Brainstorm due Monday 2. <u>Scientist Interview Invitation letter due Wednesday</u>, 3. Case study participation Wednesday, 4. “Drilling, Mining, Shipping, Spilling” questions due Thursday, 5. “Drilling, Mining, Shipping, Spilling” discussion participation Friday, 6. Public Education Project Update due Friday

Week	Topics, Homework, and Assignments
<p>W 9 10/14</p>	<ul style="list-style-type: none"> • Topic: Public Education Project, the Gulf of Mexico Dead Zone • Summary: On Monday, we will work on the public education project in class – bring any needed supplies! On Wednesday, we will have a case study discussion on the Gulf of Mexico Dead Zone. What is the dead zone, and why does it form each year? What are the consequences of it for ocean life and humans? On Thursday by 4 PM, you will submit Public Education Projects. NO CLASS Friday (Homecoming) • Participate in the Nature Coast Biological Station Open House on Saturday Oct 19 9-3 in Cedar Key. <i>STUDENTS WHO ATTEND THE OPEN HOUSE WILL RECEIVE 5 POINTS EXTRA CREDIT ON THIS PROJECT</i>, raising their project grade by one letter! Transportation (leave UF 7:30 AM, return about 5 PM) and lunch provided free! Sign up here under the “10/19 NCBS Open House tab”. • Required Readings/Works: none • Assignments: <ol style="list-style-type: none"> 1. Public Education Project Update due Monday, 2. Gulf of Mexico Dead Zone case study participation Wednesday, 3. <u>Public Education Group Project due Thursday by 4 pm to Dr. Meadows’ office,</u> 4. Attend the NCBS Open House Saturday 9-3 for 5 points extra credit
<p>W 10 10/21</p>	<ul style="list-style-type: none"> • Topic: Climate change, changing sea chemistry, Chasing Corals • Summary: On Monday, we will discuss “Changing Climate, Changing Chemistry”. What is the evidence for climate change, and what are its consequences? How is ocean chemistry changing in response to rising CO₂ levels? On Wednesday and Friday, we will watch the documentary Chasing Corals in preparation for discussion next week. • Required Readings/Works: “Changing Climate, Changing Chemistry” pages 159 – 181, watch Chasing Corals documentary (1 hr 29 minutes) during class time on Wednesday and Friday. • Assignments: <ol style="list-style-type: none"> 1. “Changing Climate, Changing Chemistry” questions due Sunday, 2. “Changing Climate, Changing Chemistry” discussion participation Monday
<p>W 11 10/28</p>	<ul style="list-style-type: none"> • Topic: Chasing Corals, ocean exploration, Interview a Scientist Project • Summary: On Monday, we will discuss Chasing Corals. Why are coral reefs dying? What happens to a coral when it bleaches? Why do we need coral reefs? On Wednesday, we will discuss “Exploring the Ocean”. What is the history of ocean exploration? What techniques can we use to explore the ocean and what are their limitations? How can exploration lead to conservation? On Friday, you will develop and submit your list of interview questions for the Scientist Interview project. • Required Readings/Works: “Exploring the Ocean” pages 185 - 201 • Assignments: <ol style="list-style-type: none"> 1. Chasing Corals questions due Sunday, 2. Chasing Corals discussion participation Monday, 3. “Exploring the Ocean” questions due Tuesday, 4. “Exploring the Ocean” discussion participation Wednesday, 5. <u>List of interview questions due Friday</u>

Week	Topics, Homework, and Assignments
<p>W 12 11/4</p>	<ul style="list-style-type: none"> • Topic: Involving communities in ocean protection, governing the ocean • Summary: On Monday, we will have a case study on Menjangan Island in Indonesia. How have scientists come together with community members to encourage environmental protection? What are key aspects of environmental education? On Wednesday, we will discuss “Governing the Ocean.” What is the history of attempts to govern the ocean? What are the problems inherent in trying to govern the ocean? What solutions can we work on? On Friday, we will discuss the final paper (outline due next Friday). You will also submit progress update for the interview project – have you already interviewed? If not, when do you plan to? • Required Readings/Works: “Governing the Ocean” pages 203 – 219 • Assignments: <ol style="list-style-type: none"> 1. Menjangan case study participation Monday, 2. “Governing the Ocean” questions due Tuesday, 3. “Governing the Ocean” discussion participation Wednesday, 4. <u>Interview your scientist this week or next, progress update due Friday</u>
<p>W 13 11/11</p>	<ul style="list-style-type: none"> • Topic: Final Paper, ocean farming, ocean protection • Summary: NO CLASS Monday (Veteran’s Day). On Wednesday, we will discuss “Farming the Ocean”. What are the “right kinds” of aquaculture that can be used to feed our growing human population? What problems do we face when choosing seafood to eat? On Friday, we will discuss “Protecting the Ocean”. What is the history of ocean protection, of the establishment of National Marine Sanctuaries in the US? Have more protected areas been established since this book was published? What is the science behind marine reserves? Can we have hope for our ocean’s recovery? • Required Readings/Works: “Farming the Ocean” pages 221-239; “Protecting the Ocean” pages 241-259 • Assignments: <ol style="list-style-type: none"> 1. “Farming the Ocean” questions due Tuesday, 2. “Farming the Ocean” participation Wednesday, 3. “Protecting the Ocean” questions due Thursday, 4. “Protecting the Ocean” discussion participation Friday, 5. <u>Final Paper Outline due Friday</u>
<p>W 14 11/18</p>	<ul style="list-style-type: none"> • Topic: Scientist Interview Presentations • Summary: Every day this week, we will have Interview a Scientist presentations (10 minutes or less each). Class attendance is mandatory to give presenters feedback. • Required Readings/Works: none • Assignments: <ol style="list-style-type: none"> 1. <u>Interview project submission due Monday at 3:00 PM</u> 2. Interview Project feedback participation each day
<p>W 15 11/25</p>	<ul style="list-style-type: none"> • NO CLASS Monday – Friday (Thanksgiving Break)

Week	Topics, Homework, and Assignments
W 16 12/2	<ul style="list-style-type: none">• Topic: Scientist Interview Presentations, course wrap-up• Summary: On Monday, we will finish all remaining scientist interview presentations. Your final paper will be due. On Wednesday, we will discuss what we've learned and how to move forward as good stewards of ocean health.• Required Readings/Works: none• Assignments:<ol style="list-style-type: none">1. Interview Project feedback participation2. <u>Final Paper due Monday</u>3. Discussion Participation Wednesday

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the ways that humans are impacting the ocean. (Quest 2, B) **Assessments:** Participation in class discussions, assignments such as questions about the reading or film assigned, leadership of a discussion, public education project, scientist interview project, final paper.
- Identify, describe, and explain the ways that the health of the ocean, in turn, impacts human society. (Quest 2, B) **Assessments:** Participation in class discussions, assignments such as questions about the reading or film assigned, leadership of a discussion, public education project, scientist interview project, final paper.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Critically analyze and evaluate quantitative data on changes in the ocean and world and whether humans are causing these impacts. (Quest 2, B) **Assessments:** Participation in class discussions, assignments such as questions about the reading or film assigned, scientist interview project, final paper.
- Critically analyze and assess your own contributions to global and ocean change and identify ways in which you can improve your impact. (Quest 2) **Assessments:** Participation in class discussions, assignments such as questions about the reading or film assigned, final paper

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate to the public how humans are impacting the oceans and how we can help. (Quest 2, B) **Assessments:** public education project
- Communicate in writing and orally the major issues facing ocean life and humanity as a result of human impacts. (Quest 2, B) **Assessments:** Participation in class discussions, assignments such as questions about the reading or film assigned, leadership in a discussion, public education project, scientist interview project, final paper.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on what you have learned in the course and develop a way to connect with the public on these issues as well as with a UF scientist studying human impacts on the ocean. (Quest 2) **Assessments:** public education project, scientist interview project
- Reflect upon how you can incorporate human impacts on the ocean and solutions to these problems in your personal life and your professional development. (Quest 2) **Assessments:** final paper

V. Quest Learning Experiences

1. Details of Experiential Learning Component

This course will incorporate two experiential learning components: the public education project and the scientist interview project. For the public education project, you will work with a team to develop an activity, game, or demonstration that will help the public at the Nature Coast Biological Station Open House learn about human impacts on the ocean. Class time will be given to work on these projects and allow other students to test them out. This experience will culminate with an optional field trip to the Nature Coast Biological Station Open House where you will present your projects to the public with help from marine biology students.

2. Details of Self-Reflection Component

You will have the opportunity to reflect on your own impacts on the ocean, how it impacts you, and how you can improve your impacts each day in class as you answer assigned questions developed by your peers, lead a discussion, and participate in discussions. Self-reflection will also be the main purpose of the final paper. In the final paper you will write on an issue of your choice that relates to human impacts on the ocean. You will clearly explain and critically evaluate the issue; examine its impact on your life, those around you, and the broader world; and present both published and original ideas for solutions or mitigation.

VI. Course and UF Policies

What is expected of me during class?

PARTICIPATE. Did you notice how this course has NO exams? The learning environment that I value in this course is one in which everyone contributes to a **community of learners, bringing your unique perspective and background** into the mix! As such, it is important that you come to class every day prepared (having done the reading, answered any pre-class questions, and thought about what you most want to bring up in class), ready to contribute your thoughts in discussion or jump right in as a productive collaborator on group projects, and most of all with an enthusiastic attitude. **YOU** make or break this course! So be ready to **BRING IT** every day, and we'll have a lot of fun and learn so much more than you ever could from a series of lectures and exams.

Sensitive Discussion Topics, Diversity, & Teamwork

A word about courtesy and diversity – We will often discuss sensitive topics in this course, topics that you might already (or may soon!) feel very passionate about. However, hearing from and considering all sides of an issue from as many diverse voices as possible is what makes us informed citizens who make informed decisions that very much impact the ocean, our world, and our lives. Coming up with innovative solutions requires teamwork, and [research shows that the most creative teams are diverse](#) in opinion, social class, culture, religion, sexual orientation, gender, race, ethnicity, and ability.

Always and unfailingly show respect for all members of our learning community, even when you disagree. That's not to say you shouldn't disagree and say so! Just be mindful of your language and keep it civil and remember that you are never going to change anyone's mind if you are relying on belittling comments and intimidation rather than facts to make your point. Anyone behaving in a disrespectful way will be asked to leave and will receive a zero for the discussion. Repeat offenders may be asked to leave the course.

Attendance Policy

This is a small class, and if you aren't here, I'll worry! Missed in-class discussion assignments and group project updates on the days we work on projects in class cannot be made up. If you have a planned conflict, discuss it with me in advance. If there is an unforeseen circumstance, please let me know as soon as possible. I know that special circumstances may come up, and we will stay in communication to ensure your success. Please see the UF policy for excused absences here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

“Life Happens” Policy

Everyone has an off day sometimes! Because of this, I'll be **dropping**:

- your lowest 2 Assignment grades AND
- your lowest 3 Discussion Participation grades.

If you miss assignments, don't worry about discussing it with me UNLESS you already have the maximum number of zeros allowed under this policy which will automatically be dropped from your grade. If you miss additional assignment in excess of those allowed by this policy AND your absence is excusable based on UF policy, please see the Course Policies tab for guidelines.

Assignment Extensions

For some assignments, **extensions MAY be granted** if and only if you have already received other zeros that will be dropped based on the "Life Happens" policy above. You must have a documented excused absence lasting at least the three days before and including the due date. For example, if the assignment is due Friday, your documentation of absence must include Wednesday, Thursday, and Friday to be granted an extension. Submit documentation here: <https://care.dso.ufl.edu/instructor-notifications/> and request a letter be sent to the instructor, then message me in Canvas after your letter has been sent to let me know what assignments you are requesting extensions on, and we will discuss any modified due dates.

Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center in Reid Hall (352-392-8565) by providing appropriate documentation. Please see the website for more information at: <https://disability.ufl.edu/>. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Communication Courtesy and Netiquette

All members of the class are expected to follow [rules of common courtesy](#) in all email messages, discussions, chats, and other class-related communication. The linked document refers to online courses, but it is a great resource for all kinds of professional academic communication. I will respond to your email/messages within 24 hrs during the week. After 5 on Fri I will not respond until Mon. Be professional in tone and expectations. Please do not expect an immediate response.

Withdrawal Policy

The add/drop deadline and the last day to withdraw from a course with a W on your transcript are listed online here: Dates and Deadlines: <https://catalog.ufl.edu/UGRD/dates-deadlines/>

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty Policy

Any acts of cheating, plagiarism, or other forms of academic dishonesty will result in, at minimum, **a 0 grade for the assignment or test AND a reduction in the course grade by 1 letter**. Sharing homework answers with students in past, current, or future classes, or posting on social media information about same, is a serious act of academic dishonesty. Sharing answers with others (ex. Groupme, Course Hero) or receiving same is cheating. Turing in assignments that match classmates' is plagiarism. **Unauthorized or undisclosed use of generative AI is plagiarism**. If you witness any instances of academic dishonesty in this class, notify the instructor.

UF students are bound by The Honor Pledge which states, "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors

that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. For additional information on academic honesty, please refer to the UF student honor code at: <https://policy.ufl.edu/regulation/4-040/>

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Critical Thinking

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

VII. Getting Help – Resources for Success

Technical Difficulties

UF IT Help Desk: For general troubleshooting or issues with **Canvas**, the Help Desk has your back! <https://it.ufl.edu/helpdesk/Links to an external site.> Available by phone 24/7 at (352) 392-4357, email helpdesk@ufl.edu, or connect via chat on the website. Walk-in at The Hub available, too.

Any requests for extensions due to technical issues must be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request an extension.

Health & Wellness

- **U Matter, We Care:** ASKING FOR HELP IS A SIGN OF STRENGTH. If you or someone you know is in distress, please contact counseling 24/7 352-392-1575, email umatter@ufl.edu, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services. 4th floor of Peabody Hall.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic & Student Support

- **Career Connections Center:** Career assistance and counseling services career.ufl.edu/. 352-392-1601. Reitz Union Suite 1300.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. cms.uflib.ufl.edu/ask. Call 866-281-6309 or email ask@ufl.libanswers.com.
- **CLAS Academic Resources:** 352-392-2010. General study skills and tutoring: <https://academicresources.clas.ufl.edu/>.
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/.
- **Dean of Students Office:** 352-392-1261. <https://www.dso.ufl.edu>