

Term Information

Effective Term Summer 2022
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change mode of delivery to both 100% DL and hybrid

What is the rationale for the proposed change(s)?

ANIMSCI2367 has been offered as a summer course since 2015. The course has been historically offered as a Hyflex course with the recitations on Mondays as in-person only and the lectures (W/F) via Zoom as synchronous/asynchronous delivery. In 2020, during the change to a purely DL model due to COVID-19, a huge jump in enrollment occurred, demonstrating that the DL course model, especially during summer session, is valuable to students. Also, requests are received every summer from students asking if it is possible to take the course purely DL. Therefore, we believe this course is ready and needed to be offered as 100% DL, especially during the SU academic period. However, the instructor typically prefers to offer the course as a hybrid mode of delivery during the AU and SP semesters.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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, 12 Week, 6 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 or equiv.
Previous Value	Prereq: English 1110 (110) or 111, or equiv.
Exclusions	
Previous Value	Not open to students with credit for 240.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• 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.
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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
- No

Sought Concurrence
Previous Value

Attachments

- ANIMSCI2367 Distance Approval Cover Sheet Generic.docx: DL Form
(Other Supporting Documentation. Owner: Eastridge, Maurice Lenuel)
- 2367 Course Revision Letter 12-29-21.docx: Cover Letter
(Cover Letter. Owner: Eastridge, Maurice Lenuel)
- 2367 Syllabus AU22 Hybrid 12-29-21.docx: Hybrid Syllabus
(Syllabus. Owner: Eastridge, Maurice Lenuel)
- ANIMSCI2367 SU22 Syllabus DL 1-13-22.docx: Syllabus
(Syllabus. Owner: Eastridge, Maurice Lenuel)

Comments

- Revised per Dec 10 email; DL Syllabus revised per Jan 11 email *(by Eastridge, Maurice Lenuel on 01/14/2022 04:49 PM)*
- Revise as per COAA via email 10 January 2022

Revise as per conversation 8 December 2021 *(by Osborne, Jeanne Marie on 01/10/2022 02:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Eastridge, Maurice Lenuel	11/19/2021 03:15 PM	Submitted for Approval
Approved	Eastridge, Maurice Lenuel	11/19/2021 03:16 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	12/10/2021 02:32 PM	College Approval
Submitted	Eastridge, Maurice Lenuel	12/29/2021 04:05 PM	Submitted for Approval
Approved	Eastridge, Maurice Lenuel	12/29/2021 04:06 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	01/10/2022 02:13 PM	College Approval
Submitted	Eastridge, Maurice Lenuel	01/14/2022 04:49 PM	Submitted for Approval
Approved	Eastridge, Maurice Lenuel	01/14/2022 04:50 PM	Unit Approval
Approved	Osborne, Jeanne Marie	01/14/2022 05:11 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/14/2022 05:11 PM	ASCCAO Approval

COURSE CHANGE REQUEST
2367 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/26/2022



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Animal Sciences

2029 Fyffe Court
221B Animal Science Bldg.
Columbus, OH 43210-1095
(614) 688-3059
eastridge.1@osu.edu

December 29, 2021

Dear Jeanne,

Please find enclosed the submission of our revision of ANIMSCI 2367. ANIMSCI 2367 has been offered as a summer course since 2015. The course has been historically offered as a Hyflex course with the recitations on Mondays as in-person only and the lectures (W/F) via Zoom as synchronous/asynchronous delivery. In 2020, during the change to a purely DL model due to COVID-19, a huge jump in enrollment occurred, demonstrating that the DL course model, especially during summer session, is valuable to students. Also, requests are received every summer from students asking if it is possible to take the course purely DL. Therefore, we believe this course is ready and needed to be offered as 100% DL, especially during the SU academic period. However, the instructor typically prefers to offer the course as a hybrid mode of delivery during the AU and SP semesters. Syllabi for both modes of delivery are provided.

Please let us know if any additional information is needed in review of this course revision. We look forward to your review of this course change request.

Best,

Maurice Eastridge on behalf of Dr. Kelly George and the Animal Sciences Academic Affairs Committee

Animals in Society Syllabus

- ANIMSCI 2367 Summer 2022, 6 Week Session 1

Course Information

Course times and location:

Lecture: Wednesday and Friday, 10:20-12:25, recorded and posted to Carmen; students may attend synchronously at the class time via Zoom, or view the recording in the week assigned at the student's discretion, May 10 – June 17, 2022

Recitations: Two recitations will be provided each week and students must participate in both. Monday, 10:20-12:25, **synchronous only**, discussions and activities to take place via synchronous attendance; **AND asynchronous**, view recordings and participate in asynchronous activities in the week assigned at the student's discretion, May 10 – June 17, 2022

- **Credit hours:** 3
- **Mode of delivery:** DL

Description: Introduction to the historical, social, cultural, economic and legal frameworks within which current human-animal relationships have evolved.

Instructors

- **Name:** Kelly George
- **Email:** George.239@osu.edu
- **Phone Number:** 614-688-3224
- **Office location:** 102 Animal Science Building
- **Office hours:** Wednesdays 12:30-1:30pm via class Zoom or by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email via Carmen**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisite

English 1110



Course Description

Animals in Society is an introductory, general education, course. It is designed to equip a broad range of students with the knowledge and critical thinking skills required to address questions, concerning how non-human animals can and might co-exist within modern human societies, in an informed and objective manner.

Students will be introduced to the historical context within which modern human-animal relationships evolved, and will consider the social, cultural, economic, and legal frameworks within which contemporary human-animal relationships exist. They will critically explore a wide range of current animal roles, with a view to broadening their understanding of how integral our relationships with animals are in maintaining human physical, social and psychological health and well-being. The growth of the animal rights movement will be described, and students will consider whether the leading frameworks used to address human moral issues can be effectively applied to animals. They will consider whether scientific knowledge about animals is required to objectively inform the attitudes and beliefs that shape social decision-making processes and will become familiar with leading approaches to the assessment of animal welfare.

Throughout the course, students will be provided with a broad and critical overview of theories and methods of social scientific inquiry as they apply to human-animal relationships, with an emphasis on developing practical solutions to challenging social issues. In the final weeks of the course, they will be encouraged to formulate their own, well-informed, views about how animals should be maintained within future human societies. Additionally, students will be provided an explanation of the scientific writing process, as well as ample opportunities to apply this process to course content.

Importantly, students will also acquire the generic study skills required to equip them for future studies in diverse disciplines and for an adult life as an independent learner and community leader. 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 there are ample opportunities for class discussions considering a range of scientific and moral issues.

GE Social and Behavioral Sciences Goals & Learning Outcomes

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry.

2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Successful students are able to:

- 1.1 Explain basic facts, principles, theories and methods of social and behavioral science.
- 1.2 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.
- 2.1 Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.
- 2.2 Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

Course Goals & Learning Outcomes

1. In *Animals in Society*, students learn about the systematic study of human behavior and cognition and of the structure of human societies, cultures and institutions.
2. Students 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.
3. Students build skills in written communication and expression, reading, critical thinking and oral expression.

How students meet the GE Social and Behavioral Sciences objectives through this course:

This course meets the GE goals and learning outcomes by exploring the multiplicity and complexity of animals' roles in human society through a social and behavioral science lens. Students will develop a research topic related to animals in society, discover and analyze existing data, discuss ethical implications, and evaluate how their topic is affected by social contexts.

How This Course Works

Mode of delivery: This course is a 100% distance learning course with lectures and recitation online.

The subject matter of this course is divided into three main modules. Each week, students attend two lectures online (synchronously via Zoom or asynchronously via Carmen) and two recitations: one synchronously via Zoom and the other asynchronously via Carmen. Students are also expected to undertake activities outside class time. The recitation classes complement the lecture series but also allow time for reflection and discussion. An important component of the recitation classes is exposure to materials presenting animals and human-animal relationships in different ways. Each material will be critically analyzed during the class in which it is presented. Students will also spend time in most classes developing critical thinking skills. The second asynchronous weekly recitation will focus on improving writing and oral communication skills. Students will participate in weekly writing/presentation recitation working groups, guided by appropriate frameworks presented by instructor to prepare graded course assignments. The second recitation will also use peer review as a method of constructive critique, affording students feedback and edit prior to graded submission.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average. Given the short term of the course during summer semester, the expectation per week is for 8 hours spent on direct instruction with an additional 16 hours spent on homework.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in activities for attendance:** Students will be expected to participate in all daily activities throughout the course duration. In case of emergency, contact the instructor as soon as possible to discuss possible accommodations.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Graff, Gerald and Birkenstein, Cathy. (2021). *They Say/I Say: The Moves That Matter in Academic Writing*. Fifth Edition. New York: W.W. Norton & Company.
- Smartphone or tablet (access to Carmen and photo/video capture)

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)



Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Recitation Activities (7 X 5pts)	35
Quizzes (2 X 5pts)	10
Module Reflection (2 X 10pts)	20
Scientific Essay - Title Page & Introduction Draft	5
Scientific Essay – “They Say” & References Draft	5
Scientific Essay – “I Say”, Research Agenda & Conclusion Draft	5
Final Scientific Essay	20
TOTAL POSSIBLE POINTS	100

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Written Assignments

Synchronous and Asynchronous Recitation Activities: Written activities and Carmen discussions during asynchronous recitations will contribute to this score. These assignments will use discussions and materials presented during synchronous recitations to encourage attendance. Scores will be based on *quality* participation. Regular recitation attendance is expected. Due to the short nature of this course, you must participate in recitation offerings (both synchronous and asynchronous offerings) to engage in the activities and to be eligible for points; the lowest recitation activity score will be dropped from your final grade.

Quizzes: Three quizzes will be given throughout the semester via Carmen. Quizzes will cover lecture and recitation materials, as well as assigned readings. Quizzes will be available on Carmen for a 24-hour period following the announcement. The lowest quiz score will be dropped; therefore, **no late or make-up quizzes will be allowed.**

Module Reflection Papers: Students will write a 2-3-page (not including Title Page) reflection for modules B and C. Reflection papers should use lecture and reading materials from the specified module to demonstrate and support ideas. Papers must use the writing principles described in the Graff & Birkenstein textbook. **Students must follow APA 7.0 format guidelines (exception: no abstract).** Papers must demonstrate critical thinking – see rubric posted on Carmen! Reflection papers are **due in the Carmen by the listed assigned date in the weekly schedule.**

Scientific Essay: Students will produce a scientific essay by using the writing principles described in the Graff & Birkenstein textbook and following the grading rubric provided on Carmen. **Students must follow APA 7.0 format guidelines (exception: no abstract).** The complete writing process will include:

- *Title Page/Introduction Essay Draft:* students will write a draft version for peer review of their scientific essay title page and beginning of page two, including the Introduction section.
- *“They say”/Reference Sections Draft:* Using the writing principles described in the Graff & Birkenstein textbook, students will continue to write their scientific essay by adding the They Say and Reference sections to their existing draft for peer review. The They Say section should demonstrate a balanced representation of current literature related to the chosen topic. The They Say section should also include in-text citations with corresponding full citations listed in the Reference section.
- *“I Say”/Research Agenda/Conclusion Draft:* Using the writing principles described in the Graff & Birkenstein textbook, students will continue to write their scientific essay by adding the I Say, Research Agenda and Conclusion sections to their existing draft for peer review. Students should also update their Reference section to correspond with all in-text citations used in the essay.
- *Final Essay:* Students should consider feedback and revise essay appropriately. Again, students should refer to the essay grading rubric found on Carmen. A complete revised final draft is **due in Carmen by the listed assigned date in the weekly schedule.**



This submission serves as the final for the class and NO LATE SUBMISSIONS WILL BE ACCEPTED!

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. A 10% grade reduction per day late will be implemented. After 5 days late, the assignment will not be accepted. If an emergency occurs, including conditions of COVID-19, accommodations will be made for the individual including, but not limited to, reassigning due dates and/or changing assignment requirements. Proper documentation is required for all accommodations.

Instructor Feedback and Response Time

Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question not during contact hours and it is not an emergency, please contact me first through my Ohio State email address. I will reply to emails within **24 hours**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67–69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60–66.9: D	
	80–82.9: B-	70–72.9: C-		



Other Course Policies

Discussion and Communication Guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **E-Mail Etiquette:** Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail. My title is Dr. George.
- 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.

Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you

register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Health & Safety Requirements:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Land Acknowledgement Statement (adapted from Michael V. Drake Institute for Teaching and Learning, <https://drakeinstitute.osu.edu/about/mission-vision-values-and-goals>)

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Available Points	Topics, Readings, Assignments, Due Dates
1 5/11 (Lec)		<p>READ TEXTBOOK: Introduction & Chapters 1-7</p> <p>Course Introduction</p> <p>Scientific Writing/TED Talk: Tim Urban – Procrastination</p> <p>Research process, writing techniques and rubrics</p>
5/13 (Lec)	5	<p>Lecture: (A1) Humans – sensing animals</p> <p>Lecture: (A2) Humans – thinking animals</p> <p>Lecture: (A3) Humans – talking animals</p> <p>READ FOR MONDAY: Herzog, chapter 1 and Serpell, 2003</p> <p>WRITING ASSIGNMENT: Create Title Page <u>and</u> beginning of scientific essay 2nd page, including “Introduction” section due 5/16 8:00am</p>
2 5/16 (Rec)	5	Synchronous Recitation activity: Herzog and Serpell discussion
	5	Asynchronous Recitation activity: How to offer constructive critique; conduct Title Page/Intro Scientific Essay peer review
5/18 (Lec)		<p>READ TEXTBOOK: Chapters 8-14</p> <p>Lecture: (A4) From then to Now – Rapidly changing relationships</p> <p>Lecture: (A5) How individuals and species adapt to change</p>
5/20 (Lec)		<p>Lecture: (A6) Co-domestication of humans and animals</p> <p>Lecture: (A7) Factors driving recent changes in human-animal relationships</p> <p>READ FOR MONDAY: Dawkins, 2006 and Proctor, 2012</p>



<p>3 5/23 (Rec)</p> <p>5/25 (Lec)</p> <p>5/27 (Lec)</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p>	<p>Synchronous Recitation activities: Module A Review - Module Reflection Papers and Dawkins and Proctor discussion</p> <p>Asynchronous Recitation activity: Conducting non-biased research and The power of pets/zoology</p> <p>WRITING ASSIGNMENT: Add “They Say” and “Reference” sections to essay due 6/6 8:00am</p> <p>Lecture: (B1) Animals as currency Lecture: (B2) Animals as consumable resources</p> <p>QUIZ 1 (Carmen) opens 5/25 8:00am, closes 5/26 8:00am</p> <p>Lecture: (B3) Animals as pets and companions Lecture: (B4) Animals as educational tools</p>
<p>4 5/30</p> <p>6/1 (Lec)</p> <p>6/3 (Lec)</p>	<p>10</p>	<p>HOLIDAY - NO RECITATION!</p> <p>Lecture: (B5) Animals as pests and competitors Lecture: (B6) Animals as threats to human health</p> <p>Lecture: (B7) Animals as participants in sport, recreation, and entertainment Lecture: (B8) Animals as human inventions/Animals as animals</p> <p>WRITING ASSIGNMENT: Module B reflection paper - due in Carmen by 6/8 at 8:00am</p>

<p>5 6/6 (Rec)</p> <p>6/8 (Lec)</p> <p>6/10 (Lec)</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p>	<p>Synchronous Recitation activities: Sustainable Utilization in Conservation; Animals in human care, and Understanding the concept of welfare</p> <p>Asynchronous Recitation activities: peer-review Scientific Essay They Say & Reference sections; Understanding the application of social and behavioral research</p> <p>WRITING ASSIGNMENT: Add “I Say”, “Research Agenda” and “Conclusion” sections to essay, and update “reference” section - due in Carmen dropbox by 6/13 at 8:00am</p> <p>QUIZ 2 (Carmen) opens 6/6 8:00am, closes 6/7 8:00am</p> <p>Lecture: (C1) Bioethics: How humans traditionally make decisions Lecture: (C2) Bioethics: Moral reasoning beyond consequences</p> <p>Lecture: (C3) Animal advocacy movement Lecture: (C4) How animal welfare scientists think about animal welfare</p>
<p>6 6/13 (Rec)</p> <p>6/15 (Lec)</p> <p>6/17 (Lec)</p>	<p>5</p> <p>5</p> <p>5</p>	<p>Synchronous Recitation activities: Animals as a food source/animal harvest and Animal welfare assessments</p> <p>Asynchronous Recitation activities: Moral dilemmas, ethical implications of research, and peer-review Scientific Essay I Say, Research Agenda, Conclusion, & Reference sections</p> <p>Lecture: (C5) What might the future look like for companion animals? Lecture: (C6) What might the future look like for animals in industry?</p> <p>(C7) What might the future look like for animals as educational tools? (C8) What might the future look like for “wild” animals?</p> <p>QUIZ 3 (Carmen) opens 6/18 8:00am, closes 6/19 8:00am</p>



	10	WRITING ASSIGNMENT: Module C reflection paper - due in Carmen by 6/20 at 8:00am
FINAL	20	WRITING ASSIGNMENT: FINAL Scientific Essay due in Carmen by 6/23 at 8:00am NO LATE SUBMISSIONS ACCEPTED!



Animals in Society Syllabus

ANIMSCI 2367 Autumn 2022

Course Information

Course times and location:

Lecture: Wednesday and Friday, 3:00-3:55PM, recorded and posted to Carmen; students may attend synchronously at the class time via Zoom, or view the recording in the week assigned at the student's discretion, Aug 22 – Dec 7, 2022.

Recitation: Monday, 8:00-9:50AM, 10:05-11:55AM, or 12:10-2:00PM, **in-person**, 220 Plumb Hall, Aug 22 – Dec 7, 2022.

- **Credit hours:** 3
- **Mode of delivery:** HyFlex

Instructor

- **Name:** Dr. Kelly George
- **Email:** George.239@osu.edu
- **Phone Number:** 614-688-3224
- **Office location:** 102 Animal Science Building
- **Office hours:** by appointment only
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email via Carmen**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistants

- **Name:** TBD
- **Email:** TBD
- **Preferred means of communication:** email both TAs via Carmen class site.



Course Prerequisite

First Writing course (English 1110)

Course Description

Animals in Society is an introductory, general education, course. It is designed to equip a broad range of students with the knowledge and critical thinking skills required to address questions, concerning how non-human animals can and might co-exist within modern human societies, in an informed and objective manner.

Students will be introduced to the historical context within which modern human-animal relationships evolved, and will consider the social, cultural, economic, and legal frameworks within which contemporary human-animal relationships exist. They will critically explore a wide range of current animal roles, with a view to broadening their understanding of how integral our relationships with animals are in maintaining human physical, social and psychological health and well-being. The growth of the animal rights movement will be described, and students will consider whether the leading frameworks used to address human moral issues can be effectively applied to animals. They will consider whether scientific knowledge about animals is required to objectively inform the attitudes and beliefs that shape social decision-making processes and will become familiar with leading approaches to the assessment of animal welfare.

Throughout the course, students will be provided with a broad and critical overview of theories and methods of social scientific inquiry as they apply to human-animal relationships, with an emphasis on developing practical solutions to challenging social issues. In the final weeks of the course, they will be encouraged to formulate their own, well-informed, views about how animals should be maintained within future human societies. Additionally, students will be provided an explanation of the scientific writing process, as well as ample opportunities to apply this process to course content.

Importantly, students will also acquire the generic study skills required to equip them for future studies in diverse disciplines and for an adult life as an independent learner and community leader. 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 there are ample opportunities for class discussions considering a range of scientific and moral issues.

GE Social and Behavioral Sciences

Goals & Learning Outcomes

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Successful students are able to:

- 1.1 Explain basic facts, principles, theories and methods of social and behavioral science.
- 1.2 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.
- 2.1 Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.
- 2.2 Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

Course Goals & Learning Outcomes

1. In *Animals in Society*, students learn about the systematic study of human behavior and cognition and of the structure of human societies, cultures and institutions.
2. Students 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.
3. Students build skills in written communication and expression, reading, critical thinking and oral expression.

How students meet the GE Social and Behavioral Sciences objectives through this course:

This course meets the GE goals and learning outcomes by exploring the multiplicity and complexity of animals' roles in human society through a social and behavioral science lens. Students will develop a research topic related to animals in society, discover and analyze existing data, discuss ethical implications, and evaluate how their topic is affected by social contexts.

How This Course Works

Mode of delivery: This course is hybrid course with lecture online and recitation in-person.

The subject matter of this course is divided into three main modules. Each week, students attend two lectures online (synchronously via Zoom or asynchronously via Carmen) and one in-person recitation. Students are also expected to undertake activities outside class time. The recitation classes complement the lecture series but also allow time for reflection and discussion. An important component of the recitation classes is exposure to materials presenting animals and human-animal relationships in different ways. Each material will be critically analyzed during the class in which it is presented. Students will also spend time in most classes developing critical thinking and writing skills.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average. Given the short term of the course, the expectation is for full-day time spent on direction instruction with additional time spent on homework.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in activities for attendance:** Students will be expected to participate in all daily activities throughout the course duration.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Graff, Gerald and Birkenstein, Cathy. (2014). *They Say/I Say: The Moves That Matter in Academic Writing*. Third Edition. New York: W.W. Norton & Company.
- Smartphone or tablet (access to Carmen and photo/video capture)
- A spiral-bound notebook is required

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](http://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)



Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Recitation Activities (10 X 3.5pts)	35
Quizzes (2 X 5pts)	10
Module Reflection (2 X 10pts)	20
Scientific Essay - Title Page & Introduction Draft	5
Scientific Essay – They Say & References Draft	5
Scientific Essay – I Say, Research Agenda & Conclusion Draft	5
Final Scientific Essay	20
TOTAL POSSIBLE POINTS	100

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Written Assignments

Recitation Activities: Written activities and discussions will contribute to this score. These assignments will use discussions and materials presented during recitation to encourage attendance. Participation scores will be based on *quality* participation. Regular recitation attendance is expected. You must attend in-person to participate in the activities and to be eligible for points. Twelve opportunities will be offered, and the two lowest scores will be dropped. Due to this built-in flexibility, **no make-up recitation activity points will be allowed.**

Quizzes: Three quizzes will be given throughout the semester via Carmen. Quizzes will cover lecture and recitation materials, as well as assigned readings. Quizzes will be available on Carmen for a 24-hours period following the announcement. The lowest quiz score will be dropped; therefore, **no late or make-up quizzes will be allowed.** Please do not email requesting an exception to this rule.

Module Reflection Papers: Students will write a 2-3-page reflection for modules B and C. Reflection papers should use lecture and reading materials from the specified module to demonstrate and support ideas. Papers must use the writing principles described in the Graff & Birkenstein textbook. **Students must follow APA format guidelines and include section headers.** Papers must demonstrate critical thinking – see rubric posted on Carmen! Reflection papers are **due in the Carmen by the listed assigned date in the weekly schedule.**

Scientific Essay: Students will produce a scientific essay by using the writing principles described in the Graff & Birkenstein textbook and following the grading rubric provided on Carmen. **Students must follow APA format guidelines.** The complete writing process will include:

- Title Page/Introduction Essay Draft: students will write a draft version for peer review of their scientific essay title page and beginning of page two, including the Introduction section.
- “They say”/Reference Sections Draft: Using the writing principles described in the Graff & Birkenstein textbook, students will continue to write their scientific essay by adding the They Say and Reference sections to their existing draft for peer review. The They Say section should demonstrate a balanced representation of current literature related to the chosen topic. The They Say section should also include in-text citations with corresponding full citations listed in the Reference section.
- “I Say”/Research Agenda/Conclusion Draft: Using the writing principles described in the Graff & Birkenstein textbook, students will continue to write their scientific essay by adding the I Say, Research Agenda and Conclusion sections to their existing draft for peer review. Students should also update their Reference section to correspond with all in-text citations used in the essay.
- Final Essay: Students should consider feedback and revise essay appropriately. Again, students should refer to the essay grading rubric found on Carmen. A complete revised final draft is due in Carmen by the listed assigned date in the weekly schedule.



This submission serves as the final for the class and NO LATE SUBMISSIONS WILL BE ACCEPTED!

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. A 10% grade reduction per day late will be implemented. After 5 days late, the assignment will not be accepted. If an emergency occurs, including conditions of COVID-19, accommodations will be made for the individual including, but not limited to, reassigning due dates and/or changing assignment requirements. Proper documentation is required for all accommodations.

Instructor Feedback and Response Time

Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question not during contact hours and it is not an emergency, please contact me first through Carmen course site. I will reply to emails within **24 business hours**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67–69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60–66.9: D	
	80–82.9: B-	70–72.9: C-		



Other Course Policies

Discussion and Communication Guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **E-Mail Etiquette:** Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail. My title is Dr. George.
- 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.

Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.



In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability

Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Health & Safety Requirements:

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Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Available Points	Topics, Readings, Assignments, Due Dates
1		READ TEXTBOOK FOR 8/23: Introduction & Chapters 1-7
8/23 (Lec) Zoom	0	Course and Instructor Introduction Scientific Writing/TED Talk: Tim Urban – Procrastination READ TEXTBOOK FOR 8/25: Chapters 8-14
8/25 (Lec) Zoom	0	Research process & writing techniques
	5	WRITING ASSIGNMENT: Create Title Page <u>and</u> beginning of scientific essay 2 nd page, including “Introduction” section – Due 8/29 8:00am
		READ FOR MONDAY: Herzog, chapter 1 and Serpell, 2003
2		
8/29 (Rec) In-person	3.5	Conducting a peer-review: Scientific Essay Title Page/Intro partner peer-review RECITATION ACTIVITY: Herzog and Serpell
8/31 (Lec) Zoom	0	(A1) Humans – sensing animals
9/2 (Lec) Zoom	0	(A2) Humans – thinking animals
	5	WRITING ASSIGNMENT: Add “They Say” and “Reference” sections to essay - Due 9/26 8:00am



3 9/5 (Rec)		HOLIDAY – NO RECITATION!
9/7 (Lec) Zoom	0	(A3) Humans – talking animals
9/9 (Lec) Zoom	0	(A4) From then to Now – Rapidly changing relationships READ FOR MONDAY: Dawkins, 2006 and Proctor, 2012 (Carmen)
4 9/12 (Rec) In-person	3.5	RECITATION ACTIVITY: Sentience Discussion (Dawkins and Proctor)
9/14 (Lec) Zoom	0	(A5) How individuals and species adapt to change
9/16 (Lec) Zoom	0	(A6) Co-domestication of humans and animals
5 9/19 (Rec) In-person	0	Module A Reflection – How to write a reflection paper
9/21 (Lec) Zoom	0	(A7) Factors driving recent changes in human-animal relationships
9/23 (Lec) Zoom	0	(B1) Valuing Animals
	5	QUIZ 1 (Carmen) – opens 9/23 3:00pm, closes 9/24 3:00pm



<p>6 9/26 (Rec) In-person</p> <p>9/28 (Lec) Zoom</p> <p>9/30 (Lec) Zoom</p>	<p>3.5</p> <p>5</p> <p>0</p> <p>0</p>	<p>Scientific Essay They Say & Reference sections partner peer-review</p> <p>RECITATION ACTIVITY: Animals as a food source/animal harvest</p> <p>WRITING ASSIGNMENT: Add “I Say”, “Research Agenda” and “Conclusion” sections to essay, and update “Reference” section – Due 10/17 8:00am</p> <p>(B2) Animals as consumable resources</p> <p>(B3) Animals as pets and companions</p>
<p>7 10/3 (Rec) In-person</p> <p>10/5 (Lec) Zoom</p> <p>10/7 (Lec) Zoom</p>	<p>3.5</p> <p>0</p> <p>0</p>	<p>Health benefits of HAI</p> <p>RECITATION ACTIVITY: Power of Pets/Zooeyia debate</p> <p>(B4) Animals as educational tools</p> <p>(B5) Animals as pests and competitors</p>
<p>8 10/10 (Rec) In-person</p> <p>10/12 (Lec) Zoom</p> <p>10/14 (Lec)</p>	<p>3.5</p> <p>0</p> <p>0</p>	<p>Health risks of HAI</p> <p>RECITATION ACTIVITY: Zoonosis discovery</p> <p>(B6) Animals as threats to human health</p> <p>AUTUMN BREAK – NO CLASS!</p>



<p>9</p> <p>10/17 (Rec) In-person</p> <p>10/19 (Lec) Zoom</p> <p>10/21 (Lec) Zoom</p>	<p>3.5</p> <p>0</p> <p>0</p>	<p>Scientific Essay I Say/Research Agenda/Conclusion partner peer-review</p> <p>RECITATION ACTIVITY: Sustainable Utilization in Conservation</p> <p>(B7) Animals as participants in sport, recreation, and entertainment</p> <p>(B8) Evolution of Zoos and Sanctuaries</p>
<p>10</p> <p>10/24 (Rec) In-person</p> <p>10/26 (Lec) Zoom</p> <p>10/28 (Lec) Zoom</p>	<p>3.5</p> <p>0</p> <p>5</p> <p>10</p> <p>0</p>	<p>RECITATION ACTIVITY: Understanding the concept of welfare</p> <p>(B9) Animals as human inventions/Animals as animals</p> <p>QUIZ 2 (Carmen) opens 10/26 3:00pm, closes 10/27 3:00pm</p> <p>WRITING ASSIGNMENT: Module B reflection paper - Due 10/31 8:00am</p> <p>(C1) Bioethics: How humans traditionally make decisions</p>
<p>11</p> <p>10/31 (Rec) In-person</p> <p>11/2 (Lec) Zoom</p>	<p>3.5</p> <p>0</p>	<p>RECITATION ACTIVITY: Moral dilemmas</p> <p>(C2) Bioethics: Moral reasoning beyond consequences</p>



11/4 (Lec) Zoom	0	(C3) Animal advocacy movement
12 11/7 (Rec) In-person	3.5	Technology's role in human-animal relationships RECITATION ACTIVITY: Influence of technology on human perception of animals
11/9 (Lec) Zoom	0	(C4) How animal welfare scientists think about animal welfare
11/11 (Lec)	0	VETERANS DAY – NO CLASS!
13 11/14 (Rec) In- person	3.5	RECITATION ACTIVITY: animal welfare assessments
11/16 (Lec) Zoom	0	(C5) What might the future look like for companion animals?
11/18 (Lec) Zoom	0	(C6) What might the future look like for animals in industry?
14 11/21 (Rec) In- person	3.5	RECITATION ACTIVITY: Cultural effects on the future of animals in society
11/23 (Lec)	0	THANKSGIVING BREAK – NO CLASS!
11/25 (Lec)	0	THANKSGIVING BREAK – NO CLASS!

<p>15</p> <p>11/28 (Rec) In-person</p> <p>11/30 (Lec) Zoom</p> <p>12/2 (Lec) Zoom</p>	<p>3.5</p> <p>0</p> <p>0</p> <p>5</p> <p>10</p>	<p>RECITATION ACTIVITY: Effects of modules' learning objectives on your perception of animals in society</p> <p>(C7) What might the future look like for animals as educational tools?</p> <p>(C8) What might the future look like for "wild" animals?</p> <p>QUIZ 3 (Carmen) opens 11/18 3:00pm, closes 11/19 3:00pm</p> <p>WRITING ASSIGNMENT: Module C reflection paper - Due 12/7 8:00am</p>
<p>16</p> <p>12/5 (Rec) In-person</p> <p>12/7 (Bonus Lec) Zoom</p>	<p>0</p> <p>1</p>	<p>NO OFFICIAL RECITATION – final essay writing help is available during your scheduled recitation time – this is not required!</p> <p>BONUS – Guest lecture – attendance and Carmen submission required to earn extra credit</p>
<p>FINAL</p>	<p>20</p>	<p>WRITING ASSIGNMENT: FINAL Scientific Essay due in Carmen by 12/9 at 8:00am</p> <p>NO LATE SUBMISSIONS ACCEPTED!</p>



Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: ANIMSCI2367 Animals in Society

Faculty Preparer Name and Email: Kelly George george.239@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
As the instructor, I will make weekly check-ins by offering an office hour for the course via Zoom so that students can either join synchronously during that time, or email to make an appointment. Also, all lectures will be offered synchronously/asynchronously via Zoom, and all recitations will be offered synchronously via Zoom. This offers students various options to connect on a weekly basis with the instructor.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Students should be well versed at this point with the technology used in this course.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All lectures will be offered synchronously/asynchronously via Zoom, and all recitations will be offered synchronously only via Zoom.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

The course includes polls/surveys, no-point quizzes, and partner discussion to assure comprehension of lecture and recitation materials.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Direct instruction will consist of 2-hour recitation and 2 2-hour lectures weekly. Course readings and preparation for recitation activities and quizzes will consist of 3 hours weekly, independent literature review and scientific essay writing will consist of 8-10 hours weekly, and module reflection writings will consist of 2-3 hours twice during the term.



In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. Quizzes can be moderated in Carmen to accommodate request for additional time or number of attempts. During Zoom lectures and recitations, the instructor will use Live Transcript for students needing this accommodation.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

The course is designed to offer multiple ways to receive course information to accommodate various learning styles. Also, via the recitation activities, students have opportunity to apply lecture materials and to demonstrate comprehension.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Building community is necessary for many aspects of students' lives, even beyond the academic advantages. Thus, this course offers multiple ways for students to interact weekly via group breakouts during recitation activities, peer reviews of writing assignments, and instructor weekly check-ins for academic and social engagement opportunities.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The instructor explains the learning goals and organization of the course at the beginning, but also revisits those goals at the end of each module (i.e., one-third way thru, two-third way thru, and end of course). Instructors offers rationale of writing assignments and explains how the skills learned can be applied in multiple contexts. An entire lecture is dedicated to guidance on how to use technology and resources in the research process, which affords the students the skills to lead their own research and how to choose a topic of interest and applicable to their field of study. Students also have the opportunity to reflect on their learning process via reflection on feedback on assignments (low point assignments) and then revisions before higher point assignment submissions. At this point, only SEIs are available for students to provide feedback on the course as a whole. No other formal opportunities exist, however, informal feedback is collected throughout the course.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...