The schedule / calendar of lectures, exams etc is here
The final exam is June 18, 3-6 PM (note the final exam schedule is here)

Course Readings
There is no textbook for this class. All course readings will be available via links to the UNC library or as PDFs files that can be printed or saved on your laptop (i.e., read the digital version instead of printing the paper, which I recommend you get used to doing). Course readings will include review chapters and papers on general topics and more detailed cases studies from the primary scientific literature. I will go over some of the material from course readings during lectures. Other readings will serve as supporting material that may cover a topic in more detail or may even address new related topics and concepts. I’ll let you know which is which during lectures and review sessions and all readings will be labeled as “supporting” or “required”.

I strongly urge you to read the required papers for a given lecture before you come to that lecture. You will have to read, comprehend, and absorb the reading assignments to really get the most out of this class.

Course content
The class will cover the evolution, ecology, and conservation of marine plants, invertebrates, and vertebrates and a wide variety of marine habitats and ecosystems.

Homework
There will be four homework assignments (see the schedule and more information COMING SOON).
Exams
There will be two exams: a mid-term and a final. *The final will be cumulative.* Exams will be mixture of short answer, multiple choice, and short essay format and will focus on both facts and concepts.

Grading
The final score upon which your grade will be based is determined by the following formula: mid-term 40%, final exam 50%, homework 10%.

In general, I will use the criteria below (Grading, grade inflation, and the meaning of grades at Carolina) by the faculty council to assign final grades. I will also use the scale below as a guide. You should use it to gage your performance against my expectations. Attendance is recommended.

<table>
<thead>
<tr>
<th>Score</th>
<th>60</th>
<th>64</th>
<th>68</th>
<th>72</th>
<th>76</th>
<th>80</th>
<th>84</th>
<th>88</th>
<th>92</th>
<th>96</th>
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<tbody>
<tr>
<td>Grade</td>
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<td>1.3</td>
<td>1.7</td>
<td>2</td>
<td>2.3</td>
<td>2.7</td>
<td>3</td>
<td>3.3</td>
<td>3.7</td>
<td>4</td>
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<tr>
<td>Letter Grade</td>
<td>D</td>
<td>D+</td>
<td>C-</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
<td>A-</td>
<td>A</td>
</tr>
</tbody>
</table>

Grading, grade inflation, and the meaning of grades at Carolina
In February of 2000, the educational policy committee released a report on grade inflation at UNC Chapel Hill. They documented the striking increase in the average undergraduate GPA from 2.4 in 1967 to 3.0 in 1997. This is a national trend that has many causes and is the source a variety of problems. Two of the recommendations of the committee are: (1) that the University reduce the overall GPA to 2.7,
and (2) we make students aware of the meaning of letter grades, in part to ensure that their expectations correspond to their commitment, effort and performance. The faculty educational policy committee stated that the purpose of grading is to identify the degree of mastery of subject matter. Grades measure performance, not innate ability or individual worth. Furthermore, they defined the meaning of letter grades with respect to the mastery of the material:

“A”: Outstanding mastery of course material. Students earning an “A” have exhibited performance far above that required for credit in the course and far above that usually seen in the course. The “A” grade should be awarded sparingly and should identify student performance that is relatively unusual in the course. “The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.”

“B”: Superior mastery of course material. Students earning a “B” have exhibited mastery clearly above that required for credit in the course. The “B” grade should represent student performance that is strong and very clearly above performance that is generally held to be satisfactory. “The “B” grade states that the student has shown solid promise in the aspect of the discipline under study.”

“C”: Satisfactory mastery of course material. Students earning a “C” have exhibited satisfactory mastery of course material. The “C” grade should reflect performance that is satisfactory on all counts and that clearly deserves full credit for the course. “The “C” grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.”

“D”: Mastery of course material that is unsatisfactory or poor along one or more dimensions. Students achieving a “D” have exhibited incomplete mastery of course material but have achieved enough to earn credit for the course. “The “D” grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of “D” grades should be taken to mean that the student would be well advised not to continue in the academic field.”

“F”: Unsatisfactory mastery of course material. Students earning an “F” have not demonstrated sufficient mastery of course material to
earn credit for the course. The “F” grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of “F” should warrant an adviser’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

**Some studying and learning tips**

Read assignments and look over the lecture/notes *before* coming to lecture.

Take notes, but be sure to *listen* and *actively think* during lectures.

Be an active participant in your education. I always encourage students to ask questions in class.

After lectures, recopy your notes.

Be skeptical, think critically, and try to synthesize seemingly disparate concepts and facts.

Question the things you read and the things I tell you.

Embrace the use of general principles while recognizing their limitations. Use the many caveats in ecology to predict when and where a principle or theory will and will not hold true. In other words, be aware of the context-specific nature of many ecological processes and general principles!

Keep separate lists of key facts, citations, terms, and concepts and cross-reference them to lectures.

Come to office hours. If you’ve come to lecture and done the readings and you still don’t understand a concept, please come to either my or the TAs office hours with your questions. Please bring a list of questions/topics you want clarified. Note: We won’t tell you what questions will be on the exams, but we can help you prepare for the exams by reviewing key ideas and details you find confusing.
**Things not to do. Please don’t:**
Allow your cell phone or pager to ring, beep, or buzz during lecture
Leave lecture early
Start packing up before the lecture is finished
email, text message or surf the internet during class