



EQN*4400 Equine Industry Trends and Issues II

Fall 2019

Section(s): C01

Department of Animal Biosciences

Credit Weight: 0.50

Version 1.00 - August 30, 2019

1 Course Details

1.1 Calendar 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.

Pre-Requisites: 12.50 credits including EQN*2200
Restrictions: Registration in BBRM.EQM

1.2 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.

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor: Peter Physick-Sheard
Email: pphysick@uoguelph.ca
Telephone: 519-824-4120 Ext: 54053
Office: Rm. 2532 Dept. of Population Medicine, Stewart Bld

Office Hours: Tuesday & Thursday or by appointment.

3 Learning Resources

3.1 Required Resources

Required Textbooks (Textbook)

There are no required texts

3.2 Recommended Resources

Recommended Textbooks (Textbook)

There are no recommended texts.

3.3 Additional Resources

Lab Manuals (Lab Manual)

There are no lab manuals.

Other Resources (Other)

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, newsletters and websites, including OMAFRA, CFIA, and industry association/organisation websites (OE, EC, FEI) are potentially important sources for information on industry and equine issues. Regular media outlets (e.g., TV, radio, newspapers) and social media are additional potential sources of relevant information. Students are **required** to maintain a current awareness of all ongoing industry issues and all other issues that may have an impact on horses and the industry.

Field Trips (Other)

There are no planned field trips.

Additional Costs (Other)

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.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

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 in encounters with industry members. They will also enhance their ability to assess evidence through critical evaluation of both scientific and lay literature.
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.

4.2 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>

5 Teaching and Learning Activities

5.1 Lecture

Topics:

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-driven.

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.

5.2 Seminar

Topics: Please see above.

5.3 Lab

Topics: There are no Labs in the course.

6 Assessments

6.1 Marking Schemes & Distributions

Name	Scheme A (%)
Presentation	20
Assignment	20
Participation	20

Name	Scheme A (%)
Discussions	20
Final exams	20
Total	100

6.2 Assessment Details

Course Presentation (20%)

Learning Outcome: 1, 2, 3, 4, 5

Each student will make a presentation, individually or on occasion with one other student, to be evaluated by all course participants using a standard course presentation evaluation rubric (see CourseLink). 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 19th. Detailed guidelines will be posted on CourseLink.

Course assignment (20%)

Learning Outcome: 1, 2, 3, 4, 5

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 available on the course CourseLink website. Assignment details will be posted on CourseLink. Assignments will be due by 8:00 a.m. on Monday, Oct 21st, 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. Assessment includes evaluation of the student's ability to communicate effectively using the written word.

Participation (20%)

Learning Outcome: 1, 2, 3, 4, 5

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 at the end of the course. Students who appear to be having difficulty participating in class discussions will be encouraged to discuss this difficulty privately with the course coordinator.

MediaThreads (20%)

Learning Outcome: 1, 2, 3, 4, 5

Each student will take responsibility for an industry publication/website and will bring forward items of interest as online CourseLink discussion topics. Additionally, discussion threads will be opened on CourseLink on topics discussed in class 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. Do not underestimate the significance of this assessment component - if you are not engaging in the discussions there is no basis for awarding a grade for this item.

Final Exam (20%)

Learning Outcome: 1, 2, 3, 4, 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.

6.3 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.

7 Course Statements

7.1 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.

For more information, please consult the Undergraduate Degree Regulations and Procedures.

7.2 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.

7.3 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.

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 grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

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.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, 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 that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
