

# SCIN311

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

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### Description

**Course Description:** This course will present the principles and methods used in studying the biology of fishes, the ecological requirements of freshwater and anadromous fishes, and the principles and practices in sport fishery management. Students will participate in case studies and critically analyze existing fisheries management plans to ascertain their effectiveness and scientific validity. This course will also emphasize the value of collaboration in effective fisheries management. (Prerequisite: BIOL134, SCIN130, SCIN136, or SCIN206)

#### Course Scope:

As an introductory general survey course, "Fishery Biology" introduces the student to the taxonomy of fishes, as well as general concepts, programs, and problems in the preservation, restoration, and management of fish species.

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### Objectives

After successfully completing this course, you will be able to fulfill the following learning objectives (LO's):

**LO-1** Identify the major taxonomic groups of fishes.

**LO-2** Detail the issues facing fisheries on a global scale.

**LO-3** Detail the history of fisheries management and the techniques and tools used to manage these taxa.

**LO-4** Critically review fisheries management plans to determine their effectiveness and feasibility.

**LO-5** Analyze current fisheries regulations and treaties to assess effectiveness and recommend changes to address identified gaps or emerging technologies and research in fisheries management.

**LO-6** Explain the role of collaboration in implementing successful fisheries management both in the U.S. and on the global scale.

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### Outline

#### Week 1: Introduction, History of Fishes, & Ecology and Ecosystems

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Learning Objectives

LO-1  
LO-2  
LO-3

Readings

***King\_2011\_Frontmatter.pdf and King\_2011\_Backmatter.pdf to familiarize yourself with the Textbook, 'Fishery Biology'.***

Fishery Biology

1. King\_2011\_Ch11.pdf From Helfman, Diversity of Fishes, 2nd Ed: **Chapter 11 'A History of Fishes', pages 169-171 & 178-204 (can skip 172-177)**
2. King\_2011\_Ch01A.pdf , King\_2011\_Ch01B.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **Chapter 1, 'Ecology and Ecosystems' (entire chapter)**

**Websites to Browse:**

American Fisheries Society [www.fisheries.org](http://www.fisheries.org)

NOAA Nat. Mar Fish Svcs <http://www.nmfs.noaa.gov>

Assignment

Virtual Introduction Forum Post

**respond to at least two other students' posts.**

Forum Post #1

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #1 – All readings each week

## **Week 2: Fish Taxonomy**

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Learning Objectives

**LO-1**

Readings

Fishery Biology

1. King\_2011\_Ch12.pdf, King\_2011\_Ch13.pdf, King\_2011\_Ch14.pdf, and King\_2011\_Ch15.pdf From Helfman, Diversity of Fishes, 2nd Ed: **Chapters 12, 13, 14 & 15 (entire chapters)**

Assignment

Forum Post #2

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #2– All readings each week

**Assignment #1 DUE**

## **Week 3: Global Fisheries Issues and Exploited Species**

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Learning Objectives

**LO-2**

Readings

Fishery Biology

1. King\_2011\_Ch02.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **'Exploited species' (entire chapter)**

2. **Three pdf articles – “The Future of Fish”, “Rebuilding Global Fisheries”, and “Global marine fisheries resources: status and prospects”**

Assignment

Forum Post #3

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #3– All readings each week

## **Week 4: Fisheries History and the Business of Fishing**

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Learning Objectives

**LO-3**

Readings

Fishery Biology

1. King\_2011\_Ch03.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **Chapter 3, 'Fishing and fishers' (entire chapter)**

2. **One pdf article - Fisheries: History, Science, and Management**

Assignment

Forum Post #4

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #4– All readings each week

***Assignment #2 DUE***

## **Week 5: Fisheries Management Plans and Fisheries Stocks**

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Learning Objectives

**LO-4**

Readings

Fishery Biology

1. King\_2011\_Ch04.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **Chapter 4 'Stock structure and abundance' (entire chapter)**

2. **Website for Assignment #3 [http://www.nmfs.noaa.gov/sfa/domes\\_fish/FMPS.htm](http://www.nmfs.noaa.gov/sfa/domes_fish/FMPS.htm)**

3. **Website for Fisheries Management Plans: [http://www.nmfs.noaa.gov/sfa/reg\\_svcs/fmp/index.htm](http://www.nmfs.noaa.gov/sfa/reg_svcs/fmp/index.htm)**

4. **Read “Action 1. Measures to revise the red snapper rebuilding plan and end overfishing of red snapper by 2009 or 2010.” In Fisheries Management Plan pdf (pages 1-27/43-70 of 480)**

Assignment

Forum Post #5

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #5– All readings each week

## **Week 6: Fisheries Regulations and Treaties and Fisheries Stocks**

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Learning Objectives

### **LO-5**

Readings

Fishery Biology

1. King\_2011\_Ch05.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **Chapter 5, 'Stock assessment' (entire chapter)**
2. **Pages 4-14 of Canadian and US Govt Treaty concerning Pacific Salmon**

Assignment

Forum Post #6

**Post initial CITED work and respond to at least two other students' posts.**

Quiz #6– All readings each week

***Assignment #3 DUE***

## **Week 7: Collaboration for Successful Fisheries and Fisheries Management**

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Learning Objectives

### **LO-6**

Readings

Fishery Biology

1. King\_2011\_Ch06.pdf From King Fisheries Biology, Assess and Mgmt, 2nd Ed: **Chapter 6, 'Fisheries management' (entire chapter)**

Assignment

Forum Post #7

**Post initial CITED work and respond to at least two other students' posts.**

***Assignment #4 DUE***

## **Week 8: Case Study and Wrap Up**

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Learning Objectives

**LO-2,3,4,5,6**

Readings

**None**

Assignment

**Final Project DUE – Case Study on Fish Species**

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# Evaluation

## Forums

Depth of understanding for a topic, thoughtful responses to at least two of your classmates that demonstrates your understanding of their response and/or adds useful information (i.e., not just 'yes, that's good' or 'I agree'). Postings will be evaluated on their quality and the degree to which the postings promote discussion with classmates. Participation on all discussion boards is required. **First posts will be due on Wednesday of each week (except for the first week for those that add the class late, the posts will be due on Sunday).** Minimum word lengths for each post are given within each assignment. Minimum responses to at least two other students' posts are assignment and 125 words for each response post.

## Assignments

Demonstrate critical reading of the material; demonstrate ability to acquire useful information on selected topics; demonstrate ability to integrate material into responses (in your own words).

## Quizzes

Complete brief weekly quizzes on weeks 1-6's reading assignments (multiple choice or fill in the blank).

## Final Project

Minimum of 5 pages long, maximum of 7 pages. There are multitudes of fish species that are threatened and in need of management. In some cases, the species is more or less threatened, but simply require management because of the economic or societal importance of the species. Your Final Project will be to choose a fish species and write a '[Case Study](#)'. This case study will outline the Status of the fish, the (Socio)Economic Impact of the fish, the Environmental Impact of the fish, and your own Assessment of the likelihood of the Fish's Population Stability and what must be done to Manage the Species. Please see the detailed instructions for your Final Project, provided in the Assignment section of the course website.

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

## Grading:

Name	Grade %
Forums	40.00 %
Week 1 Virtual Introduction Forum	5.00 %
Week 2 Forum	5.00 %
Week 3 Forum	5.00 %
Week 4 Forum	5.00 %
Week 5 Forum	5.00 %
Week 6 Forum	5.00 %
Week 7 Forum	5.00 %
Week 8 Forum	5.00 %
Assignments	25.00 %
Assignment #1 Weeks 1 &2 Seafood Field Trip	6.25 %
Assignment #2 Case Study Analysis Weeks 3 and 4.	6.25 %
Assignment #3 Comparing Fishery Case Studies: Weeks 5 and 6.	6.25 %
Assignment #4 FAO Case Study analysis. Week 7	6.25 %

Quizzes	25.00 %
Quiz #1	4.99 %
Quiz #5	5.04 %
Quiz #4	5.04 %
Quiz #3	4.96 %
Quiz #2	4.99 %
Final Project	10.00 %
Final Project Week 8	10.00 %
Extra Credit	1.00 %
Quiz #6	1.00 %

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## Materials

**Book Title:** Fishery Biology (custom)- E-book links are provided inside the classroom

**Author:** King

**Publication Info:** Wiley

**ISBN:** 9780470674635

### Required Technology

- See the Technology Requirements section of the undergraduate catalog for the minimum hardware and software requirements.
  - Microsoft Office 365 is available to APUS students for free. To sign up, visit <http://products.office.com/en-us/student>. If you have questions about accessing the software, please contact Classroom support at [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu).
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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.

- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)

- [Appeals](#)
- [Disability Accommodations](#)

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