Fish Diversity & Conservation

Fall Semester, 2010.
WATS 3100- 3 credit hours
Time: TR 10:30-11:45 AM, BNR 314.

Instruction:
Phaedra Budy
NR 134, phaedra.budy@usu.edu, 7-7564, Office hours Wed. 1:00-2:30 PM

TA (lab and grading): Tim Walsworth, BNR 327, tewalsworth@gmail.com, Office hours Wed. 10:00-12:00 PM

Rhetoric Associates: writing assignments
1. Tessa Ryser, Tessa.ryser@aggiemail.usu.edu, (801) 641-0197
2. Stephanie Lofgreen, stephanie.lofgreen@gmail.com, (801) 604-7960

Reading: Readings will come primarily from the required Helfman text in addition to some external readings, available on Blackboard and course reserves. Required text (available at USU bookstore):


Grading:

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<th>Percentage</th>
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<tr>
<td>Exam 1</td>
<td>25%</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Writing Assignments (3)</td>
<td>35% (#1 =10%, #2=10%, and #3=15%)</td>
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Scoring (as a percentage of total course points)

- A 100-93%  
- A- 92-90%  
- B+ 89-87%  
- B 86-83%  
- B- 82-80%  
- C+ 79-77%  
- C 76-73%  
- C- 72-70%  
- D 69-60%  
- F 59% and below

Extra credit (TBA), attendance, class participation, and enthusiasm may be used to determine borderline grades (+/-).
Writing Assignments: Each paper must be double-spaced, 1” margins, size 12 font; points will be taken off for incorrect format. Poster (WA#3) formats provided separately. YOU MUST turn in both drafts (RA draft and final draft) for full credit. RA meetings are required; see below.

1) **Elevator Speech based on Sharkwater Video and class and book materials about sharks (10% of grade):** In natural resource management, an elevator speech is an overview of an issue that can be delivered in the time span of an elevator ride, and is concise compelling enough to influence a decision maker. Write a 2 page, single-spaced FACTUAL elevator speech that described the issues on hand in the video Sharkwater, draws on your lecture notes and text, and in the end convinces the decision maker you are “riding up with” to make the decision you want. Your “decision” is also explicitly outlined in your paper (i.e., what you want the person to do”). On the second page of your paper, describe and justify your selected decision maker, and why you chose this person (1 paragraph). Note, this must be a real decision maker (I will check!) and will require research! 5 points extra credit: Alter your elevator speech and send it in for real, letter form, to your decision maker. See Class Schedule for assignment due dates.

2) **Journal article review (10% of grade) with conservation twist.** The goal of this exercise is for you to learn how to critically read a research paper and to condense and synthesize technical information into a concise and comprehensible written document. You have been handed a journal article on topic X by your boss at UDWR, and he wants a 3 page review and synopsis of the article). Your review should include:
   a. Synopsis of paper (~1 parag.).
   b. Critical Review of Strengths of the paper with concrete examples (~ 2 parag).
   c. Critical Review of Weaknesses of the paper concrete examples (~ 2 parag).
   d. Management (Conservation!) Implications (~ 1 parag.)

You can choose your article from any of the following approved journals, but pre-approval is recommended if you have any doubt. 2000 to present. Research article only (no notes, briefs, perspectives etc.). The article must include a conservation perspective. Approved journals: Transactions of the American Fisheries Society, North American Journal of Fisheries management, Canadian Journal of Fisheries and Aquatic Sciences, Ecology of Freshwater Fish, Environmental Biology of Fish, journal of Fish Biology, and Fisheries (Research article only!). See Class Schedule for assignment due dates.

3) **Information and Education Poster (15% of grade).** The goal of this exercise to learn how to research a topic, glean the most important components, and present that information in an educational written and visual format. Working in groups, you will prepare and informative and educational poster with pictures and/or diagrams covering the arms race between predator and prey – eat or be eaten. How
have fishes evolved and adapted to minimize being eaten while still eating and performing their necessary daily tasks. One unique topic per group, first come first serve (we will have a sign-up sheet). Your purpose is to condense and express the relevant information covering your topic in a concise yet informative manner. You may wish to have different responsibilities for different group members (writing, pictures and photos, general assembly, etc.). I will provide you with the names of your group members and poster examples dimensions ~three weeks prior. After reading and viewing your poster, a layman should be able to say they have a basic understanding of the most fundamental aspects of topic X. Poster must be prepared in MS Office Power Point. Posters will be printed and hung in the NR atrium, and we will have an advertised poster session visited by other NR students and professors in the college. Each group will represent their poster at the session and be on hand to answer questions. Posters will be judged by a panel of fisheries graduate students, and the authors of the best poster will win an academic prize. Your final draft of your poster must be turned in electronically (thumb drive or DVD or USU - BFT) so I can print them. Poster dimensions for draft 1 are small but legible (you can even tape up pieces), final posters are 30” x 20” {choose these dimensions in page setup) and may be either landscape or portrait. See Class Schedule for assignment due dates.

Rhetoric Associates
We have two rhetoric associates working with this class, an amazing opportunity for you to improve your writing skills and obtain higher grades in writing assignments. These RA’s are undergraduates with excellent writing skills and who have received some additional training in teaching English skills. Your writing assignments are due to the RA 2 weeks before the final due date. After their first review of your assignment, you will meet with your RA, and then have the opportunity to revise your assign. RA review and meetings are mandatory.

Plagiarism
Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. There have been a number of cases where a student turned in an assignment cut and pasted directly from the web. This represents both cheating and plagiarism. Please see a-c of the student academic code on acts of academic dishonesty.