

10-day

**FORMAT 2**

**Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office**

See [http://www.usf.edu/humanresources/faculty\\_senate/academic\\_policies/academic\\_policies/academic\\_policies.html](http://www.usf.edu/humanresources/faculty_senate/academic_policies/academic_policies/academic_policies.html) for complete information.

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

OTHER FORMAT (specify

6. *CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits*

**FISH F633 Pacific Salmon Life Histories**

3 Credits

Offered Fall Even-numbered Years

Life histories of species and stocks of Pacific salmon compared. Evolutionary models

**10. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Supporting this course is not expected to significantly impact existing budget, facilities/space or faculty.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is

Signature, Dean, College/School of: Assoc 1 SFDJ

\_\_\_\_\_  
Date

Signature of Provost (if applicable)

**Offerings above the level of approved programs must be approved in advance by the Provost.**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

\_\_\_\_\_  
Date

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

\_\_\_\_\_

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

\_\_\_\_\_  
Date

Signature, Chair, Program/Department

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\_\_\_\_\_  
Date

Signature, Chair, College/School Curriculum Council for:

\_\_\_\_\_  
Date

Signature, Dean, College/School of:

Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied

### Syllabus CHECKLIST for all UAF courses

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the

discipline):

#### 1. Course information:

• Title, • number, • credits, • prerequisites, • location, • meeting time

*(make sure that contact hours add in line with credits)*

FISH E132.





<u>Course Evaluation:</u>	1) Mid-term exam	(30 pts.)
	2) Discussion participation	(10 pts.)
	3) Final Project	(30 pts.)
	4) <u>Final exam</u>	(30 pts.)
	<b>TOTAL</b>	<b>100 pts.</b>

Grading Scale: (no curve)	A: 91-100 pts.
	B: 81-90 pts.
	C: 71-80 pts.*
	D: 61-70 pts.
	F: 0 - 60 pts.

\*a minimum grade of C (2.0) is required for all major and prerequisite courses

Discussion:

We will reserve the last ~30 minutes of course time to discuss 1-2 papers from the

~~assigned handout of time provided on Blackboard). You will be graded.~~

Course Goals:

The goal of this course is for students to gain a broad understanding of patterns of life history variation in Pacific salmon and the mechanisms behind these patterns.

Learning Outcomes:

You should emerge from this course with -

- an understanding of patterns of life history variation in Pacific salmon
- the ability to understand salmon life history variation in its evolutionary and

ecological context

- the ability to summarize and synthesize information in written and oral formats

Course Schedule:

\*pdf available on Blackboard; see Blackboard for weekly Discussion Papers (not shown here)



**FISH F633:**



Course Evaluation:	1) Mid-term exam	(15 pts.)
	2) Discussion	
	Lead	( 5 pts.)
	Participation	(10 pts.)
	3) Final Project	
	Draft paper	(10 pts.)
	Peer evaluation	(15 pts.)

4) Final exam	(20 pts.)
TOTAL	100 pts.

Grading Scale:	A: 91-100 pts.
(no curve)	B: 81-90 pts.
	C: 71-80 pts.

F: 0 - 60 pts.

Discussion:

We will reserve the last ~30 minutes of course time to discuss 1-2 papers from the primary literature (assigned ahead of time; provided on Blackboard). Each graduate student will lead discussion at least once during the semester. You will be graded on your leadership based on: 1) preparedness (knowledge of the assigned reading), 2) critical thinking (ability to evaluate methods, results and conclusions in the paper), and 3) ability to draw other students into the discussion. You will also be graded on your participation, whether or not you are leading discussion. This is meant to be a low

use of citations (proper attribution); and 4) use of proper grammar and scientific writing style.

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**Course Schedule:**

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<b>Date</b>	<b>Subject</b>	<b>Readings**</b>
11/30 (Th)	Course Syllabus and Schedule Introduction to Pacific Salmon	Syllabus Quinn, chapter 1
9/4 (T)	Adult homeward migration	Quinn, chapters 2-4
9/6 (Th)	Homing and straying	Quinn, chapter 5
9/11 (T)	Spawning and Senescence	Quinn, chapter 6
9/13 (Th)	Adult salmon in freshwater ecosystems	Quinn, chapter 7
9/18 (T)	Incubation	Quinn, chapter 8
9/20 (Th)	Emergence and early movement	Quinn, chapter 9
9/25 (T)	Early Life in Freshwater I	Quinn, chapter 10
9/27 (Th)	Early Life in Freshwater II	Quinn, chapter 11
10/2 (T)	Early Life in Freshwater III	Quinn, chapter 11
10/4 (Th)	Smoltification and seaward migration <b>Review Paper Topic Due</b>	Quinn, chapter 12
10/9 (T)	Why go to sea? Alternatives to anadromy	Quinn, chapter 12 Hendry et al. 2004*
10/11 (Th)	<b>Midterm Exam</b> (Material through 10/9)	N/A
10/16 (T)	Early Life at Sea: Estuaries and Nearshore Environment	Quinn, chapter 13
10/18 (Th)	Early growth and survival at sea	Quinn, chapter 16



**Date**                      **Subject**                      **Readings\*\***

10/23 (T)	Controls on salmon abundance at sea	Quinn, chapter 15
10/25 (Th)	Movement patterns at sea Age at maturity schedules	Quinn, chapter 14, 17
10/30 (T)	Local adaptation, population structure, and stock identification	Quinn, chapter 18
11/1 (Th)	Alaska Chapter AFS meeting; NO CLASS	N/A
11/6 (T)	The 4H's, Harvest	Morishima & Henry 2000*

*Peer Reviews Assigned*

11/8 (Th)	Management of Salmon Fisheries - Dr. Milo Adelman (LME)	AK Escapement Goal Policy* AK Sustainable Fisheries Report
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11/13 (T)	Hatcheries	Hilborn & Winton 1993*
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**Curriculum Committee SFOS**

Members: Trent Sutton (Chair)  
Katrín Iken  
Jeremy Mathis  
Andre Lopez

06 December 2011

**Revised Course**  
**Course Number:** FISH 433  
**Course Title:** Pacific Salmon Life Histories  
**Instructor:** McPhee  
**First Time of Offering:** Yes

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**General Recommendations:**  
None

**Faculty Senate Form:**

**Clarify and Address the following:**

*Check the box "Description" if you are changing the description of the course.*

- For the box "Stacked", remove "633".

*For the "Description" section, provide the exact course catalog description.*