

# Course Outline Form: Fall 2017

## General Information

**Course Code:** EQN 1010

**Course Title:** Introduction to Equine Management

### **Course Description:**

This course provides the basis for understanding the equine industry, through evaluation of interactions between the horse and its environment. Students will develop an understanding of the impact of differing management procedures on equine behavior and health, and will learn basic techniques such as horse handling, grooming, bandaging, blanketing, and tack. The relationship of horses with humans will be explored, including breeding for specific equestrian sports, and the variety of career options. Current issues will be explored including economic status and hot topics in the industry.

**Credit Weight:** 1.0

**Academic Department (or campus):** Animal Biosciences

**Campus:** Guelph

**Semester Offering:** F17

### **Class Schedule and Location:**

|                        |  |
|------------------------|--|
| <b>Lecture:</b>        | Mondays and Wednesdays at 1:30 p.m. - 2:20 p.m. in ANNU 204  |
| <b>Lab (Section 1)</b> | Mondays and Fridays at 8:30 a.m. – 11:20 a.m. in ANNU 110    |
| <b>Lab (Section 2)</b> | Tuesdays and Thursdays at 8:30 a.m. – 11:20 a.m. in ANNU 110 |

## Instructor Information

Instructor Name: Dr. Wendy Pearson

Instructor Email: [wpearson@uoguelph.ca](mailto:wpearson@uoguelph.ca)

Office location and office hours: ANNU 227; office hours by appointment.

TA Name: Jennifer MacNicol

TA Email: [jmacnico@uoguelph.ca](mailto:jmacnico@uoguelph.ca)

## **Course Content**

### **Specific Learning Outcomes:**

1. To understand and explain the role of the horse in society
  - i. Be aware of the variety of career options available with horses
  - ii. Be aware of the current issues facing the industry
  - iii. Refer to the Equine Code of Practice
  - iv. Understand the motivations of industry participants
  
2. To develop an understanding of the impact of management strategies on equine health and behaviour
  - i. Discuss basic stable management concepts
  - ii. Understand basic behavior of horses and the biologic/evolutionary basis of equine responses to environmental change
  - iii. Know the basic terminology for identifying and describing a horse
  - iv. Know basic herd health requirements
  
3. Effectively assess the horse
  - i. Accurately measure a horse's temperature, pulse and respiration
  - ii. Be able to body condition score a horse
  - iii. Be able to recognize a horse in health and illness
  - iv. Know what to do in case of an emergency and how to handle a horse for a vet
  - v. Be able to estimate a horse's age by looking at its teeth
  - vi. Know basic hoof care
  - vii. Understand basic concepts of good nutrition
  - vii. Identify lameness
  
4. Work safely in a stable environment
  - i. Recognize and practice safe horse handling techniques with confidence
  - ii. Know rights and responsibilities for employees and employers
  - iii. Adhere to safe farm practices according to the Occupational Health and Safety Act of Ontario
  - v. Know how to follow safety procedures in the event of a fire

**Lecture Content:**

| <b>Week</b> | <b>Date</b>                       | <b>Topic</b>  |
|-------------|-----------------------------------|---|
| 1           | Sep 11, 13                        | Course introduction, Equine Code of Practice  |
| 2           | Sep 18, 20                        | Equine Code of Practice   |
| 3           | Sep 25, 27                        | Selecting a horse – breeds, conformation, and relationship to musculoskeletal soundness                           |
| 4           | Oct 2, 4                          | Selecting a home – Reducing risk of allergies; aspects of stable design and management                            |
| 5           | Oct 9                             | THANKSGIVING – NO CLASS TODAY!  |
| 5           | Oct 11                            | Living with a horse - Farm safety; Occupational Health and Safety Act; Fire Safety                                |
| 6           | Oct 16, 18                        | Living with a horse - Manure management and parasite control  |
| 7           | Oct 23, 25                        | Living with a horse – Fundamentals of Nutrition   |
| 8           | Oct 30, Nov 1                     | Living with a horse – Understanding equine behaviour  |
| 9           | Nov 6, Nov 8                      | Living with a horse - The horse through the seasons   |
| 10          | Nov 13, 15                        | Living with a horse - Tack, boots, wraps, blankets and bandages (Guest lectures; J. MacNicol and Jochem Schleese) |
| 11          | Nov 20, 22                        | Living with a horse - Common diseases and herd health   |
| 12          | Nov 27, 29                        | Making the money work - The business of horses; careers in the equine industry                                    |
| 13 (5)      | Dec 1<br>(rescheduled from Oct 9) | Drug testing in equine sport  |
|             | TBA                               | Final Exam  |

**Labs:****LAB SCHEDULE**

Section 1 – Mon, Fri 8:30am – 11:20am

Section 2 – Tues, Thur 8:30am – 11:20am

**IMPORTANT NOTE:** all students must wear approved safety shoes with steel toe for all labs involving direct interaction with horses. Students failing to wear appropriate footwear will be asked to leave the lab.

| <b>Week</b> | <b>Topic</b>  |
|-------------|---|
| 1           | No labs this week   |
| 2           | Safety around horses, handling, Health Check, Aging by Teeth          |
| 2           | Library orientation   |
| 3           | Conformation  |
| 3           | Field Trip – Old Orchard Farm (Moffat ON)                             |
| 4           | Respiratory Health: Bedding, forages, ventilation, allergies, turnout |
| 4           | Field Trip – Lindenfarne Horse Park (Campbellville ON)                |
| 5           | THANKSGIVING – NO LAB TODAY   |
| 5           | Farm Safety   |
| 6           | Parasite management: Fecal flotations                                 |
| 6           | Manure management assignment presentations                            |
| 7           | FeedXL and ration formulations  |
| 7           | Nutrition analysis (Barn 37)  |
| 8           | Equine behaviour  |
| 8           | Equine behaviour assignment   |
| 9           | Equine First Aid  |
| 10          | Saddle fitting  |
| 10          | Tack / Boots / bandages   |
| 11          | Presentations   |
| 12          | Presentations   |

### Course Assignments and Tests:

| Assignment or Test                    | Due Date           | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---------------------------------------|--------------------|--------------------------------|----------------------------|
| 1. Equine Practical Skills            | TBA                | 10                             | 2, 3, 4                    |
| 2. Lab reports                        | At end of each lab | 15                             | 1, 2, 3, 4                 |
| 3. Manure management assignment       | Week 6, Lab #2     | 10                             |                            |
| 4. Nutrition report                   | Week 9, Lab #2     | 10                             | 3                          |
| 5. Term Assignment                    | Fri Nov 24, 4pm    | 25                             | 1, 2, 3, 4                 |
| 6. Facilities Presentation            | TBA                | 15                             | 1, 2, 3, 4                 |
| 7. Final Exam (online via courselink) | TBA                | 15                             | 1, 2, 3, 4                 |

### Additional Notes (if required):

Final Exam will be online via Courselink and can be accessed from anywhere with an internet connection. Students are not required to write the exam in-class.

### Final examination date and time:

Date TBA, available online via Courselink

### Final exam weighting:

15%

### Description of Assignments:

#### 1. Equine Practical Skills (10% of final grade)

This assignment provides students with direct experience with the daily routine of horse care. Students are expected to take care of the BBRM horses in Barn 37 for FIVE mornings throughout the semester. Skills that students will learn and practice include: safe horse handling techniques, stall management, efficiency and time management skills, feeding routine, maintaining a clean, safe workplace, identifying individual behaviours & issues (cuts, scrapes, heat, swelling), and blanketing and boots for turnout (if applicable).

Students begin their duties at 7am **SHARP**, and will be finished around 8:15am. Students are reminded that it is THEIR RESPONSIBILITY to make sure they know when they are scheduled for Practical Skills, and to be **on time** and ready to work. Students who are late by 10 minutes or more will be deducted 20% from their total Practical Skills mark for each lateness incident. Student who do not show up for their scheduled Practical Skills session and do not provide valid medical or other documentation for their missed session will be

deducted 50% of their total Practical Skills mark. Student with 2 “no-shows” will receive ‘zero’ for their Practical Skills mark.

Learning outcomes for Equine Practical Skills:

- To demonstrate skills required to work safely in an equine establishment
- To demonstrate responsibility for daily horse care in the U of G horse barn (Barn 37)
- To observe and recognize horse behaviours
- To demonstrate critical thinking and problem solving skills needed to work in an equine facility
- To demonstrate effective time management and completion of required tasks
- To demonstrate the ability to work as a team

**2. Lab Reports (15% of final grade)**

Lab report outlines are provided in your Lab Manual (available on the course page on courselink). Lab reports must be completed and handed in at the end of each lab session. Exceptions are the Manure Management Assignment and the Nutrition Assignment, which are due in Week 6 and 9 (respectively) at the beginning of the 2nd lab session of the week.

**3. Manure management assignment (10% of final grade)**

Students will work in groups of 3 or 4 students. Each group will be presented with a farm scenario, and they will be required to develop a manure management plan for the farm. Plan will be presented to your classmates as a powerpoint presentation (5-10 min) and must include:

- A description of your facility
- an estimate of the amount of material (manure and bedding) that will be generated over a 12-month period
- composting plan including details on how long the material will take to be useable as compost
- application rates of compost on land
- a cost of comparison of on-farm composting vs paying someone to remove the manure
- a model of the composting structure(s) – be creative!

**4. Nutrition Assignment (10% of final grade)**

Students will visit the University barn and will select 2 horses to conduct their analysis on. Using the Body Condition Scoring Chart (Appendix 3), determine the body condition score of the horse. The Ag Assistant at the barn will provide all the information required to complete the table below for each of your 2 horses.

| # | Horse Name | Age | Breed | Gender | Wt (kg) | BCS (1-9) | History of nutrition-related disease? | Details of Diet* |
|---|------------|-----|-------|--------|---------|-----------|---------------------------------------|------------------|
| 1 |            |     |       |        |         |           |                                       |                  |
| 2 |            |     |       |        |         |           |                                       |                  |

\*remember to include **weights** of all feeds including hay fed per day; remember to collect **names** of all feeds.

Using information derived from these horses, students will use [FeedXL](http://www.feedxl.com) (<http://www.feedxl.com>) to develop a balanced ration for each of the horses. Diets should include the types of feed already offered (if possible). Completed assignment must include this sheet, plus the FeedXL output for each of your 5 horses.

#### 5. Term Assignment (25% of final grade)

The equine world is replete with opinions on ‘the best’ management practices. The purpose of this assignment is to familiarize students with primary literature resources pertaining to equine management, to allow students to build their own knowledge based on objective science.

Students will choose a topic related to the Course Learning Outcomes. The topic should be stated as an opinion (not necessarily that of the student!) regarding aspects of equine management. Some examples are below. **Topics are to be approved by the course instructor by Friday September 22.**

*Example topic statements:*

- Horses are healthier when they live in stalls at least 12 hours a day
- Horses need blankets in Canadian winter
- Horses must wear shoes in order to have healthy feet
- Horses receive more injuries when living in a herd
- You should never cool out a hot horse with cold water
- *Others?*

Once a topic has been approved, students will write a review article in the style of the Equine Veterinary Journal using **only** peer reviewed literature (either research papers or reviews) to support or refute the topic statement.

**PLEASE FOLLOW INSTRUCTIONS CAREFULLY.**

- ✓ A minimum of 6 peer reviewed primary scientific research papers
- ✓ Proper referencing using the Equine Veterinary Journal style
- ✓ 11 pt time new roman font, 1.5 inch margins
- ✓ 5-6 pages (DO NOT EXCEED MAXIMUM PAGE LENGTH)
  - Diagrams, tables and references are in addition to the page count.
- ✓ **Subheadings must be used** to organize your paper

**Rubric for Term Assignment**

**Title and Abstract (20/100)**

Briefly states the purpose, and the key points that the review makes.

**Introduction (20/100)**

The introduction should get the reader's attention, introduce the main idea of the report, and end with a strong thesis statement.

**Body (50/100)**

- Use Headings / Subheadings to help organize the flow of topics and information
- Paragraphs should begin with a clear topic sentence, which contains an important idea about your topic. Supporting, detailed sentences should follow the topic sentence. The paragraph should end with a strong summary statement.
- Paragraphs should be arranged in the best possible order.
- Each section should end with a brief summary paragraph.
- Points to consider:
  - Are the topics stated in the thesis statement appropriately addressed in the report?
  - Did the student stay focused on the main topic and sub topics?
  - Are details used to explain and clarify the main issue/topic?
  - Is the information, presented by the student, appropriate?
  - Did the student adequately integrate research results?
  - Did the students provide sufficient research data to reach a clear conclusion regarding the topic?
  - Spelling checked? Punctuation checked? Capitalization checked? Grammar and usage checked?

**Conclusions (5/100)**

The conclusion repeats the main part of the report and ends with a final, interesting sentence. The thesis statement is often restated here.



## References (5/100)

Format references using the style of the Equine Veterinary Journal

See: [http://onlinelibrary.wiley.com/journal/10.1001/\(ISSN\)2042-3306/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1001/(ISSN)2042-3306/homepage/ForAuthors.html)

| GRADING SCHEME                          |   |  |   |  |
|---|---|--|---|--|
| Performance Element                     | Distinguished<br>90-100 Points  | Proficient<br>80-90 Points   | Intermediate<br>60-80 Points  | Novice<br>0-60 Points  |
| <b>Purpose and Focus</b>                | Establishes and maintains clear focus; writer's central purpose or argument is readily apparent to the reader.  | writing has a clear purpose or argument, but may sometimes digress from it.  | central purpose or argument not consistently clear throughout paper.  | Limited awareness of audience and/or purpose; The purpose or argument is generally unclear.  |
| <b>Content and Development of Ideas</b> | Depth and complexity of ideas supported by pertinent details; evidence of analysis, reflection and insight. Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. | Depth of idea development supported by elaborated, relevant details. Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. | Unelaborated idea development; unelaborated and/or repetitious details. Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. | Minimal idea development, limited and/or unrelated details. Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. |
| <b>References</b>                       | References are primarily peer reviewed professional journals or other approved sources (e.g., government documents, agency manuals, ...). The reader is confident that the information and ideas can be trusted.  | Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of   | Most of the references are from sources that are not peer reviewed and have uncertain reliability. The reader doubts the accuracy of much of the  | There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.  |

| <b>GRADING SCHEME</b>         |  |  |  |  |
|-------------------------------|--|--|--|--|
| <b>Performance Element</b>    | <b>Distinguished<br/>90-100 Points</b>   | <b>Proficient<br/>80-90 Points</b>   | <b>Intermediate<br/>60-80 Points</b>   | <b>Novice<br/>0-60 Points</b>  |
|                               |  | some of the sources.   | material presented.  |  |
| <b>Organization</b>           | The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. | ideas are arranged logically to support central purpose or argument. For the most part, the reader can follow the line of reasoning. | In general, writing is arranged logically, though occasionally ideas fail to make sense. Reader is fairly clear about what writer intends. | Random or weak organization. The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest. |
| <b>Sentence Structure</b>     | Controlled and varied sentence structure   | Variety of sentence structure and length   | Simplistic and/or awkward sentence structure   | Incorrect or lack of topic and/or ineffective wording and/or sentence structure  |
| <b>Language</b>               | Precise and/or rich language   | Acceptable, effective language   | Simplistic and/or imprecise language   | Incorrect and/or ineffective wording and/or sentence structure   |
| <b>Grammar and Formatting</b> | Control of surface features  | Few errors in grammar or format relative to length and complexity  | Some errors in grammar and/or format that do not interfere with communication  | Errors in grammar and format (e.g., spelling, punctuation, capitalization, etc)  |

## 6. Facilities Presentation (10% of final grade)

The purpose of this assignment is to integrate information learned throughout this course into a practical equine enterprise which considers all important aspects of equine management.

Someone has handed you a cheque for \$100,000 and you must spend it on starting up a horse business. You may use the money towards the purchase of a facility, or towards any other costs associated with the business. Prepare a 15-min presentation discussing:

- your **management plan**, including
  - o stable design
  - o staff, feeding, turnout, bedding
  - o herd health (including vaccinations, deworming, farrier etc)
- your **business plan**, including
  - o Expenses
    - Mortgage / rent / taxes etc
    - Feed, bedding, utilities, equipment, staff, vet, farrier, maintenance, tack, marketing etc.
  - o Revenues
    - How will your business make money?

## **Course Resources**

### **Required Texts:**

The Equine Code of Practice (2013) available online [http://www.nfacc.ca/pdfs/codes/equine\\_code\\_of\\_practice.pdf](http://www.nfacc.ca/pdfs/codes/equine_code_of_practice.pdf)

### **Recommended Texts:**

None

### **Lab Manual:**

None

### **Other Resources:**

None

### **Field Trips:**

See Lecture Schedule

### **Additional Costs:**

Steel-toed shoes

## **Course Policies**

### **Grading Policies**

Final exam will be available via Courselink for the duration specified in this outline. Any late submissions will not be accepted unless arrangements for rescheduling have been made by the end of the 3<sup>rd</sup> lecture of this course.

Assignments are due via email by 11:59pm on the due date. Late submissions will be penalized 20% per day. Submissions more than 3 days late will not be accepted, unless arrangements have been made **prior to the due date**.

### **Course Policy on Group Work:**

Group work for this course is mandatory. It is expected that all students contribute an equal level of effort to the assignment.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **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.

Plagiarism, whether intentional or non-intentional, is strictly prohibited. Your instructor is required to report suspected instances of plagiarism to administration for investigation and a zero mark could ensue. Please familiarize yourself with plagiarism and academic integrity by visiting <http://www.lib.uoguelph.ca/get-assistance/writing/citations/plagiarism-academic-integrity>

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.

### **Academic Consideration:**

Alternate assessments will be offered only to students with documented medical, psychological, or compassionate reasons for missing a scheduled assessment. An Academic Consideration form must be submitted to the instructor. Go to <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac-ac.shtml> for information on regulations and procedures related to Academic Consideration.

**Late assignments without the aforementioned documentation will receive a penalty of 20% per day, for up to a maximum of 3 days. Assignments submitted later than 3 days will not be accepted and will result in a zero grade. Makeup labs, tests or exams will not be offered.**

### **Accessibility:**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#)

### **Drop period:**

The last date to drop one-semester courses, without academic penalty, is Nov 4, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

**Additional Course Information**

None.