

COURSE SYLLABUS

**ANSC 1101 – Beyond Cowboys and Critters. The Science of Animal Agriculture
Fall, 2018**

Instructor: Dr. Dan Rule

Email: dcrule@uwyo.edu

Phone: (307) 766-3404

Office: 119 Animal Science/Molecular Biology Building

Office hours: M/W 1:00 – 2:00

Class time: M/W 2:10 – 3:25

Class room: 104 Animal Science

Meets USP requirement for First Year Seminar

Prerequisite: None

Course description: This course fulfills the First Year Seminar (FYS) requirement per 2015 University Studies Program. Animal agriculture in the U.S is engaged in providing the highest quality dietary protein for human consumption by employing the most efficient and sustainable practices available, and which have been developed through scientific methods. Using several approaches to include readings, debates, and guest experts in this field students will critically analyze various practices, claims, and points of view about relevant issues related to livestock production and the products harvested from food producing animals.

Disability Statement: If you have a physical, sensory, learning, or psychological disability and require accommodations, please let me know at the beginning of the semester. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, Room 330 Knight Hall.

Student Learning Outcomes:

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

Readings:

Scholarly reviews, popular press, and general news articles will be accessed. Reading material will be provided by the instructor to begin the review of the issues and topics, and additional reading material will be student-selected by searching appropriate library resources. There is no text book for this course.

Course Structure:

The majority of class time will be devoted to discussion and analysis of readings, student presentations, and organized debates. There will be short talks by the instructor to introduce and frame the issues and topics. Much of the discussions will be carried out in small groups. The two writing assignments will be based on readings and the discussion generated in response.

Additionally, students will be given short homework assignments during the semester and a summary/reflection paper will be submitted at the conclusion of the course. Students will be

responsible for preparing, conducting and debriefing a discussion with guest experts. Individual students will prepare and deliver Power Point presentations to the class which will be evaluated by the instructor and student peers in the class. Teams will be assembled to engage in at least one formal debate on specific issues relevant to the field. To provide a break in the structure, quiz bowl tournaments will be planned with questions prepared by the students on details relevant to animal agriculture. There will be no written exams.

Assignments and Grading Standards:

Working in groups will be the overarching focus as students develop their ideas and thoughts. Writings, presentations, debates will be graded on effort of participation as the individual.

Debates. This assignment is designed to introduce the students to discussion of topics in which major differences of opinion exist, with the differences supported by various facts, experiences, and applications. For this assignment three distinct types of beef production will be the focus: conventional, grass-fed, and organic. The debate teams will be tasked with emphasizing the pros of their assigned production type, as well as the cons of the production type they will be debating against. Teams not debating will prepare and deliver questions for that debate. All teams will be engaged in all aspects of the debates over the three class periods scheduled for this assignment. For each debate each team will develop an opening statement that will be turned in to the instructor before the debates take place. Following the debates, a group discussion on the assignment will finish the assignment. For each team to develop their debate issue each team member will be required to research the topic for which they will support, and research the topics for which they will be debating against. Each team member must be able to prepare an outline, to include references, of the topic within their assigned production type to support, as well as prepare statements that will contribute to their team's statements to be used for the debate. The debate will be a team effort. As such, each team member will participate in the statements read and the contribution to the debate dialog. Each team member will contribute to the final discussion following the debate assignment.

Grading of the debate assignment will be as follows:

| | |
|---------------|-----|
| Topic outline | 50% |
| Statements | 25% |
| Participation | 25% |

Aligns with Student Learning Outcomes 1, 2, 3, 4, 5, 6

Written assignments. The body of two theme-based papers will be at least three pages in length, exclusive of references. The two theme-based papers, one on beef cattle production systems and the other on meat and milk as protein sources or other topics relevant to animal agriculture that may fit with student interests will be prepared. Papers will be three pages in length excluding references. These two papers will be prepared as the initial research by each student in preparation for the debates and for the oral presentations. Information on each topic will include scientific, popular press, text book, and on-line sources so that different levels of information reliability can be experienced. Each paper will be scored based on the following categories: quality of the writing, breadth of reference subject matter, depth of discussion, and relevance to each theme. Each draft will be submitted for review and one revision submitted for final review. Scoring will include 20% for each category plus 20% for the revised draft for final review.

Aligns with Student Learning Outcomes 3, 4, 6. There will be a short tutorial on appropriate paper structure and citation style.

Other written homework assignments, based on readings and in class discussions, will be 1 page in length and assigned during the Wednesday class period so that the following Monday will be a sufficient due date. Specific planned assignments are as follows:

Written assignment, date to be determined: Preparing a short summary requires understanding of the material, organization of thought, and development of precise and logical statements that immediately focus on the issue, any methods, observations, and conclusions. Why is one article not a particularly reliable source of information on the topic? Why is the alternative article a more reliable information source? How were the approaches or methods to addressing the issues different? How reliable therefore would observations contribute to conclusions? As each of the example questions above are addressed in the summary, five aspects of the summary will be scored: 20% for each of the four questions to address about the references, and the final 20% contributed by the quality and organization of the writing. Each student will have the opportunity to submit a draft to the instructor, and one revision allowed for final summary.

Aligns with Student Learning Outcomes 1, 2, 3, 5, 6

Written assignment, date to be determined: Prepare a one-page summary of the debates. Each student will submit their own written summary of the debates so that the instructor can determine the depth of insight the student gained from the experience. A draft can be submitted to the instructor and the revision submitted as the final product. The summary will be scored based on depth of content, organization, quality of writing, and grammatical correctness. Each scoring category will be assessed equally (25%).

Aligns with Student Learning Outcomes 4, 5, 6

Written assignment, date to be determined: Prepare a one-page “debriefing” on an expert presentation on topic. Each student will summarize the content of the presentation to include topic, relevance, pertinent details, and conclusions. Each category will receive 25% for scoring. Aligns with Student Learning Outcomes 5, 6

The summary/reflection paper: This final paper will be based on the reading, discussions and interaction during the semester. The purpose of this final writing assignment is for each student to present a summary of the course with emphasis provided for course content, learning achievements, potential development of educational goals or re-direction of goals, and assessment of depth of understanding in Animal Agriculture as a science. No more than three pages will be submitted the last day of classes. The writing skills obtained through the course will be harnessed during preparation of this single-draft submission. Each student may submit drafts to student peers, utilize any resources on campus such as the Writing Center to prepare this final paper. The paper will be scored based on the following categories: depth of discussion, quality of writing, use of any references (published literature; notes from debates, oral presentations, or the expert presentation), and creativity elements, such as critique of projects, suggested expansion of course content; substitution of course content, etc. with 25% awarded for each category.

Aligns with Student Learning Outcomes 3, 4, 6

PowerPoint presentations. Each student will prepare two PowerPoint presentations on a subject or theme they select based on their reading and class discussions. The purpose of the poster presentation is to introduce the students to interactive presentations that will require organization of ideas and thoughts on the topic, preparation of pertinent sections and references, and development of written descriptions of methods or purpose, findings, and conclusions, along

with an abstract of the entire presentation. Presentations will last 10 minutes. A thorough tutorial on oral presentations, as well as on evaluating presentations will be provided during one of the class periods. Topics will be discussed with the instructor for approval. Each presentation will be accompanied by an abstract of the presentation that will be provided to each student. Each student will provide evaluation of all presentations. The topic focus will be developed by each group of three students/group, and will draw upon the materials obtained and discussed during the semester from the debates and oral presentations. The groups assigned to a particular poster will be required to communicate with each other on topic and design, and individual members of each group will be required to submit an abstract to the instructor. Development of posters will be in-class projects with guidance from the instructor. The presentations will occur on the last day of scheduled class in the Animal Science/Molecular Biology foyer. Refreshments will be provided and the event advertised so that the Animal Science faculty, staff, and students can attend and view posters. Attendees will be encouraged to visit with each presenting group. Scoring of each student will be as follows:

| | |
|------------------------------|-----|
| Abstract | 25% |
| Participation in development | 25% |
| Presentation of topic | 25% |
| Individual presentation | 25% |

Aligns with Student Learning Outcomes 1, 3, 4, 6

Field expert discussion and debriefing. An individual or individuals from academia and/or industry will attend one classroom session about mid semester to present on a relevant topic and participate with the class in a “round-table” discussion. Students will work in small groups to prepare a comprehensive set of questions, which will be presented to the individual(s). The class session following the round-table discussion will be devoted to a debriefing session where ideas presented by the experts and students will be evaluated.

Effort-based bonus points. The University of Wyoming is invested in student’ success and has established an array of programs to help students be successful. Below is a list of options:

STEP, Coe Library Tutoring Center

(www.uwyo.edu/studentaff/step/tutoring/step.pdf), check in at the front desk.

Washakie Tutoring Center (www.uwyo.edu/reslife-dining/slc/)

Supplemental Instruction (www.uwyo.edu/studentaff/step/tutoring/resources/si/index.html)

Writing Center (www.uwyo.edu/ctl/writing-center/)

Math Assistance Center (www.uwyo.edu/math/math-lab.html)

Oral Communication Center (www.uwyo.edu/cojo/occ/)

E-Tutoring-Online Courses.

(www.etutoring.ort/LOGIN.CFM?INSTITUTIONID=294&RETURNPAGE)

SAFE project at outreach@safeproject.org SAFE is a team of people trained to be resources to deal with sexual assault. This is an all too common problem, and UW is not immune. Do not be afraid to speak up.

MANY RESOURCES ARE AVAILABLE TO STUDENTS IN NEED OF ASSISTANCE AT ALL LEVELS. YOU NEED ONLY ASK.

Students may earn up to 50 bonus points by documenting a visit to two different tutoring services (25 points per visit). The Writing Center is highly recommended. Students are encouraged to avail themselves of these services as frequently as they might be needed throughout their college career.

The STEP Tutor Center is available to help you with a variety of courses. In this class, STEP can help with public speaking and paper writing. Students who seek academic help tend to receive 10-15% higher final GPA in the classes than students who do not use these services. For best results, it is recommended students use this resource for 3+ hours over the course of the semester. STEP is open Sunday-Thursday from 5-9pm and is located in Coe Library. Sessions are drop in (no appointments) and are 30 minutes in length. Please visit the STEP Tutor Schedule for days and times: www.uwyo.edu/step.

Grading. Grades will be calculated using the following scale, after conversion of the total number of points to percentages:

A: 90%+; B: 80-89%; C: 70-79%; D: 60-69%; F: <60%

| <u>Assignment</u> | <u>Percentage points</u> |
|--|--------------------------|
| Theme-based papers, 2 x 100pts (80pts initial submission; 20pts revision..... | 200 |
| Summary/Reflection paper..... | 50 |
| Written homework assignments, <u>5 x 20pts.....</u> | 100 |
| PowerPoint presentations..... | 100 |
| Poster presentation | 50 |
| Debates, | 100 |
| TOTAL..... | 600 |

Attendance/Participation Policy

Course attendance is essential; interaction and collaboration with one's peers is central to the course. Thus, absences will damage individual performance and impair the functioning of the whole class. Twenty-five (25) points will be deducted from the final grad for every absence that is not University-sanctioned or deemed acceptable by the instructor. The grade for assignments that are late will be discounted 10% per day that they are late. Students may not withdraw from this course without instructor and advisor permission.

Academic Honesty

The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the University community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. All work in this class is individual, excluding the group discussion work for the issues and topics. When outside sources are used in papers, they must be properly cited and their content must be properly utilized. Plagiarism is an extremely egregious form of academic dishonesty and is a continuing concern in any writing course. Plagiarism and its consequences will be discussed at length early in the course. If there is any question about what constitutes academic dishonesty, the student should contact the instructor immediately. University Regulation (UNIREG) 802 presents the issue of academic dishonesty.

The Research Process

The research process will be taught as a) literature searching and b) as common tools for scientific research investigations. Both processes are critical for student's development in the field of Animal Science and applicable to all fields of science.

Course Schedule: SUBJECT TO CHANGE

| Week | Date | Activity |
|------|-------|--|
| 1 | 8/29 | Discussion of course syllabus. Discussion of course framework |
| 2 | 9/5 | Visit library for tutorial on databases, online resources, and library usage for general literature searching. |
| 3 | 9/10 | Presentation on career counseling. |
| 3 | 9/12 | Presentation on PowerPoint presentations: |
| 4 | 9/17 | Presentation on STEP tutoring services |
| 4 | 9/19 | Presentation on Education Abroad opportunities |
| 5 | 9/24 | Presentation on writing skills from Writing Center |
| 5 | 9/26 | Introduction to the Office Academic and Student Programs. Services offered to the benefit of all students, as well as the staff will visit with the class. |
| 6 | 10/1 | Open day for students to use the library for first assignment: assemble one article that you would consider a less reliable source and one that you would consider reliable and write a one-page summary regarding the reliability of each article. |
| 6 | 10/3 | Group discussion on information reliability, facts vs inferences and opinions, and reliability of resources. Planning for the first team activity: the debates. Discussion of topics. |
| 7 | 10/8 | Assignment of debate teams and topics by instructor. Teams break off into groups to discuss strategies and individual assignments to prepare for debates. |
| 7 | 10/10 | Discussion of relevant topics. |
| 8 | 10/15 | Open day for teams to prepare for debates. Organization of literature and assignments within teams. |
| 8 | 10/17 | First debate |
| 9 | 10/22 | Second debate |
| 9 | 10/24 | Third debate. |
| 10 | 10/29 | Group discussion on debates. Assignment: one-page summary of debates by each student. Discussion of next group assignment: PowerPoint presentations. Assignment of topics and teams. Review of PowerPoint and preparation of presentation abstracts. |
| 10 | 10/31 | Presentation organization with assistance of instructor. Teams work together to develop PowerPoint outline and begin to layout the presentations. Submit abstracts this week. |
| 11 | 11/5 | Group discussion on abstracts and topic as a whole. |
| 11 | 11/7 | Groups prepare PowerPoints |
| 12 | 11/12 | Presentations |
| 12 | 11/14 | Presentations |
| 13 | 11/19 | No class. |
| 13 | 11/21 | No class. Thanksgiving Holiday break |
| 14 | 11/26 | Presentations completed |

| | | |
|----|-------|---|
| 14 | 11/28 | Group discussions on semester's activities. Discussion of upcoming final exams. |
| 15 | 12/3 | Quiz Bowl. Questions from semester's activities |
| 15 | 12/7 | Quiz Bowl Championships. |