

AVS 101: INTRODUCTION TO ANIMAL SCIENCE

WINTER 2022 ONLINE

Instructor: Dr. Jennifer Gill, Ph.D., Lecturer

Department of Fisheries, Animal and Veterinary Science

Email (preferred communication): jennifer_gill2@uri.edu

Office Hours: The preferred means of obtaining extra instruction is through a virtual meeting room appointment. Please contact me via email to schedule a Zoom or Webex meeting using my personal virtual office.

Virtual Office: <https://rhody.webex.com/meet/jgilluri.edu> or <https://uri-edu.zoom.us/my/jcgill>

REQUIRED TEXTBOOK: Animal Science TopHat course pack (see attached information to purchase). If you have any issues getting into TopHat or issues with your subscription, please email: support@tophat.com

COURSE DESCRIPTION: This course is an introduction to the role and value of animals in providing food, fiber, scientific research, pleasure and companionship for individuals and society. The biology and welfare of food and fiber animal production (dairy, beef, poultry and swine), equine, companion animals (dogs and cats), laboratory animals and exotic animals in zoos and aquariums will be discussed. At the end of this course, you will be able to **“Think like an Animal Scientist”** and discuss how a scientific perspective can contribute to the welfare of food animals, the production of equine, the use of animals in research, and the role of animals in zoos and aquariums. With scientific literacy in Animal Science, students can be an informed eater and use their knowledge to support animal management methods and approaches that maximize animal health and welfare.

LEARNING OUTCOMES: Meets requirements for full A1-STEM Knowledge Outcome

At the completion of this course, you will be able to:

1. Identify facts, vocabulary and concepts in animal biology and animal management.
2. Recognize concepts in animal biology that are relevant for the design, implementation and evaluation of management methods to meet production/use, animal health and animal welfare goals.
3. Ask questions about animal biology in the context of management and welfare goals.
4. Critically evaluate information, including scientific studies, and its sources related to animal management and welfare.
5. Apply concepts of animal biology, management and welfare to different situations of animal use in society.
6. Correctly describe the logic and/or evidence used to convey different perspectives of animal use and welfare by distinguishing between scientific facts and inferences.
7. Articulate how science can inform the goals of animal management including production/use, animal health or animal welfare.
8. Articulate the role and value of animals in your life.

Course outcomes related to online course format:

1. Communicate effectively via discussion boards
2. Work collaboratively in an online environment
3. Evaluate sources (both primary and secondary) in an online environment

TECHNOLOGY REQUIREMENTS: Computer access to the internet is required in order to successfully navigate the online components of this course. Speakers are required for viewing course videos.

Brightspace CLASSROOM: Please refer to the Introductory video from TechSmith Knowmia on our course homepage (**START HERE**) for a detailed screencast on how this course will run via Brightspace, which tools you will need, and how to use those tools. Firefox is the recommended browser for Brightspace compatibility and can be downloaded free from www.mozilla.com/firefox. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, Quicktime). These are all free downloads. Be sure to turn off pop-up blocker. You can also call the Help Desk at 401-874-4357.

The course material each week will be delivered in **Brightspace modules organized by WEEK**. Each module on Brightspace contains the learning objectives for that course content, minilectures, assigned readings, videos, and links to assignments. Questions about the course material or assignments can be posted in the Questions forum throughout the duration of the course. Please allow 24 hours for a response to questions.

ONLINE LEARNING: The best way to begin this course is to view the **START HERE** module, read the syllabus and schedule, and check out the organization of each week (made available so far). If you've never taken an online course, complete the Online Learning Orientation. This short orientation provides additional information about resources that will help you succeed in online courses, guidelines for proper online communication and URI's position on academic honesty in online courses. If you have any issues with the Brightspace site, it may be important to schedule a meeting with your instructor to make sure you do not fall behind.

ATTENDANCE: In the online learning environment, "attendance" is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the course. The importance of regular log-ins and active participation cannot be overstated. I further recommend that you get in the habit of daily attendance online to maximize your successful completion of the course. Please refer to the **course schedule** at the end of this syllabus and on the Brightspace site for details on how and when you will be expected to contribute to the course. I will gauge your participation by your regular, on-time forum postings and responses and timely assignment submissions.

NETIQUETTE: Polite, prompt and professional online communication is expected for all communications (email, messages, discussions) in this course. A link to common netiquette practices can be found here: <http://web.uri.edu/online/netiquette-in-your-online-class/>. Appropriate language that is respectful to diverse populations and viewpoints is expected. Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published "Student Code of Conduct" which can be accessed in the University Student Handbook (<http://web.uri.edu/studentconduct/student-handbook/>).

ASSIGNMENTS AND GRADING POLICY

1. Individual reflections (10 points each) are assigned during the course to provide an opportunity for you to reflect on the role and value of animals in your life, development of scientific literacy skills in the course and articulate how science can inform the goals of animal management including production/use, animal health or animal welfare.

2. Guided Notes, Human-Animal Bond scientific summary, and CRAAP test (10 points each) Guided notes for each topic will be completed to help you identify facts, vocabulary and concepts in animal biology and animal management. Through these assignments, you will be able to recognize concepts in animal biology that are relevant for the design, implementation and evaluation of management methods to meet production/use, animal health and animal welfare goals. Guided notes will be evaluated for completeness and accuracy and graded. Late submissions will receive a 50% point reduction.

3. Final Exam (50 points each) will be given online to assess if you have learned the basic terms and concepts in each module. Dates can be found in the course schedule and will be in that week's 'To-do' list in Brightspace. The exams will be held on Brightspace under the 'Quizzes' section (even though they are exams). Refer to the Professional Conduct section below regarding the academic honesty policies for online assessments. Exams NOT SUBMITTED BY THE DEADLINE WILL RECEIVE A GRADE OF ZERO. Please back up your work on a flash drive, email to yourself, and/or store in a cloud. It is a good idea to have a back-up plan in case of computer problems, e.g., a friend's computer, a library computer, etc.

4. Initial Forum Posts (40 points each) In Forums, we will engage in discussions about controversial topics in Animal Science including the use of animals in zoos and aquariums, use of animals in research and farm animal welfare (due dates can be found in the course schedule and related Brightspace modules). During these discussions, you will first articulate the different perspectives on these issues, ask questions about animal biology in the context of management and welfare goals, critically evaluate information, including scientific studies, and its sources related to animal management and welfare, and articulate how science can inform the goals of animal management including production/use, animal health or animal welfare. You will be reading and comparing popular press articles, social media sites and scientific papers on these issues. **Late forum posts are not accepted.**

5. Forum Responses (10 points) After the initial forum post, you will individually comment on posts from another student using terms, concepts and readings from scientific papers (including CRAAP tests; due dates can be found in the course schedule and related Brightspace modules). Guidelines are provided in each module to guide the structure and content of the individual forum posts. The goal of individual forum submission is to facilitate your interaction with other students in the course to help you achieve the course learning outcomes. In your individual posts, you will be incorporating terminology and concepts from course material and a scientific perspective into your response. You will learn how to apply concepts of animal biology, management and welfare to different situations of animal use in society, correctly describe the logic and/or evidence used to convey different perspectives of animal use and welfare by distinguishing between scientific facts and inferences. **Late forum posts are not accepted.**

Your posts and individual responses to other student's posts will be graded (see Discussion Rubric in respective Brightspace module). The Class Discussion rubric will be used to evaluate the quality of the posting and responses to other student's posts. The most effective posts and responses are those that incorporate the required elements, contribute new ideas, make connections between the topic and course materials and ask relevant questions. Effective

communication is expected including using appropriate grammar and clarity of writing. The discussions are to maintain a polite and positive tone while providing an environment for active discussion of various points-of-view.

GRADING SCALE:

Assignment	Points
Guided Notes (14 X 10 points each)	140
Final Exam (1 X 50 points)	50
Forum Posts and Responses (2 X 50 pts each + 40 pts)	140
Reflections (2 X 10 points each)	20
	TOTAL 350 points

Final course letter grades will be assigned according to the following percentages:

A	94-100		B-	80-83		D+	67-69
A-	90-93		C+	77-79		D	60-66
B+	87-89		C	74-76		F	Below 60
B	84-86		C-	70-73			

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: <http://gervaseprograms.georgetown.edu/hc/plagiarism.html>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://www.uri.edu/facsen/8.20-8.27.html-cheating>. Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;

- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the **University Manual**:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published "**Community Standards of Behavior: University Policies and Regulations**" which can be accessed in the **University Student Handbook**.

Academic Support Services

Success in this course requires that you keep pace with the work, understand course concepts, and study effectively. Resources can be found at the URI library <http://web.uri.edu/library/>. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Subject-Based Tutoring, and The Writing Center. To learn more about any of the services below, please visit uri.edu/aec or call 401-874-2367 to speak with reception staff.

URI has additional services and resources that can help you succeed including University College advising <http://web.uri.edu/advising/>, Enrollment Services <http://web.uri.edu/enrollment/>, and Career Services <http://web.uri.edu/career/>.

Office of Disability Services

1. Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

2. From the University Manual: **6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.** Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

