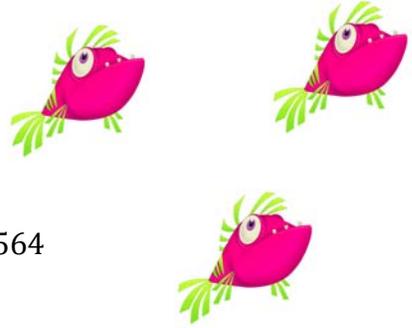


WATS 3110 - Fish Diversity & Conservation LABORATORY (WATS 3110) Fall Semester, 2015 (1 credit hour)

Time: Thursday 1:30-5:20 PM

Place: Out in the field (weeks 2-4), otherwise BNR 004



Instruction: Phaedra Budy

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Instruction: Jereme Gaeta

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***Teaching Assistant:** lab and grading: Colton Finch

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Office hours: by appointment

Course objectives and learning outcomes:

1. Gain factual knowledge about fish identification, taxonomy, anatomy, and ecology
 - a. Students will be able to identify freshwater fishes of North America.
 - b. Students will know how to enter data they collected in a spreadsheet and answer comparative science questions.
 - c. Students will be familiar with techniques for catching and studying fish, assessing fish habitat, aging fish bony structures, and conducting diet analyses.
2. Learn fundamental principles and theories about fish classification and diversity.
 - a. Students will be familiar with fish taxonomy and systematics.

LAB grading (scoring follows USU standard protocol as presented in lecture):

Lab reports = 30% (10 points each)

Movie Worksheet = 15%

Quiz 1 = 10%

Lab Practical = 45%

LAB reports: Lab reports are to be completed in small group format (groups are assigned at the beginning) and should be 2 pages long, double spaced, and should include a minimum of one graph that describes the data you collected in the field and how that data helps you answer the discussion questions provided. Begin your report with a brief description of your data and how it was collected. Then provide the figure and interpret the figure in the text. Finish by discussing the data/figure and answering the questions provided. Be specific about the patterns you see; push yourselves to interpret and hypothesize. and use the recommended format.

- ◆ Each week, one group will be chosen (you will know ahead of time) to present your results to the rest of class and lead a discussion (this means trying to stimulate discussion amongst your peers!). NOTE: you have the option of preparing a video essay of the field trip that answers the questions provided and addresses the general criteria of the report. You would present this in class rather than do a live presentation (5 points extra credit towards your final grade). Follow the tips at: <https://sites.google.com/site/videoessays/>

*Extra credit, class participation and enthusiasm may be use to determine borderline grades.
Attendance is mandatory.*