

# Course Outline Form: Fall 2017

## General Information

**Course Code:** EQN\*4400

**Course Title:** Equine Industry Trends and Issues II

### **Course Description:**

This seminar course integrates discussion on selected current global, national and regional issues in the equine industry, building upon knowledge gained in earlier courses. Current issues in the equine industry will be examined through debate and discussion.

**Credit Weight:** 0.50

**Academic Department (or campus):** Dept. of Animal Biosciences

**Campus:** Guelph

**Semester Offering:** Fall (3-0)

**Class Schedule and Location:** Available [online](#)

The course schedule will be posted on the course **CourseLink** site. The schedule is for two sessions weekly, Tuesday and Thursday, both for 11:30 a.m. – 12:50 p.m. Topics for each session after the first two week will be determined by students and the course coordinator, in consultation, and will be based on the issues the class has identified in discussions. Guest speaker topics will be announced at least one week before these guest presentations take place. Because of the need to accommodate the schedule of guest speakers, it will occasionally be necessary to adjust the schedule.

## Instructor Information

Instructor Name: Peter W. Physick-Sheard

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

Instructor Phone and Extension: 519-824-4120, x54053

Office location and office hours: Rm. 2532 Dept. of Population Medicine, Stewart Bldg., Ontario Veterinary College

## **GTA Information**

GTA Name: This course does not use any graduate teaching assistants.

GTA Email: N/A

GTA office location and office hours: N/A

## **Course Content**

### **Specific Learning Outcomes:**

1. Students will explore uses and abuses of the words "professional" and "professionalism" and, through discussion and discovery, develop a clear understanding of what it means to conduct oneself in a professional manner, and of what professionalism might look like in the context of engagement in the equine industry.
2. Students will develop their skills in objective, critical analysis by drawing together and systematically evaluating knowledge and insights they have acquired to this point in earlier parts of the program, and through their personal industry exposure. Through their ability to understand, evaluate and critique information sources and to identify and understand industry trends and issues, they will develop skills in formulating measured and productive responses.
3. Students will expand their ability to differentiate between established fact, opinion, and anecdote through emphasis on the impact of an evidence-based approach, and will develop their awareness of obstacles to be encountered in adopting this approach.
4. Through the process of critically evaluating industry issues, students will identify and be able to describe the relevance of key areas in which graduates entering leadership positions in horse industries should excel, including:

Literacy	Facilitation and guidance
Numeracy	Objectivity, Accuracy, Precision
Judgement	Business management
Professionalism	Enthusiasm for the industry
Communication	Industry-specific knowledge
Responsible leadership	Engagement and Energy

Knowledge currency	Positivity
Mediation	Mindfulness & Practicality
Accurate problem identification	Self-awareness, Confidence
Promotion	Knowledge transfer

5. Students will enhance their ability both to identify and explore roles for professionals in horse industries and to perform effectively in those roles.

**Lecture Content:**

The course will use a combination of discussion sessions, visiting guest speakers, student presentations, library/field research, and self-study. Skills in professionalism, writing, presentation, communication, and leadership and interpersonal skills will be emphasized throughout the course, as will students' ability to find, access and interpret a wide range of resources. This course is intended to be experiential and skills-oriented rather than content-oriented.

The first four sessions are identified in the course schedule available online at the CourseLink Website, and will cover Orientation, Professionalism, Critical Analysis, Numeracy and Oral Presentation. Thereafter, topics will dynamically follow the issues identified by the class as worthy of, or needing, further exploration. There will be no set schedule of content. However, firm dates will be established as early as possible for student presentations. Students will play a primary, active role in all teaching sessions, with students presenting or moderating in some. All in-course student presentations will be by one person, or occasionally by two. One student will act as moderator. Guests may attend presentations.

**Labs:**

There are no labs in this course.

**Seminars:**

See above.

## Course Assignments and Tests:

1. Each student will make a presentation, individually or on occasion with one other student, to be evaluated by all course students using a standard course presentation evaluation rubric (copy attached). Evaluations will be performed online using [Pear](#). All submissions will be reviewed by the course coordinator, who will also evaluate the presentation. All submissions will carry equal weight in grading. Course students will have access to all evaluations of their own presentations. Cumulative scores from these forms will constitute **20%** of the course grade. Presentations start Thurs Sept 21st. Detailed guidelines will be posted on CourseLink.
2. Students will complete an assignment on an issue of their choice but of relevance to the course learning objectives, and assignments will be assessed using a standard course assignment evaluation form. A copy of this form is attached to this outline and is also available on the course website. Assignment details will be posted on CourseLink. Assignments will be due by 8:00 a.m. on Monday, Oct 16<sup>th</sup>, and must be submitted electronically via CourseLink Dropbox. Assignments must be prepared individually, and all assignments *must* involve input from industry professionals outside the University and selected by the participant. Assignment titles will be posted on the CourseLink site, as will completed (ungraded) assignments. This assignment will be worth **20%** of the course grade. Detailed guidelines will be posted on CourseLink.
3. Engagement, including attendance, original contributions and constructive participation in in-class discussions, will represent 20% of the course grade, and will be assessed by the course coordinator.
4. Each student will take responsibility for an industry publication/site and will bring forward items of interest as online CourseLink discussion topics. Additionally, discussion threads will be opened on CourseLink on topics discussed and a forum for ongoing dialogue will be available through these links. Contributions to and constructive engagement in these discussions will represent **20%** of the course grade. Grading will be based in part on the number of threads started and read, and number of responses, but major emphasis will be on quality, timeliness, originality and centrality of contributions.
5. There will be a final written examination, essay format, in which students will choose one of three scenario-based questions to answer. The examination will be completed electronically, and will be open-book, including internet access. This examination will be worth **20%** of the final grade. Completed essays must be submitted to CourseLink Dropbox and receipt confirmed before students leave the examination room.

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Presentation	To be arranged	20	All
Assignment	Mon Oct 16 <sup>th</sup>	20	All
Participation	Continuous	20	All
Discussions	Continuous	20	All
Final Exam	Dec 13 <sup>th</sup> , 7:00 – 9:00 p.m.	20	All

**Additional Notes (if required):**

All course evaluations described above will count toward the final grade. Quizzes may be presented if discussion suggests this would be helpful, but will not count toward the final grade.

**Final examination date and time:**

Dec 13<sup>th</sup>, 2017, 7:00 – 9:00 p.m., TBA

**Final exam weighting:** 20%

**Course Resources**

**Required Texts:**

There are no required texts

**Recommended Texts:**

There are no recommended texts

**Lab Manual:**

There is no lab manual

**Other Resources:**

Materials will be posted on CourseLink throughout the course and students are expected to check the course CourseLink site at least daily. All industry magazines, periodicals and newsletters and websites are potentially important sources for information on industry and equine issues. Regular media outlets (e.g., TV, radio, newspapers) and social media are additional sources of relevant information. Students are encouraged to be aware of all major industry issues and all other issues that may have an impact on horses and the industry.

**Field Trips:**

There are no planned field trips

**Additional Costs:**

Full participation in this course requires frequent Web access, including in-class access to CourseLink resources, Pear (for grading), and Web searches. Access to a personal WiFi-enabled device is therefore necessary. This equipment is not provided by the course and must be supplied by the student.

If students elect to monitor an industry site or periodical that is not available through the University Library and that requires payment of a subscription or access fee they must be prepared to cover the cost of doing so.

**Course Policies****Grading Policies:**

Assignments and presentation evaluations will include written feedback. Students carry the primary responsibility for seeking further feedback from the coordinator.

Presentations MUST be submitted to the Pear site by 0800 a.m. on the day of presentation so that evaluation can proceed after the presentation. Students will be guided through use of the Pear site.

Assignment and presentation topics MUST be reviewed by the course coordinator and agreement reached before starting work on the assignment/presentation.

Failure to submit any assignment by the due date will be treated as failure to submit and a grade of "0" assigned unless prior arrangements have been made with the course coordinator.

**[Undergraduate Grading Procedures](#)****Course Policy on Group Work:**

Group work (members of group, individual responsibilities, topic), must be discussed with and agreed to by the course coordinator in advance of starting work on a project. Failure to do so will invalidate the project work.

**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 Consideration:**

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration.

Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

**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.

Detailed information regarding the Academic Misconduct policy is available in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

**Plagiarism & Academic Integrity:**

This course will rigorously follow the University's guidelines on Plagiarism and Academic Integrity - available at <http://www.academicintegrity.uoguelph.ca>. If you are in any doubt whatsoever, please speak to the course coordinator. Lack of awareness of the guidelines will not be accepted as an excuse.

**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 Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or visit the [Student Accessibility Services website \(http://www.uoguelph.ca/csd/\)](http://www.uoguelph.ca/csd/).

**Course Evaluation Information:**

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery.

While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](#) for more information.

**Drop period:**

The drop period for single semester courses starts at the beginning of the add period and extends to the Fortieth (40th) class day of the current semester (the last date to drop a single semester courses without academic penalty) which is listed in [Section III \(Schedule of Dates\) of the Undergraduate Calendar](#).

The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester.

Information about Dropping Courses can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

## **Additional Course Information**

### **Note from the coordinator:**

This is a fourth-year course in an honours program. Your academic careers at the University started with the emphasis being on presenting you with new information, and transitioned through the presentation of new concepts and ideas to place a progressively greater emphasis on how you make use of the information you have been given, your attitudes and approaches and your ability to solve problems. Part of this process involves increasing emphasis on you taking responsibility for your own education - a responsibility that will prevail for the rest of your lives.

Having developed the ability to use your minds, you should now be taking the information and experiences you have acquired to synthesize new knowledge and understanding, to ask questions, and to join together seemingly disparate and unrelated bodies of knowledge as you formulate and explore those questions and seek answers. Though the rote regurgitation of facts may seem never-ending, that is in fact only a tiny part of the exercise. The time to become an independent, informed and engaged thinker is NOW. You will never stop learning, but for that learning to be productive your mind needs to be open and receptive. This is the frame of mind in which you should approach this course!

To explore further, take a look at the University's Learning Outcomes statements. <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/outcomes/index.shtml>