

**BIO 328 Marine Ecology & Conservation
FALL 2008**

LECTURE: TR 9:30-10:45 AM, SC 106

Instructor: John A. Cigliano, Ph.D.

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Scheduled Office Hours: T 11:00-12:00; W 1:00-2:00

Prerequisites: BIO 234 or BIO 235

Credits: 3.0

Course Description: This course is an introduction to the organisms, habitats, and ecosystems that make up the marine realm and the conservation issues that affect them. Special emphasis is given to neo-tropical marine ecosystems. Topics include physical oceanography, marine biodiversity, the ecology of marine organisms and communities, and marine conservation ecology.

Course Objectives: By the end of the course, you will develop an understanding of:

- the basic principles of oceanography and marine ecology.
- the major marine habitats and the structure and function of the associated communities.
- how humans have impacted the sea.

Learning Outcomes/Assessment: The following are a list of the learning outcomes for this course and how each will they be assessed:

- **Outcome:** Students will develop critical thinking and scientific reasoning skills through developing answers to questions about ecological concepts and principles. **Assessment:** Exams.
- **Outcome:** Students will develop the ability to communicate clearly and effectively through the written word. **Assessment:** Exam essays.
- **Outcome:** Students will develop the ability to understand and respond to issues of local, national, and global significance through group and class discussions of marine conservation related issues. **Assessment:** Class participation and clarity and effectiveness of discussion of each student will be noted.

Required Texts: Catro, P. and M. Huber. 2008. Marine Biology, 7th Edition. McGraw-Hill, New York, NY.

Class Attendance: Regular attendance is expected, as well as arriving to class on time. You are responsible to inform me *ahead of time* of planned absences and for all material covered and assignments made in *all* classes.

Make-up Exam Policy: If you miss a scheduled exam you do not automatically qualify for a make-up exam. A missed exam can only be made up if a valid reason is documented. ***You must contact the Dean of Students for documentation.*** Otherwise, you will receive a "0". In cases of excused absences, you must take the make-up exam within 1 week of the scheduled exam.

Assignments & Grading: The following are the course assignments and the percentage that each contributes to the final grade.

- Class participation in discussions. This course will be concept based and will rely primarily on discussion to introduce the material. We will also discuss selections from the primary literature, selected “Critical Thinking” questions found at the end of each chapter, “Boxed” essays in each chapter, and conservation-related issues. *All students are expected to contribute to these discussions.* No grade will be given for participation but students who are actively engaged in classroom discussions will have their final grade rounded up if their grade is near or at the upper range of a grade (E.G., 89/B+ CHANGED TO A-). Students who are not actively engaged will not have their grades rounded up.
- There will be three (3) lecture exams. Exams will consist of long and short essays. Some of the essays will be based on the class discussions of the Review Questions and primary literature readings. The 3rd exam will be given during Finals Week but will not be cumulative.

Exam I: 2 October (100 pts)

Exam II: 4 November (100 pts)

Exam III: Finals Week (150 pts)

Extra-credit Policy: No extra credit assignments will be given. If you are having difficulty in the course, please see me for extra help before the exams.

Final Grade: Final grades will be calculated as follows:

Grade	Points
A	326
A-	315
B+	305
B	291
B-	280
C+	270
C	256
C-	245
D+	235
D	221

The following are official College policies and statements.

Classroom Behavior: Disruptive behavior will not be tolerated. Any incidences will be noted and you will be penalized 1/3 of your final letter grade for each incidence (e.g., B to a B-).

Generally, disruptive behavior in the classroom is any behavior that interferes with the process of learning. At Cedar Crest College, it is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior. What is disruptive to one person might not be disruptive to another, so the final authority on disruptive behavior is the faculty member. Faculty members have the authority to address disruptive behavior in the manner they see fit under the guidelines set forth in the College Catalog (please see the section on “Classroom Protocol”).

Disruptive behavior may be viewed on a continuum ranging from the isolated incidents of mildly annoying or irritating behavior to more clearly disruptive, dangerous, and/or violent behavior.

Examples of disruptive behavior may include the following:

- Persistent speaking without permission
- Use of electronic devices, cell phones, or pagers during class
- Threats or harassment of any kind
- Poor personal hygiene
- Revealing dress
- Working on homework for other classes
- Inappropriate personal disclosures during class (sharing too much information)
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission
- Disputing authority and arguing with faculty and other students
- Physical disruptions or physical altercations

Verbal & Written Communication: Faculty members are not part of your social circle or peer group and should not be addressed as such. On the first day of class, faculty members will introduce themselves and express how you should address them. Addressing a faculty member by his or her first name is not acceptable unless the faculty member invites you to do so.

When addressing a faculty member in person, use a positive, respectful approach. Ideally, you should meet with faculty members during their scheduled office hours and not at the beginning or end of class unless the interaction will be brief.

When using the telephone, be sure to identify yourself at the beginning of the conversation. Be brief and concise, particularly when leaving a voice mail message. Remember that it is your responsibility to make sure that you communicate with your professor. When leaving a message, leave a time when you will call back. Do not expect your professor to return phone calls or to be the one to ensure contact. It is always better to visit or call your professor during office hours.

When sending email, remember that your writing conveys an image of you and demonstrates respect for the recipient. Treat email as you would any other **formal** written correspondence: Begin with the appropriate greeting (“Dear Dr. Smith”), use complete sentences (it is not a

online chat) with good grammar and spelling, use a friendly and polite tone, and expect that faculty members will return your correspondence when they are able. Expecting an “instant response” is not realistic.

Honor Code: I fully support the Cedar Crest College Honor Code as stated in the Student’s Guide Book. All assignments, including exams are governed by the honor code.

Plagiarism: Plagiarism is a serious offense. In academia, few, if any, offenses are considered more serious. As such, I fully support the College’s policy on plagiarism. Please see the Student’s Guide for a definition of plagiarism and the College’s policy on plagiarism. Students who are found to have committed plagiarism will either be required to redo the assignment, receive an F for that assignment, or fail the course, depending on the severity of the offense. Under certain situations, those who have committed plagiarism may be suspended or expelled from the College. All cases will be reported to the Provost. **Please be aware that accidental plagiarism carries the same weight and penalty as deliberate plagiarism.**

College Accommodations Policy: Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Lecture Topics

Below is a list of topics that we will cover and their corresponding chapters. I will also supplement lectures with material from other sources. We will not cover everything in the textbook, even from the assigned chapters, but you should read each assigned chapter in its entirety. This will provide you with the necessary background information to understand the concepts and examples that we will cover. You are responsible for all the material in the chapter even if we don’t discuss it in class. Please also note that I will be showing videos to augment our material and you should consider material from video as if it came from the textbook.

Week	Topic	Chapter(s)
1-2	Introduction to the course; physical and chemical oceanography	2 & 3
2-3	Plankton	5 & 15
4-5	Nekton	7-9
6	Introduction to marine ecology	10
7-8	Intertidal habitats and communities	11
8-9	Marine wetlands: estuaries and mangroves	6 & 12
9-10	The continental shelf	13
10-12	Coral reefs & associated habitats	6 & 14
12-13	The deep ocean	8
13-15	The Human Impact	10, 17-19