

ANS 4931 Animal Sciences Senior Seminar
Monday 5th Period 11:45, and 6th Period 12:50
Animal Sciences Building 459, Room 102
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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. Write a 750 to 1,000-word abstract about your assigned topic. The final abstract should be uploaded on canvas (<https://elearning.ufl.edu/>) 24 hours prior to your 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 10 -12 min oral presentation as 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 each student on the first day of class. Dates of presentation will be in the order of topic selection.** During class 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. 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 and/or 3 bullet points with summarizing the main conceptual understanding points for each presentation. 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.

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 Presentations	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 6	Course Overview Topic Assignment
January 13	Abstracts and PPT examples General discussion
January 20	No class
January 27	No class
February 3	Presentations 1, 2 3, 4
February 10	Presentations 5, 6 7, 8
February 17	Presentations 9, 10 11, 12
February 24	Presentations 13, 14 15, 16
March 2	No class [Spring Break]
March 9	Presentations 17, 18 19, 20
March 16	Presentations 21, 22 23, 24
March 23	Presentations 25, 26 27, 28
March 30	Presentations 29, 30 31, 32
April 6	Presentations 33, 34 35, 36
April 13	Presentations 37, 38 39, 40
April 20	Make up or Special Topic Discussion

Abstract Scoring Rubric

Category	Point Value	
On time submission	5	Minus 1 point for every hour late
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	15	
Total	50	

Presentations Scoring Rubric

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
Equal time presented by each member	Excellent 5 4 3 2 1 Poor
Total	50

Example topics that could be used as presentations.

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 animals in organic production system 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 horse slaughter be re-instated 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

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 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/