



UNIV*6030 Seminars and Analysis in Animal Behaviour and Welfare

Fall 2021

Section(s): C01

Department of Animal Biosciences

Credit Weight: 0.50

Version 1.00 - September 08, 2021

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.

Seminar speakers will be joining us remotely, so most interactive course components for F21 and W22 will be completed using remote, synchronous delivery via Zoom. We might occasionally meet on campus for pre-seminar discussions if it is the best approach for the material we are covering; however, anyone who is unable to meet in person will be able to join remotely via Zoom.

1.3 Timetable

Timetable is subject to change. Please note that some dates have not yet been finalized, so the potential options have been listed so that students can plan accordingly. As soon as the dates are known the outline will be updated.

Date	Time	Activity	Details
FALL TERM			
Sept 15	2:30 - 3:20	Meeting	Course introduction and planning
Sept 22	2:30 - 4:20	Meeting	Seminar preparation
Sept 29	12:30 - 1:30	Seminar	Speaker: Dr. Yolande Seddon (Pig Welfare)
Sept 29	2:30 - 4:20	Discussion	Discussion with speaker
Oct 13	2:30 - 4:20	Meeting	Seminar preparation
Oct 20	12:30 - 1:30	Seminar	Speaker: Dr. Beth Greenhough (Compassion fatigue)
Oct 20	2:30 - 4:20	Discussion	Discussion with speaker
Nov 17	2:30 - 4:20	Meeting	Seminar preparation

Nov 24	12:30 - 1:30	Seminar	Speaker: Dr. Stephanie Torrey (Fast-growing broilers)
Nov 24	2:30 - 4:20	Discussion	Discussion with speaker
WINTER TERM			
Jan 12 OR 19	2:30 - 4:20	Meeting	Seminar preparation
Jan 19 OR 26	12:30 - 1:30	Seminar	Speaker: Dr. Rebecca Meagher (Learning, exploration, welfare)
Jan 19 OR 26	2:30 - 4:20	Discussion	Discussion with speaker
Feb 2	2:30 - 4:20	Meeting	Seminar preparation
Feb 9	12:30 - 1:30	Seminar	Speaker: Dr. Joao Costa (Dairy welfare)
Feb 9	2:30 - 4:20	Discussion	Discussion with speaker
Mar 16 OR 23	2:30 - 4:20	Meeting	Seminar preparation
Mar 23 OR 30	12:30 - 1:30	Seminar	Speaker:

Jennifer Applebaum

Mar 23 OR 30 2:30 - 4:20 Discussion Discussion with speaker

COVID-19 Disclaimer: please be aware that the information on course delivery, accessibility and examinations presented in this outline were developed based on current University guidelines. However, due to the continuously evolving situation and resulting changes in public health recommendations, the format and delivery of this course may be revised with limited notice.

1.4 Final Exam

This course has no final exam.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Lee Niel
Email:	niell@uoguelph.ca
Office:	OVCS 2526
Office Hours:	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)

Research articles, reviews and book chapters 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

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
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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

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

Participation in seminar preparation meetings	20%	N/A
Participation in discussions with the speaker	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). If appropriate, please back up your ideas for #3 and 4 with references from the literature and/or figures/tables detailing your design etc. References, figures and tables are not included in the 2-3 page limit.

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 5pm on Tuesday and students will further 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, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. 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

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).

7.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campusess/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campusess/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
