Syllabus: Animal Science 4978/7978, Swine Production, Fall 2014

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Meeting Times: Lecture Tuesday and Thursday 8:00-8:50 a.m. S-147B ASRC
Lab Thursday: Sections 1B & 1D 1:00-2:50 p.m., S146
Sections 1A & 1C 3:00-4:50, S-146 ASRC
Field trips TBA and November 23-24 (optional)

This upper division, Writing Intensive, Capstone class will be a comprehensive and challenging course providing a view of the swine industry and swine production. The course will start with general considerations followed by sections on breeding/gestation, farrowing, nurseries, finishing, and processing. Material will be presented on genetics, nutrition, physiology, growth, health, marketing and the environment. The student should obtain an understanding of each phase of production and how they interact. Furthermore, we will use writing to facilitate learning and thinking in the subject matter and to practice critical thinking/problem solving skills.

In order to achieve the objectives a lot of material will be covered. Throughout the semester material will build on itself, so students not having taken the prerequisites should expect to spend extra time studying. Help will be available to assist with this task. It is the instructor’s responsibility to provide an opportunity for the students to learn. It is the students’ responsibility to recognize when they need help and to let the instructor know. Feel free to contact instructor with questions or concerns after class, by appointment or via e-mail.
Grading
Grades may be assigned using a curve; cutoffs will not be above 90%, 80%, 70% and 60%, for A, B, C and D, respectively. Grades will be assigned on the basis of quizzes, projects, writing assignments and the comprehensive final exam. Consult the schedule for dates.

Quizzes: Three (20 pts each) with lowest score dropped (unscheduled)
Project: Farm Plan (150 pts) (all students)
Writing: Student bio (10 pts) (all students)
Swine industry overview (10 pts) (WI)
Four Problems Based Learning assignments (10 pts each) (all students)
Journal article summaries (40 points) (WI)
Experience report (20 points) (all students)
Exams: Two 100 point exams during semester
Comprehensive final exam (150 pts)
Extra Credit: BB discussion groups have been formed. Discussion topics will be posted weekly for student led ‘conversations’. Students can earn one point per week.

Any writing assignment not “spell-checked” and proofread is subject to receiving zero points. **Double space all papers.** Students will be asked to either turn in hard copies or to e-mail papers to the instructor by the due date. Additional assignments may be given as needed or as optional to replace a low grade on writing assignments. These will be described later.

Extra credit is offered. One coordinated effort is described above, and other opportunities may be offered as occasions arise. Students are encouraged to commit time to assignments as their primary means of earning points.

Quizzes and Exams will be primarily essay/short answer and designed to test your ability to use the information to make rational decisions. For many questions there is no ‘correct’ answer, rather you are awarded points based on how well you justify your decisions.
Description of assignments:

Student Bio:
Each student writes a brief introduction to themselves in the third person with information relevant to this course. This should include name, where they are from, what experience they have with swine and an indication of plans after graduation or why they enrolled in this course. These will be shared with guest speakers.

Length:
As long or short as needed (but I have never seen a good one much shorter than one page or longer than two).

Objectives:
This assignment serves multiple functions. The instructor will become more familiar with the goals and background of the class and be able to customize materials accordingly. They are especially useful in preparing guest speakers for their audience. Students will have the opportunity to express their experiences and goals, something needed for introducing themselves to guests and hosts of field trips.

Swine Industry Overview:
We will watch two videos on swine production. Then you should seek sources of information and write a 1-2 page overview of US swine production. It is suggested that the summary be written in a press release style (i.e. part information and part advertising at an 8th grade reading level). Within your summary be sure to provide sources.

Length: 1-2 typed pages

Source: The world-wide-web or other credible sources

Audience: It is suggested the target be either a college senior considering a job in the industry or an investment magazine trying to woo investors to the industry.

Objectives: This assignment helps students gain better overview of swine production and to practice expressing their thoughts.

Cover Letter/Resume:

Length: see details on Blackboard

Source: Your life and CAFNR Career Services

Audience: It is suggested the target be either a college recruiter for a job you have interest in. It does not need to be swine related (though there are plenty of good jobs there to select from).

Objectives: This assignment helps students prepare for the job market or further education (graduate school, veterinary school…)

Problems Based Learning (PBL) assignments:
Consult the schedule for due dates

Length: These are to be short (one or two pages will be plenty)

Audience: The audience will vary and will be determined at time of assignment.

Objectives: They are intended to encourage students to read relevant materials (some provided in advance) and to think through issues prior to the class. The class period that these are handed in will be used for discussion or problem solving relevant to the topic assigned.
Scientific Article Summary:

**Length:** 2-3 typed pages double spaced is typical, but it is more important that a good summary be prepared regardless of length.

**Source:** Articles summarized in these papers will be from refereed scientific journals published during the past year. Examples of acceptable journals include, but are not limited to:

- American Journal of Veterinary Research
- Animal Science
- Journal of Animal Science
- Journal of Nutrition
- Journal of Reproduction and Fertility
- Theriogenology

Students should obtain approval of selected papers from the instructor prior to submission of the first draft.

**Audience:** The summary should be written for people involved in swine production, but with an unknown level of scientific training (i.e. assume little knowledge of statistics, experimental design, or scientific jargon).

**Objectives:** This assignment is intended to familiarize students with credible sources of information (i.e. scientific literature). It also provides an opportunity to practice communicating technically complex issues to a non-scientific audience, a valuable life skill for college graduates.

**Suggestions:** It will likely be necessary to read articles multiple times prior to writing your summaries. If you still do not understand the article you can choose another or seek help from the instructor (who may suggest another faculty member with greater expertise in the specific area). First drafts will be graded primarily on how well the paper summarizes the selected article (20 points each). Grading of the final version will place a greater emphasis on clarity of writing and how well students corrected problem areas identified in the first draft (20 points each). Particularly well written summaries may be provided to Regional Livestock Specialists or published in newsletters.

**Farm Plan:**

This will be a group project. Each group will be provided a farm with some history of production etc. It will be the groups’ job to develop a five year plan for the given farm and develop it into a workable system. The plan will be handed in in sections. Each team member will have primary responsibility for one section of the farm plan. The total value of the four sections alone will be 100 points, with the final, comprehensive plan worth an additional 50 points. The 100 points are NOT divided evenly among the four sections: the section you are ‘in charge of’ is worth 40 points with the other three being worth 20 points each. Further details will be provided later.

**Objectives:** To provide an opportunity for students to put their knowledge to use in solving real-world problems related to swine production. To create an opportunity for students to work as a team; identify each individual member’s areas of strength and weakness and produce the best team effort possible.
**Farm Experience report:**
Each student will be required to participate in at least one farm experience with opportunities for each being limited:

*Farm Experience* (written “experience report” due 12/4 will be described in class)
1) Attend a farrowing and provide assistance as needed
2) Process a litter from above farrowings
3) Weigh piglets individually with at least one week intervals over at least four weeks
4) Assist with moving and loading pigs
5) Two hours of recorded (in writing) pig behavior; acceptable options to be discussed in class.

**Objectives:** Provide students exposure to production practices and allow them to use their knowledge and skills to evaluate production systems and have hands-on experience to relate to classroom learning.

**Extra Credit Discussion Groups:**
A forum to coordinate that has been created on Blackboard to encourage students to think and talk about course subject matter outside of class time. Groups have been created randomly and will serve as ‘discussion groups’ (the tab on Blackboard) throughout the semester. A weekly announcement on Blackboard will describe the week’s discussion topic. Students are encouraged to do research on the topic, think about it, especially as it relates to the class, and to post their thoughts to their respective discussion group (referring to sources that inspired your thoughts is a good idea). The instructors will monitor the discussions of each group and award up to one extra credit point per week for students who make meaningful contributions to the discussions. “Meaningful contributions” will vary based on the topic, but it is expected that it would involve logging into the discussion group multiple times throughout the week (e.g. not waiting until the last minute) and making statements or asking questions that show they have given honest thought to the subject matter. Contributing new material has real value.

**Objectives:** The intent of the discussion groups is to allow students the opportunity to express their thoughts about the subject matter at their own leisure and foster a more interactive classroom environment. They also provide a forum for students to consider class materials outside the classroom.

**Writing Assistance:**
Instructors will gladly work with students to enhance their writing skills, as these are critical to future success. Because this is a Writing Intensive class, there is also assistance available from the The Writing Center (in Student Success Center on Lowry Mall; 882-2496; [https://writingcenter.missouri.edu/](https://writingcenter.missouri.edu/)). Christine Rega is our assigned tutor, but others can also help. PLEASE take advantage of these resources.
Statement for Academic Dishonesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (http://disabilitycenter.missouri.edu), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism:

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities http://osrr.missouri.edu/ or the MU Equity Office (equity@missouri.edu); All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Executive Order #38, Academic Inquiry, Course Discussion and Privacy:

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matter.