

ANS 4931 Animal Sciences Senior Seminar

Monday 6th Period, 12:50

Animal Sciences Building 459, Room 102

Instructor: Dr. Matt Hersom

Animal Sciences Room 201

Email: hersom@ufl.edu

352-392-2390

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

Each student will be tasked with the following:

1. As a team of two, write a 750 to 1,000-word abstract about their assigned topic emailed to the instructor (hersom@ufl.edu) 24 hours prior to their presentation. 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 a 15-minute oral presentation as a team during the assigned class period. The presentation should be emailed to the instructor (hersom@ufl.edu) 24 hours prior to the presentation (email with abstract). 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. Format will be a Pro-Con approach with each team assigned to each side of an issue current to agricultural-animal/food production.
3. Evaluate each of the other presentations during the semester. Evaluation scoresheets will be collected at the conclusion of each class period.
4. Formulate three (3) questions or conceptual understanding points for each presentation given. These points will be written on the back of the presentation evaluation that is submitted.

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 presentation date, find someone to switch with and all students need to inform the instructor via email. Otherwise if you are anticipating: computer glitches, being caught up in flash mobs, bad planning, government shut down, Facebook embarrassment, Twitter battles, good lovin' gone bad, beach weekend sunburns, seeing a relative on *Cops*, parking issues, dating a Kardashian, attending a Florida-Georgia Line concert, a test from Dr. Thrift, being struck by lightning, bing-watching Netflix, or your dog having puppies as acceptable excuses, they are not.

Course Grading

Total points for the course will be 200 points.

Abstract	50 points	see scoring rubric
Instructor Evaluation of Student Presentation	50 points	see scoring rubric
Mean Score of Peer Evaluations	50 points	see scoring rubric
Student evaluation of Presentation	40 points	2 pts each presentation
Questions/Conceptual Understanding Points	10 points	0.5 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

Course Schedule

Date	Activity
January 7	Class Overview – Group Selection
January 14	Abstract, PPT examples
January 21	Holiday No Class
January 28	No class
February 4	Presentations 1, 2
February 11	Presentations 3, 4

February 18	Presentations 5, 6
February 25	Presentations 7, 8
March 4	Spring Break
March 11	Presentations 9, 10
March 18	Presentations 11, 12
March 25	Presentations 13, 14
April 1	Presentations 15, 16
April 8	Presentations 17, 18
April 15	Presentations 19, 20
April 22	Make up or Open Topic Discussion

Abstract Scoring Rubric

Category	Point Value
On time submission	5
Citations in Text	6
Format of Citations in Work Cited	6
Thesis statement	4
Concluding statement	4
Grammar/Syntax	10
Content	15
Total	50

Presentations Scoring Rubric

Category	Score
Introduction or objectives described	Excellent 5 4 3 2 1 Poor
Understands and explains methodology	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
Total	50

Presentation group will be drawn at random by each student on the first day of class. Students will be allowed to switch group with another student prior to finalization of the schedule at the end of the first class period. After the first class period, group assignment is final.

Presentation	Topic
1	Is the advertising of food as "hormone free" ethical – YES
2	Is the advertising of food as "hormone free" ethical - NO
3	Should lab produced muscle tissue be allowed to be labeled as meat - YES
4	Should lab produced muscle tissue be allowed to be labeled as meat – NO
5	Which food animal production system is better: conventional or natural/organic - Conventional
6	Which food animal production system is better: conventional or natural/organic – Natural/Organic
7	Should GMO feeds be fed to food producing animals and do they need to be labeled - YES
8	Should GMO feeds be fed to food producing animals and do they need to be labeled - NO
9	Should growth stimulating hormones and technologies be allowed in food animal production - YES
10	Should growth stimulating hormones and technologies be allowed in food animal production - NO
11	Are animal rights/welfare groups beneficial to animal industries - YES
12	Are animal rights/welfare groups beneficial to animal industries - NO
13	Should we still use cereal grains to feed and produce animals products - YES
14	Should we still use cereal grains to feed and produce animals products - NO
15	Are confined animal production systems acceptable to manage animals for food - YES
16	Are confined animal production systems acceptable to manage animals for food - NO
17	Should we decreased the amount of meat consumption in the USA or world-wide - YES
18	Should we decreased the amount of meat consumption in the USA or world-wide - NO
19	Should life-cycle analysis be required for all food animal and leisure animal production - YES
20	Should life-cycle analysis be required for all food animal and leisure animal production - 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 you drew, 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 from the assigned position. We will flip a coin to see which side presents first. Student are expected to

take an active role in the discussion after each pair of presentations. 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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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-conducthonor-code>.

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,
www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being 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/cwc/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- U Matter We Care, www.umatter.ufl.edu/