

ANS 4931 Animal Sciences Senior Seminar

Monday 5th Period 11:45 to 12:35 (50 min)

Virtual Online Format / ZOOM

Instructor: Dr. John Arthington and Dr. Jason Scheffler

Department of Animal Sciences, Building 499; Room 100

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Online Live & Synchronous Course Format

All class meetings will be presented on Zoom. Students will receive the Zoom link each week and will be expected to participate in a live format with their personal cameras on. Microphones may be unmuted as needed to participate in class and to ask questions. Additionally, the chat feature may be employed to interact. No class sessions will be recorded.

Course Overview and Objectives

At this point students are now professionals and should be able to communicate effectively about animal industry issues. The Animal Sciences Senior Seminar is designed to bring together several aspects of the undergraduate education. Aspects of speaking, writing, and synthesis of concepts to inform and educate peers about issues in the animal sciences are keys to a seminar class. To that end, students will be required to use facts and empirical evidence to present an argument for or against an issue that affects the animal sciences. Additionally, students will evaluate the presentation of the argument of their peers to provide constructive feedback.

Course Assignments

Student participation in Senior Seminar will involve several assigned duties. These include, (1) being present and attentive at each class to evaluate your peers, (2) deliver an oral presentation on 2 assigned topics with a position either for (Pro) or against (Con) tasked with the following, (3) serve as a Facilitator for 2 assigned topics, and (4) generate

1. Write a 750 to 1,000-word abstract about your assigned topics. The final abstract should be uploaded on canvas (<https://elearning.ufl.edu/>) 72 hours prior to your presentation. Late abstract submission will receive a 20% reduction of score every 24-h the submission is late. The abstract should include the title of the presentation, student name, objective/purpose statement, and a conclusion statement. The abstract should include a minimum of 3 valid sources that are cited within the body of the abstract and the full citations included. See the scoring rubric for further details. (Title, name, and full citations are not part of the word count).
2. Deliver two 10 min oral presentations on your assigned topics during the assigned class period. The presentation should be uploaded on canvas (<https://elearning.ufl.edu/>) 24 hours prior to the presentation. Minimally, the presentation must include a title slide, purpose statement slide, and concluding statement slide. Citations of supporting facts must be included in the presentation. Professional dress is expected. See scoring rubric for further

detail on how presentations will be evaluated. **Presentation topics will be drawn at random by the instructor prior to the first day of class. Dates of presentation will be in the order of topic selection.** One student will present one side of a topic (PRO) followed by the other side of the topic (CON) relevant to agricultural animal/food production.

3. Serve as Facilitator for two assigned topics. The Facilitator is responsible for introducing themselves, the topic, and the speakers. The Facilitator will select questions for the speaker from a list generated by peers and typed into the Chat feature prior to the conclusion of the 10 min presentation. Keeping to our assigned time will be important. The Facilitator will police the time and respectfully interrupt the speaker if they exceed 10 min for the presentation or two min for questions. In total, the Facilitator will 24 minutes to accommodate their introduction, 20 min of presentations (2 x 10 min each), and questions.
4. Formulate one question for four assigned topics. Enter the question into the Chat feature prior to the conclusion of the presentation.
5. Evaluate each of the presentations during the semester including your own. Use the evaluation Qualtric survey provided. A link to the survey will be provided in the Chat feature at the start of each class. Completion and submission of the survey is required at the end of each class.

Make-up Policy

Given the limited opportunity for make-up presentations based on the time in the semester, make-up presentations will only be allowed in EXTREME cases and at the discretion of the instructor. If you know you have a conflict with your assigned dates, find someone to switch with and all students need to inform the instructor via email. For university policy on this topic, see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Course Grading: Total points for the course will be **440 points**

Abstracts	100 pts (50 x 2)	see scoring rubric
Instructor Evaluation of Student Presentations	100 pts (50 x 2)	see scoring rubric
Mean Score of Peer Evaluations	100 pts (50 x 2)	see scoring rubric
Instructor Evaluation of Facilitation Duty	50 pts (25 x 2)	see scoring rubric
Student Evaluation of Presentations	50 pts	Approx. 1 pt each presentation
Formulating Questions	40 pts	10 pts each presentation

Grades will be based on the following point totals:

A	100 – 92%
A-	91.99 – 88%
B+	87.99 – 86%
B	85.99 – 82%
B-	81.99 – 78%
C+	77.99 – 76%

C	75.99 – 70%
C-	69.99 – 68%
D+	67.99 – 66%
D	65.99 – 60%
D-	59.99 – 58%
E	Less than 57.99

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule

Date	Activity
August 31	Course Overview Topic Assignment
September 7	No class (Labor Day)
September 14	Presentations 1,2 3,4
September 21	Presentations 5,6 7,8
September 28	Presentations 9,10 11,12
October 5	Presentations 13,14 15,16
October 12	Presentations 17,18 19,20
October 19	Presentations 21,22 23,24
October 26	Presentations 25,26 27,28
November 2	Presentations 29,30 31,32
November 9	Presentations 33,34 35,36
November 16	Presentations 37,38 39,40
November 23	Presentations 41,42 43,44
November 30	Presentations 45,46 47,48
December 7	Presentations 49,50 51,52
December 14	No Class (Final Exam Week)

Abstract Scoring Rubric

Category	Point Value	
Citations in Text	6	1 point for each cite, 1 point for format
Format of Citations in Work Cited	6	1 point for each cite, 1 point for format
Thesis statement	4	
Concluding statement	4	
Grammar/Syntax	10	
Content	20	
Total	50	

Presentations Scoring Rubric (Qualtrics Survey)

Category	Score
Introduction or objectives described	Excellent 5 4 3 2 1 Poor
Fonts, tables and figures were legible	Excellent 5 4 3 2 1 Poor
Adequately described topic issue and position	Excellent 5 4 3 2 1 Poor
Spoke to audience, not to the screen	Always 5 4 3 2 1 Never

Speaking volume	Excellent	5	4	3	2	1	Poor
Speaking clarity, pronunciation, and correct word choice	Excellent	5	4	3	2	1	Poor
Mannerisms (e.g. use of pointer, posture, movement, etc.)	Enhance	5	4	3	2	1	Detract
Responded appropriately to questions	Excellent	5	4	3	2	1	Poor
Provided conclusion, implications, or major impacts	Excellent	5	4	3	2	1	Poor
Time allotment	Excellent	5	4	3	2	1	Poor
Total	50						

Facilitator Scoring Rubric

Category	Point Value
Introduce self, speakers, topic	5
Select and ask questions	5
Manage time	5
Thank speakers and audience	5
Total	25

Topics

Presentation	Topic
1,2	Should we promote agritourism? – YES / NO
3,4	Should lab produced “muscle tissue” be allowed to be labeled as meat? – YES /NO
5,6	Should lab produced “milk” be allowed to be labeled as GMO free? – YES /NO
7,8	Should exogenous hormones be allowed in food animal production? – YES /NO
9,10	Should vegan-based diets be allowed for growing children? – YES /NO
11,12	Should we decrease the amount of meat consumed worldwide? – YES / NO
13,14	Should dairy cows, enrolled in organic dairy production systems, be slaughtered or not? – YES / NO
15,16	Should we continue to use antibiotics in animal production – YES / NO
17,18	Is the advertising of food as "hormone or GMO free" misleading? – YES /NO
19,20	Should plant-based beverages (i.e., almond) be labeled as “milk”? – YES / NO
21,22	Is veal and/or suckling pig acceptable food sources? – YES / NO
23,24	Are animal rights/welfare groups beneficial to animal industries? – YES / NO
25,26	Should animal-based sports (rodeo, polo, racing, bull fighting) continue? – YES / NO
27,28	Should we accept horse slaughter in the USA? – YES / NO
29,30	Is animal protein the most efficient dietary protein source for humans? – YES / NO
31,32	Should we transport animals for extended / long-haul periods? – YES / NO
33,34	Is aquaponics a sustainable way to farm? – YES / NO

35,36	Should we breed animals with known genetic issues in their pedigree – YES / NO
37,38	Should country of origin labeling be mandatory for meat? – YES / NO
39,40	Does organic food production have a smaller carbon footprint? – YES / NO
41,42	Should gestation crates be used in swine production? – YES / NO
43,44	Should battery cages be used in egg production? – YES / NO
45,46	Is US Food Aid detrimental to developing countries? – YES / NO

The intent of the class period is to have a Pro-Con/Yes-No style discussion for each topic. The idea is that each topic has potential validity in both a “yes, because....” and a “no, because....” approach. While you may not support the approach, your ability to understand the issue as a whole is of interest. Therefore, the abstract and presentation will be evaluated for the effort given in synthesizing an argument. Student are expected to take an active role in the class. Depending on time remaining, instructors will ask leading questions to individual students. Discussion is intended to round out the presentations and reflect on the complexity of the topic and how it affects society.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

<https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to

collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library
Wellness Coaching • U Matter We Care, www.umatter.ufl.edu/

Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>

Student Complaints: (Residential Course) <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>, and (Online Course) <http://www.distance.ufl.edu/student-complaint-process>