

# ANSC\*6610 - Scientific Communication, Knowledge Dissemination and Professional Development

## Fall 2025 Course Outline

Section: 01

Credits: 0.50

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## Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

## Calendar Description

This course helps to foster graduate student career success in academia, government or industry by enhancing student skills in scientific communication and knowledge dissemination and by providing opportunities for personal growth in a chosen area of professional development.

**Restriction(s):** Restricted to Animal Biosciences students.

**Department(s):** Department of Animal Biosciences

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## Lecture Schedule

Mon 10am-11:20am in MACS\*209 (9/4 to 12/12)

## Instructor Information

**Belinda Ward-Campbell**

Email: belindwc@uoguelph.ca

Office: ANNU 256A

Office Hours:

By chance or email for an appointment.

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## Teaching Assistant Information

**Katrina Seniuk**

Email: kseniuk@uoguelph.ca

## Learning Resources

### Required Resources

The ANSC\*6610 CourseLink site will be the primary location for information, announcements, and assignment instructions for the course. There are **no** additional resources required for the course in terms of textbooks etc.

Additional *recommended* resources will be linked to on CourseLink.

### Course Resources

Students will require use of a laptop to complete assignments and peer reflection exercises.

## Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
Networking for People Who Hate Networking <i>by Devora Zack</i>	Recommended ( <b>not</b> required for this course)	\$28.95

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

## Course Level Learning Outcomes

By the end of the semester, learners should be able to:

1. Communicate effectively in animal biosciences contexts by translating scientific information for diverse audiences (e.g. peers, industry, policymakers, public) and by demonstrating clear, professional interpersonal communication in teamwork, group discussions, and networking.
2. Apply critical thinking and problem-solving skills to analyze evidence, address complex research problems, and make reasoned, evidence-informed decisions in animal biosciences.
3. Evaluate ethical issues in agricultural and companion animal research and practice, and justify context-appropriate, ethically-sound decisions.
4. Develop professional application materials (e.g. CV, resume, cover letter) that effectively present strengths, experiences, and transferable skills.
5. Collaborate and lead effectively in teams by fostering positive group dynamics, practicing feedback, conflict resolution, and informal leadership.
6. Explore diverse career pathways and knowledge mobilization strategies by comparing academic and non-academic trajectories and designing approaches to share research with stakeholders.

## Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Mon	9/8	Class Introduction: Communication and Professional Identity	Job Posting Summary Introduced	September 26, 2025 @ 11:59 pm
Mon	9/15	Self-Management	Week 2 Activity	In-class
Mon	9/22	Critical Thinking and Scientific Judgement	Week 3 Activity	In-Class
Mon	9/29	Career Navigation Resume/CV and Cover Letter Workshop - Karolina Crane (Experiential Learning-Career Services)	Resume Draft Assignment Introduced	October 10, 2025 @ 11:59 pm
Mon	10/6	Scientific Problem Solving ASYNCHRONOUS (Week of Oct 13): Communicating Animal Science Across Audiences	Week 5 Activity Week 6 Activity (Asynchronous)	In-class October 17, 2025 @ 11:59pm
Mon	10/13	Thanksgiving Holiday		
Mon	10/20	Animal Ethics in Research and Practice Panel Discussion - Dr. Tina Widowski, Dr. Derek Haley, and guest	Week 7 Activity	In-Class
Mon	10/27	Emotional Intelligence and Interpersonal Communication	Week 8 Activity	In-class
Mon	11/3	Leadership Initiative in Research Environments	Week 9 Activity	In-Class
Mon	11/10	Collaborative Work in Teams and Interdisciplinary Settings	Week 10 Activity	In-Class
Mon	11/17	Knowledge Mobilization and Public Engagement (Rebecca Dunn)	Week 11 Activity	In-class
Mon	11/24	Closing and Industry vs Academia with Dr. Mike Steele and Dr. Kate Shoveller	Week 12 Activity	
Mon	12/1	No Class		
Mon	12/8	No Class		

## Assessment Breakdown

Description	Weighting (%)	Due Date
Skills Reflection & Job Posting Analysis	15%	September 26, 2025
Resume draft & peer evaluation of draft	7% 3%	October 10, 2025 October 24, 2025
Targeted Job Application Package	25%	November 14, 2025
Final Reflection	14%	November 26, 2025
Weekly Activities	21%	Weekly in-class
Peer Evaluation	15%	Weekly in-class

## Assessment Details

### Reflective Activities

#### Weekly Activities

**21%**

These are short, low-stakes exercises designed to help you consolidate and apply class learning. Activities may include brief reflections, scenario responses, summaries, reflection prompts, mind maps, etc. Each week you will be asked to capture one key “gem” or takeaway from class and connect it to your personal experiences, background, research, career direction, or professional skills. The top **7 of 9** activities will be counted towards your grade (lowest 2 are **automatically** dropped, and remaining activities are worth 3% each), giving you flexibility if you need to miss a week.

**Course Learning Outcomes Assessed:** 1, 2, 3, 4, 5, 6

### Peer Evaluation

#### Peer evaluation of weekly group discussion/activities

**15%**

Throughout the course, you will take part in structured group discussions and collaborative activities. After each, you will complete a short peer evaluation using a provided rubric. These evaluations focus on participation, collaboration, and professionalism, and are intended to encourage constructive engagement and accountability within groups. Only your best 6 of 7 evaluations will count toward your grade to allow for flexibility in the course.

**Course Learning Outcomes Assessed:** 1, 5

### Assignment

#### Skills Reflection & Job Posting Analysis

**15%**

In this assignment, you will reflect on your career direction and evaluate your current skills at the start of graduate school. You will then identify three job postings aligned with your career interests, summarize the skills and qualifications required, and compare them to your own skills profile. The goal is to highlight areas of strength, identify gaps, and propose strategies for developing the skills and experiences you need to be competitive in your chosen field.

**Course Learning Outcomes Assessed:** 1, 4, 6

#### Resume Draft & Peer Evaluation

**10%**

##### Resume Draft (7%)

You will prepare a draft version of your résumé that targets a specific career direction of interest. This draft is an opportunity to practice formatting, tailoring, and presenting your skills and experiences. Feedback will be provided through anonymous peer evaluation using feedback fruits to support revision for the final job application package.

##### Peer Evaluation of Draft (3%)

As part of developing professional communication and feedback skills, you will review and provide constructive feedback on a peer's résumé draft. Using a structured rubric, you will identify strengths and offer suggestions for improvement. The goal is to practice giving and receiving professional feedback while improving your own ability to critically assess application materials.

**Course Learning Outcomes Assessed:** 1, 4, 5

### Targeted Job Application Package

25%

This major assignment brings together the skills developed earlier in the course to produce a professional job application tailored to a specific position or career pathway. The package will include core materials such as a résumé or CV, a cover letter, and a personal statement, along with at least one component focused on professional online presence (e.g., LinkedIn, research profile). Specific details will be provided in class, but the emphasis will be on creating a cohesive, polished package that highlights your strengths and transferable skills for a chosen role.

Course Learning Outcomes Assessed: 1, 4

### Reflective Activities

#### Final Reflection

14%

This capstone reflection invites you to look back on your learning and professional development over the semester. You will revisit your initial skills assessment, draw on insights from weekly activities, and reflect on how your perspectives, strengths, and goals have evolved. The emphasis is on integrating key takeaways into a narrative of growth that connects your graduate training with future career pathways.

Course Learning Outcomes Assessed: 1, 4, 6

## Last Day to Drop Course

The final day to drop Fall 2025 courses without academic penalty is the last day of classes: November 28

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

## Course Grading Policies

### Submission of Assignments

**In class weekly activities:** Must be completed and submitted within class time unless additional time is specifically given.

**Other assignments:** To be handed in to drop-box or feedback fruits as indicated in the assignment instructions, by the due dates given.

### Late Assignment

**In class weekly activities:** Weekly activities will not be accepted late. There will be no make-up assignments for missed weekly assignments. Missed weekly assignments will receive a grade of 0.

All other assignments (with the exception of the Final Reflection) are due on Friday night at 11:59 pm. There is an **automatic** extension to **8:30 am** on Monday morning granted for each assignment (you can use it once, or every time). After the automatic extension assignments will be marked late at a 10% deduction per day. For example, if an assignment is due at 11:59 pm on Friday, and you submit it at 2:35 pm on Sunday or 2:35 am on Monday morning, **no late penalties will be applied**. If you hand the same assignment in at 1:20 pm on Monday afternoon, you will receive a 10% late penalty.

## Standard Statements for Graduate Courses

### 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 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.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

### 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.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

## Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

## 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.

## Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>).

## Email Communication

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

## Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

## Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## 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.

## Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## 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. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>).