

ANS 4931 Animal Sciences Senior Seminar

Section #30720: Monday 5th Period 11:45-12:35

102 Animal Sciences (Building 459)

Instructors:

Mr. Kyle Mendes kmendes15@ufl.edu 224C Animal Sciences

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. We recognize that there are often multiple perspectives to a single issue. Individual perspectives are impacted by a multitude of factors such as education, previous experiences, career responsibilities, and social and economic ideologies. Senior animal science students should have an ability to communicate within a variety of conversational spaces effectively and logically. The objective of this course is to create conversational environment surrounding contemporary topics current in the animal sciences.

Course Assignments

Student participation in Senior Seminar will involve several assigned duties. These include, (1) provide an assigned perspective in a 3 to 4-person team in a moderated round-table conversation (topics will be assigned, twice during the semester), (2) submit written summaries of the weekly conversations, and (3) participating in a “debate” using ChatGPT (or other chatbot), (4) providing an elevator talk response to different questions, and (5) being present and attentive at each class.

The intent of the ‘conversation’ assignment is to represent your assigned perspective actively and effectively. While you may not necessarily agree with or support your assigned perspective on the issue, it is important to be able to effectively communicate that position. Therefore, your participation in the conversation will be evaluated for the effort given in synthesizing an argument that supports your perspective. This may occur through responses to moderator questions or directly responding to comments/statements coming from conversation participants. Students 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 conversation and reflect on the complexity of the topic and how it affects society.

1. Artificial Intelligence chat bots are an emerging tool available, but not without their challenges. Students will be given a prompt to start a debate with ChatGTP (or other chatbot). The student must have at least five exchanges in the debate with at least one exchange with the student offering a link to support their point, and another asking the chatbot to provide a source for their information. A transcript of the debate should be submitted with a reflection of how the exchange went, including an assessment of the credibility of the chat box’s argument.
2. Conversations will be constructed and delivered in 3 to 4-person teams. Each member starts by introducing their perspective with the aid of a single PowerPoint slide (maximum 5 minutes). Following the introduction, Team members will sit in roundtable format and participate in a moderated conversation (30 minutes). Each student on the team must participate in the conversation and effectively represent their perspective. At the conclusion of the conversation,

students and instructors will provide direct questions to members of the team. Team members dressing in a fashion that best represents their perspective (i.e., lawyer dressed business professional) is encouraged. See scoring rubric for further detail on how conversations will be evaluated. **Teams, topic assignments, perspective assignments, and dates will be drawn at random by the instructors after the first week of class.**

3. Students will construct a written summary of each week’s topic. At a minimum, the summary will include (1) a brief overview of the issue, (2) a synopsis of the perspectives presented, and (3) an additional contribution that you feel would enhance a better understanding of the issue. The summary must not exceed 750 words. The written summary will be uploaded on canvas (<https://elearning.ufl.edu/>) no later than Friday at 5 PM following the Monday presentation. Late submissions will receive a 20% reduction of score every 24-h the submission is late. Summaries will not be accepted from students that are either not present or not participating in the class. See the scoring rubric for further details.
4. One of the goals of Animal Sciences majors should be to communicate credible and science-based information to the general public as your degree suggests a level of expertise on the subject. Throughout the semester, students will be given a question you may be asked sometime in the future. Your job is to provide a brief, thoughtful elevator talk response with supporting information that would be helpful in strengthening your argument.
5. Student attendance will be taken each class period. Engagement is encouraged by asking questions to the Team and responding to questions posed by the instructors.

Make-up Policy

Given the limited opportunity for participation in conversations, make-up presentations will only be allowed in EXTREME cases and at the discretion of the instructors. If you know you have a conflict with your assigned dates, find someone to trade spots with and inform instructors via email. For the written summary, students will be allowed three drops which includes not needing to submit a summary on the days you present. For university policy on this topic, see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Course Grading:

Instructor Evaluation of Conversation Team	30 pts	see scoring rubric
Instructor Evaluation of Individual	70 pts	see scoring rubric
Written Summary of Weekly Topics	100 pts (10 x 10points)	see scoring rubric
Chatbot Debate	20 points	see scoring rubric
Conversation scenarios	50 points (5x10points)	see scoring rubric
10 Percent Assignment	100 Points	
Attendance (50x percent of classes attended)	50 points	

Grades will be based on the following rounded point totals:

A	100 – 95%	B-	81.99 – 78%	D+	67.99 – 66%
A-	94.99 – 88%	C+	77.99 – 76%	D	65.99 – 60%
B+	87.99 – 86%	C	75.99 – 70%	D-	59.99 – 58%
B	85.99 – 82%	C-	69.99 – 68%	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	Assignment
August 26 th	Course Overview Topic Assignment	
September 2 nd	No Class	
September 9 th	Chatbot reflection discussion	Chatbot discussion due
September 16 th	Conversation 1	10 Percent Assignment
September 23 rd	Conversation 2	
September 30 th	Conversation 3	Elevator talk 1
October 7 th	Conversation 4	
October 14 th	Conversation 5	Elevator talk 2
October 21 st	Conversation 6	
October 28 th	Elevator talk discussion	Elevator talk 3
November 4 th	Conversation 7	
November 11 th	No Class	Elevator talk 4
November 18 th	Conversation 8	
November 25 th	Conversation 9	Elevator talk 5
December 2 nd	Conversation 10	

Instructor Evaluation of Team Presentation Scoring Rubric

Category	Point Value
Introduction of Topic	5
Addressing Core Questions	5
Comprehensive Representation of all Perspectives	5
Response to questioning	5
Use of supporting citations	5
Quality of PowerPoint slides & Team organization	5
Total	30

Instructor Evaluation of Individual Presentation Scoring Rubric

Category	Point Value
Utilization of Facts and/or Philosophical Reasoning	25
Participation in the Conversation	20
Speaking clarity, word choice, delivery, etc.	15
Engagement in the Role (Appearance & Attitude)	10
Total	70

Written Summary Scoring Rubric

Category	Point Value
Overview of Topic	2
Overview of Perspectives	4
Additional comment/input	5
Total	10

Elevator talk Scoring Rubric

Category	Point Value
----------	-------------

Response based on facts	3
Effort to show common values	4
Communication at an appropriate level	3
Total	10

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>.

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.

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: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.

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/>