Biology 328 Course Outline, Spring 1998

Jan 15: Intro, terminology, bathymetry, water movements, geology
21: Phytoplankton and primary production
28: Zooplankton and secondary production

Feb 4: Exam (through 2º prod), pelagic environments
11: Pelagic environments
18: Rocky shore environments
25: Rocky and sediment shore environments

Mar 4: Exam (through pelagic), student talks
11: Estuaries (incl. salt marshes, mangrove swamps)
18: Spring recess; no class
25: Subtidal and deep sea benthic habitats

Apr 1: Exam (through deep sea), student talks
8: Coral reefs, student talks
15: Adaptive strategies: diving in airbreathers; marine mammals, student panel
22: Human impact: pollution, fisheries
29: Student panels

6: Exam (through fisheries) Note: this exam will begin at 5PM, not at 8PM as indicated in the final exam schedule.

Biology 328 Reading Assignments, Spring 1998

Jan 15: Sumich 1, 2; Alheit paper
21: Sumich 3, 5
28: Sumich 12

Feb 4: Exam
11: Sumich 13, 14; Grober, Helfman papers
18: Sumich 9, 11
25: Sumich 11; Williams paper

Mar 4: Exam
11: Sumich 9, Peterson paper
18: Spring recess
25: Sumich 11; Brooks paper

Apr 1: Exam
8: Sumich 10; Fricke, Shapiro, Davin, Magnelia papers
15: Sumich 7
22: Sumich 15, 16; Malins paper
29: Student panels

6: Exam (through fisheries)
Biology 328 Grading Policy  
Spring, 1998

Your grade will be based on your performance on four lecture exams and two oral presentations. Each of the four one-hour exams is worth 20% of the semester grade. The oral presentations will consist of one short (5-10 min) summary of a recent (1995 or more recent) paper from the scientific literature of marine biology (5% of semester grade) and one longer (12-15 min) talk in which you integrate your specific topic into a set of talks devoted to a common theme, i.e., a panel discussion or symposium (15% of final grade). This second talk will require that you meet with the other speakers to organize and subdivide the general theme. Of the 15%, 2/3 or 10% of semester grade will be assigned to your individual performance in the symposium; the other third or 5% of semester grade will be assigned to the group symposium/panel discussion. Each oral presentation will be followed by a short question/answer period with questions from both the instructor and classmates. Taken together, your two oral presentations will meet the oral intensive part of the baccalaureate degree requirements as described in the UAF undergraduate catalog. Note: there are over 35 students enrolled in this course. To incorporate this many oral presentations into a non-lab course and stay within the three-hour per class meeting is going to be impossible. We will need to arrange a system to work in all these presentations. One possibility is to extend the class meeting times for some evenings, i.e., meet from 5pm to 9pm or 9pm on some Wednesday evenings. I’d have the student talks first, then do some lecturing. Be flexible about this if you can.

The last two weeks of class can be devoted, in part, to symposia or panel discussions on selected topics relating to marine biology. Each student will prepare a talk for presentation to the class. Each symposium will have a focus and your talk must fit into that focus or topic. Here are some possible topics:

- Pollution effects in the marine environment
- Global warming and marine life
- Potential for fishery interactions with nontargeted species
- Molluscs: their commercial and ecological importance
- Seabirds: life histories and adaptations
- Marine pharmaceuticals or natural products from the sea
- Estuaries: human and natural perturbations
- Marine fisheries
- Marine mammals: life histories and adaptations
- Bioluminescence
- Symbiotic relationships in the marine environment

Each topic could be presented by 5-8 students; I envision 6 - 7 topics. Your individual talks should be about 12-15 minutes long and address a distinct aspect of the overall topic. Some coordination among participants will be necessary. Your talk will be graded; the criteria for the grade are on the accompanying sheet. The intent is for you to not only prepare and deliver a well-organized, informative talk, but (I hope), to explore a new area in marine biology. If, for instance, you have worked for ADF&G for years on salmon and/or prepared salmon talks and papers before, I would strongly recommend you pick a different topic.

The grading scale in this course is as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59
Additional Comments on Oral Presentations

Below and on the following page are several examples of criteria and forms that could be used to evaluate your talks. The example on this page is pretty detailed and I'm not sure I can check off all of the boxes during your talk. I may use a simpler form such as on following page. Even if I use the second form, use the one below as a guideline in preparing your own talks. For the group presentation there is the additional requirement that the talks hang together to make a larger story. See the sample evaluation form for group aspects of a symposium for additional guidance in preparing your group’s symposium. I realize that we all differ in our level of comfort in speaking before a group; the goal is to increase that level of comfort while conveying meaningful information in an organized way.

Speaker ___________________________ Date _____________________________
Title of Talk ___________________________
Version ___________________ Time: Start ______________ End ____________ Total ______
Intended Audience ___________________________

I. Communication
   A. The guiding question is stated.
   B. The importance of the question is stated.
   C. The message of the talk is stated at the beginning.
   D. The whole talk is outlined early in the presentation.
   E. The outline is repeatedly referenced to provide milestones.
   F. The talk is aimed at a specific audience.
   G. A clear train of thought is followed and involves the audience.

II. Time
   A. The talk fits the time limit.
   B. There is extra time to recover from unforeseen problems and to permit questions.
   C. Enough time is spent on each slide to allow the audience to absorb the information.
   D. The speaker talks slowly and repeats key ideas.

III. Slides
   A. The slides have large text, readable in a large auditorium with suboptimal lighting.
   B. Each slide makes only a single point.
   C. There are five or fewer lines of text on each slide.
   D. Text is concise, having only a phrase or a few words per line.
   E. Background of slides is light and contrasts with text and pointer.
   F. The axes of graphs can be read from the back of a large room.
   G. Slides have been prepared specifically for oral presentation.

IV. Mechanics
   A. The talk is not read.
   B. The speaker begins talking with the lights on to involve the audience.
   C. The talk has been practiced to refine the flow, message, and length.
   D. The speaker does not apologize for the talk or its components.
   E. The speaker’s voice can be heard in a large hall over the noise of the crowd and projector.
   F. The speaker always faces the audience when speaking.
   G. Language is free from unexplained jargon and acronyms.
   H. The pointer is used as a precise, invisible tool.
   I. There are no unnecessary movements or distracting mannerisms.

V. Organization of the Talk
   A. The introduction is brief in proportion to the length of the talk.
   B. Methods are shown in an abbreviated form in only enough detail to support the results.
   C. If the methods are illustrated, a matrix, flow chart, or other diagram is used.
   D. The format of graphs should be described before focusing on the content.
   E. The conclusions are stated at the end in a form to reinforce the message.
   F. The conclusions are crisp and concise.
   G. Questions, methods, results, and interpretation are folded together to enhance the impact of the message.
SPEECH EVALUATION FORM for Assignment 2 _______________ SPEAKER _______________

THE SPEECH

Did the introduction attempt to capture your interest and attention?

_____ Quite well  _____ Somewhat  _____ Not at all

Could you clearly follow the organization of the speech?

_____ Very easily  _____ Somewhat  _____ Not at all

Was the Core Statement of the Speech clear?

_____ Yes  _____ Somewhat  _____ No

What was the Core Statement of the Speech? (Write it down.)

Did the Speech conclude effectively?

_____ Wrapped things up well  _____ Sort of inconclusive  _____ Just stopped

Were any visual aids used?

_____ Very well  _____ Satisfactory  _____ Too Small, or crowded, or hard to see

_____ Needed more or different visual aids  _____ Needs more practice with visual aids.

THE SPEAKER

Did the Speaker maintain contact with his audience?

_____ Very well  _____ Sometimes  _____ Too tied to his notes

Was the Speaker's voice loud and clear enough to follow?

_____ Always loud and clear  _____ Sometimes too loud  _____ Sometimes too soft

_____ Sometimes unclear  _____ Just mumbled too much

Did the Speaker seem physically at ease?

_____ Very poised  _____ Too fidgety  _____ Too stiff  _____ Awkward posture

ADDITIONAL COMMENTS (Write on back if necessary):

Critics Signature ____________________________