

AVS 101: INTRODUCTION TO ANIMAL SCIENCE
SUMMER 2023 ONLINE

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Department of Fisheries, Animal and Veterinary Science

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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 textbook. An email invitation has been sent to you to purchase the online textbook with subscription. You can also simply register by visiting our course website by using the course join code: 054949. The textbook is REQUIRED for completion of the course. Visit <https://app.tophat.com/e/054949> for the course home site. 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. You will need to have full access to Microsoft Office Suite (free for URI students) to access all content for this course.

Brightspace CLASSROOM: Please refer to the Introductory video for this course located under the 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 or Google Chrome are the recommended browser for Brightspace compatibility. 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 if you have any technology issues during this term.

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, recorded lectures, assigned readings, videos, and links. Links to assignments or discussion forums are provided on the weeks they are due. If questions related to the course and resources arise, please email the instructor directly at Jennifer_gill2@uri.edu.

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** 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/) (<http://web.uri.edu/studentconduct/student-handbook/>).

ASSIGNMENTS AND GRADING POLICY

1. Initial and final 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 (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. Exams (40 points each) will be given online to assess if you have learned the basic terms and concepts in each module. Dates can be found on the week’s ‘To-do’ list in Brightspace. The exams will be held on Brightspace under the ‘Quizzes’ section (even though they are exams) and should be completed independently w/o the internet. 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. 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. Technical difficulties are not a valid excuse for missing an exam. If you have an excused absence, please communicate with the instructor BEFORE the exam due date to coordinate take a make-up exam with the instructor.

4. Initial Forum Discussion Posts (25 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 evaluates 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 without an excused absence. A doctor's excuse for illness, academic function, death in family, or funeral qualifies for an excused absence when communicated with the instructor in advance.**

5. Forum Discussion Responses (20 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 within the 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 without an excused absence.**

Your posts and individual responses to other student's posts will be graded (see Discussion Rubric in respective Brightspace module). A Class Discussion Rubric will be used to evaluate the quality of the posting and responses to other students' 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 (12 X 10 points each)	120
Exams (2 X 40 points each)	80
Forum Posts and Responses (3 X 45 points each)	135
Reflections (2 X 10 points each)	20
	TOTAL 355 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			

PARTICIPATION AND OTHER CLASS POLICIES

Requirements for students' participation will be defined by the instructor based on the following policy:

- Monday of the first day of the week for this course, which begins new unit content for the course.
- Regular attendance is expected for student success and successful completion of assignments.
- You should be checking Brightspace announcements daily and/or have them linked to your email.
- Students who will be absent for more than one week of class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from the course if they will be absent more than one week due to the quantity of missed work and/or assignments/exams. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation of excused absence.
- Students who are quarantining, isolating, or have other health concerns, should contact the instructor as soon as possible to give the instructor as much notice as possible to help you acquire resources or extend deadlines.
- Time expectations: The university expectation is that the basis of 1 credit shall normally equal three hours of work. For a 3-credit hour course, this means 9 hours of work expected devoted to the course each week that may include a combination if appropriate of studying, in person lectures, and assignments/homework (URI Courses, Course Enrollment and Fees, Chapter 8 – Regulations for Students, 8.30.10).

ACADEMIC HONESTY & INTEGRITY:

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by your 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: <https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at

<http://web.uri.edu/studentconduct/student-handbook/>. Additional assistance is available at the Writing Center and the Academic Enhancement Center.

All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the submitted work. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life.

Cheating will not be tolerated. URI's regulations regarding cheating will upheld.

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 some 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*
- *Taking an exam for another student*
- *The use of notes or electronic devices to gain an unauthorized advantage during exams*
- *Unauthorized use of another's work or preparing work for another student;*
- *Facilitating or aiding another's academic dishonesty*
- *Altering or attempting to alter grades*
- *Fabricating or falsifying facts, data or references*
- *Submitting the same paper for more than one course without prior approval from the instructors.*

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**.

ANTI-BIAS SYLLABUS STATEMENT:

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

ACADEMIC ENHANCEMENT CENTER:

The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM & BUS-related courses through Drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, uri.edu/aec.

- **STEM & BUS Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM & BUS courses through peer tutoring in-person and online. Students can select **occasional or weekly tutoring sessions** through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower-level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on, and more detailed information and instructions can be found at uri.edu/aec/tutoring.
- **Academic Skills Development** programs teach students how to manage time, study effectively, and address common academic challenges. **UCS 160: Success in Higher Education** is a one-credit course focused on developing strategic approaches to planning and studying. **Academic Consultations** are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with David Hayes on Starfish. **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management related

topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through: 1) 25-or 50-minute **in-person appointments**, 2) synchronous **online appointments**, and 3) asynchronous **written feedback**. Synchronous appointments hosted by WC Online are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online aturi.mywconline.com. For more information, visit uri.edu/aec/writing.

DISABILITY, ACCESS, AND INCLUSION SERVICES FOR STUDENTS STATEMENT

Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have an accommodations letter, please send that to me at your earliest convenience, preferably during the first or second week of class, so we can discuss what your accommodations might look like for this class. For the use of your accommodations, I require (at minimum) 7 calendar days of written (email) notice before the date of examination or assignment to which you will be using your accommodations. Failure to provide 7 days written notice will intentionally forfeit your use of accommodations, per the DAI office. Advance notice is necessary for me to follow the necessary procedures to accommodate you at the Academic Testing Center (ATC) or in my office if you require extra time, a separate space, or an alternate assignment/test time. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

THIS COURSE AS INTELLECTUAL PROPERTY:

Students are NOT authorized to record or disseminate course content, exam questions, or other material without instructor permission. This material represents the intellectual property of the instructor and is copyrighted as such.

If there is anything I can do to make this course more relevant to you and your professional goals, please let me know. I encourage you to take advantage of my office hours. I will help you in any way that I can. I look forward to getting to know you better this semester!

****This syllabus, schedule, and deadlines are subject to change due to unforeseen circumstances. Students will be notified of any changes via an announcement on Brightspace.**