

# IDS 2935: Our Oceans: Human Impacts and Impacts on Humans – Fall 2022

## Quest 2

### I. General Information

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#### Class Meetings

- MW 10:40 – 11:30 BAR 211
- R 12:50 – 1:40 ARCH 215
- Classes 26499 and 26500 cancelled

#### Instructor

- Dr. Melissa Meadows
- Office: Carr Hall 522B
- Office Hours: M 1-2pm, Th 2-3pm
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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 will ask “How do we impact our oceans, and how do they in turn impact us?” We will 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.

#### 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: Throughout the 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, 2009. ISBN 978-1-4262-0639-9
- All other materials will be available on Canvas. Films will be watched during class.
- Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

Grades will be weighted as follows:

% OF FINAL GRADE	DESCRIPTION	DUE DATES
5%	<b>Participation</b> 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%	<b>Assignments</b> such as questions on the reading or film to be discussed.	See schedule for dates. Due by 11:59 PM before each discussion day.
15%	<b>Leadership</b> in discussion of a book chapter or film. See longer description and rubric below.	Varies dependent upon the topic chosen by the student. See schedule.
20%	<b>Public Education Project</b> in which you, together with a group, will present a topic of your choice related to the course to the public at the Nature Coast Biological Station Open House in October (experiential learning project).	Thursday before the Open House (tentatively Oct 13)
20%	<b>Scientist Interview Project</b> 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.	Presentations begin Thursday 11/17
30%	<b>Final Paper</b> 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.	Last Day of Class Wednesday 12/7

## 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:

5	4	3	2	1	0
<b>Thoughtful and Active Participant</b> Participant 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.	<b>Thoughtful Participant</b> Participant contributed at least 1 substantial and well-thought-out answer/discussion point, but perhaps didn't contribute as much as others. It was clear the participant read the assigned reading and prepared ideas ahead of class.	<b>Active participant</b> Participant asked questions and participated, but perhaps not in as thoughtful a manner as needed for a 4 or 5.	<b>Not-very-active Participant</b> Participant interacted during the meeting, but not in a substantial way.	<b>Present Participant</b> Participant was present for the meeting but did not participate.	<b>Not present</b> Student was not present during the meeting.

**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:

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 projects to the public as the designated hands-on part of the Open House. 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 the public, especially the kids, involved. Students will have time during class to work on these projects. All materials and instructions for carrying them out 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. All students in the group will receive the same grade. Projects will be evaluated according to the following rubric:

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:** The scientist interview project will be graded according to the following rubric:

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
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 15 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 of the final paper project will be available on Canvas. The paper will be at least 1500 words and graded according to the following rubric:

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
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

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
Week 1 8/22	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Course Introduction, <u>Mission Blue</u>, Sylvia Earle</li> <li>• <b>Summary:</b> What are some of our impacts on the ocean, and how does it impact us? What should we do about it? We will introduce the course on Wednesday and discuss some of the themes for the semester. On Thursday, you will watch <u>Mission Blue</u>, a documentary that introduces our course heroine, Sylvia Earle – her life, her work, her passion. This film will be discussed the following week.</li> <li>• <b>Required Readings/Works:</b> On Thursday, 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.</li> <li>• <b>Assignment:</b> none</li> </ul>
Week 2 8/29	<ul style="list-style-type: none"> <li>• <b>Topic:</b> <u>Mission Blue</u>, Sylvia Earle, <u>The World is Blue</u>, Introduction to marine mammals</li> <li>• <b>Summary:</b> On Monday, we will finish watching <u>Mission Blue</u>. We will answer these questions through our discussion of the film <u>Mission Blue</u> on Wednesday: 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? On Thursday, 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.</li> <li>• <b>Required Readings/Works:</b> <u>The World is Blue</u> “Introduction” and “Perspective”, pages 15 - 25</li> <li>• <b>Assignments:</b></li> </ul>

Week	Topics, Homework, and Assignments
	<ol style="list-style-type: none"> <li>1. <u>Mission Blue</u> pre-class questions due Tuesday,</li> <li>2. <u>Mission Blue</u> discussion participation Wednesday,</li> <li>3. "Introduction" and "Perspective" questions due Wednesday,</li> <li>4. Intro and Perspective discussion participation Thursday</li> </ol>
Week 3 9/5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Marine mammal fisheries, Global change</li> <li>• <b>Summary:</b> <b>NO CLASS Monday (Labor Day).</b> We will discuss "Taking Wildlife – The Mammals" on Wednesday. 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? On Thursday, we will have a lecture and discussion on 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 about it?</li> <li>• <b>Required Readings/Works:</b> "Taking Wildlife I – The Mammals", pages 29 – 51; "Our Changing Planet" handout from Marine Biology, 11<sup>th</sup> ed by Castro and Huber, pages 237 - 249</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. "Taking Wildlife I – The Mammals" questions due Tuesday,</li> <li>2. "Taking Wildlife I – The Mammals" discussion participation Wednesday,</li> <li>3. "Our Changing Planet" discussion participation Thursday</li> </ol> </li> </ul>
Week 4 9/12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Fisheries for fish</li> <li>• <b>Summary:</b> We will discuss "Taking Wildlife II – The Fish" on Monday. 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 Thursday, we will watch the film <u>SeaSpiracy</u> in preparation for discussion next week.</li> <li>• <b>Required Readings/Works:</b> "Taking Wildlife II – The Fish", pages 53-77. On Wednesday and Thursday, watch <u>SeaSpiracy</u> (1hr 30 minutes) on Netflix during class time.</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. "Taking Wildlife II – The Fish" questions due Sunday,</li> <li>2. "Taking Wildlife II – The Fish" discussion participation Monday</li> </ol> </li> </ul>
Week 5 9/19	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Fisheries for fish (<u>SeaSpiracy</u>), Fisheries for shellfish, Public Education Project</li> <li>• <b>Summary:</b> We will discuss the film <u>SeaSpiracy</u> on Monday. What do commercial fisheries practices look like? What does commercial fishing have to do with the problem of large amounts of plastics in the ocean? In what ways should you be skeptical of some of the claims in this film? On Wednesday, 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? On Thursday, we will discuss our Public Education project for the Nature Coast Biological Station Open House, brainstorm ideas, and form project groups.</li> <li>• <b>Required Readings/Works:</b> "Taking Wildlife III – The shellfish", pages 79 - 99</li> </ul>



Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. <u>SeaSpiracy</u> questions due Sunday,</li> <li>2. <u>SeaSpiracy</u> discussion participation Monday,</li> <li>3. "Taking Wildlife III – The Shellfish" questions due Tuesday,</li> <li>4. "Taking Wildlife III – The Shellfish" discussion participation Wednesday</li> </ol> </li> </ul>
Week 6 9/26	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Public Education Project, Ocean plastics and other garbage</li> <li>• <b>Summary:</b> On Monday, we will use class time for you to work with your group on your public education project. Bring any needed supplies with you to class. On Wednesday, 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? More time will be available to work on projects on Thursday.</li> <li>• <b>Required Readings/Works:</b> "The Ultimate Garbage Disposal", pages 101-115</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. "The Ultimate Garbage Disposal" questions due Tuesday,</li> <li>2. "The Ultimate Garbage Disposal" discussion participation Wednesday</li> </ol> </li> </ul>
Week 7 10/3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ocean plastics</li> <li>• <b>Summary:</b> On Monday we will start the documentary <u>A Plastic Ocean</u>. We will finish the film on Wednesday and discuss it on Thursday. We will discuss more about the visual reality of ocean plastics – from tiny microplastics to large tangles of discarded fishing gear.</li> <li>• <b>Required Readings/Works:</b> Watch <u>A Plastic Ocean</u> (1hr 40 minutes) on Netflix during class time Tuesday and Wednesday.</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. <u>A Plastic Ocean</u> questions due Wednesday,</li> <li>2. <u>A Plastic Ocean</u> discussion participation Thursday</li> </ol> </li> </ul>
Week 8 10/10	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Biodiversity loss in the ocean, invasive species</li> <li>• <b>Summary:</b> On Monday, 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? On Wednesday, we will explore a case study on invasive species focusing on an invasive alga. How can invasive species contribute to biodiversity loss? On Thursday, we will complete and submit Public Education Projects and <i>optionally</i> participate in the <b><i>Nature Coast Biological Station Open House on Saturday Oct 15.</i></b></li> <li>• <b>Required Readings/Works:</b> "Biodiversity Loss: Unraveling the Fabric of Life in the Sea" pages 119 - 137</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. "Biodiversity Loss" questions due Sunday,</li> <li>2. "Biodiversity Loss" discussion participation Monday,</li> <li>3. Case study participation Wednesday,</li> <li>4. Public Education Group Project due Thursday by 5 pm to Dr. Meadows' office</li> </ol> </li> </ul>



Week	Topics, Homework, and Assignments
Week 9 10/17	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Deep-sea drilling for minerals and oil, the Gulf of Mexico Dead Zone, Interview a Scientist Project</li> <li>• <b>Summary:</b> On Monday, 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? 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? Thursdays we will discuss our next class project, Interview a Scientist, discuss interests, and form groups.</li> <li>• <b>Required Readings/Works:</b> “Drilling, Mining, Shipping, Spilling” pages 139 - 157</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. “Drilling, Mining, Shipping, Spilling” questions due Sunday,</li> <li>2. “Drilling, Mining, Shipping, Spilling” discussion participation Monday,</li> <li>3. Gulf of Mexico Dead Zone case study participation Wednesday</li> </ol> </li> </ul>
Week 10 10/24	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Climate change, changing sea chemistry, coral reef death</li> <li>• <b>Summary:</b> 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 CO<sub>2</sub> levels? On Wednesday and Thursday, we will watch the documentary <u>Chasing Corals</u> in preparation for discussion next week.</li> <li>• <b>Required Readings/Works:</b> “Changing Climate, Changing Chemistry” pages 159 – 181, watch <u>Chasing Corals</u> documentary (1 hr 29 minutes) during class time on Wednesday and Thursday.</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. “Changing Climate, Changing Chemistry” questions due Sunday,</li> <li>2. “Changing Climate, Changing Chemistry” discussion participation Monday</li> </ol> </li> </ul>
Week 11 10/31	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Coral reef death, ocean exploration, Interview a Scientist Project</li> <li>• <b>Summary:</b> On Monday, we will discuss <u>Chasing Corals</u>. 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 Thursday, time will be allotted to work on the Interview a Scientist Project with your group. At this class meeting, you should develop your list of interview questions.</li> <li>• <b>Required Readings/Works:</b> “Exploring the Ocean” pages 185 - 201</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. Chasing Corals questions due Sunday,</li> <li>2. Chasing Corals discussion participation Monday,</li> <li>3. “Exploring the Ocean” questions due Tuesday,</li> <li>4. “Exploring the Ocean” discussion participation Wednesday,</li> <li>5. List of interview questions due Thursday</li> </ol> </li> </ul>

Week	Topics, Homework, and Assignments
Week 12 11/7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Involving communities in ocean protection, governing the ocean</li> <li>• <b>Summary:</b> 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 Thursday, we will discuss the final paper (outline due next Thursday).</li> <li>• <b>Required Readings/Works:</b> “Governing the Ocean” pages 203 – 219</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. Menjangan case study participation Monday,</li> <li>2. “Governing the Ocean” questions due Tuesday,</li> <li>3. “Governing the Ocean” discussion participation Wednesday,</li> <li>4. Interview your scientist this week (nothing due)</li> </ol> </li> </ul>
Week 13 11/14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Scientist Interview Project, ocean farming, Scientist Interview Presentations</li> <li>• <b>Summary:</b> On Monday, we will devote the entire class period to working on the Scientist Interview Project. You may use this time to work on your final project stemming from the interview. 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 Thursday, we will begin Interview a Scientist presentations (15 minutes or less each).</li> <li>• <b>Required Readings/Works:</b> “Farming the Ocean” pages 221 - 239</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. “Farming the Ocean” questions due Tuesday,</li> <li>2. “Farming the Ocean” participation Wednesday,</li> <li>3. Scientist Interview Final Project due Thursday at class time to be presented,</li> <li>4. <u>Final Paper Outline due Thursday</u></li> </ol> </li> </ul>
Week 14 11/21	<b>FALL BREAK – NO CLASS</b>
Week 15 11/28	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ocean protection, Scientist Interview Presentations</li> <li>• <b>Summary:</b> On Monday 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? On Wednesday and Thursday, we will continue Interview a Scientist presentations (15 minutes or less each).</li> <li>• <b>Required Readings/Works:</b> “Protecting the Ocean” pages 241 – 259</li> <li>• <b>Assignments:</b> <ol style="list-style-type: none"> <li>1. “Protecting the Ocean” questions due Sunday,</li> <li>2. “Protecting the Ocean” discussion participation Monday</li> </ol> </li> </ul>
Week 16 12/5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Scientist Interview Presentations, course wrap-up</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> On Monday, we will finish all remaining scientist interview presentations. On Wednesday, we will discuss what we've learned in the course and how to move forward as good stewards of ocean health.</li> <li>• <b>Required Readings/Works:</b> none</li> <li>• <b>Assignment:</b> <i>Final Paper due Wednesday</i></li> </ul>

## 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

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### 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. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **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/>.

## **University Honesty Policy**

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 honor and integrity by abiding by the 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-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. If you have any questions or concerns, please consult with the instructor in this class.

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 information about tests or homework answers with students in future or past classes, or posting on social media information about same, is a serious act of academic dishonesty. Turning in assignments that match classmates’ or that are not your own work is plagiarism.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **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.