

Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/09/18 10:07 am

Viewing: **MARB 445-W : Marine Fisheries Management**

Last edit: 11/09/18 11:28 am

Changes proposed by: ballr

In Workflow

1. MARB Department Head
2. GV College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 10/09/18 2:03 pm
Jaime Alvarado-Bremer (jaimeab): Approved for MARB Department Head
2. 11/07/18 3:38 pm
Donna Lang (langd): Approved for GV College Dean UG
3. 01/29/19 3:11 pm
Donna Pantel (dpantel): Approved for W & C Preparer
4. 01/29/19 3:25 pm
Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

Contact(s)

Name	E-mail	Phone
Rachel Ball	ballr@tamug.edu	409-740-4531

Course Prefix MARB Course Number 445

Academic Level UG

Complete Course Title Marine Fisheries Management

Abbreviated Course Title FISHERIES MANAGEMENT

Crosslisted With

Semester Credit Hour(s) 3

Proposal for:
Writing Designation

Writing Designation

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 30

Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.

N/A

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To receive W credit for this course, you must pass the W component.

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

Writing assignment	Word count	% of final grade	Collaborative?
Podcast Comparison	1000	6	No
Human interactions with the ocean	1000	5	No
TPWD and FishBase comparison	1500	8	No
Stakeholder interviews	3500	10	No
Article translation	3000	5	No

Writing assignment	Word count	% of final grade	Collaborative?
A conversation for all	1500	5	No
End of the Line	2500	5	No
Management plans	8500	20	Yes

Add word count of each graded writing assignment 22500
and put total word count here.

Add the percentage of final grade based on writing 64
and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

After submission of first draft , the following will be expected (list bullets 1-6). Upon revisions, the final draft will be graded.

- 1) Students are provided with time in class to work on collaborative writing assignment, and asked throughout the semester what their individual progress has been for the assignment.
- 2) In conjunction with writing, students present their projects at the terminus of the semester, which requires each member to fully participate in the 20 minute talk.
- 3) Each group is required to put the contribution of each group member on the report.

Describe the formative feedback provided on student writing, especially on major assignments.

- 1) Students are provided with technical writing suggestions, including wording, grammar, and sentence structure.
- 2) Students are provided with suggested areas in which more expressive and subjective voice should be employed.
- 3) Students are provided with examples of how to rewrite areas, based on third party writing.
- 4) Students are provided with areas in which greater detail is needed.
- 5) Students are provided with areas in which references, or additional references are needed.
- 6) Students are provided feedback on format.

Describe how you provide writing instruction.

- 1) Providing third party examples of exemplary execution for the assignment.
- 2) Discussing strategies to employ for outlining and drafting documents.
- 3) Describing the importance of balancing objective and subjective writing based on the audience.
- 4) Discussing the utility of the assignment beyond class for management, communication, and creative purposes.
- 5) Explaining how documents should be structured.
- 6) Discussing transitions between document sections.
- 7) Exploring the connection between separate assignments, and with material from class.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [MARB445_Fall2019_Syllabus.pdf](#)

Reviewer Comments **Donna Pantel (dpantel) (01/29/19 3:11 pm):** REPORT ON CERTIFICATION OF W COURSE: MARB 445 We recommend that MARB 445 Marine Fisheries Management be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 59% of the final grade is based on writing quality for individual assignments; (2) the total number of words is 14,000 individual; (3) the instructor to student ratio is 1:30; and (4) the assigned writing is appropriate to the major. Writing assignments include 7 short, individually written assignments and a final collaboratively written management plan (85,000 words, and 20% of the final grade). The 4th assignment (stakeholder interviews) requires drafts that receive written instructor comments. Instruction includes the use of examples, strategies for outlining and organization, and other topics.



GALVESTON CAMPUS

Instructor	Dr. Philip Matich pmatich@tamug.edu phone: (409) 740-4954 office: OCSB 240E	Dr. Matich's Office Hours By appointment
Lecture Details	MW 12:40-1:55, Academic Building (Main) 220	
Required Materials	<ul style="list-style-type: none"> ○ Jackson JBC, Alexander KE, Sala E. 2011. Shifting Baselines. The Past and the Future of Ocean Fisheries. Island Press. Pp. 312. ISBN: 9781610910019 ○ Olson R. 2009. Don't be such a Scientist. Island Press. Pp. 216. ISBN 9781597265638 	
Other Resources	Important course materials, including PowerPoint slides, assignments, reading (except for Jackson et al. and Olson), and grades will be posted on eCampus . TAMUG Writing Lab: http://www.tamug.edu/writing/	

Catalog Description and Prerequisites: Basic knowledge from marine ichthyology, biology of fishes and biological oceanography related to applied aspects of marine fisheries sciences. Emphasis placed on management techniques applicable to tidal-influenced inland water, estuaries, and oceans.
Prerequisite: MARB 311 Ichthyology.

Course Description: This course will provide students with an introduction to the management of fisheries, focusing on marine ecosystems. Fields ranging from life sciences to political science, and social science to economics play key roles in managing our fisheries. Each field will be discussed during the course, and students will have the opportunity to interact with professionals from several of these fields.

Writing Intensive Course: Students may use this course as one of their required writing intensive courses. To receive W credit, students must pass the writing components.

Learning Outcomes: Students will learn how life sciences, social science, political science, and other fields intersect to optimize resource management and our use of the ocean to improve sustainability. At the completion of the semester, a successful student will be able to identify the pillars of fisheries management, explain the roles these pillars play in the management of fisheries, describe effective communication between these pillars, and show how each pillar performs the necessary tasks to sustain fisheries for the future. Students will develop writing, communication, and presentation skills through assignments and in-class exercises, as well as critical thinking, problem solving, and management plan design.

MARB 445 FALL 2019 COURSE SCHEDULE

Date	Day	Topic	Assignment	Recommended reading
Week 1	Mon	What are fisheries science and management?		
	Wed	What is the food in the food harvesting system? <i>Project selection</i>		Rijnsdorp et al. 2009, Somero 2012
Week 2	Mon	Galveston Bay boat tour <i>*Wear closed-toe shoes*</i>		Pauly 1995, Shifting Baselines Pt 1 (Ch 1-3)
	Wed	How much food is in the food harvesting system? <i>TPWD Galveston Bay visit</i>	Podcast comparison	Shifting Baselines Pt 2 (Ch 4-5) & 3 (Ch 6-7)
Week 3	Mon	How much food is in the food harvesting system?		Fuiman Ch 3, Fuiman Ch 4
	Wed	Where is the food in the food harvesting system?	Human interactions with the ocean	NMFS 2010 (Sec 2, 4), Seitz et al. 2014
Week 4	Mon	Where is the food in the food harvesting system? <i>Flower Garden Banks NMS visit</i>		Brown et al. 2016, Amorim et al. 2017, Barbier et al. 2017
	Wed	Who uses the food in the food harvesting system?		FAO 375 (Sec 1-6), Salas & Gaertner 2004, Daw et al. 2011
Week 5	Mon	Who uses the food in the food harvesting system?	TPWD and FishBase	de la Torre-Castro & Ronnback 2004, Rosa et al. 2004, Turner 2010, Pfeiffer & Gratz 2018
	Wed	What role do stakeholders play in the food harvesting system? <i>Waite Institute video chat, MARS visit</i>		Fenney et al. 2010, Armstrong et al. 2013, Bryhn et al. 2017
Week 6	Mon	Who manages the food harvesting system?		King 2014 Ch 6
	Wed	How do we communicate within and across the food harvesting system? <i>Florida International University video chat</i>		Olson Ch 1-3
Week 7	Mon	How do we communicate within and across the food harvesting system?		Olson Ch 4-5, van Densen & McCay 2007
	Wed	How do we manage the food harvesting system? <i>TPWD Austin visit</i>		Shifting Baselines Pt 4 (Ch. 8-9) & 5 (Ch 10-11)
Week 8	Mon	How do we manage the food harvesting system at home?	Stakeholder interviews	Maunder et al. 2006, Lovett et al. 2016, Jenning Ch 7

	Wed	How do we manage the food harvesting system at home?		Hobday et al. 2011, Patrick et al. 2015, Punt et al. 2016
Week 9	Mon	How do we manage the food harvesting system at home?	Article translation	NOAA 2001 – <i>for reference</i>
	Wed	How do we manage the food harvesting system abroad?		Cudney-Bueno & Basurto 2009, Mora et al. 2009, Melnychuk et al. 2017
Week 10	Mon	How do we manage the food harvesting system abroad? <i>TAMUG RGS visit</i>		Fletcher 2008, Agnew et al. 2009, Thiault et al. 2017
	Wed	How do we manage the food harvesting system abroad?		Plaganyi et al. 2014, Watson 2017
Week 11	Mon	How do we supplement the food harvesting system? <i>Global FinPrint video chat</i>		MFAC 2016, Froehlich et al. 2017, Hilborn et al. 2018
	Wed	Class debate	A conversation for all	Montgomery 2017 Ch 18 & 19
Week 12	Mon	How do we protect the food harvesting system?		Ban & Vincent 2009, Stallings 2009, Cumming 2016, Ban et al. 2017
	Wed	How do we protect the food harvesting system? <i>Sustainable Fisheries Group video chat</i>		Guidetti et al. 2008, Ogden 2008, Gutierrez et al. 2011, Stevens et al. 2015, Boonstra et al. 2017
Week 13	Mon	What is the future of the food harvesting system?		Wilmot & Sterne 2003, Costello et al. 2016, Pauly & Zeller 2017, Ye et al. 2017
	Wed	Reading day – no class		
Week 14	Mon	Presentations		
	Wed	Presentations		
Week 15	Mon	Presentations	End of the Line	
	Wed	Presentations	Management plans	

Topics covered in class are subject to change based on availability of scheduled speakers

Grading Policies

Attendance and participation:	80 points
Quizzes:	280 point
Assignments (excluding final project):	440 points
Final project:	200 points
Total:	1000 points

Standard Letter Grading Scale:

A = 90-100% (900-1000 pts)

B = 80-89% (800-899 pts)

C = 70-79% (700-799 pts)

D = 60-69% (600-699 pts)

F = <60% (<600 pts)

Attendance and participation

While much of the material that students are expected learn will be available outside of class, attendance will provide a complementary suite of information needed to excel in graded assessments (i.e. quizzes, assignments, and final project). A variety of speakers holding different positions in fisheries management will also visit and video chat with students in class, providing invaluable insight into the field of interest for the course. In addition to attending class, participation by answering questions, asking questions, interacting with visiting speakers, and engaging in in-class exercises is expected. Grades will reflect the attendance and engagement a student exerts in class.

Quizzes

Over the course of the semester, in-class quizzes will be given to assess understanding of material covered during lectures and in reading. Quizzes may be announced or given spontaneously. As such, preparation should be an important daily activity by reading the recommended material, and reviewing lecture material. Questions will primarily focus on material covered in previous classes and reading, but may ask holistic questions concerning fisheries management. Because of the curves life throws at each of us, the lowest two quiz scores will be dropped at the end of the semester.

Assignments

Out of class assignments will provide hands-on opportunities to develop and test the skills used in fisheries management. A central philosophy of the Marine Biology Department is that you learn science by doing science. All assignments will be posted on eCampus, and a student may begin working on any assignment as soon as he or she prefers. All assignments will require written products ranging from summaries to full papers. All assignments will be due by the end of the work day (4:30 pm) on the due date, with the exception of assignment 6 – A conversation for all – which will be due by the beginning of class on November 7. Assignments should be typed with a word processor, and submitted to eCampus (exception: Assignment 6 – hard copy should be provided to the instructor at the beginning of class on the due date). Assignments turned in late will receive a penalty of 10% for each day after the deadline.

A list and short description of each assignment, as well as due dates and point values can be found on the next page.

Assignment	Description	Due date	Points
Podcast comparison	Compare and contrast 3 fisheries podcasts, including “Fishy business: fixing seafood’s fraud problem”	September 5, 2018	60
Human interactions with the ocean	Describe the interactions you observed between humans and the sea; provide recommendations for improvement	September 12, 2018	50
TPWD and FishBase	Compare the information provided by FishBase and TPWD’s Aquatic Species Index for 20 species, and describe the advantages to using both sources	September 24, 2018	80
Stakeholder interviews	Design and conduct an interview concerning our fisheries with at least 25 fishermen/fisherwomen, and report results in standard format, including figures	October 15, 2018	100
Article translation	Translate the text of a scientific article to language understandable to non-experts	October 22, 2018	50
A conversation for all	Prepare notes for the class debate between different groups invested in fisheries	November 7, 2018	50
End of the Line	Review <i>End of the Line</i> , and provide updates for 2018, include a flow chart	December 3, 2018	50

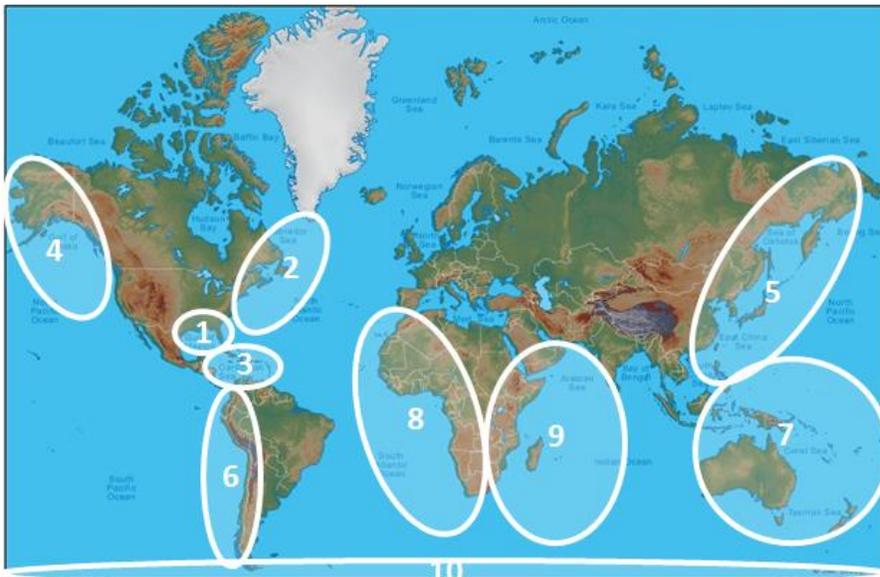
Final project

The goal for all fisheries managers is to develop and implement effective strategies that benefit all stakeholders, and ensure the sustainability of fisheries and habitats that support them. Throughout the semester, students will learn about different stakeholders, the resources those stakeholders use, and how those resources can and are managed. Students will choose groups of 3-4 individuals, select a region of the global marine ecosystem, and create a management plan for that region. **Reading and research outside of the recommended reading, and in-class material will be essential for satisfactory development of each management plan.** Students should take information learned in reading and lecture, as well as assignments and guest speakers, and tailor elements of fisheries management to their chosen ocean region. **Critical elements will including identifying and evaluating the resources and habitats of interest, the agencies that monitor these resources, the stakeholders that rely on these resources, the government and policy makers that regulate these resources, current management and monitoring strategies employed, and the agencies that enforce these strategies. Other important elements may include historical records of fisheries resources and the use of these resources, nutritional and economic needs of stakeholders, media and communication within and across groups, and technology used for harvesting, monitoring, and management.** Unlike terrestrial ecosystems, the ocean has few, if any, physical boundaries that naturally divide regions beyond human-induced zoning. For their final project, students may choose to create a management plan for the entire region they have chosen, or a subsection of that region, as well as all harvested resources, or just one. However, the more specific the resource (e.g. Texas red snapper), the more specific the management plan should be. Students will write a management plan, as well as create and give a Powerpoint presentation, which

will be judged by all other students in the class. 75% of the grade for the final project will be determined from the written management plan, and 25% will be determined from the oral presentation. Grades will be given by group, with all members of the group receiving the same grade.

Ocean regions for the final project include:

- 1) Gulf of Mexico
- 2) Northwest Atlantic Ocean
- 3) Caribbean
- 4) Northeast Pacific Ocean
- 5) Northwest Pacific Ocean
- 6) Southeast Pacific Ocean
- 7) Southwest Pacific Ocean
- 8) Western Africa
- 9) Western Indian Ocean
- 10) Southern Ocean



Statement on Absences (Attendance): Participation in class will comprise part of each student's grade (see above). Thus, students are strongly encouraged to attend and participate in all classes. Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Make-up Policy: If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz or other work that contributes to the final grade, or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit <http://www.tamug.edu/counsel/Disabilities.html>.

Course Evaluations: The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at <http://pica.tamu.edu> and in your Howdy portal.

Family Educational Rights and Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions and Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your confidentiality.

Academic Integrity: *"An Aggie does not lie, cheat, or steal, or tolerate those who do."* Scientists are expected to live up to a high ethical standard of conduct. Thus, the Marine Biology Department maintains high expectations for personal and ethical conduct for ourselves and our students. We will try to be very clear on how you can and can't use other people's work or help on assignments. If you have questions about collaboration or use of outside resources in your work, please don't hesitate to ask one of your instructors before the assignment is due. Any plagiarism or cheating that does occur will be severely penalized according to University policy. For additional information, visit <http://www.tamug.edu/honorsystem>.

This syllabus is subject to change by the instructor.