

General Information

Course Bulletin Listing/Subject Area	Animal Sciences
Fiscal Unit/Academic Org	Animal Sciences - D1132
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	2367
Course Title	Animals in Society
Transcript Abbreviation	Animals in Society
Course Description	Introduction to the historical, social, cultural, economic and legal frameworks within which current human-animal relationships have evolved.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 110 or 111, or equiv.
Exclusions	Not open to students with credit for 240.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0708
Subsidy Level	General Studies Course
Intended Rank	Sophomore

Quarters to Semesters

Quarters to Semesters	Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted	AnimSci 240: Animals in Society.

Requirement/Elective Designation

General Education course:
Level 2 (2367); Individual and Groups

Course Details

Course goals or learning objectives/outcomes

- In Animals in Society, students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures and institutions
- Learn about the processes by which individuals and groups interact, communicate, and use human, natural and economic resources in the context of the study of the role that non-human animals have in human society
- Build skills in written communication and expression, reading, critical thinking and oral expression.

Content Topic List

- Human development and first interactions of humans with animals
- Co-domestication; development of and changes in the human-animal relationship
- Literature and peer review
- How humans relate to and use animals in the present
- How humans value animals; dependence on culture and context
- Writing and revision
- The animal advocacy movement
- Moral reasoning and decision making – impact on uses of and interactions with animals
- Animal welfare science
- The future for animals in the wild, as companions and in animal industries
- Oral communication skills

Attachments

- ANIM SCI 2367 Response to feedback from CCI assessment subcommittee.docx: Response Outline
(Academic Program Revision Stmt. Owner: Zerby, Henry Nevin)
- ANIM_SCI_2367_Semester_7-21.pdf: Syllabus
(Syllabus. Owner: Zerby, Henry Nevin)
- Animal Sciences 2367 Assessment Plan 7-21.pdf: GEC Assessment Plan
(GEC Course Assessment Plan. Owner: Zerby, Henry Nevin)
- ANIM SCI 2367 GEC Course Proposal 7-21.pdf: GEC Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Zerby, Henry Nevin)

Comments

- 6/2/11: Feedback from CCI assessment subcommittee:
 - a. Course does not seem to fulfill the criteria for a 2nd writing course, minimal editing opportunities, page limits seem small. Please refer to CCI manual for guidance on the format of a 2nd writing course.
 - b. Learning goal of oral presentation is not addressed
 - c. Course includes exams that are not usually included in 2nd writing courses. Are the exams essays?
 - d. Department should consult with the Center for the study and teaching of writing about rubrics and content
 - e. Course topics list are not in correct format
 - f. Remove Freshman from intended rank
 - g. Course is approved for Idv Groups but not yet for 2nd writing

2/14/11: Please provide a GE proposal *(by Meyers, Catherine Anne on 06/02/2011 09:10 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Zerby, Henry Nevin	12/28/2010 04:30 PM	Submitted for Approval
Approved	Osborne, Jeanne Marie	12/28/2010 04:46 PM	Unit Approval
Approved	Pfister, Jill Ann	01/14/2011 11:51 PM	College Approval
Revision Requested	Meyers, Catherine Anne	02/14/2011 09:34 AM	ASCCAO Approval
Submitted	Zerby, Henry Nevin	05/16/2011 08:12 AM	Submitted for Approval
Approved	Osborne, Jeanne Marie	05/16/2011 04:15 PM	Unit Approval
Approved	Pfister, Jill Ann	05/22/2011 12:44 PM	College Approval
Revision Requested	Meyers, Catherine Anne	06/02/2011 09:10 AM	ASCCAO Approval
Submitted	Zerby, Henry Nevin	07/21/2011 05:15 PM	Submitted for Approval
Approved	Zerby, Henry Nevin	07/21/2011 05:16 PM	Unit Approval
Approved	Pfister, Jill Ann	07/22/2011 07:21 AM	College Approval
Approved	Meyers, Catherine Anne	08/04/2011 08:57 AM	ASCCAO Approval
Approved	Meyers, Catherine Anne	08/04/2011 09:37 AM	ASC Approval
Approved	Soave, Melissa A	08/30/2011 04:20 PM	OAA Approval
Approved	Alvarez, Joshua A.	10/06/2011 12:43 PM	OUR Approval

ANIM SCI 2367: Animals in Society
Fall Semester, 2012

Lecture: Wednesday and Friday; 1:50-2:45am, Location TBD
Recitations: Monday; 8-9:50, 10:05-11:55, 12:10-2:00; 2:15-4:55

Instructor: TBA, Department of Animal Sciences
TBA.1@osu.edu, 292-TBA
Office hours: TBA, TBA Animal Science Building.

TA: TBA; e-mail: TBA.2@buckeyemail.osu.edu

Prerequisites: Successful completion of First Writing course (English XXXX)

Text: There is no set text book for this course. The reading that is required or recommended will be available either as a PDF file that is available through the course Carmen site, via a link to an appropriate outside internet site, or through the OSU library system (<http://www.lib.ohio-state.edu/>). Students will also find links on the course Carmen site to any videos they are required to download and view and to websites that they may be required to visit. Students who have a slow internet connection at home will be advised to download and either print or view the files using computers on campus.

Goals and Objectives: In *Animals in Society*, students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures and institutions; and of the processes by which individuals and groups interact, communicate, and use human, natural and economic resources in the context of the study of the role that non-human animals have in human society. In addition, this course is designed to build skills in written communication and expression, reading, critical thinking, knowledge acquisition and evaluation, collaborative group work, and oral expression.

Learning Objectives:

Social Science

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making

Writing and Related Skills

1. Through critical analysis, discussion and writing, students extend their ability to read carefully and express ideas effectively
2. Students further develop basic skills in expository writing and oral expression
3. Students develop skills in effective communication and in accessing and using information analytically

Course

1. Students demonstrate understanding of the principles of adaptation, evolution and domestication and appreciate the significance of reciprocal human-animal relationships in shaping the development of human sensations, thoughts, language and culture, as well as the physical and psychological characteristics of many animals
2. Students analyze in some detail many of the current roles that animals play within human societies, including their roles in human health and well-being, education, sport, recreation and entertainment, and as pets and companions, resources, co-workers, units of exchange, pests and competitors
3. Students comprehend the complexity of debate concerning the potential costs and benefits to humans and animals of having animals embedded within our future societies in various different ways, including understanding that some community members believe that animals should be valued independently of their

usefulness to humans, and that this potentially raises issues of balancing human desires and species conservation against the well-being of individual animals

4. Students demonstrate an understanding of the behavioral, cognitive and emotional capabilities of non-human animals, the applicability of science and applied ethics to 'animals in society' issues, and limitations to our current knowledge about animals

How students meet objectives through this course: This course provides a broad range of students with the knowledge, reading and critical thinking skills required to analyze and address questions, concerning how non-human animals can and might co-exist within modern human societies, in an informed and objective manner. Throughout the course, students are provided a broad and critical overview of theories and methods of social scientific inquiry as they apply to the study of human-animal relationships, with an emphasis on developing practical solutions to challenging social issues. In the final weeks of the course students are encouraged to formulate their own, well-informed, views about how animals should be maintained within future human societies.

Students in this course are introduced to the historical context within which human-animal relationships evolved and will consider the social, cultural, economic, and legal frameworks within which current human-animal relationships exist. Through in-class discussions, small group inquiry and debate, and student-led analysis and discussion of current and real social issues relevant to the use of animals by humans, students also critically explore a wide range of current animal roles, with a view to broadening their understanding of how integral human relationships with animals are in maintaining human physical, social and psychological health and well-being. The growth of the animal advocacy movement will be described and students consider whether the leading frameworks used to address human moral issues can be effectively applied to animals. Students learn why scientific knowledge about animals is required to objectively inform the attitudes and beliefs that shape social decision making processes and become familiar with leading scientific approaches to the assessment of animal welfare.

Through multiple face-to-face and electronic communication opportunities, both written and oral, students also extend skills in effective written and oral communication and expression, and assessing and using information ("information literacy"). These skills will equip them both for their future studies and for informed decision making in daily life. Assessment for the course is multi-dimensional and focuses on skills acquisition. Students work in groups to develop analytical skills and are taught how to access, evaluate and present scientific information. They are required to extract critical points from each lecture and from video material presented in class, and there are ample opportunities for class discussions considering a range of scientific, legal and moral issues. An on-line discussion group is used to develop electronic literacy skills and students are also encouraged to research contemporary issues by discussing them with the wider community.

Animal Sciences 2367 Learning Outcomes:

Successful students will be able to:

1. Use the knowledge acquired in the course to objectively and critically evaluate current issues involving animals in society
2. Utilize concepts presented in class or obtained through peer reviewed or unbiased information sources, as well as societal and personal values to participate in informed discussion (and make informed decisions) regarding issues surrounding the roles animals serve in human society
3. Participate in informed and respectful debate, regarding uses of animals in human society, with peers, utilizing concepts discussed in class or obtained through peer reviewed or unbiased information sources
4. Effectively execute important generic skills in critical analysis, teamwork, computer-assisted learning and academic writing
5. Differentiate types of oral and written communication and information – opinion versus fact-based, peer-reviewed versus un-refereed, biased versus neutral, etc. – and utilize this information selectively in class assignments, discussions and the decision making process

6. Use the university library system as well as the internet to obtain reliable information (peer reviewed, fact-based, neutral sources, etc) on a topic of choice relating to a role animals play in human society, develop a thesis regarding this role, develop a case to support this thesis, demonstrate an understanding of the opposing perspective, and draw a conclusion based on evidence
7. Provide constructive feedback to peer students regarding a course writing assignment, using a course specific rubric that focuses on mechanics as well as content (i.e., thesis development, knowledge, critical thinking, use of scientific evidence, and impact); gain an understanding of the peer review process
8. Utilize constructive feedback from peers and instructors to revise and improve a writing assignment; gain an understanding of the value of revision in written communication

Course Rationale

The place of nonhuman animals in our global and local communities has long been the topic of controversial and emotive debate. Most humans in developed countries accept that we have a moral and social obligation towards animals, whether they are wild, farmed, kept in zoos, kept as companions or used for research. Most people also accept that animals inextricably affect human health and welfare in many diverse ways. This reciprocal interconnection is greatest where humans and animals have formed symbiotic relationships due to the process of domestication, but human population growth and the continued expansion of our habitat mean that very few animal species remain unaffected by human activities. Unfortunately, it has proved difficult to achieve consensus on the fair and humane treatment of animals; the extent of society's obligations towards animals; and standards of animal welfare that society should provide. A wide range of views about animals exist, often based on misinformation and poorly informed value-based judgments. These have direct implications for agriculture, science, some sporting activities and pet owners. Divergent views also have indirect implications for the wider community, with differences of opinion about animal issues causing substantial social disharmony.

An evaluation of the various roles for animals within our global society, which is informed and objective, requires that our community learn to integrate moral views with biological, social and cultural facts. This requires an understanding of theories and methods of social science and familiarity with factors underlying those human actions that affect other species. In recent years, the welfare implications of many animal practices and the response of animals to these practices have been identified. Considerable information about the physical, psychological and social benefits of human engagement with animals has also accumulated, whether this occurs as companions, food sources, recreational participants or medical models. Unfortunately, there is limited transfer of this knowledge to people employed to work with animals and, more generally, to those with an interest in human-animal relationships.

A university course is the ideal mode by which to facilitate the general transfer of knowledge about the diverse roles and obvious impact that animals have within human communities. Very few such courses exist in the USA although successful models have been developed internationally, most notably in Australia. In recent years, the Department of Animal Sciences at OSU has developed close collaborative links with social and physical scientists from the Animal Welfare Science Centre, a cross-institutional centre that facilitates animal welfare science and education in Australia and internationally. This collaboration provides OSU with access to the expertise required to develop a comprehensive, cutting-edge, social science course about animals in society.

The Animals in Society course is an innovative and attractive program that demonstrates responsiveness to the needs of the community. It provides a unique opportunity for OSU graduates to lead community debate about animal issues and to acquire generic academic skills in the context of studying material that is both engaging and socially relevant. In addition, this course enhances opportunities for the Department of Animal Sciences at OSU to further develop a reputation of national and international significance in this area of research and training. Students who satisfactorily complete this course will be knowledgeable, skilled, reflective and compassionate. They will be innovative in their approach to, and solution of, problems in the area of animals in society. They will be skilled at accessing, appraising and applying the best available evidence to their everyday practice and will be inspired to maintain high standards throughout their professional and personal lives.

Course Description

Animal Sciences 2367 is divided into three main modules. Each week, students attend two lectures and one recitation class or, as appropriate, complete equivalent online learning activities. They are also expected to undertake activities outside class time. The recitation classes complement the lecture series but also allow time for reflection and discussion (face-to-face and electronic). An important component of the recitation classes is exposure to video material presenting animals in different ways. Each video will be critically analyzed during the class in which it is presented. Students also spend time in most classes developing oral and written communication and expression skills.

MODULE A: Humans and Animals Living Together in the Past

The main objective in this module is for students to acquire an extensive knowledge base concerning how interdependent humans and animals are and, in particular, how this interdependence has historically permeated all aspects of human existence and cultural development. An important part of this first module is setting the scene for how the course is to proceed, based on a modern 'community of enquiry' model, with student participation encouraged and an emphasis on shared exploration of topics rather than didactic 'expert' teaching.

MODULE B: Humans and Animals Living Together in the Present

Having established some of the historical factors that have influenced the co-evolution of humans and animals, and the legal, social and cultural context within which our society currently operates, it is of relevance to consider current human-animal relationships in some depth. In this module students consider a variety of ways in which humans and animals interact, with particular attention to historical, cultural and individual differences. Students explore the concepts used to describe and categorize animals in society. What does it mean when we say that an animal is a resource or a scientific model or a racehorse or an endangered species? Can only specific animals assume some of these roles or are roles for animals culturally, socially and historically determined? The aim is to demonstrate to students that it is not necessarily something intrinsic to an animal species that determines how it is perceived and treated by humans but, more often, something in our own psychology.

MODULE C: Places for animals in future societies

At this point students should understand that animals have been and continue to be integral to human societies in a number of different ways. They should also understand that roles for animals are largely socially constructed, being relative to time, place and context. This knowledge means that current roles for animals are not inevitable or immutable, but merely provide a contemporary background against which future roles can be defined. The aim in this module is to provide students with the knowledge and skills required to make informed decisions regarding how animals will exist within future societies.

Lecture and Recitation Schedule (tentative)

Week	Lecture Topic (Wednesday and Friday)	Recitation (Monday)
1	A.1 Humans – Sensing Animals A.2 Humans – Thinking Animals	X
2	A.3 Humans – Talking Animals A.4 Adaptation: the key to individual and species survival.	1. Get to know each other 2. Review course and assessment requirements 3. Complete exercises exploring how humans and nonhumans relate to each other 5. Present essay topics and discuss essay assignment 6. Review how to access and evaluate scientific literature and internet-based information
3	A.5 Co-domestication: adapting to living with each other. A.6 Time, place, culture and our understanding of animals in society.	X
4	A.7 Recent changes in human-animal relationships I:	1. Watch and analyze BBC video: <i>Are animals</i>

	industrialization and science. A.8 Recent changes in human-animal relationships II: attitudes and laws.	<i>conscious</i> 2. Share summaries of selected references with peers in essay group 3. Tutorial on writing and referencing academic essays
5	A.9 How human brains make sense of animals Expository Writing Assignment 1 (Module A)	1. Complete activity exploring legal issues involving animals 2. Discuss progress on essay with group members Concept Review & Open discussion; tutorial on expository writing (see: http://www.stanford.edu/~arnetha/expowrite/info.html)
6	B.1 Animals as family B.2 Animals as objects	1. Watch and analyze BBC video: <i>Are animals intelligent?</i> 2. Review essay grading rubric 3. Tutorial on providing constructive feedback using grading rubrics
7	B.3 Animals as pests and competitors B.4 Animals as educational tools	1. Watch and analyze Theo Jansen video (2007: The art of creating creatures) 2. Discuss health benefits of companion and assistance animals and whether 'all' animals are equally suited for this role 4. Distribute first draft of essay to group members and instructor (bring 3 copies)
8	B.5 Animals as threats to human health B.6 Animals as participants in sport, recreation and entertainment	1. Watch and analyze videos: <i>Holy Cow!</i> , <i>Pet madness</i> 2. Distribute peer feedback of first draft of essay and instructor feedback of introductory paragraph (including thesis statement) and conclusion). 3. Discussion of any difficulties encountered during feedback task 4. Discuss how to respond to feedback. Use class time to read feedback and ask questions of peer reviewers for clarification.
9	B.7 Changing animals – how genetic technologies allow humans to both modify animals and create 'new' ones. B.8 Valuing animals	1. Watch and analyze first episode of video: <i>Animal Pharm</i> 2. Discuss attitudes towards animals in science and genetic technologies 3. Tutorial on writing a press release/media item 4. Submit final draft of essay plus supporting documents. 5. Assess quality and helpfulness of peer feedback received
10	Expository Writing Assignment 2 (Module B) C.1 The animal advocacy movement as a determinant of how animals will exist within future societies	1. Submit idea for press release/media item assignment – 1 st draft due recitation week 11 2. Form groups for group presentation and receive guidelines for topic selection, group assignment and oral presentation format; group discussion and selection for approval of topic for oral presentation Concept Review & Open discussion; review characteristics of Expository Writing
11	C.2 How humans traditionally make decisions about right and wrong actions C.3 Moral reasoning based on consequences	1. Complete activity: introduction to ethics and moral reasoning 2. Compare/contrast communication strategies (via internet, traditional media, etc.; use of fact, emotion, etc.) of animal advocacy groups 3. Peer/instructor review of draft 1 of press release/media item assignment using class rubric; revise based on peer/instructor feedback 4. Group work on oral presentation
12	C.4 Moral reasoning beyond consequences C.5 Incorporating welfare into decisions affecting animals	1. Complete activity: the challenge of establishing animal sentience 2. Watch and analyze BBC video: <i>Do animals have emotions?</i> 3. Group work on oral presentation 3. Submit final draft press release/media item assignment
13	C.6 How welfare scientists think about animal welfare C.7 What does the future look like for wild animals?	X
14	No class – Thanksgiving Holiday	1. Complete activity: Using science to determine the welfare of animals 2. Preparation for third writing assignment – watch and discuss video: <i>Louis Theroux goes hunting</i>

		3. Group work on oral presentation
15	C.8 What does the future look like for companion animals? C.9 What does the future look like for animals in industry?	1. Discuss how future animals might contribute to human health, including health benefits associated with companion animals, assistance animals, etc. 2. Submit first draft of third writing assignment for instructor review based on class rubric 3. Group Presentations
16	No Class –Final examinations begin Wednesday	1. Submit final draft of third writing assignment – reaction paper to video: <i>Louis Theroux goes hunting</i> 2. Group Presentations continue 3. Course evaluation Concept Review & Open discussion
17	Continuation of group presentations; Expository writing assignment 3 (Module C) will be due during the scheduled final examination time	

Out of class reading and activities – to be completed in the week(s) following the recitation class

Week 2: Read the paper by Serpell (2003: *Anthropomorphism and anthropomorphic selection – beyond the “cute” response*). Think about what the Colbert video (watched in recitation) and the Serpell paper say about relationships between humans and animals? Ask your friends, family and classmates (via Carmen discussion groups) what they think about the importance of these relationships for the health and well-being of current and future humans? Notice and discuss animal-related issues discussed in the media. **Review essay topics and read background references.**

Week 3: No meeting for recitation (Labor Day Holiday). **Find and briefly summarize 2-3 scientific papers and 2 websites relevant to your essay topic.**

Week 4: Watch Sue Savage-Rumbaugh video (2004: *Apes that write, start fires and play Pac-man*). Think about whether you think animals are conscious or not and ask your friends, family and classmates what they think. Think about whether some animals are more conscious than others? Does this have implications for how we should treat them? **Formulate the introductory paragraph of your essay and complete your ideas map and thesis statement.**

Week 5: Expository Writing Assignment 1. Read the paper by Howard Frumkin (2001: *Beyond toxicity: human health and the natural environment*). Find out what your family, friends and classmates think about some of the legal issues discussed in class.

Week 6: Complete the first draft of your essay.

Week 7: Think about your emotional reactions to animals and talk to family, friends and classmates about theirs. Consider why it is that different animal species elicit different emotions. Could you love a snake or a hippo? Why or why not? Use the internet to discover the characteristics of good assistance animals. **Prepare essay feedback for group members using grading rubric.**

Week 8: Read the paper by Dale Jamieson (1985: *Against Zoos*). Think about your own recreational experiences involving animals and talk with family, friends and classmates about theirs. What roles, if any, should zoos and wildlife reserves fulfill in our modern societies? How do you feel about hunting as a form of species preservation? **Revise essay utilizing peer and instructor feedback.**

Week 9: Think about how you would feel about accepting an organ from an animal? How would friends, family and classmates feel? How do you feel generally about medical and agricultural research involving animals? Select a current event, issue, symposium or forum (e.g., the annual OSU Animal Welfare Symposium) about which you will be responsible to write a press/media release. Any issue/event that has or will occur during Autumn semester is eligible.

Week 10: Expository Writing Assignment 2. Spend some time surfing the internet for animal advocacy groups other than those discussed in class. Take note of their aims and methods and also of their current campaigns. Discuss these campaigns with family and friends.

Week 11: Watch the TED video by Robert Full: Learning from the gecko's tail (http://www.ted.com/talks/robert_full_learning_from_the_gecko_s_tail.html). Think about the role animals play in scientific discovery; discuss with family and friends. **Complete Press Release/Media Item assignment first draft, receive feedback, revise.**

Week 12: Read the short papers by Peter Singer (1985: *Ethics and the new animal liberation movement*) and Tom Regan (1985: *The case for animal rights*). These papers marked the beginning of the modern animal advocacy movement. Note the different approaches to animal ethics and think about your own views. Query friends, family and classmates about the views they hold. **Complete Press Release/Media Item assignment final draft.**

Week 13: No meeting for recitation (Veteran's Day Holiday). Watch the Jane Goodall video (2003: *What separates us from the apes?*) and think about what you've learned in this course. Do you feel positively or negatively about the future of animals in society? Would you recommend the 'Roots and Shoots' program to your friends and family members?

Week 14: Work on third writing assignment – reaction to video: *Louis Theroux goes hunting*, respond to provided prompt.

Week 15/16: Complete first draft of third writing assignment, receive feedback, revise. Submit final draft of third writing assignment

Week 16/17: Expository Writing Assignment 3.

Evaluation

1. Expository Writing Assignments

Three opportunities for students to utilize course concepts in an expository writing assignment will be provided during the semester. These will be focused on the content of the corresponding module (non-comprehensive) and will be worth 30 points each.

2. Group Oral Presentation

The group oral presentation will provide students the opportunity to demonstrate comprehensive integration of the concepts of the course while considering a selected role of animals in society and how this role differs by culture, context or in time (i.e., past to present to future). Students will form groups of 5 within the recitation section, will consider and select a topic utilizing guidelines provided by the instructor and will submit the topic for approval. Students will be provided limited in class time to work on the group presentation, but are expected to meet outside class for the majority of the preparation required for this assignment. The group presentation is worth a total 15 points toward the final grade. The points for this assignment will be distributed:

- Group points (up to 12 points of the total 15) will incorporate feedback from peers in the audience utilizing a class rubric,
- Individual points (up to 3 points of the total 15) will be based on feedback from group members as to contributions of the individual toward the final presentation and will utilize a class rubric.

3. Writing Assignments with peer and/or instructor review and write-rewrite opportunities

a. Theoretical Essay [Write/Re-write paper] (50 points)

Students will select an essay topic addressing a contemporary 'Animals in Society' issue of interest from a list provided. They will read a provided topical background reference and use this to generate ideas for a thesis and assist in locating additional scientific (peer-reviewed) and credible web-based sources. They will then research this issue and prepare a draft essay, which will be evaluated by other class members using a grading rubric discussed in class. Students will then revise their essay and submit it (900-1000 words; 5-6 pages, 1 inch margins, size 12 font) for formal assessment by the teaching staff. The paper will describe and evaluate the selected issue in a well-balanced, objective manner. The discussion may include consideration of historic, economic, social, cultural, moral and legal

factors influencing the current debate, and suggestions for its resolution using knowledge acquired during the course and/or drawn from the scientific literature. All students are required to reference their essays using the APA style of in-text referencing. Those new to referencing are advised to access a guide provided through the OSU library. (Go to <http://library.osu.edu/sites/guides/> and scroll down to the 'APA Citation Guide').

An important aspect of this assignment is for students to become familiar with the **process** of academic writing, which ideally takes place within a collaborative rather than competitive environment. For this reason teaching staff spend time during most recitation classes helping students prepare their essay. Although the final draft of the essay will be formally assessed by teaching staff, multiple aspects of students' performance will be assessed by their peers and will contribute to their final mark.

To complete this assignment, students must submit their idea map, the first draft of their essay, the peer feedback they received and their final essay. In addition to receiving a formal grade on the final essay, each student is assessed by classmates regarding the quality of their feedback to these classmates regarding their essay (during week 9 recitation).

All final essays MUST also be submitted electronically, via the Carmen site by 6:00 PM on the Monday of the 9th week of the semester as a Word document. Submission instructions are provided on the Carmen site.

The grading system for the essay is as follows:

What will be graded	Who will grade it	What it will count towards your final mark
Provision of constructive feedback to peers	Student group members	20 points
Final draft of essay	Teaching staff	30 points

b. Press Release/Media Item (20 points)

Students will select a current event or issue (e.g., a ballot issue relative to animal care), or attend a symposium or forum (e.g., the annual OSU Animal Welfare Symposium) that is relevant to the topic of Animals in Society. They will subsequently write a press release or media item about their selected issue or event. Any issue/event that has or will occur during Autumn semester is eligible.

The assignment consists of a 3-4 page (1 inch margins, double spaced, size 12 font) press release or media item about the issue or event (20 points). The first draft of this assignment MUST be submitted electronically, via the Carmen site as a Word document. Students will be provided feedback using the course rubric for this assignment, and will have the opportunity to revise and submit a final draft, which will be graded utilizing the course rubric for this assignment.

c. Reaction Paper (20 points)

The reaction paper will consist of two extended answer questions requiring students to **integrate** the knowledge acquired throughout the course and **apply** it in response to a video they will watch in class (20 points). Students' responses to both questions MUST be submitted electronically, via the Carmen site as a Word document. Students will be provided feedback using the course rubric for this assignment, and will have the opportunity to revise and submit a final draft, which will be graded utilizing the course rubric for this assignment.

4. Other Writing Opportunities

In-Class Writing (20 points)

The Animals in Society course has been designed so that students are required to do minimal reading between lectures. This makes it critically important that they attend, and actively participate in, each class, and also do as

many of the recommended extra-curricular activities as possible. To reward this behavior, 20 points will be awarded for short in-class writing assignments class to encourage attendance and participation and provide the instructors ongoing feedback regarding comprehension of course content. During each class (lectures and recitation classes) students will be asked a simple question about the class content. To receive full marks the student will need to write a reasonable answer (50-100 words) to the question on a piece of paper, sign it and submit it at the end of class. Similarly, students will be able to write a short (50-100 word) summary of the extra-curricular activities each week and submit this during the following lecture or recitation class. For each 'reasonable' response submitted students will receive 0.5 points towards their final mark, up to a total maximum of 20 points.

Evaluation	POINTS
Expository Writing Assignment 1	30
Expository Writing Assignment 2	30
Expository Writing Assignment 3	30
Group Oral Presentation	15
Essay	30
Essay Peer Feedback	20
Press Release/Media Item	20
Reaction Paper	20
In-Class Writing (0.5 points per submission)	20
Total	215

Exams will not be returned but students will be given an opportunity to make an appointment to view their exam in the instructor's office.

Grading:

Grading will consist of objective and subjective assessments, including a theoretical essay, short and extended answer exam questions, and class participation assignments. Objective items will be marked correct or incorrect, with correct responses tallied to determine the overall grade. Marks will not be deducted for incorrect responses. For subjective grading, the quality and completeness of the answer/assignment will determine the score. For example, an excellent response to a short answer exam question worth 2 points will receive the entire 2 points; a very good response will receive 1.5 points; an acceptable (average) response will receive 1 point; a below average response 0.5 points; and an unacceptable response 0 points. A marking guide for the essay will be discussed in class and will be made available for downloading through the Carmen site.

Grade Scale: Grades will be based on the total points earned as a percentage of total points possible and letter grades assigned as follows:

<u>Percentage</u>		<u>Percentage</u>	
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

Late work and extensions

The policy concerning penalties for the late submission of work is as follows:

Work submitted up to 3 days late – deduct 10% of the total possible points

Work submitted 4 to 7 days late – deduct 20% of the total possible points

Work submitted 7 to 14 days late – deduct 30% of the total possible points

If work is submitted more than seven days late, the assignment will be returned with a mark, but no comments.

Note: The term ‘days late’ includes weekend days and public holidays. However, in these circumstances, a weekend or weekend/public holiday will only represent one day late, not two or more days.

In cases of illness or emergency written work will be accepted up to two weeks after the initial due date. This should be accompanied by documentation (medical certificates etc.) that cover the period that the assignment is late, otherwise a penalty will be imposed, as described above.

Students are not permitted to defer examinations and should make every effort to attend the designated class. If an examination is missed due to accident or emergency a make-up examination can be arranged via consultation with the course instructor. Applications for deferred examinations should be accompanied by documentation (medical certificates etc.) specifying why the class was missed.

Work will not be accepted later than 14 days after the original date of submission, under any circumstances.

Note that computer crashes or printer failures are not valid excuses for late submission, so students are advised that they **MUST** keep backup copies of their work. Work and social commitments are also no excuse for late submission (unless they are out of the ordinary). We all experience these problems and have to learn to work within tight timelines.

Reading and extra-curricular activities

There is no set textbook for the Animals in Society course but we have identified a number of short papers that will assist students’ understanding of the course materials. These are made available through the Carmen site.

If students miss class, have difficulty understanding some of the concepts covered or have a particular interest in a specific topic they are advised to contact the course instructor to obtain details of additional reading materials.

It is critically important that students explore alternative sources of information about Animals in Society issues and also that they discuss the issues we cover in class with their peers and instructors. To facilitate this process students are **strongly advised** to complete a range of activities that are listed in the course timetable and on the Carmen site. These can be summarized and submitted to obtain participation credit. An interactive discussion forum is also available through the Carmen site. This can be used to discuss relevant issues. Students will be shown how to use this forum in the first recitation class. Learning how to participate in interactive internet-based discussions is an important learning

outcome that will prepare students well for their future studies as independent learners. Examination questions may draw on information covered during extra-curricular activities.

Course Materials

Animals in Society uses Carmen to manage course content and grades. Students are expected to check this site frequently to receive updates regarding the course. The Carmen site provides links to all of the resources needed to complete the course. These include:

Lecture materials

Separate lecture notes are not provided but PDF files of all lecture slides are available on-line. Students are advised to download and print the appropriate PDF file **prior** to each lecture, so that it can be used to facilitate note taking. Lecture slides can be downloaded in color or in black and white to facilitate printing.

Recitation class materials

All students are advised to bring a notebook and pen to each class. If specific materials are required these are specified in the Course Timetable.

Reading materials

There is no set text book for this course and minimal reading is required. When students are required to read a short paper or book chapter these are available as PDF files. Most of these files can be downloaded directly from the Carmen site. When this is not possible a link to the appropriate outside internet site is provided. The Carmen site also provides links to any videos not shown in class that students are required to view and to websites that students may be required to visit. Students with a slow internet connection at home are advised to download and either print or view the files using computers on campus.

Grades

Access grades as well as the class mean and standard deviation for completed assignments.

Course Policies

Attendance Policy: Attendance is **mandatory**. Students will be unable to make-up missed assignments. If an emergency should warrant that a lecture be missed, prior notification must be given to the instructor. In case of illness, the instructor must be contacted the day of the absence. Students must be seen by and receive written documentation from a professional health care provider on the day of the absence in order to not be penalized for the absence.

E-Mail Etiquette: The use of e-mail has made the classroom professor more approachable and accessible to the student. However, students should realize that e-mail should not always be used as a casual form of communication and professional relationships should be maintained when using e-mail for a class. Below are the guidelines we provide for students to follow when drafting e-mails. Teaching staff do not respond to e-mails that are considered inappropriate but attempt to respond to appropriate emails in a timely manner, although not always immediately. If students require an immediate response they are advised to consider phoning or visiting the instructor in person.

DO

- Include the course number and a short descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

Punctuality: Punctuality is a necessity as tardiness is disruptive to the entire class. Students who are repeatedly tardy are subject to a reduction in total points assessed toward the final grade.

Technology Devices: Interruptions are distractive to learning. All cell phones and related devices must be turned **OFF** or placed in **Etiquette Mode** and stored out of sight during class period. Text-messaging during class is unacceptable.

Conversations: Lecture theaters are designed to facilitate verbal communication. This means that what seems like a whisper to you may sound like a shout to others. Please respect staff members and other students by refraining from chatting during classes.

University Policies

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://www.studentaffairs.osu.edu/info_for_students/csc.asp).

GE Rationale for ANIM SCI 2367: Animals in Society

[NOTE: previously approved as a Social Science GEC as ANIM SCI 240]

GE Category 2 Breadth: B. Social Science (requesting continuation of GE status)

(1) Individuals and Groups

Social Science

Goals:

Courses in social science help students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures and institutions; and of the processes by which individuals, groups and societies interact, communicate, and use human, natural and economic resources

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations and societies function
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making

Individuals and Groups

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making

ANIM SCI 2367 addresses these GE learning goals and objectives in the following ways:

1. How do the course objectives address the GEC category expected learning outcomes?

The proposed *Animals in Society* course objectives meet the **Expected Learning Outcomes** of the Social Science (Individuals and Groups) GEC category as follows:

- *Animals in Society* is designed to equip a broad range of students with the knowledge and critical thinking skills required to address questions, concerning

how animals can best co-exist with modern human societies, in an informed and objective manner

- Students are provided a broad and critical overview of theories and methods of social scientific inquiry as they apply to the study of human-animal relationships, with an emphasis on developing practical solutions to challenging social issues
- Students are introduced to the historical, social, cultural, economic, and legal frameworks within which current human-animal relationships have evolved
- Students are introduced to the principles of adaptation, evolution and domestication and gain appreciation of the significance of reciprocal human-animal relationships in shaping the development of human sensations, thoughts, language and culture, as well as the physical and psychological characteristics of many animals
- Students consider the social importance of animals kept as companions and the benefits to both humans and animals of developing close and reciprocal inter-species relationships.

Specifically:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
 - The principles of animal learning will be reviewed and strategies for enhancing the welfare and well-being of animals required to interact closely with humans will be presented and analyzed.
 - The many roles of animals in science will be discussed and the concepts of reduction, refinement and replacement elucidated.
 - Throughout the course, students will be provided with a broad and critical overview of theories and methods of social scientific inquiry as these apply to human-animal relationships, with an emphasis on developing practical solutions to challenging social issues.
2. Students understand the behavior of individuals, differences and similarities in the context of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
 - With the knowledge base acquired in this course, students will explore a variety of contemporary issues concerning human obligations towards all types of animals
 - Students will then consider the differences between wild and domesticated animals and will review various ways in which domesticated animals are currently used by humans
 - In this course, students consider that roles for animals are largely socially constructed, being relative to time, place and context and that that current roles for animals are not inevitable or immutable, but merely provide a contemporary background against which future roles can be defined
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in problem solving and policy making.
 - Students will consider whether the leading frameworks used to address human moral issues can be effectively applied to animal issues and will review the

scientific knowledge required to objectively form the attitudes and beliefs that shape social decision making processes.

- They will also consider current limitations in our knowledge about animals, and the challenges that these limitations impose upon the decision making process.
- The course will include a discussion of strategies that could be used globally to promote attitude change concerning animals in society issues, ranging from humane education to improved labeling of animal products to direct social persuasion.

2. How do the readings assigned address the GEC category expected learning outcomes?

- The readings utilized in this course (both assigned by the instructors and located by students to develop written assignments) support the GEC category and course specific learning outcomes by exposing students to scientific, peer-reviewed literature based in social-scientific inquiry.
- The assigned readings address the breadth of the thinking regarding the place of nonhuman animals in our global and local communities, which has long been the topic of controversial and emotive debate.
- In the readings, students are exposed to cultural and societal influences leading to alternative thinking regarding how animals are and if animals should be used in human societies.
- The readings form the basis for informed and respectful debate, regarding uses of animals in human society, with peers and add to the knowledge base required to meet the expected learning outcomes as described above.

3. How do the topics address the GEC category expected learning outcomes?

The course is divided into three modules, with eight to nine topics within each module.

Module A: Humans and Animals Living Together in the Past

- The main objective in this module is for students to acquire an extensive knowledge base concerning how interdependent humans and animals are and, in particular, how this interdependence has historically permeated all aspects of our existence.
- An important part of this first module is setting the scene for how the course is to proceed, with student participation encouraged and an emphasis on shared exploration of topics rather than didactic ‘expert’ teaching.
- The topics within this module develop the students’ understanding of the development of human cognitive abilities in the context of animals and the influence of animal domestication on the development of human societies

Module B: Humans and Animals Living Together in the Present

- Having established some of the historical factors that have influenced the co-evolution of humans and animals, and the legal and social context within which our society currently operates, it is of relevance to consider current human-animal relationships in some depth.
- In this module students consider a variety of ways in which humans and animals interact, with particular attention to historical, cultural and individual differences.
- Students explore the concepts used to describe and categorize animals in society. What does it mean when we say that an animal is a resource or a scientific model or a racehorse or an endangered species? Can only specific animals assume some of these roles or are roles for animals culturally, socially and historically determined?
- The aim is to demonstrate to students that it is not necessarily something intrinsic to an animal species that determines how it is perceived and treated by humans but, more often, something in our own psychology.

Module C: Places for animals in future societies

- At this point students should understand that animals have been and continue to be integral to human societies in a number of different ways and that the value placed on animals depends on the cultural framework in which they exist.
- They should also understand that roles for animals are largely socially constructed, being relative to time, place and context. This knowledge means that current roles for animals are not inevitable or immutable, but merely provide a contemporary background against which future roles can be defined.
- The aim in this module is to provide students with the knowledge and skills required to make informed decisions regarding how animals will exist within future societies.

4. How do the written assignments address the GEC category expected learning outcomes?

- The essay writing assignment is designed to allow students to explore all ‘sides’ of a current issue regarding the use of animals in society by utilizing scientific literature to generate a thesis regarding the issue, critically analyze the methods and results of the research and generate a conclusion based on the evidence they procure through their search of peer-reviewed articles.
- The press release/media item assignment provides students the opportunity to explore a different type of writing designed to inform and elicit a response from the reading public. Students gain awareness of the power of the popular press in forming opinions and generating emotive responses to contemporary issues relating to animals in society and the importance of informed discernment of the facts (or lack thereof) when reading this type of writing.
- The reaction paper writing assignment requires students to integrate the concepts learned through the course to give an informed, value based response regarding an animals in society issue presented via a video presentation.

- The expository and in-class writing assignments provide the opportunity for students to demonstrate comprehension of the concepts presented in the lecture.

Summary: An evaluation of the various roles for animals within our global society, which is informed and objective, requires that our community learn to integrate moral views with biological, social and cultural facts. This requires an understanding of theories and methods of social science, and familiarity with factors underlying those human actions that affect other animals. In recent years, the welfare implications of most animal practices and the response of animals to these practices have been identified. Considerable information about the physical, psychological and social benefits of human engagement with animals has also accumulated, whether this occurs as companions, food sources, recreational participants or medical models. Unfortunately, there is limited transfer of this knowledge to people employed to work with animals and, more generally, to those with an interest in human-animal relationships. *Animals in Society* is an ideal mode by which to facilitate the general transfer of knowledge about the diverse roles and obvious impact that animals have within human communities.

In this course, students will learn to assess and address these issues as individuals, but will, through discussion groups and group activities, learn to also consider these issues in the context of community.

**GE Category 1 Skills: A. Writing and Related Skills (requesting addition of GE status in this category to continuing Social Sciences GE status)
Second Writing Course**

Writing and Related Skills

Goals:

In Writing and Related Skills courses, students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

Expected Learning Outcomes:

1. Students apply basic skills in expository writing
2. Students demonstrate critical thinking through written and oral expression
3. Students retrieve and use written information analytically and effectively

Second Writing Course

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively
2. Students further develop basic skills in expository writing and oral expression
3. Students further develop skills in effective communication and in accessing and using information analytically

1. How do the course objectives address the GEC category expected learning outcomes?

The writing, reading, oral expression, critical thinking and analysis and discussion goals of ANIM SCI 2367 match the Expected Learning Outcomes of the Second Writing Course. The learning outcomes are further addressed by the focus on use of scientific literature, discernment of reliable, fact-based sources as compared with other sources of information, and peer review and revision of writing.

2. How do the readings assigned address the GEC category expected learning outcomes?

The assigned readings focus on scientific writing on a variety of topics relevant to the topic of animals in society and provide different (and often opposing) viewpoints, requiring the students to critically analyze the conclusions of the writers to form their own conclusion regarding an issue. In addition, students are referred to written resources on the writing process, writing styles and proper citation of sources of information in writing during the course of in-class tutorials on writing (one each on expository writing, traditional science-based essay writing and press release/popular media writing).

3. How to the topics address the GEC category expected learning outcomes?

Students have the opportunity to improve their writing skills in examining the topics addressed in ANIM SCI 2367. Topics in the course presented during recitations that directly relate to the writing process include: how to develop a thesis, mind-mapping of

ideas, how to write a science based essay and cite other's work, how to critically analyze written work, how to use a rubric and provide constructive feedback, how to utilize feedback in revision, and elements of press release writing. In the writing assignments, students investigate issues with the use of animals in society and explore topics of personal interest, stimulating their engagement with their written work and interest in sharing their writings with other students. The opportunity to read peer writing generates small group discussion between students with similar interests and differing viewpoints. Short writing responses to prompts during each lecture with subsequent instructor feedback improve students' engagement with the content of the course, understanding of key concepts and ability to communicate a concise, informative response to a question of interest.

4. How do the written assignments address the GEC category expected learning outcomes?
- How the students gain significant writing experiences and other related skills involving effective written and oral communication
 - How the syllabus includes opportunities for feedback on writing and revision
 - How students are encouraged to develop information literacy

The writing assignments in ANIM SCI 2367 are designed to provide practice in the skills of research, critical analysis and thinking, writing in a variety of styles (formal essay, press release, informed opinion/response regarding an issue, demonstration of knowledge acquisition – daily writing and content-based expository writing assignments) and revision. The formal essay writing assignment encourages students to become experts in the specific topic of interest, to become familiar with the prominent literature related to the topic and develop an informed conclusion relating to the topic. In the process of writing this essay, peer review provides opportunity for practice in critically reviewing writing and responding to feedback. Daily in-class short writing exercises provide the opportunity for regular feedback and evaluation of students' writing as well as understanding of key concepts. Comparison of information obtained through peer-reviewed and science-based literature with that obtained through alternative, readily accessible sources emphasizes the need for critical evaluation of sources and develops information literacy in students.

5. How will students sharpen communication skills through the preparation of essay exams and papers, and through participation in discussions in this course?

Weekly in-class activities involve capturing individual thoughts via writing in response to topical prompts or analysis of a situation, followed by small and large group discussion and presentation of group ideas. These activities foster participation in informed debate, capacity to critically evaluate a situation and develop an argument based on concepts from the course, and resolve differences in opinion regarding issues that are presented. In addition, the benefit of write-review-revise-re-evaluate-revise during the writing process is emphasized throughout the course, practiced with the formal essay, media assignment, and reaction paper assignment, with which students provide and receive feedback, and encouraged in the content based expository writing assignments by providing sufficient time as well as encouragement for a write and revision-re-write. Students also hone their oral communication skills through informal class discussion as well as a formal,

collaborative presentation in which students will integrate course concepts to inform classmates on a topic related to the course content.

Assessment Plan (see also separate ANIM SCI 2367 Assessment Plan – Course Learning Objectives Assessment Matrix)

Our goal is that students who satisfactorily complete this course will be knowledgeable, skilled, reflective and compassionate. Students will appreciate the physical, social and psychological interdependence that exists between humans and nonhuman animals, and will be familiar with the historical, social, economic, cultural, legal, biological and moral contexts within which our current relationships with non-human animals have developed and are maintained. They will have the opportunity, through this course, to develop innovative approaches to, and solutions of, problems in the area of animals in society.

Assessment will include students' knowledge and ability to integrate that knowledge in problem solving. Through the use of expository writing, essay, oral presentation and monitored discussion (see below), instructors will be able to evaluate students' progress toward the goals outlined above and will adjust teaching tools and methods as needed during the course. In addition, the effectiveness of the instructors will be evaluated by peers experienced in educational pedagogy as well as by the students themselves (see below). Adjustments will be made as indicated by these sources of assessment to improve comprehension and achievement of learning objectives. Finally, the course content will be assessed before each offering to validate that it is current and applicable to the goals outlined above (see below).

1. Student Assessment:

- Students will be assessed for comprehension and application of the information base of the material through three expository writing assignments, which will be used to evaluate students' understanding of the theoretical material and their ability to apply it to practical issues. In addition, the collaborative oral presentation will assess the students' ability to integrate the knowledge acquired throughout the course and apply it to appropriate issues, chosen from a selection of topics provided by the course instructor.
- Students will be assessed for their ability to evaluate a contemporary issue relating to the course content through a theoretical essay. Students are required to select a contemporary 'animals in society' issue, research this issue, referring to scientific and contemporary issues literature, and write an essay describing and evaluating the issue in a well-balanced, objective manner. The discussion should include consideration of historic, economic, social, cultural, moral and legal factors influencing the current debate, and suggestions for its resolution using knowledge acquired during the course. Evaluation by the instructor of a first draft of the essay will provide constructive assessment and suggestions for improvement prior to the final submission.

2. Course Instructor Assessment:

Through Peer Evaluation of Instruction by faculty members in the Department of Animal Sciences and utilization of the University Student Evaluation of Instruction (SEI) instrument, the instructors will be evaluated on an ongoing basis to assure that goals of the course are met and that educational pedagogy is implemented.

3. Course Assessment:

By its nature, the content of this course will require ongoing evaluation and updates to keep current with the issues and social context of animals in society. The reading list will be evaluated and new articles of interest will be added. The writing assignment will involve contemporary issues. In addition, the group exercises will be assessed for effectiveness in enhancing the students' integration of the course materials, and will be adjusted as needed.

Animal Sciences 2367 Assessment Plan

Social Science GEC Learning Objectives	Direct Methods	Indirect Methods
<p>1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups</p>	<p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>
<p>2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>
<p>3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>

	sessions	
Writing and Related Skills (2nd Writing) GEC Learning Objectives	Direct Methods	Indirect Methods
<p>1. Through critical analysis, discussion and writing, students extend their ability to read carefully and express ideas effectively</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Peer review of theoretical essay assignment using a grading rubric</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>
<p>2. Students further develop basic skills in expository writing and oral expression</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Peer review of theoretical essay assignment using a grading rubric</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>

	Collaborative oral presentation integrating course concepts	
3. Students develop skills in effective communication and accessing and using information analytically	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Peer review of theoretical essay assignment using a grading rubric</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective</p> <p>Collaborative oral presentation integrating course concepts</p>	ANIM SCI 2367 Learning Evaluation and Feedback
'Animals in Society' Focused Learning Objectives	Direct Methods	Indirect Methods
1. Students demonstrate understanding of the principles of adaptation, evolution and domestication and appreciate the significance of reciprocal human-animal relationships in shaping the development of human sensations, thoughts, language and culture, as well as the physical and psychological characteristics of many animals	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective as applicable (e.g., reaction paper assignment)</p>	ANIM SCI 2367 Learning Evaluation and Feedback
2. Students analyze in	Expository Writing Assignments	ANIM SCI 2367 Learning

<p>some detail many of the current roles that animals play within human societies, including their roles in human health and well-being, education, sport, recreation and entertainment, and as pets and companions, resources, co-workers, units of exchange, pests and competitors</p>	<p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective as applicable (e.g., theoretical essay, press release and reaction paper assignment)</p>	<p>Evaluation and Feedback</p>
<p>3. Students comprehend the complexity of debate concerning the potential costs and benefits to humans and animals of having animals embedded within our future societies in various different ways, including understanding that some community members believe that animals should be valued independently of their usefulness to humans, and that this potentially raises issues of balancing human desires and species conservation against the well-being of individual animals</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g., ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective as applicable (e.g., reaction paper assignment)</p> <p>Collaborative oral presentation integrating course concepts</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>
<p>4. Students demonstrate an understanding of the behavioral, cognitive and emotional capabilities of non-human animals, the applicability of science and applied ethics to “animals in society”</p>	<p>Expository Writing Assignments</p> <p>Regular in-class short writing assignments associated with lectures</p> <p>Participation in guided discussion and scenario (e.g.,</p>	<p>ANIM SCI 2367 Learning Evaluation and Feedback</p>

<p>issues, and limitations to our current knowledge about animals</p>	<p>ethics and moral reasoning) analysis/discussion/presentation in small groups during recitation sessions</p> <p>Rubrics used in grading written assignments will have subscores addressing this learning objective as applicable (e.g., theoretical essay assignment)</p> <p>Collaborative oral presentation integrating course concepts</p>	
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Written Assignments: A specific rubric will be used in grading each assignment, applicable to the type of writing assignment (scientific essay, media release, reaction essay) as well as the overarching learning objectives related to the Writing and Related Skills GE Learning Objectives. Competency is defined as achieving a minimum of 2 (out of 3) available points in each category.

Theoretical Essay Writing Assignment: Students will provide peer review of a draft utilizing the grading rubric – the quality of the peer review will be assessed by the student receiving the peer review; competency is defined as achieving 80% or higher of the points available for quality of peer review. Students will utilize peer and instructor review to revise the draft prior to submission of the final version; competency is defined as critical use of review feedback to improve essay quality

In-class short writing assignments: Students respond to a prompt provided with each lecture to gauge knowledge acquisition, understanding of content and ability to integrate concepts from the material covered that day; competency is defined by quality of response to the prompt as evaluated by teaching assistants and instructors. Students receive general feedback (good vs poor response examples) in following lecture period.

Expository Writing Assignments: Writing assignments are designed as direct measures of student achievement of competency in the Writing and Related Skills (2nd Writing) GE (WRS), Social Science GE (SoSci) and/or Animals in Society Focused (AiS) Learning Objectives. For example, students will respond to writing prompts in which they must apply various moral decision making philosophies to illustrate trends toward the use of animals in society (WRS Learning Objective 1, SoSci Learning Objective 3 and AiS Learning Objective 3); or demonstrate their ability to comprehend and discuss the current state of science-based information relevant to the behavioral and cognitive capacity of different animal species, the limitations of that information, and recent advances in the state of knowledge (WRS Learning Objective 3 and AiS Learning Objective 4).

In Class Guided Discussions and Scenario Analysis: Students are provided scenarios and discussion prompts for small group analysis, discussion and large group presentation of group consensus and additional discussion. Competency is evaluated subjectively as degree of student participation (greater than 90% of students participate in discussion at least once during recitation period), respect provided to classmates with differing opinions (all students provide respectful responses), use of course concepts in analysis and discussion, clarity of communication of opinion and/or group position, etc.

ANIM SCI 2367 Learning Evaluation and Feedback: During the final recitation class there will be an opportunity for all students to complete a comprehensive feedback form about the 'Animals in Society' course to evaluate students' perception of the course as well as whether students self assess that they have met the learning objectives for the course (using a Likert type scale ranging from 1 – strongly disagree to 5 – strongly agree).

All assessment data will be reviewed by the instructors and internal and external academic advisory personnel; changes will be made to the course if data suggest any learning objectives are not being adequately addressed

The expected level of achievement is:

80% of students will achieve competency on the written and oral assignments that address the aforementioned GE Learning Objectives

At least 80% of students will demonstrate competency (75% or greater of potential points) on the expository writing assignments responding to prompts related to each module of the course

A class average of 3.0 or higher on each ANIM SCIn 2367 Learning Evaluation question

Response to feedback from CCI assessment subcommittee (6/2/11):

a. Course does not seem to fulfill the criteria for a 2nd writing course, minimal editing opportunities, page limits seem small. Please refer to CCI manual for guidance on the format of a 2nd writing course.

The Department of Animal Sciences appreciates this feedback. In developing the learning goals and assignments to fulfill the learning goals as indicated in the assessment plan, the course instructors focused on the guidelines for the second writing course, as indicated in the ASC Curriculum and Assessment Operations Manual, Appendix 2 – “The 1988 ASC Model Curriculum” (page 50) [highlight added]:

Second Course

In the sophomore year skills in expository writing as well as in oral discussion and/or presentation will be developed through the study of major topics and writings pertaining to the United States (e.g., women in United States society as they appear in literature, the assimilation of immigrant populations, the United States in the world community, the impact of technology on contemporary culture, equality and individual freedom in the United States, public and private patronage of the arts).

Topics that deal with the pluralistic nature of institutions, society, and culture in the United States, with special attention to issues of race, gender, class, and ethnicity, are particularly appropriate. The principal thrust of such a course will be analysis, discussion, and writing with the goal of extending the student’s ability to read carefully and to express ideas effectively. This second course will be taught by instructors from the Colleges of the Arts and Sciences as well as other colleges. Courses will bear the departmental designation of the discipline in which they are offered.

The suggestions of the CCI assessment subcommittee appear to focus on including the guidelines for the third writing course in addition to those of the second course [highlight added]:

Third Course

In the junior or senior year students are required to take an upper-level course in their major that contains a significant writing component (e.g., a writing component that would combine essay examinations, out-of-class writing assignments, and requirements of revision after the instructor’s feedback).

Departments may choose to accept 1) one or more courses each of which meets this requirement, 2) writing sections of single courses each of which meets this requirement, 3) a group of courses, each containing a writing component, which together meet this requirement, or 4) a course which counts for the major but is outside of the major department.

In addition to requiring students to apply writing skills to their major, this third course should also develop students' skills in the oral articulation of ideas as well as their critical and analytical abilities in reading demanding texts and synthesizing ideas. Course work might include a research project that exposes students to scholarly literature in their majors and requires them to improve library skills or to access information through computer systems. As is the case with many of the proposed requirements in general education, it is assumed that many courses presently offered by major programs may be adapted and that a variety of patterns may be proposed to meet the spirit of this requirement.

This third course will be taught by faculty members from an area related to the student's major. Class size will be carefully limited to the number of students commensurate with the goals of a writing skills course at this level.

The Departments of English and Communication will be asked to make available workshops for faculty and graduate teaching associates from other departments who teach in the second and third courses. The primary purpose of these workshops would be to address issues related to the teaching and evaluation of composition and basic skills in oral communication.

Given the importance of writing in the full development and educational experience of undergraduate students at The Ohio State University, as well as the inconsistent implementation of the third course in writing across the university, the instructors agree that the guidelines for the third course can be incorporated in the second writing course and have adjusted the syllabus and assessment plan accordingly:

- 1) The three primary written assignments are increased in length and all have a write-re-write component, utilizing a rubric purposefully designed for each assignment that has included input from students as well as expertise in UCAT as well as the CSTW.
- 2) The three examinations that utilized short essay responses to content-related questions have been changed to three expository writing assignments that will respond to a content oriented prompt, one assignment per module. These will be assessed utilizing a rubric developed as above
- 3) The content integration portion of the final examination has been changed to a collaborative oral presentation which will be focused on integration of course content, to be delivered in the final week(s) of the term. Peer and instructor feedback using a rubric developed for this assignment will be utilized to assess performance.

b. Learning goal of oral presentation is not addressed

See response to (a) above, specifically adjustment to the course item #3

c. Course includes exams that are not usually included in 2nd writing courses. Are the exams essays?

See response to (a) above, specifically adjustment to the course item #2

d. Department should consult with the Center for the Study and Teaching of Writing about rubrics and content

The instructors have done so to some extent, and intend to continue discussions with this group as well as UCAT to develop rubrics for every assignment. Instructors have consulted with UCAT and have utilized information from CSTW in designing assignments.

e. Course topics list are not in correct format

Course topic list has been corrected as follows:

1. Human development and first interactions of humans with animals
2. Co-domestication; development of and changes in the human-animal relationship
3. Literature and peer review
4. How humans relate to and use animals in the present
5. How humans value animals; dependence on culture and context
6. Writing and revision
7. The animal advocacy movement
8. Moral reasoning and decision making – impact on uses of and interactions with animals
9. Animal welfare science
10. The future for animals in the wild, as companions and in animal industries
11. Oral communication skills

f. Remove Freshman from intended rank

This has been done

g. Course is approved for Idv Groups but not yet for 2nd writing