

Oceanography 200
Introduction to Oceanography (3 Credits)
<http://courses.washington.edu/ocean200/>
Spring Quarter, 2009

Instructors:

Professor Virginia Armbrust

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Teaching Assistants

Sara Bender
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Monday: 2:00-3:00pm OTB 205
Tuesday: 10:00-11:00am OTB 211

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To Be Announced

Jess Silver
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Office hours:
Tuesday: 1:00-2:00pm OTB 211
Wednesday: 11:00am-noon OTB 211

Class Time: MWF 12:30-1:20

Location: Kane 110

Required Textbook: Introduction to the World's Ocean, Sverdrup & Armbrust (S & A)

Evaluation:	Midterms (2)	30%
	Final Exam (1)	20%
	Homework (5)	40%
	Class activities/participation	10%

Course Overview:

“America is a nation intrinsically connected to and immensely reliant on the ocean. All citizens—whether they reside in the country’s farmlands or mountains, in its cities or along the coast—affect and are affected by the sea.” This quote is from a government-commissioned report entitled “Ocean Blueprint for the 21st Century” (<http://www.oceancommission.gov/>).

We have 4 main goals for students taking this course. Students will 1) gain an understanding of the importance of ocean processes for the functioning of our planet, 2) acquire the basic skills required to understand how the ocean works, 3) experience the excitement of ocean studies through exposure to the latest findings and to the people producing some of these findings, and 4) understand the interdisciplinary nature of ocean processes through examination of 3 case studies.

To accomplish these goals, the course is divided into three sections. In the first section, you will learn about the special properties of seawater, about formation of ocean basins, and about large-scale wind patterns and ocean circulation. In the second section, you will learn about the connection between the sea and global elemental cycles, and about the organisms that depend on dissolved compounds in the ocean, and about how organisms (including humans) are impacted by waves and tidal cycles. In the third section, you will learn about interactions between humans and oceans. We will look at these interactions by examining in more detail three cases studies: oceans in a high CO₂ world, the potential human manipulation of open ocean communities through iron fertilization, and characteristics of Puget Sound. Each case study will build upon what has been learned in the previous sections and will examine in more detail how humans are influencing these systems.

Readings:

You will be assigned readings from the text book and articles that are designed to supplement (but not replace) in-class lecture material. We assume that you have completed the assigned readings prior to the class lecture. The abbreviation used for the textbook is S & A (Sverdrup and Armbrust).

Homework:

There will be five graded homework assignments designed to help you gauge your understanding of the lecture and reading material. Homeworks will be graded and returned to you the week after the due date. THESE HOMEWORKS ARE TO BE DONE INDEPENDENTLY.

Class activities:

Both in-class and out-of-class activities have been designed to ensure that you understand presented material and to provide you with an opportunity to “practice” using your new-found knowledge.

Midterms and Final Exam

There are 2 midterms. The first midterm will cover material from the first section and the second midterm will cover material from the second section. The final exam will be comprehensive and cover all class material. The midterms and final exam will cover what has been assigned as reading material and what is discussed in class.

Teaching Assistants

They will hold weekly study sessions where they will review course material and homework assignments and provide an opportunity for you to ask questions. TAs will not answer homework questions by email.

Extra credit: Extra credit assignments will be offered Spring Quarter. You have the option to complete two of these assignments for extra credits.

Student athletes: The Student Athlete Travel Notification form (supplied by the Department of Intercollegiate Athletics) indicating which classes will be missed must be turned in to instructors at the start of the quarter. We will discuss how you can fulfill the requirements.

Academic accommodations: To request academic accommodations because of a disability, please contact the Disability Resources for Students (DRS), uwdss@u.washington.edu, 448 Schmitz Hall, 206-543-8924. Please present a letter at the start of the quarter to the instructors so we can provide appropriate accommodations.

Academic honesty:

The following information is extracted from the UW web site on academic honesty: “You are guilty of cheating if you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.”

“You will be expected to live up to the University's standards of academic honesty no matter what temptations you face. The good news is that this standard is not hard to maintain. It only requires that you clarify assignments and procedures with your instructors, that you study diligently, and that you seek help when you need it.”

Examples of cheating include, but are not limited to the following activities: attempting to pass others' work as your own (i.e., plagiarism), using crib sheets, or providing exam answers to other students. If you have any uncertainty as to which activities are defined as cheating, please visit: <http://depts.washington.edu/grading/conduct/honesty.html>.

You will work independently on all homeworks, midterms, and the final exam. In-class activities are the only allowed collaborative assignments. If we determine that you have cheated, you will be given a zero for the assignment. If we determine that you have cheated a second time, we will report you to the Dean of the College of Ocean and Fishery Science and the Vice Provost for Student Life. The student accused of cheating has the right to appeal to the Dean's representative. We expect all students “to maintain the highest standards of academic conduct.”

Course Expectations:

The following expectations will guide our work together.

Instructor Expectation of Students

Our expectations are that you will

- Come to class on time, engage in the course content for the full class time, and refrain from any activities that distract from a positive learning environment;
- Come to class prepared to participate, having completed assigned reading, writing, and research in advance;
- Participate in class activities in ways that support course goals and demonstrate respect and civility towards all members of the teaching/learning team;
- Take an active role in obtaining information and resources for completion of tasks and assignments in the course and, ultimately, in promoting your own learning;
- Monitor your own learning and contribute feedback to support other members of the teaching/learning team in achieving course goals;
- Maintain the highest standards of academic conduct.

Students' Expectations of Instructors

You can expect that we will

- Begin and end class on time;
- Come to class prepared;
- Provide information and resources to support learning;
- Make the best possible use of class time to support learning;
- Answer questions promptly and sufficiently;
- Be available to provide additional assistance when needed;
- Provide clear and consistent criteria that can be used fairly in evaluating your learning;
- Welcome input on ways to support you in your achievement of course goals.