1 Course Details

1.1 Calendar Description

This course focuses on the nutrition of horses at peak levels of performance or endurance. The use of real-world, case-study scenarios allows for the evaluation of practical feeding programs across a range of equine performance situations.

Pre-Requisites: EQN*2050 or NUTR*3210

1.2 Course Description

A course in which students will learn about nutrient requirements and nutritional idiosyncrasies of horses, formulation and manufacturing of horse feed and supplements, and be introduced to the principles of clinical nutrition of horses and important health issues that are related to nutrition and/or treated through nutritional approaches.

Students should have an established understanding of the general principle of animal nutrition and physiology. The material in the course will build on this background to enhance the understanding of nutrient metabolism and requirements in performance horses.

1.3 Timetable

Asynchronous recorded lectures available a minimum of 48 hours prior to synchronous discussion times.

Synchronous discussion via ZOOM Monday/Wednesday/Friday at 9:30 am.

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

1.4 Final Exam

No final exam for this course.
2 Instructional Support

2.1 Instructional Support Team

Instructor: Anna Kate Shoveller BScH, PhD  
Email: ashovell@uoguelph.ca  
Telephone: +1-519-824-4120 x53140  
Office: ANNU 240  
Office Hours: By appointment using Microsoft Outlook. No meetings should exceed 15 minutes.

2.2 Teaching Assistants

Teaching Assistant: Julia Guazzelli Pezzali DVM, PhD candidate  
Email: jguazzel@uoguelph.ca  
Office Hours: By appointment using Microsoft Outlook. No meetings should exceed 15 minutes.

Teaching Assistant: Katja Sutherland  
Email: katja@uoguelph.ca  
Office Hours: By appointment using Microsoft Outlook. No meetings should exceed 15 minutes.

2.3 Netiquette Expectations

Netiquette Expectations

The course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply. Inappropriate behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
• Threatening or harassing a student or instructor;
• Discriminating against fellow students, instructors, and/or TAs;
• Using the course website to promote profit-driven products or services;
• Attempting to compromise the security or functionality of the learning management system; and
• Sharing your username and password.
• Recording lectures without the permission of the instructor

3 Learning Resources

3.1 Electronic Notes

Electronic copy of course notes with slide by slide recordings and additional material will also be posted on a weekly basis on the course website. Synchronous zoom discussions will occur after these materials have been made available. Copies of course notes are not intended to be the sole source of information, but guide an academic discussion on course material. Students are expected to utilize other materials, such as scientific literature and recommended text books to further enhance their learning.

3.1 Additional Resources

None, but there are a number that will be valuable as you put together your assignments. These will be discussed in class, but please use the library and Web of Science/Google Scholar/Medline etc.

Students are encouraged to follow up lecture material with reading. Some good texts and white papers have been added if you are interested in enhancing your learning.

3.1 Course Technology and Technical Support

Course Technologies

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

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

Teams (via Office 365)

Office 365 Teams is a collaboration service that provides shared conversation spaces to help teams coordinate and communicate information. This course will use Teams for one on one meetings with your Instructor. It is recommended that you use the desktop version of Teams. As a student you are responsible for learning how to use Teams and it’s features.

For Teams Support visit the CCS website for more information.

https://www.uoguelph.ca/ccs/services/office365/teams

Zoom

This course will use Zoom for lectures. Check your system requirements to ensure you will be able to participate.

https://opened.uoguelph.ca/student-resources/system-and-software-requirements
3.1 Technical Skills

As part of your learning experience, you are expected to use a variety of technologies for assignments, lectures, teamwork, and meetings. In order to be successful in this course you will need to have the following technical skills:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as Dropbox, Quizzes, Discussions, and Grades (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

3.1 Library Access

As a student, you have access to the University of Guelph’s library collection, including both physical and electronic materials. For information on checking out or couriering physical library items, accessing electronic journals and returning items to the library, visit the library’s website.

If you are studying off campus and would like to access the library’s electronic resources, use
the Off Campus Login and login using your Single Sign On credentials or using your last name and library barcode.

https://www.lib.uoguelph.ca/

https://www.lib.uoguelph.ca/campus-login

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. **Critical and Creative Thinking:** Inquiry and Analysis, Problem Solving, Creativity, Depth and Breadth of Understanding

   Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

2. **Literacy:** Information Literacy, Quantitative Literacy, Technological Literacy, Visual Literacy

   Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy. Students will be required to critically review and understand the up-to-date scientific information on equine nutrition compiled in course notes and lecture material. The students will also be required to review scientific papers and technical documents, comprehend, and present ideas and findings into an imposed format.

3. **Communicating:** Oral Communication, Written Communication, Reading Comprehension, Integrative Communication

   Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as
reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

4. **Professional and Ethical Behaviour**: *Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management* Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

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### 5 Teaching and Learning Activities

#### 5.1 Lecture

**Week 1**

Topics:

1. Introduction to course
2. Equine digestive anatomy and physiology
3. How to read a scientific paper and an example of the paper overview example

**Week 2**

Topics: Feeding behavior in horses

DUE in dropbox: Paper overview #1 DUE

**Week 3**

Topics: Equine energy metabolism and requirements

Friday: On-line, open book quiz #1

**Week 4**

Topics: Equine carbohydrate metabolism and requirements

Friday DUE IN CLASS: Paper overview #2 DUE

**Week 5**

Topics: Equine protein metabolism and requirements

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Students must have met with Dr. Shoveller prior to Friday of this class. Students must set-up a calendar invite through Outlook calendar and using the scheduling assistant to
find a mutual time to meet (please keep it between 8am-6pm and prior to 3pm on Fridays). Students will be expected to introduce themselves, review and discuss their learning objectives for the course (5%).

Week 6

Topics: Equine lipid metabolism and requirements

Friday: On-line, open book quiz #2

Week 7

Topics: SPRING BREAK
Feb 17, 19 and 21

Week 8

Topics: Monday and Wednesday: Anti-nutritional factors in equine feeds*

*Dr. T.K. Smith, Professor Emeritus, University of Guelph

Friday: Fat soluble vitamins

Ration formulation #1 DUE FRIDAY by 11:59pm through DROP BOX.

Week 9

Topics: Water soluble vitamins and Minerals

Ration formulation #2 DUE FRIDAY by 11:59pm through DROP BOX.

Week 10

Topics: Water and electrolyte metabolism

Friday: On-line, open book quiz #3

Week 11

Topics: Nutritionally-related equine diseases

Friday DUE IN drop box: Annotated bibliography for infographic
Week 12
Topics: Nutrition-related issues for sport horses

Week 13
Topics: Bringing it all together, group discussions based on course content.

Friday: Integrative final quiz question

Friday: Infographic due in DROPBOX

6 Assessments

6.1 Marking Schemes & Distributions

<table>
<thead>
<tr>
<th>Name</th>
<th>Scheme A (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and course goals</td>
<td>5</td>
</tr>
<tr>
<td>2 Separate Paper Overviews</td>
<td>10</td>
</tr>
<tr>
<td>On-line open book in class quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Formulation assignment 1 and 2</td>
<td>20</td>
</tr>
<tr>
<td>Infographic</td>
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</tr>
<tr>
<td>Discussion board participation</td>
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</tr>
<tr>
<td>Total</td>
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</tr>
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</table>

6.2 Assessment Details

Introduction and course goals (5%)

Date: Microsoft Teams

Learning Outcome: 1, 2, 3, 4

Students are asked to book a 15 minute Microsoft Teams and using the scheduling assistant to find a mutually available time for yourself and Dr. Shoveller. Students will be shown on the first day of class how to use Outlook and the expectations for professional communication in this course.

Students will be asked to introduce themselves and the learning objectives for the course. Dr. Shoveller will also seek to understand the topic that the student(s) are interested in tackling for their infographic project. This interaction will be graded based on a five point
scale for each section of questions where 5/5 and where 5 reveals a level of understanding greater than expected, 4/5 is what is expected, and 3 or less begins to identify areas that require improvement because the level of understanding is less than expected. Students also must present a professional and positive mindset and seek to find learning opportunities.

2 Separate Paper Overviews (10%)

Date: In class

Learning Outcome: 1, 2, 3, 4

We will first provide you with guidance of how to discuss aspects of the scientific literature. You need to write less than 200 words on the scientific paper as a brief news report, in language that any horse owner could understand. The 200 words should explain the background, the reason for the study, the key findings, and what those mean to horse owners. Paper overviews are due in class on Fridays and each worth 5% of your mark. No late assignments will be accepted except for compassionate reasons as outlined under academic consideration.

Teaching assistant responsible: Kat Sutherland

On-line open book in class quizzes (20%)

Learning Outcome: 1, 2, 3, 4

Students will have a quiz every third week in class that will be sized to be done in 30 minutes. Content will be focused on material that had been covered over the preceding 3 weeks.

Teaching assistant responsible: Julia Pezzali

Formulation assignment 1 and 2 (20%)

Learning Outcome: 1, 2

Students will have three formulation assignments which will build on each other, starting with simple calculations to determine intake of hay and nutrients and then building in complexity with an added concentrate to meet requirements of performance horses. Further details will be provided as material is taught to students.

Teaching assistant responsible: Julia Pezzali

Infographic (30%)

Learning Outcome: 1, 2, 3, 4

Students must contact the teaching assistant prior to February with their group and a topic they will cover. Failure to do so will result in a deduction of 2% from a total of 20%

This last assignment focuses on a topic of interest to the horse community and done as an infographic. Students will work in groups of 2 or 3 and complete a review of the literature on the topic, complete an annotated bibliography (20%) for the papers that they will intend to use to support the information shared in the infographic (10%). Students will be graded on depth of research and accuracy of interpretation for the annotated bibliography and on
the extent to which the infographic provides a lay summary in an easy to understand and scientifically accurate format. Creativity is a plus!

Teaching assistant responsible: Kat Sutherland

**Discussion board participation (15%)**
Each lecture Dr. Shoveller will provide questions within the asynchronous lecture and to be discussed in the synchronous lecture. Students are expected to participate in the discussion prior to the lecture and Shoveller will award marks based on discussion board participation and up to 15%. Students will be provided this feedback after each lecture. Students will be evaluated on: Topic exploration, critical thinking, connections to the equine experience, replies, and timeliness. If these types of proficient behaviour is noted, students will be granted a mark and these marks will accumulate throughout the course progression. Students need to ensure succinct and professional communications.

**7 Course Statements**

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

**7.2 Grading Policies**
Assignments will be graded in a timely fashion (within 10 days) and they will be returned to the students with personalized feedback and/or general feedback in class to highlight some of the shortcomings in the students’ work or understanding of the concepts.

**7.3 Group Work**
Assignments are expected to be unique work. All group members will receive the same grade for group work assignment unless otherwise approved by the Instructor. Any problems associated with group work should be brought to the attention of the instructor as soon as possible.

**7.4 Dropbox Submissions**
Assignments should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.
Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., OneDrive), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time.** Don’t wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

http://spaces.uoguelph.ca/ed/contact-us/

**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

8.9 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.

8.10 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.