

Antarctic Science and Conservation (FW 467): 4 credits

Course description: Antarctica is the coldest, driest, and windiest place on earth, and its remoteness has captured the human imagination for centuries. As the only continent designated as a “natural reserve, devoted to peace and science,” Antarctica provides a unique opportunity for research into global environmental processes, as well as an excellent example of large-scale international conservation efforts. Through this course we will explore the history, geology, climate, and ecosystems of Antarctica, with special emphasis on current conservation issues. The course will focus on critical thinking skills developed through independent research on a topic of interest, an internal peer review process, and discussions of relevant case studies in Antarctic research and conservation. This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Instructor:

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Office hours: TBA or by appointment. During office hours I will be available to chat via the collaboration function on Blackboard or to meet with students in my office on the OSU campus (Nash Hall, Room 158). I will check the course daily (except weekends) but I will not be online 24 hours a day. As such, please be patient with your questions and I will get back to you in a timely manner.

Course format: This course will be delivered via Blackboard, through which you will interact with your classmates and with me. Within the Blackboard course site you will access the syllabus, lectures, and learning materials; discuss topics and submit assignments; take quizzes; e-mail the instructor and other students; participate in online activities; and display your work. To preview how an online course works, visit the Ecampus Course Demo at: <http://ecampus.oregonstate.edu/coursedemo/>. For technical assistance, Blackboard and otherwise, see: <http://ecampus.oregonstate.edu/services/technical-help.htm>

Learner outcomes:

After taking this course, students should be able to:

- Describe the biophysical processes sustaining Antarctic ecosystems and the implications of altering those components.
- Critically evaluate different perspectives of relevant conservation issues.
- Demonstrate the use of logic and reasoning to synthesize information and arrive at defensible conclusions.
- Identify biases and assumptions in their own work and the work of others.

Resource expectations: Access to a computer with MS Office (Word AND PowerPoint or working knowledge of Zoho Notebook) and a microphone for recording the final presentation

Prerequisites: Upper-division standing; BI 370 or equivalent recommended.

Required texts: There are no required text books. Readings will come from posted book chapters, primary literature, agency reports or online sources, and will be available on Blackboard.

Evaluation of student performance: Learning outcomes will be measured via weekly quizzes, discussion boards, a research paper, a peer review process, and a final presentation.

Assignments and grading:

Quizzes	25%	100 pts
Discussion boards	25%	100 pts
Research paper	26%	105 pts
Peer review	11%	45 pts
Final presentation	13%	50 pts
TOTAL	100%	400 pts

Grading policy: Grades will be calculated as a straight percent of the total possible score:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92-100%	90-91%	88-89%	82-87%	80-81%	78-79%	72-77%	70-71%	68-69%	62-67%	60-61%	<60%

Due dates and late policy: The course week will begin on Monday, and each week you will be required to make an original post to the discussion board by **Thursday** at 11:55 pm (US Pacific Time Zone; GMT-8). All other assignments, quizzes, and discussion board response posts are due via Blackboard by 11:55 pm the following **Monday**.

Late assignments will be marked down 10% for each day late, with one “get out of jail free card” for two days without penalty. However, because the class peer review process relies on timely posting of Draft Review Papers and Peer Review Feedback, these two assignments will be marked down 20% for each day late.

NOTE: This course covers a large amount of material over a relatively short term. *It is your responsibility to keep on track with content and activities throughout the term.*

Quizzes: Quiz questions will be essay, short answer, multiple choice, or true-false, and will test your comprehension of the material covered that week (assigned readings, weekly lectures, posted videos, or online content). There will be 10 quizzes worth 10 points each. Quizzes will become available Saturday morning and are due by 11:55 pm the following Monday. You will have one hour to complete the quiz. Quizzes are open book and open note, but must reflect independent effort. **A note about time limits on quizzes:** Because this is a distance education course, we maintain a strict time limit for quizzes to ensure fairness. However, Blackboard does not automatically close the quiz when the time limit is reached. Therefore, you are responsible for monitoring the quiz timer to make sure you finish within the allotted time limit. There is a penalty of 1 point lost per minute the quiz is open after the time limit is reached.

Discussion boards: Weekly discussions will take place throughout the quarter, and will focus on Antarctic ecosystems, and case studies of conservation issues in the Antarctic. Active participation is required. There will be 10 discussion boards worth 10 points each; 5 points for an original, substantive comment, and 5 points for two substantive response comments. These will be graded based on quality and content of posts. Debates and active discussions are encouraged, but disrespectful comments will not be tolerated.

Research paper: Based on primary sources, you will develop a review paper of 1,500 to 2,500 words that investigates a topic of interest. Topic ideas must be submitted to the instructor for approval during Week 2, and include discussion of a related conservation issue. Papers will be graded based on the quality of the literature review, how well differing perspectives are critically evaluated, and whether potential biases are addressed with respect to the topic. After posting a rough draft, you will incorporate peer review and instructor feedback, and develop a final draft and response-to-reviewers letter.

Peer review: You will take part in a class peer review process, during which you will provide feedback on three student papers and receive feedback on your own research paper. Reviews will be graded based on how well they address biases and assumptions in the work of your peers, as well as how well overall comments improve the quality of the paper.

Final presentation: Incorporating the feedback you receive during the peer review process, you will develop a final presentation on your topic of interest using PowerPoint or Zoho Notebook. This will include a written script and audio narration so that other students in the class can listen or read along to your presentation. You will be required to view at least five presentations that are of interest and fill out a short evaluation form after viewing.

Students with Disabilities: Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course **prior to or during the first week of the term** to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Student conduct: The University and our Department expect students to conduct themselves and to perform their work in a professional, honest, ethical, and civil manner. Students are expected to respect the [University's regulations regarding civility](#), and to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior to others (e.g., harassment, personal insults, or inappropriate language) or disruptive behaviors in the course (e.g., persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by [Oregon Administrative Rules Division 015 Student Conduct Regulations](#).

Academic integrity: Students are expected to comply with all regulations pertaining to academic honesty. Academic dishonesty is defined as *an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work*. Engaging in any of the above described activities are grounds for dismissal from and earning a failing grade in this course. YOU are responsible for knowing the rules, regulations, and ethics associated with these policies. For more information on plagiarism, please visit: <http://osulibrary.oregonstate.edu/instruction/classign/Plagiarism.html>, or contact the office of Student Conduct and Community Standards at 541-737-3656.

In this course, evidence of plagiarism or academic dishonesty, no matter how minor, will lead to a grade of zero for that assignment. Other consequences may include referral of the charge to Student Conduct and Community Standards, failing the course, or being dismissed from the course.

PLEASE NOTE: My working definition of plagiarism includes copying any text directly from another source on any assignment or discussion board including online quizzes, unless you are defining a formal term. It is inappropriate to copy text from other sources in your literature review even if you provide the citation, unless you use quotation marks - but as I note in the assignment guidelines, direct quotations are rarely appropriate in scientific writing. Also note that minor changes to wording may not be sufficient to avoid the charge of plagiarism, so don't take chances - use your own words and sentence structure!

For more information on how to avoid plagiarism in your writing, please visit:
<http://osulibrary.oregonstate.edu/instruction/tutorials/engage/cite/help.htm>.

Here is another good website with examples on how to avoid plagiarism:
<http://www.northwestern.edu/provost/students/integrity/plagiarism.html>

Note that other disciplines may use direct quotations more extensively than we do in scientific writing, so don't use the examples on those websites as evidence that we favor direct quotation!

Technical assistance: If you experience computer difficulties, need help with downloads, or you encounter errors or problems while in the online course, contact the OSU Help Desk: 541-737-3474; osuhelpdesk@oregonstate.edu, or visit <http://tss.oregonstate.edu/OCH/>.

Course Evaluation:

We encourage you to provide an online evaluation of this course at the end of the term. Instructions will be sent by Ecampus, and you will need to login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Weekly Schedule:

Week	Lecture Topic	Schedule of Activities		
1	1 – Course Introduction	Week 1 Discussion	Quiz 1	Introduce yourself
	2 – History of Antarctic Exploration			
2	3 – Geology and Mineral Resources	Week 2 Discussion	Quiz 2	Explore course and web for research paper ideas
	4 – Climate and Weather			
3	5 – Glaciology and Ice	Week 3 Discussion	Quiz 3	Conduct literature search for research paper
	6 – Terrestrial Ecosystems			
4	7 – The Southern Ocean	Week 4 Discussion	Quiz 4	Due Mon: Submit independent research topic
	8 – Marine Food Webs			
5	9 – Antarctic Krill	Week 5 Discussion	Quiz 5	Due Mon: Submit preliminary literature cited
	10 – Fish and Nekton			
6	11 – Marine Mammals	Week 6 Discussion	Quiz 6	Due Mon: Post first draft of research paper
	12 – Birds			
7	13 – Resource Exploitation	Week 7 Discussion	Quiz 7	Due Mon: Post peer review feedback
	14 – Ecosystem Effects of Resource Exploitation			
8	15 – The Antarctic Treaty and Environmental Management	Week 8 Discussion	Quiz 8	Incorporate peer review feedback into final draft
	16 – CCAMLR and Antarctic Krill Fisheries			
9	17 – Global Climate Change	Week 9 Discussion	Quiz 9	Due Mon: Post final draft and response-to-reviewers
	18 – The Proposed Ross Sea MPA			
10	19 – Living and Working in Antarctica	Week 10 Discussion	Quiz 10	Due Mon: Post final presentation
	20 – Human Impacts and Tourism			
FINALS WEEK	Due Mon: Provide feedback on <u>five</u> final presentations that you've viewed			