

### **CLASS DESCRIPTION**

This course is an exploration of the patterns of fish diversity, the ecological and evolutionary processes that give rise to that diversity,

## MY EXPECTATIONS OF STUDENTS

Come to class on time, engage in the course content for the full class time, and refrain from any activities that distract us from doing our best jobs of teaching or detract from a positive learning environment for all involved;

Come to class prepared to participate, having completed assigned reading, writing, and research in advance;

Participate in class activities in ways that support course goals and demonstrate respect and civility toward all other students and teachers;

Take an active role in obtaining information and resources for completion of tasks and assignments in the course and, ultimately, in promoting your own learning;

Students learn best from either themselves or from peers;  
The best *discussions* come from good *listening*;  
Transformative learning occurs best when preconceived notions are challenged;

### REQUIRED READINGS

These books are available at the UAF Bookstore, online at amazon.com, local bookstores (e.g. Barnes & Noble) and several copies (including E-versions) are available at the Rasmuson Library. It is your responsibility to obtain these books, or have a plan for accessing the readings, by the first week of class!

*Four Fish* by Paul Greenberg  
*Overfishing* by Hilborn & Hilborn

### ADDITIONAL READINGS

Posted on Blackboard. It is *essential* that you are comfortable in this environment. Through the Blackboard system, I will provide details on assignments, important changes to dates on the syllabus, class outlines and notes, class recordings, and supplemental reading material and content.

### CORE ACTIVITIES & IMPORTANT DATES

#### *ASSIGNMENTS & PARTICIPATION IN FISH TANK THURSDAYS (FTT)*

On most Thursdays, HALF of our class time will be devoted to FTT in which we will: 1) revisit concepts and ideas that were not as clear as they should have been from previous classes, and 2) have a discussion based on the assigned readings for the week.

Your role in FTT has three parts and your combined performance counts toward one third of your course grade.

First, each student will contribute one question or comment on something that they were confused about based on lecture (See GRADING POLICY & EXPECTATIONS FOR EXAMPLES)

These ~~questions~~ **11:59 pm** ~~by~~ **FTT** . Comments will be put into a fish tank (yes, a real fish tank), selected at random during FTT, and discussed.

Second, students are to prepare a ½ page (2 paragraphs) reflection on the readings assigned for the week and we will use these reflections as points for discussion. ~~Reflection~~ **11:59 pm** \_\_\_\_\_

~~FTT~~ **11:59 pm** . Participation in FTT through comments/questions/reflection will count heavily toward your participation grade.

Third, students are to directly contribute to discussions with substantive and well thought out points. Very specifically, students are expected to speak at each FTT; however, full points for this criterion of the participation score can be achieved through speaking during at least 9 FTT discussions (there are 11 FTT during the term)

There will be an in-class mid-term exam (**0121** ) and a cumulative final-exam (i.e. material covers the entire course, **0121** ), which will consist of definitions, short-answer, and essay-type questions. Note: things discussed during FTT will be prime targets for exam questions! To prepare for the exam and to practice the type of questions that will be asked, we will have two short (15 min) in class quizzes.

The final will have twice the weight as the mid-term, and combined the exams will count towards one third of your grade in the course.

*EXPERT P*

COURSE OUTLINE (SUBJECT CHANGE )

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS AND ASSIGNMENTS</u>
September 4	WELCOME TO FISH 110 CLASS OBJECTIVE (CO): To set the stage for the rest of the course, introductions, clarifying expectations. To provide evidence of the benefits of student-centered learning	Obtain books by Greenberg and Hilborn & Hilborn  <b>Blah</b> <b>ASSIGNMENT 9/7/14 at 11:59 pm</b>
September 9	PATTERNS OF FISH HABITAT (CO): To expose students to the diversity and complexity of fish habitat. And...what defines fish habitat anyway?	Greenberg: Introduction (1Intrp[9mn



November 20	CASE STUDY: FISH IN A WARMING WORLD (CO): To explore the potential biological responses to warming oceans and freshwaters <b>FT</b>	Cheung et al. 2013
November 25	HUMAN POPULATION GROWTH & FOOD SECURITY (CO): To	

**DISCUSSION COMMENT EXAMPLE**

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