OCSC 4921 – Reproductive Strategies of Marine Animals
Winter 2020

Description – Reproductive Strategies of Marine Animals explores the principles and tactics of reproduction in an evolutionary ecology context, with an emphasis on adaptations to the marine environment. It focuses on the behavioural, ecological and life-history means by which marine animals maximize their lifetime reproductive success. The course covers such topics as sex determination, hermaphroditism, sex ratio, reproductive allocation, mating systems, sexual selection, sexual dimorphism, and parental investment. Various reproductive strategies are exemplified in the major groups of marine animals.

Pre-requisites: OCSC 1000, Biology 2600 and 2900

Lectures: Three hours per week: Monday and Wednesday, 5:30 – 6:45 pm, SN 4068

Instructor: Ian Fleming, Professor, Department of Ocean Sciences
Ocean Sciences Centre, Room AX-4022A
Phone: 709-864-3586; Email: ifleming@mun.ca

Office hours: Fridays from 9-11 am in person in my office, or by phone or Skype. My office is located at the Ocean Sciences Centre (Logy Bay) in the Annex Building, room 4022A. If required, appointments at other times can be arranged by contacting me at ifleming@mun.ca.

Course Material: There is no required textbook for the course. Reading assignments will include chapters from books and the primary literature posted on Brightspace (i.e. D2L).

Tentative Course Schedule

Week 1 (Jan 6, 8)
  Course Overview: Introduction to Reproductive Strategies
  Optimality and frequency dependence, Evolution of Sex

Week 2 (Jan 13, 15)
  Gamete size: isogamy versus anisogamy in marine animals
  Sex Determination
  Hermaphroditism

Week 3 (Jan 20, 22)
  Sex ratio
Age at maturity, fisheries induced evolution

Week 4 (Jan 27, 29)
- Semelparity vs iteroparity & reproductive effort in marine animals
- Classifying mating systems in marine animals

Week 5 (Feb 3, 5)
- Sexual selection & mate choice in marine animals, acoustic behaviour
- Signals acoustic, chemical & colour

Week 6 (Feb 10, 12)
- Exam: Mid-term examination (Feb 10)
- Sexual size dimorphism & weapons in marine animals

Week 7 (Feb 17, 19)
- Mid-semester Break

Week 8 (Feb 24, 26)
- Postcopulatory sexual selection (sperm competition & selection) in aquatic environments, fertilization
- Alternative reproductive strategies and tactics

Week 9 (Mar 2, 4)
- Diversity of parental care in marine animals
- Sexual Conflict

Week 10 (Mar 9, 11)
- Non-genetic parental (maternal & paternal) effects
- Marine reserves and reproductive responses

Week 11 (Mar 16, 18)
- Climate change and reproductive phenology
- Case study: Reproductive success and effects of escapes from net-pen aquaculture on wild fish populations

Week 12 (Mar 23, 25)
- Student presentations
- Student presentations

Week 13 (Mar 30, Apr 1)
- Case study: Reproductive failure and incipient extinction of African penguins related to overfishing on forage species
- Case studies on reproductive strategies within example taxa
Spare lecture/review

TBD: Final Examination

**Evaluation**

Assignments – Thought problems (1-2 pages, double spaced; 3 x 5% each; assigned weeks 2, 4, 9; due Jan 20, Feb 3, Mar 9) – 15%

Mid-term exam (Feb 10) – 25%

Term paper (4-5 pages, double spaced; due Mar 18) – student’s choice of topic related to reproductive strategies, whether it be related to a specific group of organisms (case study) or topical issue. – 15%

Oral presentation (week 12) – Each student will give a 10 minute presentation based on the topic chosen for their term paper. Content and presentation skills will be evaluated. – 10%

Participation – students will be expected to participate in discussions during class, which will often centre on assigned readings – 5%

Final exam (TBD) – 30%

Late submissions penalized (loss of 10% of value per day)

**Class policies:** Over the last few years of teaching, students have mentioned to me things that distract/disturb them during lectures. The following policies are thus designed to provide a quiet environment with minimum distractions, where hopefully you will be able to assimilate and learn the material effectively. The aim is to provide a respectful learning environment.

There is to be no talking during the lecture, if you do not understand something please raise your hand before you ask a question. Whilst I answer a student’s question please remain quiet so that the student and other class members can hear the reply.

Lectures start promptly at 5:30 pm. As you expect us to be there on time to start the lecture, we also expect you to be ready at 5:30 pm. If for an unforeseen reason you arrive late, please seat yourself quietly in a place that will not disturb the other students. Likewise, I and some of your colleagues are distracted by people randomly wandering in and out of the room during the lecture, please avoid this unless absolutely necessary. Lecture finishes at 6.45 pm, we would also be grateful if you remain seated quietly until we have finished talking, in this way you will avoid disturbing other class members before lecture is over.
Remember you are attending lectures to take notes and attempt to learn material, not to read your newspaper/magazine, go to sleep or distract the Professor or other students.

Please turn off all cellular phones and tablets before entering the lecture room. You should not need to access the internet/text people during class.

All efforts will be made to provide a safe learning environment regardless of race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex (including pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income or political opinion.

**Academic integrity**: Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

**Inclusion**: Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities ([www.mun.ca/policy/site/policy.php?id=239](http://www.mun.ca/policy/site/policy.php?id=239)). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity ([www.mun.ca/blundon](http://www.mun.ca/blundon)).

**Additional supports**: Memorial offers a broad range of supports to students, which can be found at [www.mun.ca/currentstudents/student](http://www.mun.ca/currentstudents/student) and [https://munsu.ca/resource-centres/](https://munsu.ca/resource-centres/). Academic supports include: Memorial in Teaching University Libraries, The Commons (QEII Library), The Glenn Roy Blundon Centre, The Writing for Innovation and Learning, Information Technology Services, Academic Advising, and Centre. Student life supports that can be availed of include: Student Wellness and Counselling Centre, Student Support and Crisis Management, MUN Chaplaincy, Sexual Harassment Office, The Circle: First Nations, Inuit & Métis Students Resource Centre, Disability Information Support Centre, International Students Resource Centre, Sexuality and Gender Advocacy, Student Parent Assistance & Resource Centre, Students Older Than Average, Intersections – A Resource Centre for Marginalized Genders, and specific departmental societies.
Appendix – Assignments, Term Paper & Oral presentation

1. **Assignments – Thought problems** (1-2 pages, double spaced)
   Provide an answer to the proposed thought problem, supported by a conceptual understanding of the issue at hand.
   Well-reasoned and organized argument for your answer; clear and concise
   Quality of your writing (e.g. grammar, spelling, sentence structure, organization, etc.) will also be evaluated.
   Ensure your name is on your assignment.

2. **Term Paper** (4-5 pages, double spaced, excluding title page, references and any tables/figures)

   **Title page:** Should include:
   - Title of the paper, which should briefly (aim for 10 words or less) and clearly identify the focus of the paper.
   - Author’s name and affiliation
   - Date submitted

   **Introduction:** The Introduction explains the focus of the paper.

   **Main Body:** This should present the details of the discussion of the topic of the paper. It is advisable to use subheadings to structure the flow of the paper.

   **Conclusion:** This is usually a single paragraph that sum up the key points of the paper.

   **Tables & Figures:** Should you include any Tables and Figures in your paper, they should be numbered consecutively and labeled with a descriptive caption (the caption appears above a Table and under a Figure). They can be included in the text where appropriate or at the end of the paper after the references (Tables followed by Figures). Be sure to refer to all Tables and Figures in the text of your paper.

   **Note:** Be careful to avoid the many forms of plagiarism (you may not always realize you are doing it). A guide can be found at [www.mun.ca/writingcentre/plagiarism/](http://www.mun.ca/writingcentre/plagiarism/)

3. **Rubric for grading term paper**

   **Title page (___/5)**
   Complete

   **Introduction (___/10)**
Clear explanation of the focus of the paper, including relevant background information
Relevance of the topic well explained

**Main Body (___/60)**
Comprehensive discussion of topic
Statements appropriately supported by citations
Good flow and well organized
Appropriate use of subheadings
Use of tables/figures if appropriate

**References (___/15)**
Completeness – citations/references complete and clear
Style/format – consistent
Number/nature of references appropriate

**Spelling and grammar (___/10)**
Typos and/or grammatical errors

Total ____/100

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4. **Oral Presentation** (10 minutes)

**Content**: Is the coverage of the material sufficient and is there a logical flow to the content presented?
- Relate topic clearly to audience
- Remain on topic
- Include sufficient information, scientific evidence
- Use authoritative, credible evidence (mainly primary literature)
- Clearly cite sources for data shown and assertions made

**Organization**: Are the different elements of the presentation clearly organized. Are presentation aid(s) used in an appropriate and efficient manner (e.g. are the slides overcrowded, the font size too small, do you position yourself so that the project image is visible to all)?
- Introduction – secure audience attention; clearly establish purpose/topic for presentation
- Body – clearly organized, logical flow; use transitions between points
- Conclusion – offers a summary of topic/ideas; provides closure
- Question period – answers questions effectively and accurately

**Delivery**: Is the audience engaged? Are you speaking too quickly, are you projecting your voice, are you looking at the audience or the projector/screen, do you speak in full
sentences and in a coherent fashion or do you wander from topic to topic? Do you finish your talk within the allotted time?

- Effectively use vocal variety in rate and intensity to maintain audience interest
- Use appropriate pronunciation, articulation, grammar
- Use language that is appropriate to the scientific topic and audience
- Use of physical mannerisms that support the message (including appropriate eye contact, facial expressions, gestures)
- Adhere to time limitations (using allotted time effectively)

5. Rubric for grading the oral presentation

**Content – Coverage**
Topic was well mastered and covered adequately (good balance between breadth and in depth).

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**Content – Support**
Arguments and figures were clearly presented and were properly supported (citing sources, credit).

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**Content – Logical flow**
Presentation flowed smoothly, with logical links between major themes/segments.

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**Organization – Introduction / conclusion**
Presentation included a clear introduction and a clear conclusion.

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**Organization – Structure**
Major segments/themes of the presentation were appropriately separated to optimize clarity. Each was devoted an adequate amount of slides/time.

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**Organization – Layout / design of visual aids**
Slides were not cluttered and font size was appropriate, easy to read. Text and images were balanced and adequate to explain/present the material.

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**Delivery – Clarity**
The presentation was enjoyable / entertaining (good pace, voice projection, pronunciation, eye contact).

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**Delivery – Time**
Made effective use of time (not too short), without going over (not too long).
10 8 6 4 2

**Delivery – Question period**
Clear/concise responses were provided, demonstrating a good understanding of topic.
10 8 6 4 2

Total ______ /100 (worth 20%)