



# **UNIV\*6030 Seminars and Analysis in Animal Behaviour and Welfare**

Fall 2020  
Section(s): C01

Department of Animal Biosciences  
Credit Weight: 0.50  
Version 1.00 - September 10, 2020

---

## **1 Course Details**

### **1.1 Calendar Description**

This seminar-based course offers an interdisciplinary forum for the discussion of broad topics in animal welfare and human-animal relationships. Students analyze topics presented by visiting guest lecturers using perspectives from various disciplines such as animal science, philosophy, history, psychology, ethics, and biology.

### **1.2 Course Description**

This course will allow students the opportunity to engage in interactive discussions with researchers who work either directly or indirectly on animal welfare issues. Students are required to attend six seminars, open to the university community (advertised through the Campbell Centre for the Study of Animal Welfare, CCSAW) in the months of Sept, Oct, Nov, Jan, Feb, Mar. Following each seminar, students will meet with the speaker to discuss the information presented, as well as other research in the general area. One week prior to each seminar, the class will meet to discuss the seminar topic – this will include reading related research papers in advance, and then discussing them as a group to prepare related comments and questions for the speaker. All meetings and seminars will be delivered via Zoom using an online-only format.

At this time it is expected that all course components for F20 and W21 will be completed using remote, synchronous delivery. There will be no in-person seminars or classes in the F20 term, and it is anticipated that this will be the same for the W21 term, but this is subject to change.

### 1.3 Timetable

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

<b>Date</b>	<b>Time</b>	<b>Activity</b>	<b>Details</b>
<b>FALL TERM</b>			
<b>Sept 16</b>	2:30 - 3:20	Meeting	Course introduction and planning
<b>Sept 23</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Sept 30</b>	12:30 - 1:30	Seminar	Speaker:  Dr. Christine Nicol, Professor of Animal Welfare, Royal Veterinary College  Chicken welfare – a triangulation approach
<b>Sept 30</b>	2:30 - 4:20	Discussion	Discussion with speaker
<b>Oct 21</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Oct 28</b>	12:30 - 1:30	Seminar	Speaker:  Dr. Christian Nawroth, Postdoctoral Researcher, Institute of Behavioural Physiology, Leibniz Institute for Farm Animal Biology  Goat cognition and implications for animal welfare
<b>Oct 28</b>	2:30 - 4:20	Discussion	Discussion with speaker

<b>Nov 18</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Nov 25</b>	12:30 - 1:30	Seminar	Speaker:  Dr. Candace Croney, Director of the Center for Animal Welfare Science & Professor in Animal Behavior and Well-being, Purdue University College of Veterinary Medicine  Equity and diversity in the field of animal behaviour and welfare
<b>Nov 25</b>	2:30 - 4:20	Discussion	Discussion with speaker
<b>WINTER TERM</b>			
<b>Jan 20</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Jan 27</b>	12:30 -1:30	Seminar	Speaker: TBA
<b>Jan 27</b>	2:30 - 4:20	Discussion	Discussion with speaker
<b>Feb 17</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Feb 24</b>	12:30 - 1:30	Seminar	Speaker: TBA
<b>Feb 24</b>	2:30 - 4:20	Discussion	Discussion with speaker
<b>Mar 17 or 24</b>	2:30 - 4:20	Meeting	Seminar preparation
<b>Mar 24 or 31</b>	12:30 - 1:30	Seminar	Speaker: TBA

**Mar 24 or 31**    2:30 - 4:20    Discussion    Discussion with speaker

## 1.4 Final Exam

This course has no final exam.

---

## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Lee Niel
<b>Email:</b>	niell@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53030
<b>Office:</b>	OVCS 2526
<b>Office Hours:</b>	There will not be any specific office hours associated with this course. Please talk to me in class or contact me by email to set up an appointment.

---

## 3 Learning Resources

Video-conferencing will take place via Zoom, and additional communication will take place via CourseLink. Please see below for more information on technical requirements.

### 3.1 Required Resources

#### Reading list (Readings)

Scientific articles will be assigned by the seminar speakers, and provided to students by the course instructor via CourseLink.

#### Course Technologies and Technical Support (Other)

##### CourseLink

This course is being offered using CourseLink (powered by D2L's Brightspace), the University of Guelph's online learning management system (LMS). By using this service, you agree to comply with the University of Guelph's Access and Privacy Guidelines. Please visit the D2L website to review the Brightspace privacy statement and Brightspace Learning Environment web accessibility standards.

<http://www.uoguelph.ca/web/privacy/> <https://www.d2l.com/legal/privacy/>  
<https://www.d2l.com/accessibility/standards/>

### ***Technical Support***

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939 Toll-Free (CAN/USA): 1-866-275-1478

### ***Support Hours (Eastern Time):***

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

### ***CourseLink System Requirements***

You are responsible for ensuring that your computer system meets the necessary system requirements - <http://spaces.uoguelph.ca/ed/system-requirements/>.

Use the browser check tool to ensure your browser settings are compatible and up to date - <https://courselink.uoguelph.ca/d2l/systemCheck>.

### **Zoom**

This course will use Zoom for meetings and seminars. For further information on downloading and using Zoom please check the OpenEd resources - <https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

Also, check your system requirements to ensure you will be able to participate:

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Critically evaluate a variety of different approaches to the study of animal behaviour and welfare
  2. Facilitate and actively engage in academic discussions on topics related to animal behaviour and welfare
  3. Apply concepts learned during seminars and discussions to develop novel perspectives on animal welfare
- 

## 5 Teaching and Learning Activities

### 5.1 Seminar

#### Topics:

#### Seminar

Students will attend one seminar each month for September, October, November, January, February, and March. Seminars will be held on a Wednesday from 12:30-1:20pm as per the timetable provided in this outline.

#### Seminar Preparation Meetings

In the week prior to each seminar students will meet on Wednesdays from 2:30-4:20 to discuss the upcoming topic and develop a list of areas for discussion with the speaker. Students will be provided with 3-4 related background articles to read in advance, and are expected to come to class prepared to actively participate and share their perspectives on the material.

#### Speaker Discussions

Students will be responsible for leading the discussions with the speaker on Wednesdays from 2:30-4:20 on the afternoon of the seminar. During these sessions, one student will act as the facilitator, and the others will focus on leading different aspects of the discussion, with specific roles depending on the topic of the session.

## 6 Assessments

### 6.1 Marking Schemes & Distributions

<b><u>Item</u></b>	<b><u>Grade percentage</u></b>	<b><u>Due date</u></b>
<b>Research article critiques</b>	12%  (2% each, 6 total)	Before the start of each seminar preparation meeting
<b>Seminar papers</b>	50%  (10% each, 5 total)	1 week after the seminar
<b>Contributions to seminar questions</b>	8%	Questions finalized for review by noon on the Monday before the seminar
<b>Participation in seminar preparation meetings</b>	20%	N/A
<b>Participation in discussions with the speaker</b>	10%	N/A

\*If an assignment/participation for a particular session cannot be completed due to extenuating medical, psychological or compassionate circumstances please contact the instructor to make alternate arrangements (e.g., extended deadline, re-weighting the value of course assignments, or an alternate assignment).

### 6.2 Assessment Details

#### Research Article Critique (12%)

**Learning Outcome: 1**

In preparation for each Seminar, students will complete a written critique of one of the original research papers related to the speaker's topic. The critique should include a summary of the main components of the article (objectives, hypotheses, methods, main findings conclusions), and an assessment of the main strengths and the weaknesses of article (in terms of the significance of the work, the novelty and soundness of the approach that was used, acknowledgement of significant limitations, the authors conclusions about the work, etc.). The aim of this assignment is to ensure that students are prepared for in-class discussions, so it must be handed in prior to the beginning of the relevant class and late submissions will not be accepted. You will be graded on the quality of your ideas rather than your writing style, so point form is fine as long as I can understand what your main points are. Further information on expectations for this assessment will be provided in class.

**Seminar Papers (50%)****Learning Outcome: 1, 3**

Students will prepare short written papers for **five of the speakers** that highlight key areas of interest from the seminars. Each paper should be approximately 2-3 pages long (1.5 spacing, 12-point font, Times New Roman), excluding references and figures (if necessary - you might want to back up your ideas for #4 with references and diagrams).

Topics to be included in each paper include:

1. A short summary of the rationale and main objectives for the research, and the key findings and take-home messages of the seminar.
2. Highlight one approach or finding that you found particularly interesting, and explain why it is interesting to you personally and of importance more broadly to the field of animal welfare science or to society.
3. Highlight one aspect of the research that you feel is flawed or could have been done better. Clearly explain the issue, and how it might have influenced the results.
4. Propose an alternative experimental approach to address the issue identified in #3. Clearly explain how your changes are likely to improve the results, and highlight any other issues that this change might introduce (e.g., thinking about practicality, new confounds, etc). No experiment is perfect, and quite often it is a matter of balancing different issues for the best possible outcome.

**Seminar Questions (8%)****Learning Outcome: 1, 2**

In preparation for each post-seminar meeting with the speaker, students will develop a set of questions that will act as a guide for discussion. Students will contribute to development, review, and editing of the questions on a OneDrive file, finalizing their contributions by the following Monday at noon. The instructor will review the questions and provide comments and suggestions by noon on Tuesday and students will refine the questions for the discussion on Wednesday. Individual contributions will be assessed by the instructor from tracking in the OneDrive files.



**Participation in Seminar Preparation Sessions (20%)****Learning Outcome:** 1, 2

Students are expected to read the assigned papers in advance and actively contribute to preparation discussions aimed at understanding the general ideas and the research approaches and findings described.

**Participation in Speaker Discussions (10%)****Learning Outcome:** 1, 2

Students are expected to actively contribute to discussions either as a facilitator or a discussion participant. The facilitator will invite the speaker and the participants to introduce themselves and guide the discussion through a series of previously developed topics. The discussion participants will use the question guide to start conversations on the various topics, and will also develop relevant follow-up questions based on the seminar and on the discussion with the speaker. Further guidance on expectations will be discussed in class.

## 7 University Statements

### 7.1 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.

### 7.2 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>

### 7.3 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>

## 7.4 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.

## 7.5 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>

## 7.6 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>

## 7.7 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.

## 7.8 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>

## 7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

---