

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Agriculture</u>	Department (Full name):	<u>Animal and Food Sciences</u>		
Major Name (full name please):	<u>Animal Sciences</u>	Degree Title:	<u>B.S. in Animal Sciences</u>		
Formal Option(s), if any:	<u>A. Animal Industry</u> <u>B. Food Industry</u> <u>C. Pre-professional</u>	Specialty Field w/in Formal Options, if any:	<u>(All w/in Animal Industry Option)</u> <u>No specialization</u> <u>Livestock specialization</u> <u>Equine specialization</u> <u>Dairy specialization</u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Eric Vanzant</u>	Phone:	<u>257-9438</u>	Email:	<u>evanzant@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>WRD 203</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
1. <u>Students will demonstrate knowledge of scientific principles related to animal and food production systems.</u>
2. <u>Students will effectively acquire, assimilate, analyze and report scientific information.</u>
3. <u>Students will formulate and coherently support positions using written, oral, and visual communication skills.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

ASC 470 is the capstone course required of all animal science majors, and is restricted to seniors. The primary focus of this course is the enhancement of critical thinking skills. The acquisition of these skills will be demonstrated primarily through the process of drafting and revising a white paper dealing with an important issue of current relevance to animal scientists. Additionally, all students will condense their papers into visual-aid accompanied presentations (i.e. Powerpoint or similar) which will be presented in a public symposium at the end of the semester.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: ASC 470 Capstone for Animal Agriculture

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? NO
- projected enrollment per semester: 25

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

ASC 470 is our required senior capstone course. This course will be taught using a traditional face-to-face 3 hour per week meeting pattern.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

1. 500 word annotated bibliography; 2. 500 word outline; 3. 3500 word white paper; 4. Symposium style (~15 minute) presentation, accompanied by visual aids (Powerpoint or other suitable alternative, e.g. Prezi). The assignments focus on the composition and communication requirements of Animal Science students. The papers will require summarization of literature from peer-reviewed journals, synthesis of scientific information, critical analysis of the results, and importantly, policy recommendations based on this analysis. The policy recommendation component forces the students to draw definitive conclusions, even in the absence of 'perfect' information. Further, they must contemplate the implications and potential outcomes of those recommendations, ideally from a variety of viewpoints.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

For the white paper, the students must respond to editorial comments (both grammatical and content-focused) from the primary instructor, as well as at least one additional, expert source. The additional reviewers can be other faculty, or outside professionals with expertise in the particular topic (e.g. veterinarians, wildlife biologists, etc.). For the presentations, the students must respond to critical input from the primary instructor as well as their peers. This input is provided in a practice session, and covers all aspects of the presentations, both visual and oral.

- other information helpful for reviewing the proposal:

This proposal actually represents only very minor modifications to our existing ASC 470 course structure. The only substantive change involves formalizing the word counts for the written assignments. The appendices attached to the syllabus provide details on the requirements and grading criteria for the white paper (Appendix 1), literature search exercise and annotated bibliography (Appendix 2), and the symposium presentation (Appendix 3). For the presentation, students obtain formative feedback from all departmental faculty in attendance.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Biennially

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Animal and Food Sciences Undergraduate Assessment Chair (E. Vanzant)

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	ASC 470, Capstone for Animal Agriculture, Animal Sciences, B.S. in Animal Science
Contact Person Name:	Eric Vanzant
Phone:	257-9438
Email:	evanzant@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	03/18/2014	Robert J. Harmon / 7-2686 / rharmon@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/28/2014	Larry J. Grabau / 7-3469 / Larry.Grabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/2/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

SYLLABUS
ASC 470
Capstone for Animal Agriculture
Fall, 2014
TR 8:00 – 9:15
108 WP Garrigus

This course provides full GCCR credit for the ASC major

General Information

Instructor: Eric Vanzant, PhD
Department of Animal and Food Sciences
Office: 805 WP Garrigus
Telephone: 859-257-9438
email: evanzant@uky.edu
Office hours: By appointment

Course Description

Discussion of the importance of livestock production to society and consideration of major issues impacting animal agriculture. Principles and practices learned in disciplinary and commodity Animal Sciences courses are integrated into a unified perspective, and the scientific method is employed as an approach to problem analysis and resolution. Refinement of skills in critical thinking, information gathering, writing, and oral communication is emphasized.

What is a capstone course?

A capstone is a piece of stone that is situated on top of a masonry structure. It is the highest piece and is viewed as the finishing touch. The term 'capstone' is also used to refer to a high point or crowning achievement. This course represents the culmination of your undergraduate education. A capstone course is intended to be the crowning achievement of your college years – it should allow you to accomplish something that is more significant than anything else you have achieved while in college. This course should mark a significant developmental stage of your life.

Many of you will focus on the capstone project as the crowning achievement. Although this project will require a great deal of time and effort, if we are successful, the project will only be an illustration of the true crowning achievement, which will be the development of new ways of looking at the world and at yourselves. The course description in the UK Bulletin indicates that one of the primary aims of this course is the "Refinement of skills in critical thinking, information gathering, writing, and oral communication ...". Our initial (and primary) focus will be on the refinement of critical thinking skills. Though improvement in critical thinking skills is commonly regarded as one of the most important functions of higher education, research shows that we generally do a very poor job of achieving this objective. Consider the following points as stated by Richard Paul (2004):

...studies of higher education demonstrate three disturbing, but hardly novel, facts:

1. Most college faculty at all levels lack a substantive concept of critical thinking.
2. Most college faculty don't realize that they lack a substantive concept of critical thinking, believe that they sufficiently understand it, and assume they are already teaching it to students.
3. Lecture, rote memorization, and (largely ineffective) short-term study habits are still the norm in college instruction and learning today.

Thus, throughout this semester, we will be honing our critical thinking skills. Though there are a myriad of definitions of "critical thinking", there is also a large degree of consensus on the skills and qualities that contribute to high quality critical thinking skills. One useful, simple, working definition was provided by Richard Paul (2004):

"Critical thinking is the art of thinking about thinking with a view to improving it"

This will occupy much of our effort throughout the semester.

The UK Bulletin description for this course points out that "Principles and practices learned in disciplinary and commodity Animal Sciences courses are integrated into a unified perspective, and the scientific method is employed as an approach to problem analysis and resolution." This course will likely differ from any that you have previously taken in that the focus is not on foundational knowledge (all of those bits of factual information that have been the central focus of most of your previous courses), but on what to do with that information. Your collective knowledge from prior courses and experiences will be used to provide a solid basis for critical analysis of a current issue. What issue? The course description also indicates that we will focus on "Discussion of the importance of livestock production to society and consideration of major issues impacting animal agriculture." During the semester, we will discuss a number of topics that fit under the overall heading of "major issues impacting animal agriculture".

References

Paul, Richard. 2004. The state of critical thinking today. <http://www.criticalthinking.org/articles/the-state-ct-today.cfm>. Accessed July 29, 2009.

Prerequisite

Senior standing in College of Agriculture, Animal Sciences major

Student Learning Outcomes

As *the* capstone course for our Animal Sciences curriculum, it is appropriate that the major learning outcomes for this course should align with the outcomes for our curriculum as a whole. The learning outcomes for this course include the following:

1. Students will demonstrate knowledge of scientific principles related to animal and food production systems.
2. Students will effectively acquire, assimilate, analyze and report scientific information.

3. Students will formulate and coherently support positions using written, oral, and visual communication skills.
4. Students will recognize and incorporate diverse viewpoints when deriving solutions to animal and food systems related challenges.

Required materials

Required reading materials and software will be made available via Blackboard, websites, or alternative means.

Course structure

While enrolled in this course, it will be helpful to consider yourself an employee of an organization called “The Center for Critical Thought in Animal Sciences”, a think tank devoted to the critical analysis of issues pertinent to animal agriculture. As an employee, you can be dismissed for poor performance. Dismissal means that you automatically fail the course.

The first part of the course will be devoted to honing our critical thinking skills. I deliberately used the term “our” to indicate that I will be honing my critical thinking skills simultaneously with you. As you will soon learn, these are not the type of skills that are learned once and applied. Honing your critical thinking skills is a lifelong process that has potential to yield greater rewards than about any other activity you can pursue. Additionally, during the early part of the semester, you will begin work on your semester papers. Development of the papers and the organization and presentation of a symposium will occupy most of the latter part of the course. The written product from your Center will be comprised of your individual papers. It is likely that there will be multiple papers on some topics. This is not a problem, as each of you is charged with building the best argument possible, and assembling your own evidence. In other words, the emphasis is on quality of the content of the papers, rather than on a specific viewpoint that is espoused (recognizing that part of quality of content is recognition of and dealing with diverse viewpoints). Your papers will serve as the basis for individual presentations at the end of the semester. The presentations will be delivered in a symposium that is open to the public. The primary attendees at this symposium will be faculty members from the Department and from the College, although anyone is welcome.

Course Grading

Item	Points
1. Participation + in-class assignments ¹	100
2. Homeworks	100
3. Individual papers ²	200
4. Symposium presentation ³	100
Total	500

¹Your commitment and engagement are essential. In order to ensure you receive all participation points, you must come to class prepared, participate in all activities, make significant contributions to class discussions, and fulfill the obligations associated with any assigned duties. There will be occasional, unannounced, in-class assignments for which you will receive participation points, as well.

²The papers will be evaluated according to the “Grading Schema for Papers” rubric that is in the Course Information area of Blackboard.

³The grade for the symposium presentation will be assigned based on my own evaluation, coupled with evaluations provided by faculty attendees at the symposium. The assessment rubric is available in the Course Information area of Blackboard.

Grading Scale

> 90	A
>80, <90	B
>70, <80	C
>60, <70	D
<60	E

GCCR credit

An average of C or better is required on GCCR assignments for credit. GCCR assignments include the following:

Literature search exercise and annotated bibliography (500 words) – a component of item 3 under 'Course Grading' (Homeworks)

Outline of white paper (500 words) – a component of item 3 under 'Course Grading' (Homeworks)

Final papers (3500 words) – item 4 under 'Course Grading'. The final papers will have been revised to address editorial comments by the primary instructor and at least one additional, outside reviewer.

Symposium presentation – item 5 under 'Course Grading'. There will be an individual presentation during an evening practice session where you will receive feedback from the instructor and peers of the draft presentation. This process is essential so that you can revise the material and delivery for the final 10-minute minimum symposium presentation a few days later. Both oral and visual components of the final symposium presentation will be evaluated by the primary instructor and other faculty attendees at the symposium.

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Tentative Course Schedule

Date	Topic	Learning Outcomes: Students will...
8/28	Course Introduction	Become familiar with course structure
9/2	Issues	Engage in brainstorming about important topics to animal agriculture, Critical Thinking Dispositions Inventory
9/4	Intro to Critical Thinking	Differentiate between arguments and quarrels. Break down component parts of arguments.
9/9	Locating source information/library resources	Work with librarian to identify pertinent databases and develop search strategies
9/11	Search strategies	Develop and evaluate search strategies
9/16	Using literature management software/ Common fallacies I	Learn to use EndNote for managing literature, integrating with Word. Identify some common logical fallacies.
9/18	Common fallacies II	Identify common logical fallacies (esp. as discussed in the first 9 chapters of Whyte) and explain why these weaken an argument.
9/23	Argument mapping 1	Use argument mapping to analyze argument structure and validity. Understand basic use of Rationale™ software.
9/25	Argument mapping 2	Use argument mapping to construct a valid argument
9/30	Introduction to statistical concepts	Understand the intent and appropriate use of basic statistical procedures
10/2	Applying statistical concepts	Apply statistical concepts to appraise and interpret data presented in tabular and graphical formats and to critique other's interpretations; differentiate between correlation and causation
10/7	Building arguments I	Understand differences and construct inductive and deductive arguments
10/9	Building arguments II	Understand fundamentals and analyze 'Animal Liberation' argument
10/14	Building arguments III	Understand fundamentals and analyze 'Animal Rights' argument
10/16	Intuition Pumps I	Recognize and be able to use specific intuition pumps for general thinking
10/21	Intuition Pumps II	Recognize and be able to use specific intuition pumps for thinking
10/23	Current topics in animal welfare	Invited speaker
10/28	Current topics in animal welfare	Invited speaker
10/30	Argument evaluation	Given a current issue, be able to critically assess the issue and support a position based on valid evidence (In-class discussions will be selected from student topics or other topics of current interest)
11/4		
11/6		
11/11		
11/13		
11/18		
11/20		

11/25	Presentation Practice [†]	
11/27	Thanksgiving	Appreciate the gastronomic properties of appropriately gratuitous holiday cuisine
12/1	Presentation practice [†]	
12/2		
12/4	Symposia at Cameron Williams Lecture Hall 8:00 to 11:00 am	Effectively organize and present a position statement in a formal, public address.
12/9		
12/11		
12/19	10:30 am FINAL (Wrap-up Session)	

[†]The presentation practice will require more than the 1 h 15 min. available during class time – will require us to meet in the evening

Important Dates (all submission deadlines are 5:00 PM)

Date	
9/5	Individual topics identified and submitted (these are to be constructed as issue statements)
9/15	Search results form and annotated bibliography (500 words) due
9/19	Outline (500 words) due
9/26	Outside reviewers identified and invited
10/10	Draft 1 of paper due to me and to outside reviewers
10/31	Draft 1 returned to authors
11/21	Final paper due (3500 words)
12/3, 12/8, 12/10	Completed presentation due the day before presentation date

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully

acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

APPENDIX 1

Format of the white papers:

A white paper is an authoritative report often used in government and business that addresses an issue and provides possible solutions. Their intent is to educate and to help people make decisions. Your white papers will be prepared with the intent of educating the personnel of the Department of Animal and Food Sciences (and potentially other interested parties from in and around the College of Agriculture).

SECTIONS:

1. Executive summary (abstract)
2. Introduction: statement and description of the problem
3. Overview and background
4. Analysis/Critique
5. Policy recommendations
6. Implications/expected outcomes
7. Bibliography
8. Appendices (Include tables & figures here)

TITLE

Introduction

Use 1" margins all around. You should have a minimum of 3500 words, double-spaced, using a 12 point Times New Roman font. Put your name, course information, and date in the *header of the first page*. Page numbers are to be included in the footer, centered. Indent new paragraphs, and don't add extra spaces between them. The major headings will show up as above (centered, and in bold).

Secondary headings, if used, will be in italics, at the start of the paragraph, and will have a period following them, as shown below.

Secondary heading. Citations will be according to Journal of Animal Science format. You should be able to set up EndNote to automatically format both your in-text citations as well as your Literature Cited section. Here is [a link to the JAS Style and Form](#) so you can make sure that they're correct. All papers will include an Introduction (this is where you'll lay out the background, and clearly make the case for why this issue is worth studying. The last sentence of your introduction should be your issue statement. Include each of the sections listed above. Remember that the primary purpose here is to come up with some type of policy recommendation based on your analysis of an issue. Tables and Figures should be included in the Appendix – they do not contribute to the total word count.

APPENDIX 1

ASC 470 - Animal Food Sciences Capstone Grading Schema for Papers

Item	Weight, %	Criteria
Form		
Grammar/Spelling	6%	Work is free from grammatical and spelling errors
Organization of paper	6%	Clear organization, appropriate headers, content within appropriate sections
Citations properly included	6%	Proper use of J. Anim. Sci. Style & Form
Written appropriately for audience	5%	Written at a technical level appropriate for a college-educated audience
Overall presentation	5%	Appropriate use of graphics, neat, concise overall layout
Content		
Clear presentation of thesis	6%	The issue and position are clearly and concisely stated
Argument structure		
Support of thesis	8%	The points raised support the contention
Logic & clarity of presentation	10%	The points are laid out in a clear, easily followed, and logical form
Accurate interpretation of source materials	10%	Source materials actually show what is claimed
Cited works appropriate & credible	10%	The cited works are from peer-reviewed journals or other highly credible sources.
Alternative/Opposing viewpoints		
Regognition	10%	Alternative/opposing viewpoints are clearly addressed
Refutation	10%	Alternative/opposing viewpoints are effectively rebutted
Conclusions	8%	Clear concluding statement that concurs with the weight of the evidence

ASC 470

Information Resources Exercise

This exercise has **two** parts. In the **first**, you will work on search strategies for a defined topic (Search Topic #1) provided below. You will brainstorm words & phrases related to this topic, create preliminary search queries, perform searches in scientific research databases and select what you feel are the three most appropriate research articles. The **second** part is very similar, except that you should use your research project topic **and** you will include a paragraph describing your learning experience with this exercise. Please use the following guidelines:

Guidelines

- ▲ For **each** topic, you should perform a minimum of **nine** searches using at least **two different** scientific databases. [For instance, you could have 3 searches that you try in each of 3 databases.]
- ▲ Only **scientific** databases may be used – either those covered in class or related ones. This does not include general databases (e.g. *Academic Search Premier*, *Lexis-Nexis*, etc.), library catalogs (e.g. *InfoKat*), and web search engines (e.g., *Google*). However, *Google Scholar* may be used as one of the ‘databases’.
- ▲ Please give specific database names when reporting the results of actual searches. Abbreviations are acceptable.
- ▲ Please give complete citations (including all authors, year of publication, complete title, journal name, volume, and inclusive page numbers) for specific papers and state why you chose them.
- ▲ Use the attached pages as your worksheet during the class period. You will be provided with an electronic version of this document, and you should use the electronic version to type your answers. Then, submit the MS-Word file through Blackboard.
- ▲ Compose a paragraph in the box provided describing your learning experience. Please comment on how effective the presentation and exercises were. Please be frank and honest; you will not be graded on the content of your evaluation.
- ▲ The worksheets for **Part 1** need to be uploaded by midnight on Friday, **9/12/13**.
- ▲ The worksheets for **Part 2** need to be uploaded, along with a **500-word annotated bibliography**, by midnight on **9/15**.

PART 1 : DUE 9/12/14

Name _____

Search Topic #1: Subtherapeutic antibiotic use

Brainstorming (Determine main concepts & list related keywords, phrases, broad concepts, more specific aspects, etc.):

Possible Search Queries:

Actual Searches (Give full database name, all search queries & results):

For example – Web of Science – [(dairy cattle OR dairy cows) AND mastitis] – 400 articles

Article Citations (Give basic citations for the three good articles you find from your searching and *state why chosen.*)

For example – Lou J, Dawson KA, and Strobel HJ. 1997. "Glycogen formation by the ruminal bacterium *Prevotella ruminicola*". *Applied Environmental Microbiology*, 63(4): 1483-1488.

PART 2: DUE 9/15/14

Name _____

Search Topic #2 (your research topic):

Brainstorming (Determine main concepts & list related keywords, phrases, broad concepts, more specific aspects, etc.):

Possible Search Queries:

Actual Searches (Give database, all search queries & results):

Article Citations (Give basic citations for the three good articles you find from your searching and state why chosen.)

Paragraph describing your learning experience with this exercise:

To prepare your annotated bibliography, based on articles identified from the above search, please refer to [this site](#) from Cornell University. Your annotated bibliography should include a *minimum of 500 words*, which should require between 3 and 5 separate citations. Use [Journal of Animal Science style](#) for all citations.

APPENDIX 3
Animal Science Capstone
Fall, 2014

Evaluator: _____

Title: _____

		A	B	C	D	Comments
A. Presentation <u>Introduction:</u>	Explanation of objectives					
	Explanation of relevance of the topic					
<u>Body of Seminar:</u>	Arrangement of information					
	Explanation of information					
	Depth of knowledge/evidence of literature search					
	Detail presented concisely and clearly					
	Fulfillment of objectives					
<u>Summary:</u>	Concise and valid conclusions					
	Operated within time limit					
<u>Questions:</u>	Quality and completeness of answers					
B. Visual Aids	Appropriateness					
	Choice of layout, organization					
	Legibility, amount of detail					
	Technical quality					
C. Speech/ Language	Vocal audibility					
	Enunciation and clarity					
	Word choice and phraseology					
D. Mannerisms/ Attire	Absence of distracting mannerisms					
	Use of eye contact					
	Appropriately attired					
Additional Comments:						

A= Excellent B= Good C= Fair D= Poor (Please circle one)