1 Course Details

1.1 Calendar Description

This course provides senior level students with a structured opportunity to practice assessing animal welfare using scientific evidence. Students learn to present their evaluations in a logical and persuasive manner. They learn general criteria and approaches used to assess welfare and then apply that knowledge for assessment of four different species in practical settings.

Pre-Requisite(s): 15.00 credits including ANSC*1210, ANSC*3080
Co-Requisite(s): ANSC*4090
Restriction(s): ANSC*4230. Instructor consent required.

1.2 Course Description

This course provides senior-level students a structured opportunity to practice assessing animal welfare using scientific evidence. Students learn to present their evaluations in a logical and persuasive manner. They learn general criteria and approaches used to assess welfare and then apply that knowledge for assessment of four different species in practical settings.

The Fall 2018 offering of this course will primarily focus on assessing the welfare of the following animals: Dairy goats, Egg-laying ducks, Green iguanas, and Horses.

1.3 Timetable

The class meets weekly on Tuesday evenings from 1730 to 2020 h. Location TBD.

1.4 Final Exam

There is no final exam scheduled for this course.

2 Instructional Support

2.1 Instructor(s)
3 Learning Resources

3.1 Required Resource(s)
No required texts. (Textbook)

3.2 Recommended Resource(s)
Highly recommended resources (Other)


- The generally accepted practices for the care and handling of animal agricultural animals in Canada are published in the form of species-specific Codes of Practice, available through the National Farm Animal Care Council (NFACC): http://www.nfacc.ca/codes-of-practice

- The legal protection of animals in the province of Ontario is primarily guided by the Ontario Society for the Prevention of Cruelty to Animals Act (OSPCA Act). Please note the Regulations under the Act, and the Standards of Care in particular: https://www.ontario.ca/laws/statute/90o36

- Scientific research studies about animal welfare are published in the journal Applied Animal Behaviour Science: (https://www.sciencedirect.com/journal/applied-animal-behaviour-science), and the journal Animal Welfare
Other sector-specific journals also have sections dedicated to animal care and welfare research including, but not limited to, Journal of Animal Science, Journal of Dairy Science, and Journal of Poultry Science.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:
1. Increase the breadth and depth of your knowledge of animal welfare science
2. Develop skills needed to assess the welfare of a variety of different animals kept in a variety of different settings
3. Practice ethical reasoning
4. Practice working together as a team
5. Apply objective assessment of animal welfare on the basis of scientific theory and data
6. Exercise critical thinking
7. Master your oral communication skills
8. Practice writing reasons arising from your assessments, in a clear and concise manner

5 Teaching and Learning Activities

5.1 Lecture

Mon, Sep 10

Topic(s): OPTIONAL MEETING: There will be an optional session about the Animal Welfare Judging & Assessment contest. Students enrolled in the course may be interested in attending: (time and location TBD).

Tue, Sep 11

Topic(s): Class 1:

• Introduction to the course; overview of activities, assessments, and requirements
• What is animal welfare and how do we measure it?
• Practice scenarios with an emphasis on relevancy

Tue, Sep 18

Topic(s): Class 2:
• Measuring animal welfare (cont.)
• Human-animal interactions and animal responses
• Conceptual frameworks for judging animal welfare
• Practice scenarios with an emphasis on blending of science and ethics

Tue, Sep 25

Topic(s): Class 3:

• Quiz (in-class)
  • Developing an argument (reasons) that is logical and easy to follow, using language tailored to your audience
  • Practice scenarios with an emphasis on organization and terminology

Tue, Oct 2

Topic(s): Class 4:

• Making sure your argument is based on "true facts"!
• How to back up your points using data
• Practice scenarios with an emphasis on accuracy and use of references

Test Scenario 1 handed out at the end of class

Tue, Oct 9

Topic(s): FALL BREAK - no class

Tue, Oct 16

Topic(s): Class 5:

• ORAL REASONS FOR TEST SCENARIO 1 (Presented individually to instructors in class)
• WRITTEN REASONS for TEST SCENARIO 1 (due in class)

Tue, Oct 23

Topic(s): Class 6:

• Refining your reasons using a balance of information
• Identifying and acknowledging the "good points" and "bad points" in every scenario
• Practice scenarios with an emphasis on grants and presentation style

Tue, Oct 30

Topic(s): Class 7:

• **Group presentations:** welfare issues and indicators for individual species (egg laying ducks, green iguanas, dairy goats and horses)

Tue, Nov 6

Topic(s): Class 8:

• It's all in the timing - preparation and delivery *under pressure*
• Practice scenarios using timed exercises and with an emphasis on presentation timing

Team assessments (visit to on-campus horse facility) will be scheduled during this week

Tue, Nov 13

Topic(s): Class 9:

• **Team assessment: presentations**

Tue, Nov 20

Topic(s): Class 10:

• Animal welfare audits and assessments for assurance and certification

Tue, Nov 27

Topic(s): Class 11:

• **ORAL REASONS FOR TEST SCENARIO 2** (scenario will be viewed in class)
Thu, Nov 29

Topic(s): WRITTEN REASONS FOR TEST SCENARIO 2 - DUE IN CLASS
       Experiential learning exercise
       Course wrap up

5.2 Field trips

There will be field trips arranged to visit farms or facilities housing animals of particular relevance to the course content. Any cost of these trips will be minimal. Where possible, we will also arrange for a limited number of guest speakers with specific experience and expertise, to present to the class.

6 Assessments

6.1 Assessment Details

Quiz on course material presented to date (5%)
   Due: Tue, Sep 25
   Multiple choice, True/false, short-answer questions.

Written reasons for test scenario 1 (based on a take-home scenario) (10%)
   Due: Tue, Oct 16
   A referenced report based on the evaluation of a scenario provided to students for assessment on their own, at home. Two-page maximum for the text with an additional page allowed for scientific references. Further details about the assignment will be provided in class.

Oral reasons for test scenario 1 (based on a take-home scenario) (10%)
   Due: Tue, Oct 16
   A 3-minute spoken presentation by each individual student to the course instructors providing reasons for their assessment of a scenario provided to them ahead of time, and assessed on their own, at home. Further details about the assignment will be provided in class.

Group presentation - Key welfare issues of the focus species (20%)
   Due: Tue, Oct 30
   A 30-minute (maximum) spoken group presentation given to the whole class based on the key welfare issues and related science and standards of the focus species (1 species/group). All group members must present and please use PowerPoint slides and other visual aids to improve the effectiveness of your presentation. Further details about the assignment will be provided in class.

Group presentation - Team assessment of live animals and facilities (20%)
   Due: Tue, Nov 13
   A 10-minute (maximum) spoken group presentation given to the instructors based on a live animal and facility assessment completed during the week prior to the due date. Further details about the assignment will be provided in class.

Oral reasons for test scenario 2 (in class) (15%)
Date: Tue, Nov 27
A 3-minute spoken presentation by each individual student to the course instructors providing reasons for their assessment of a scenario provided to them and assessed in class. Further details about the assignment will be provided in class.

Written reasons for test scenario 2 (in class) (15%)
Due: Thu, Nov 29
A referenced report based on the evaluation of a scenario provided to students for assessment on their own, in class. Two-page maximum for the text with an additional page allowed for scientific references. Similar to test scenario 1, however, further details about the assignment will be provided in class.

Experiential learning exercise (5%)
Due: Thu, Nov 29
Self-assessment

7 Course Statements

7.1 Grading Policies:
All oral presentations will be graded by at least two of the three course Instructors.

7.2 Course Policy on Group Work:
Teams of 3, 4 or 5 students will present oral reasons for the horse scenario. Every student in a team must contribute something to the presentation but not necessarily an equal amount. All students in a team will receive the same grade for this presentation.

7.3 Course Policy regarding use of electronic devices and recording of lectures:
Electronic devices may be used to record all lectures and recordings may be shared amongst class members.

8 University Statements

8.1 Email Communication
As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for Academic Consideration are detailed in the Undergraduate Calendar.

8.3 Drop Date
Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester.
The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

**8.4 Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**8.5 Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

**8.6 Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**8.7 Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**8.8 Resources**

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma
programs.