Aquatic Animal Conservation Issues (3 credits)
Dr Iske Larkin course coordinator
University of Florida, College of Veterinary Medicine

I. Course Information for Year 2012
   Number: VME 6010 and VME 4010
   Semester: Fall
   Graduate (VME 6934): Section 8921 UF students; Section 8929 non-UF students
   Undergraduate (VME 4906): Section 8919 UF students; Section 8920 non-UF students

II. General Information
   Course director: Dr. Iske Larkin, PhD
   Office location & office hours: E-learning web mail; 8-5 M-F during the course
   Office phone number: 352-294-4095
   Email: IVLarkin@ufl.edu

   Course Faculty: Don Behringer¹, Bob Bonde²,³, George Burgess⁴, Alex Costidis²; Katherine Garland, Lou Guillette⁵,
   Pamela Hallock Muller⁶, Elsa Haubold⁷, Jeff Hill¹, Andrew Kane⁶, Iske Larkin², Alicia Reid, Marilyn Spalding².
   ¹-University of Florida, Institute of Food and Agricultural Sciences; ² – University of Florida, College of Veterinary Medicine;
   ³ - U.S. Geological Survey, Sirenia Project; ⁴ Florida Museum of Natural History; ⁵ - University of South Carolina, College of Medicine;
   ⁶ - University of South Florida, College of Marine Science; ⁷ – Florida Fish and Wildlife Conservation Commission; ⁸ University of Florida, Emerging Pathogens Institute

   Teaching Assistant: TBA
   ⁷-University of Florida, College of Veterinary Medicine

Prerequisites
   At least 2 courses beyond basic Biology I & II (BSC2010 & 2011) in the following scientific fields: physiology
   (example-PCB4723C), anatomy (example-ZOO3713C), ecology (example-PCB4043C), behavior (example-ZOO3513C),
   zoology (example-ZOO2203C), or instructor permission.

If you have technical problems with accessing the course web site, you should contact UF computer support:
   • e-mail learning-support@ufl.edu
   • call (352) 392-4357 - select option 2
   • ‘e-Learning Tutorial’ link to the left within Sakai

Their office hours are as follows: Monday-Thursday: 7:30am-10:00pm
   Friday: 7:30am-5:00pm
   Weekends: 12:00pm-6:00pm

III. Course Description
   Course goals/ Educational goals of the course: Become acquainted with controversial issues surrounding the conservation
   of aquatic animals ranging from invertebrates to marine mammals, with some emphasis on marine mammals, but also
   including sea turtles, fisheries, and marine ecosystems. Develop critical thinking skills with regards to identifying
   problems, providing possible solutions and compromises that may help to conserve aquatic animal species and their
   environment. Cultivate scientific writing skills.
Course objectives: The class will focus to a large extent on lectures and a significant amount of reading from book chapters and primary scientific literature on the topic chosen for a given class, and discussion. Students in this class will have a working knowledge of some of the critical conservation issues facing a variety of aquatic species and learn the aspect of both sides of a given problem.

- The MediaSite lectures are taped seminars given by individuals from various institutions, as listed above, who are experts specializing in the topics covered.
- Rather than have exams, students will be expected to review the reading material and the MediaSite lectures, then complete the module quiz and related homework assignments. The self test quizzes within each module may be taken 3 times before the due date, are open book, and the highest score will count towards your grade.
- Elluminate sessions will be provided weekly as an opportunity to ask questions in real time. It is preferred, but will NOT be required for students to attend the real time session. Students WILL be asked to provide questions through the discussion board. Questions will be covered during the sessions, which will be taped, allowing access through a link to be viewed at the student’s convenience.
- Homework will include items like a 2 page review and critique of a scientific journal article, 10 slide power point presentation and literature searches of scientific publications.
- Undergraduate students will be asked to write a 5 page pro/con review paper on a controversial topic of their choosing, providing an equally weighted overview of both sides of the controversy. Once handed in, identifying names will be removed and each student will then be asked to review and rank at least two papers.
- Graduate students will be asked to write a 5 page grant proposal to study a related topic and like the undergrads, be asked then to review proposals from their classmates.

Grades will be proportioned as indicated in the table below and will be based on TA and Professor assessments outlined in provided grading rubrics.

Directions for assignments, lectures and due dates will be provided within each learning module.

Course Outline & schedule:

Generally you will see the following schedule each week, but some exceptions may occur:

Quizzes are due each Wednesday at 10:00 pm EST within each module
Elluminate Question & Answer sessions will be held Thursdays 3:00 – 4:00 pm EST (attendance to real-time session is not required, session will be taped and can be viewed asynchronously)
Homeworks are due each Sunday at 6:00 pm EST within each module

(***Please note that the schedule below may be amended due to lecture availability, with appropriate notification to students ahead of time)

Week/Module 2 (Aug 29 – Sep 4)– Natural History and Conservation, Sea Turtles (Katherine Garland, Wildlife Ecology & Conservation) – homework: Discussion board - sea turtle mitigation paper, summary & respond to classmate posts
Week/Module 3 (Sep 5 – 11) - Natural History and Conservation, Aquatic Ecosystems & Fish (Don Behringer, Fisheries) – homework: Discussion board – Marine Protected Areas Pro/Con
Week/Module 4 (Sep 12 – 18) – Natural History and Conservation, Aquatic Birds (Marilyn Spalding, Vet. Med.) – homework: Aquatic bird power point.
Week/Module 5 (Sep 19 – 25) – Aquaculture, Diseases and Impacts on Conservation (Denise Petty, Vet. Med.) – homework: Aquaculture scientific article review & critique
Week/Module 6 (Sep 26 – Oct 2) – Attitudes toward Marine Mammals (Elsa Haubold, FWC); Conservation and Management of Elasmobranchs (George Burgess, FLMNH) – homework: Addressing questions related to reading/lecture material
Week/Module 7 (Oct 3 – 9) – Fisheries and Marine Mammals (Alex Costidis) – homework: Scientific article search, power point summary
Week/Module 8 (Oct 10 – 16) – Conservation of the North Atlantic Right Whale (Alicia Windham Reid) – homework: Discussion board – reasonable reason to hunt
Week/Module 10 (Oct 24 – 30) – Introduced and Invasive Species (Jeff Hill, UF Tropical Aquaculture Lab) – homework: Discussion board – Pro/Con of non-native fish

Week/Module 11 (Oct 31 – Nov 6) – Coral bleaching and global warming (Pamela Hallock, Univ. of South Florida) – homework: Discussion board - coral mitigation paper, summary & respond to classmate posts

Week/Module 12 – (Nov 7 – 13) – Aquatic animal health and endocrine disruption (Lou Guillette, Medical University of South Carolina) – homework: Environmental contaminant, power point summary

Week/Module 13 (Nov 14 – 20) – Aquatic pathology and toxicology (Andy Kane, Emerging Pathogens Inst.) – homework: Discussion board – Environmental contaminants Pro/Con

Week/Module 14 (Nov 21 – 27) – Grant proposals (grad) & pro/con papers (undergrad) due by 10:00pm EST Wednesday Nov 23rd.

Week/Module 15 – (Nov 28 – Dec 4) - Grant proposals (grad) & pro/con papers (undergrad) handed back for review

Week/Module 16 – (Dec 5 – 7) – Reviews due back for grant proposals (grad) and pro/con papers (undergrad)

IV. Course Materials

TO ACCESS THE MODULES ON E-LEARNING IN SAKAI, GO TO THE COURSE MATERIALS LINK.

Reading material will be provided in PDF format through links on the Sakai E-learning site and will include selected chapters from Conservation and Management of Marine Mammals, 1999, Eds. John R. Twiss Jr. and Randall R. Reeves (CMMM); Biology of Marine Mammals, 1999, Eds. John E. Reynolds III and Sentiel A. Rommel (BMM); Marine Conservation Biology: The science of maintaining the sea’s biodiversity, 2005, Eds. Elliott A. Norse and Larry B. Crowder (MCB); and current literature from journals on relevant topics. Please expect to read a significant amount of material each week, which may be 1 book chapter (~30 pages) and 1-2 journal articles (10-15 pages each) or 4 journal articles.

Library Support
Hannah Norton has agreed to provide assistance with accessing the UF library system and conducting literature searches. She can be reached at nortonh@ufl.edu and she has access to the Sakai class web page. Feel free to contact her if you need assistance with finding articles or scientific papers on specific subjects. So if you need help finding that ‘perfect’ paper for an assignment, she is here to help.

MediaSite Lectures
If you are having trouble accessing the lectures through the MediaSite Link, when prompted you need your Gator Link User Name and Password and you may need to download Silverlight if it does not automatically prompt you to do so. You may install Silverlight through the following link: http://www.microsoft.com/getsilverlight/Get-Started/Install/Default.aspx

Note on assignments
When applicable, assignments should be in a MS Office document format (use .doc or .docx for documents, .ppt or .pptx for powerpoint, etc.) Sorry Apple people. You can use iWork, but just save the file as .doc, etc. and prepare for cross compatibility issues. If you do not have MS Office for Windows/Mac or iWork for Mac, there is a freeware version of such software that is compatible. You can find it at www.OpenOffice.org. The files created with this software can also be saved as .doc, .ppt, etc. If this is something you would like to do, but need some help you can contact the campus computer support group (e-mail learning-support@ufl.edu, ‘e-Learning Tutorial’ link to the left within Sakai, or call (352) 392-4357 - select option 2)

V. Evaluation/ Grading/ Testing: Grades will be based on participation, completion of self test quizzes, homework assignments (i.e. - critical review of a scientific paper, a power point presentation, discussion board postings etc… ). Undergraduate students will be asked to write and review a 5 page pro/con review paper, and for graduate students a 5 page grant proposal and proposal review. Due dates will be held to strictly.

Feedback
You will find feedback on your assignments in the same site where the homework directions are found, under the Assignments link. Discussion assignments will also be graded and feedback is also under the related Assignment link. Grades for the assignments, discussions and quizzes will show under the Gradebook link.
Feedback on the quiz answers will be provided the day after quizzes are due. You can find this under the specific quiz link. Sakai grades the quizzes automatically. Homework and term paper grades will be based on TA and Professor assessments outlined in provided grading rubrics.

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<th>Percentage</th>
<th>Component</th>
<th>Grading Scale</th>
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<tr>
<td>90%</td>
<td><strong>Performance &amp; Knowledge of Subject Area</strong></td>
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<td>Ability to satisfactorily integrate reading material, discussions, and writing assignments as demonstrated</td>
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<tr>
<td>30%</td>
<td>Completing self test quizzes</td>
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<td>30%</td>
<td>Homework assignments (equally weighted across modules) – includes critical review of a scientific paper, a power point presentation, discussion board postings etc… (Rubric point scales for each assignment are for grading and feedback. Differences in point scales do not reflect differing % to final grade between assignments.)</td>
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<tr>
<td>30%</td>
<td>Pro/con paper &amp; Reviews- undergraduates</td>
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<td>Grant proposal &amp; Review - graduate students</td>
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<td>10%</td>
<td><strong>Participation</strong></td>
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<td>5% Regular Access, Participation in Elluminate Q&amp;A sessions</td>
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<td>5% Enthusiasm &amp; attitude</td>
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**For CE students:**

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<tr>
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<td>Ability to satisfactorily integrate reading material, discussions, and writing assignments as demonstrated</td>
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<td>45%</td>
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<td>Homework assignments (equally weighted across modules) – includes critical review of a scientific paper, a power point presentation, discussion board postings etc… (Rubric point scales for each assignment are for grading and feedback. Differences in point scales do not reflect differing % to final grade between assignments.)</td>
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<td>10%</td>
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<td>Participation in Elluminate Q&amp;A sessions</td>
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Note – Items completed past the due date will automatically be graded -10% as late. Points will continue to be removed over time past the due an additional -10% per day.

If there are problems and you find yourself falling behind, contact me ASAP. Notifying me after the fact will not add points back that have already been removed.

All work conducted should be done independently unless specifically indicated in the assignment directions. Any writing should be your own thoughts or a summary of other reading material. Plagiarism will result in a 0 for the assignment.

This is a link to a video on citing sources and avoiding plagiarism (Dr. Martin Simpson, UF) [http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f91d](http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f91d)

This is a link to a website on avoiding plagiarism [http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html](http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html)

This is a link to APA formatting [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

For more information on grades and grading policies, please visit: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)
**UF Counseling Services**
Resources are available on-campus for students having personal problems or lacking clear career and academic goals. The resources include:

- UF Counseling & Wellness Center, 3190 Radio Rd, 392-1575, psychological and psychiatric services.
- Career Resource Center, Reitz Union, 392-1601, career and job search services.

Many students experience test anxiety and other stress related problems. “A Self Help Guide for Students” is available through the Counseling Center (301 Peabody Hall, 392-1575) and at their web site: [http://www.counsel.ufl.edu/](http://www.counsel.ufl.edu/)

**Honesty Policy**
All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: [http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php](http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php)

**Accommodation for Students with Disabilities**
Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/). It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student.

**Software Use**
All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.