MARINE FISHES of ALASKA (FISH / BIOL 380 (W,O))
Schedule and Outline - Fall 2002

(all material available: http://www.sfos.uaf.edu/ - under ‘Academic Course Websites’)

note - following specific lecture schedule may change somewhat as this is a new first-time class;
- assignment deadlines are not flexible and will be as listed below unless instructor indicates otherwise.

instructor:
Dr. Gordon Haas.
office: O'Neill 235.
- email (remote contact preference): haas@sfos.uaf.edu
- office phone: 474-5231.
- message board on door.
- can also make office appointments after class.

lab: UAF Museum
- in secure basement so ask at front desk in lobby of museum.
- am mostly in my office and rarely at museum

class lectures: T and Th (2:00 to 3:30 pm).
- room: Natural Sciences Building room 203.
- can also make office appointments after class.

'recommended' (not mandatory) course book:
- available in UAF Bookstore, UAF Museum Bookstore, and at online / web bookstores.
- notes – this book, and other resource books / materials, are on reserve in the Biosciences Library in the Arctic Health Building.
- primary literature journals in this library should still be the main source of information and article citations for both assigned written papers.

September
5 – Course Assignments, Grading, Outline, and Resources.
- Instruction in Primary Literature Reviews, Paper Writing, and Oral Presentations.
- Resources and Information for Assigned Papers and Presentations.
10 – Marine Fishes, Fisheries, and Environments of Alaska – Introduction and Overview.
12 – Marine Fishes and Environments of Alaska – Systematics and Other Classifications.
  * Ungraded Short Writing Sample deadline (voluntary and please submit earlier (~ one week for marking).
17 – Marine Biogeography of Alaska.
19 – Marine Commercial Fishes of Alaska I – sharks and skates (‘also’ ratfishes and rays).
  - Ungraded Writing Sample (voluntary submission) returned (or earlier) with individual comments.
24 – Marine Commercial Fishes of Alaska II – herrings and sardines (‘also’ anchovies, sand lance and shad).
  * Paper One due (Individual Work – Paper One – Family Overview).

October
3 – Marine Commercial Fishes of Alaska V – cods and hakes (and) sablefish, greenlings, and lingcod.
  - Example Midterm Exam Question Sheet distributed (to be discussed next lecture).
8 – Marine Commercial Fishes of Alaska VI – walleye pollock.
  - Midterm Exam Preparation and Student Questions.
10 – Paper One (Individual Work - Family Overview) returned (graded & comments) and overall discussion.
  * Midterm Exam - one hour (all lectures to date).
15 – No Class unless notified (leftover BC field work – I am trying to rework this - apologies).
17 – No Class unless notified ( leftover BC field work – I am trying to rework this - apologies).
22 – No Class - American Fisheries Society (Alaska Chapter) meeting – Girdwood, AK.
- student attendance encouraged (http://www.fisheries.org/afs-ak/).
24 – Class Scheduled unless notified (AFS meeting still in AM today - student attendance permitted/ excused).
- Marine ‘Non-Commercial’ Fishes of AK – largest families - eelpouts, poachers, prickelbacks, sculpins,
  and snailfishes
  - Midterm Exam returned (graded with comments) with overall discussion.
  - Presentation Overview / Refresher. Student Questions or Concerns about Presentation One?
29 * Student Presentation One (Individual Work – based on Paper One – Family Overview).
  - NOTE – any computer PowerPoint presentation for today must be submitted to me by noon today.
31 * Student Presentation One (Individual Work – based on Paper One – Family Overview).
  - NOTE – any computer PowerPoint presentation for today must be submitted to me by noon today.

November
5 – Migratory ‘Marine’ Fishes of Alaska I – lampreys, capelin, eulachon, smelts, whitefishes, ciscoes, char,
  and trout.
  - Student Presentation One graded with individual comments, and overall discussion.
12 – Other Marine Fishes of Alaska I – offshore and pelagic.
14 – Other Marine Fishes of Alaska II – mid- to deep-water.
  * Paper Two due (Group (pairs) Work – Subject Review based on Primary Literature (>one)).
19 – Other ‘Marine’ Fishes of Alaska III – inshore (and intertidal).
21 – Other ‘Marine’ Fishes of Alaska IV – estuarine (and intertidal).
26 – Marine Fish and Contamination / Pollution
  - Paper Two (Group (pairs) Work - Subject Review) returned (graded & comments) with overall discussion.
28 – No Class - Holiday (Thanksgiving).

December
3 – Marine Fish and Fisheries Conservation
  - Presentation Overview / Refresher. Student Questions or Concerns about Presentation Two?
  5 * Student Presentation Two (Group (pairs) – based on Paper Two – Subject Review - Primary Literature).
  - NOTE – any computer PowerPoint presentation for today must be submitted to me by noon today.
  10 * Student Presentation Two (Group (pairs) – based on Paper Two – Subject Review - Primary Literature).
  - NOTE – any computer PowerPoint presentation for today must be submitted to me by noon today.
  - Example Final Exam Question Sheet distributed (to be discussed next lecture).
12 – Other Marine Fish Issues, Topics, and Miscellany.
  - Student Presentation Two grades with comments, and overall discussion.
  - Final Exam Preparation and Student Questions.
17 * Final Exam (1 - 3 pm) - in same classroom unless notified.
20 – Course Grades submitted to Registrar’s Office.
23 – Final Exams available, if desired. Graded, with ‘comments’ as marking time permits.
24 / 25 – Merry Christmas!

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MARINE FISHES of ALASKA (FISH / BIOL 380 (W.O))
Assignments, Grading, and Evaluation - Fall 2002

(all material available: http://www.sfos.uaf.edu/ - under ‘Academic Course Websites’)

Grade Breakdown (3 credits)

I. Examinations (2)

two written exams (55 % of total grade):
(1) midterm exam (20 % of total grade) – October 10.
   > based on all lectures up to this point (up to and including October 8 lecture).
   > approximately one hour long.
(2) final exam (35 % of total grade) – December 17.
   > based on lectures for entire term, with some emphasis on those classes since midterm exam.
   > approximately two hours long.
   - W course = ‘written intensive’. Writing forms majority of course examination and grading, as per UAF
   - will receive instruction and example questions for both exams (see class schedule).
   - midterm exam answers will be reviewed in class (see class schedule).
   - midterm answer key will be available afterward at course web site (http://www.sfos.uaf.edu/).
     - multiple choice or matching (memory).
     - short written ‘several sentence’ answers about specific content (context).
     - two written paragraph type answers (interpretation, organization, and synthesis).
     - will be able to choose one of two questions for both written paragraph type answers
   - all answers must be in ink, or no discussion of any grade may take place afterward.
   - both exams will receive a letter grade and % score.
     - at least the midterm will have written comments.
     - written answers mainly graded based on content, understanding, format, ideas, organization,
       clarity, and readability. They will be secondarily based on grammar, sentence structure,
       word choice, spelling, tense, punctuation. Time constraints of an exam will be considered.
     - if instructed by written comments on midterm exam, student must immediately schedule
       an appointment with instructor within one week for assistance and instruction with writing
       and / or exams.

II. Assignments – Written Papers (2)

two written papers (30 % of total grade):
   - short ungraded writing sample (0 % of grade) – September 12.
     > voluntary - submission of previous written work, or request for an individual writing exercise.
     > (and / or) voluntary - make appointment and meet with instructor to discuss writing for course.
     > (and / or) voluntary – submit and / or discuss ‘draft outline’ for paper before writing it.
     > for assessment of, or assistance with, writing ability and general competence for this course.
(i) written paper one (10 % of total grade) – September 26.
   > individual detailed examination of a specific family of marine fishes of Alaska.
   > chosen by each student after initial class(es) from provided handout list (first come / serve).
     > intention - (dis)cover other numerous and diverse species (I cannot in short course time).
     > all use at least the following headings – range (full / AK), general description / identification,
       and general biology / ecology / evolution
     > information should also include where possible - (any) specific AK information, (any)
       relation to humans, (any) interesting facts, and research / study needs and suggestions.
     > ‘guideline’ – approximately five to ten pages and five citations.
(ii) written paper two (20% of total grade) – November 14.
> group (pairs) critique and synthesis of a general subject area or topic through broader review. Individual papers permitted upon reasonable request, but group work is strongly encouraged.
> put all group members names on handed-in paper two
> topics independently chosen by students, but should be approved by instructor.
> take time to choose a good topic! It will be worth it in the long run...
> topics should emphasize biology, and be less directly based on fisheries or management.
> topics must be about marine fishes of “Alaska”, and not other aquatic or taxonomic groups.
> general list of references to some potential topics provided (see literature handout).
> intention – cover in more detail a subject, topic, group, or region that interests you.
> all follow this general format – introduction, ‘main ideas and points’ (main section with subheadings), and conclusions / summary.
> ‘guideline’ – approximately ten pages and ten citations.
• W course = ‘written intensive’. Writing forms majority of course examination and grading, as per UAF criteria for written course component posted at http://www.uaf.edu/corerev/guidelines.htm.
• both papers must be handed in on time by end of lecture that day
  • to provide time for proper evaluation and grading, and for comments for oral presentations.
    • deduct one full letter grade for each lecture late.
    • if late, cannot then guarantee timely return as per class schedule.
• will receive instruction and resource materials for writing (see class schedule and handouts).
• standardized grading form for papers available on course website (http://www.sfos.uaf.edu/).
• papers need not be typed, but if handwritten must be very legible and in ink or no discussion of any grade may take place afterward.
• both papers must be at least 1.5 (or 2 = double) line spaced.
• must both reference scientific literature published in primary journals (see resources handout).
• both papers must cite references appropriately and consistently (see handouts).
• both papers must properly use and spell scientific names (see handouts).
• if paper specifications are still unclear, please see instructor. Students are responsible for this.
• both papers will receive a ± letter grade with full written evaluation and comments.
• mainly based on content, understanding, format, ideas, organization, clarity, and readability.
• secondarily on grammar, sentence structure, word choice, spelling, tense, and punctuation.
  • if instructed by written comments, student must immediately schedule an appointment with instructor within one week of return of the paper for assistance and instruction with writing papers and to help prevent problems with the associated oral presentations.

III. Assignments – Oral Presentations (2)

two oral presentations (15 % of total grade):  
(a) oral presentation one (5 % of total grade) – October 29 and 31.
> voluntary – submit and/or discuss ‘draft outline’ for presentation one before completion.
> time allotted for final preparation in class prior to presentation (but this is quite late).
> individual presentation based on written paper one.
> five to seven minute presentation plus two to three mins. for questions (depends on class # ~30).
> grade will come only from instructor.
(b) oral presentation two (10 % of total grade) – December 5 and 10.
> group (paired) or individual by reasonable request) presentation based on written paper two.
> ten minute presentation plus five minutes for questions (dependent on # ~ 15 to 20).
> grade from instructor (and individual students using same (anonymous) standardized evaluation form).
• O course = ‘oral communication intensive’. Two oral presentations meet this component of UAF criteria for oral communication component posted at http://www.uaf.edu/corerev/guidelines.htm.
• presentation time limits must be enforced to ensure their completion in allotted class time.
• computer PowerPoint presentations must be received by noon of day of presentation.
• talk sequence by first letter of surname (first in a group) unless reasonably requested in advance.

- Marine Fishes of Alaska (Gordon Haas) – Assignments, Grading, and Evaluation – page 2 of 3 -
will receive instruction and resource materials for presentations (see class schedule / handouts).
- if presentation details are still unclear, please see instructor. Students are responsible for this.
  - standardized grading forms for presentations on course website (see handouts or website).
  - both presentations will receive a ± letter grade with full written evaluation and comments.
  - mainly based on effective speaking, organization, and appropriate development and use of
    visual aids (can be anything as simple as overheads as long as useful and interpretable).
  - further based on clarity, understanding, and appropriate synthesis.
  - if instructed by written comments, student must immediately schedule an appointment
    with instructor within one week for assistance and instruction with oral presentations.

Other Overall Relevant Policies

'Re-Grading':
Please bring any assignment that has grading inaccuracies due to incorrect addition of points or
something of that nature, and this will be corrected. If you would like a re-assessment of any segment of an
assignment for reasons of disagreement with the grade, then I will gladly do so, but will also re-grade the
entire assignment and not just the disputed portion. Grading is often subjective and based on a composite of
marks given throughout any one assignment, and this policy permits this to be maintained in any possible re-
determination of grades.

Plagiarism and / or 'Cheating':
Each student is fully expected to be honest in all their work in this course. Anything else will be
considered an extremely serious offense and will subject the student to strong disciplinary action. Under this
discipline, it will be my suggestion and preference that such a student at least fails this course, and that
depending on the nature of the offense more serious discipline could then be recommended to the UAF
University Disciplinary and Honor Code Committee (please see UAF Student Academic Honor Code for
details - [http://www.uaf.edu/catalog/catalog_01-02/undergrad/reg3.html](http://www.uaf.edu/catalog/catalog_01-02/undergrad/reg3.html) and
[http://www.uaf.edu/catalog/catalog_01-02/grad/reg3.html](http://www.uaf.edu/catalog/catalog_01-02/grad/reg3.html)).
MARINE FISHES of ALASKA (FISH / BIOL 380 (W.O))
Papers (One and Two) Grading Sheet - Fall 2002
- also to evaluate any voluntary submission of an ungraded short writing sample -

(all material available: http://www.sfos.uaf.edu/ - under ‘Academic Course Websites’) 

student name and grade:

any additional comment(s): - also see back of page if necessary

Actual Grade - ‘Outline’

(UAF policy is also listed at http://www.uaf.edu/catalog/catalog_01-02/undergrad/regs2.html)
- actual letter grades for paper will be broken down into ± categories where appropriate
- late papers will loose a whole letter grade (ie. not just ± categories)
A (4.0) – great performance (honor grade)
  UAF policy - originality and independent work  - thorough subject mastery with more work than regularly required
  GH - exceeds expectations in several areas & meets expectations in all others - insightful & persuasive
B (3.0) – UAF policy - outstanding ability above average level of performance (good performance)
  GH - meets expectations in all areas - convincing and coherent
C (2.0) – UAF policy - satisfactory or average level of performance (adequate performance)
  GH - fails to meet expectations in some major areas - lacks clear argument and comprehension
D (1.0) – minimally acceptable performance (lowest passing grade)
  UAF policy - work of below-average quality and performance
  GH - fails to meet expectations in major & minor areas - particularly poor argument & comprehension

original instructions (handouts and course web page)

primary literature
  appropriate fish biology topic (or other approved)
length (~ 5 - 10 pages)
  double or 1.5 spaced
  pen or ink
scientific names
  correct
  used and proper use (italics or underlined)
  spelling – correct
citations
  > ~ 5 - 10 references
  proper and consistent format
general topic and work (as applicable)
  overall focus or theme
  overall coherence / organization
  format and presentation
  sufficient background information

primary grading (UAF O-W course policy):
  content
  proper format and organization
  understanding
  independent thought (as applicable)
secondary grading (UAF O-W course policy):
  spelling
  grammar
  sentence structure
  punctuation
  word choice / tone

- Marine Fishes of Alaska (Gordon Haas) – Papers (One and Two) Grading Sheet – page 1 of 2 -
GH grading 'scoresheet'

**Comprehensible review and synthesis:**
  - Clear and concise
  - 'Complete'
  - Convincing
  - 'Critical' (not just negative)
  - Interesting
  - Relevant / 'useful'

**Logical development and integration in appropriate framework:**
  - Strength and persuasiveness
  - Appropriate and logical sections and/or format

**Understanding of general topic:**
  - Recognition, statement, context, and explanation of topic
    - Why should one care...
    - Explicit and reasonable
    - Implications
  - Background and context
    - Justification
  - Relevant information
    - Synthesis and integration
      - Relationship of 'parts to whole'
    - Informed evaluation
      - Not just a summary (assessment and integration)
    - Information seeking and assessment skills
    - Reasoning skills
  - Information gaps and inconsistencies
    - General remaining questions and needs
  - Underlying controversies and validity (if pertinent)
    - Reasonable speculation / thoughts
    - Suggestions
      - Research and study needs
      - Other applications (if pertinent)

**Sentence and word structure:**
  - Convoluted and overly complex, or clear / direct
  - Wordiness
  - Repetition
  - Style ('honest' prose, formality, etc.)
MARINE FISHES of ALASKA (FISH / BIOL 380 (W,O))
Presentations (One and Two) Grading Sheet - Fall 2002

(all material available: http://www.sfos.uaf.edu/ - under ‘Academic Course Websites’)

**student name** and **grade:**

**any additional comment(s):** - also see back of page if necessary
(students – paper two only – evaluate your ‘partner(s)’ here if desired – need your name (anonymous) then)

**Actual Grade - 'Outline'**
(UAF policy is also listed at http://www.uaf.edu/catalog/catalog_01-02/undergrad/regs2.html)
- actual letter grades for paper will be broken down into ± categories where appropriate
- late papers will lose a whole letter grade (ie. not just ± categories)

**A (4.0)** – honor grade (great performance)
- UAF policy - originality and independent work - thorough subject mastery with more work than regularly required
- GH - exceeds expectations in several areas & meets expectations in all others - insightful & persuasive

**B (3.0)** – UAF policy - outstanding ability above average level of performance (good performance)
- GH - meets expectations in all areas - convincing and coherent

**C (2.0)** – UAF policy - satisfactory or average level of performance (adequate performance)
- GH - fails to meet expectations in some major areas - lacks clear argument and comprehension

**D (1.0)** - lowest passing grade (minimally acceptable performance)
- UAF policy - work of below-average quality and performance
- GH - fails to meet expectations in major & minor areas - particularly poor argument & comprehension

**Evaluation Criteria**

**sufficient background**
- general class-level understanding
- recognize relevant information
- any implications (within reason)

**underlying main assumptions and point(s)**
- understood and clearly stated
- independent thought
- critique and evaluation
- suggestions
- connection with written paper

**overall clarity of presentation**
- appropriate organized synthesis and framework
- logical development and integration
- clear, concise, direct, and flowing

**effective speaking (need not be ‘polished’)**
- evidence of practice and preparation
- appropriate, reasonable, and comprehensible visual aids
- ‘quality’ of visual aids
- transitional visual aids
- ‘not just reading talk’
- voice / projection
- articulation / vocal variation
- appropriate language level
- irritating distractions / habits (posture / body language / verbal ‘patterns’)
- eye contact

- persuasive, entertaining and enthusiastic (within reason)
- effective use of time (and on time)
- ability to (attempt to) answer any questions

**general topic and work (as applicable)**
- focus or theme
- overall coherence / organization
- talk introduction (where appropriate)
- sufficient background information