ANSC 330
Animal Nutrition
Course Requirements and Outline
Fall 2012

Instructor: Dr. Celina Phillips

Contact Info: Plumas Hall 210  530-898-4147
Email via Blackboard Learn

Office Hours: Thursday at 9:00 am to 12:00 pm and 1:00 pm to 3:00 pm
By appointment as needed
Dr. Phillips will be available for student questions via email or text during regular business hours (M-F; 8 am to 5 pm). Questions sent outside of those times may not be answered until the next work day.

Course Meeting Times: Lecture: Monday/Wednesday; 11:00 am – 11:50 am; GLNN 123
Laboratory: Tuesday; 2:00 pm – 4:50 pm; PLMS 333
       Wednesday; 2:00 pm – 4:50 pm; PLMS 333
       (may occasionally meet at the University Farm)

Course Objectives: Upon successful completion of this course, students will be able to:
- Describe the nutrients found in feeds
- Describe the basic steps of digestion/absorption in farm animals
- Describe how nutrients are metabolized by the animal to be used for maintenance or gain/production
- Understand implications of changing diets on the animals performance

Computer Use:
All communication for this course will be conducted via Blackboard Learn. This includes email communications and course announcements. It is the student’s responsibility to check Blackboard Learn regularly for any announcements regarding the course. If an activity or lab is not posted to Blackboard Learn by 6 pm of the day before that lab/activity; the instructor will bring copies to class.

Computer use is required for this class. Students must have access to Microsoft Excel. If a student does not have personal access to Excel, computer labs on campus have Excel (including Plumas Hall). Attention Mac Users: you may not be able to do some of the activities and will have to use the computer lab to complete some assignments (or find friends with a PC).

A flash drive is required for all computer activities, so that work can be saved during the activity. Students will be notified via Blackboard Learn PRIOR TO ALL ACTIVITIES that work is required to be saved to a flash drive to bring to class. If students do not have the required files saved PRIOR TO THE ACTIVITY, they will be excused from the activity and lose all points associated with the activity (i.e. attendance points).

Grading:
This course is designed to have a variety of assignments, exams, and quizzes to allow a variety of opportunities for you to make points. There is no curve, but grades will be rounded up to the nearest whole number (ex. 89.5 would round up to 90). The following is the grading scale for this class:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A ≥ 93%</th>
<th>B ≥ 83%</th>
<th>C ≥ 73%</th>
<th>D ≥ 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>≥ 90%</td>
<td>≥ 80%</td>
<td>≥ 70%</td>
<td>F &lt; 60%</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87%</td>
<td>≥ 77%</td>
<td>D+</td>
<td>≥ 67%</td>
</tr>
</tbody>
</table>
Points Possible: % of Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Book</td>
<td>150 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Lab Attendance (count 15 labs x 5 pts)</td>
<td>75 pts</td>
<td>8%</td>
</tr>
<tr>
<td>Nutritional Disorder Presentations</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Research Project</td>
<td>250 pts</td>
<td>26%</td>
</tr>
<tr>
<td>Exams (4 at 100 pts)</td>
<td>400 pts</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>975 pts</strong></td>
<td></td>
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</tbody>
</table>

Assignments and Activities:

LABORATORY NOTEBOOK AND ATTENDANCE

*Your laboratory notebook is your life* for the laboratory section of this class. There will be a mid semester check (maximum of 50 points) and the final grade on the notebook due at the end of the semester (maximum of 100 points). **Follow the guidelines on Blackboard Learn for guidelines for the notebook.** See the end of the syllabus for the grading rubric for the laboratory notebook.

Additionally – attendance is required for laboratory exercises. As such, students will earn 5 points for each lab they participate in. If a student must miss a lab, they will miss out on those points. Only school related activities that have prior approval from the instructor will be excused (see instructor’s course policies). Excused absences results in half points for that lab!

RESEARCH EXPERIMENT

Each semester this class conducts a feeding experiment. Details of the project will be supplied during lab. This project is worth 250 points and broken down as follows:

- 75 points for participation (must feed 3 times during the project)
- 150 points for the final paper (to be submitted during finals week via Turnitin.com on BB Learn). Details for formatting the final paper can be found on BB Learn. **This paper is considered the final in this class!**
- 25 points for participating in the “mentoring program” with the AGRI 490 class. Details will be provided on BB Learn.

EXAMS

There will be four 100-point exams throughout the semester (see the syllabus for dates). Each week there is an assessment, they will be administered during Wednesday lecture. These will cover lecture and lab material since the previous assessment. Located on BB Learn is a study guide for the lecture material. The instructor reserves the right for “pop quizzes” at any point in the semester!

During the first week of the semester, there will be an online syllabus quiz to ensure that all students have reviewed and understand the requirements for the semester. Students will have 3 attempts to take the quiz and it closes Friday of Week 1 at 11:59 pm.

NUTRITIONAL DISORDER PRESENTATIONS

Each student lab partner pair will randomly draw (during Week 3) for topic and due date for a presentation on a nutritional disorder. These are in depth reviews of the disorder and are 20-30 minutes in length. These disorders are eligible for all assessments. These presentations are to be considered “educational” and must use at least 2 different types of teaching methods (not all Powerpoint). The rubric for this project is available on Blackboard Learn.

Possible topics:

- Acidosis/Liver Abscesses
- Enteroxemia
- Milk Fever
- Ketosis
- Founder
- Urinary Calculi
- Bloat
- White Muscle Disease
- Polioencephalomalacia
- Grass Tetany
- Equine Colic
- HYPP (equine)
- Nutritional Secondary Parathyroidism (NSH)
- Companion Animal Obesity
EXTRA CREDIT

STUDENTS MAY ONLY DO ONE OF THESE OPTIONS!!!! NOT BOTH!!!!

OPTION 1: For up to 15 points extra credit (variable points), a student can evaluate a nutritional case study. All topics must be approved by the instructor no later than Week 14 of the semester. These case studies are due the Friday before finals week by 5 pm and must include references (follow APA guidelines). There will be an ASSIGNMENT through Blackboard Learn for this extra credit – only those submitted through this function will be accepted.

OPTION 2: Students may feed up to 3 extra times, for 5 points each, to allow for up to 15 points of extra credit.

Course Policies:

- NO LATE ASSIGNMENTS WILL BE ACCEPTED! If you are not going to be attending class where an assignment is due, drop it off early or send it with a classmate.
- Periodically, during lecture or lab, other assignments can be assigned at the instructor’s discretion.
- No make-up exams/quizzes will be allowed, EXCEPT FOR ABSENCES THAT HAVE BEEN CLEARED BY THE INSTRUCTOR PRIOR TO THE ABSENCE!
- “Pet Peeves”:
  - Asking how long something will take. You are paying for a certain amount of time by signing up for this course – we will meet for the full time!
  - Asking to be excused from rules that all classmates are following.
  - Cell Phones that ring or vibrate during class time (lecture or lab). Leads to Celina’s Cell Phone Rule - If a cell phone goes off during class time (lecture or lab), the ENTIRE CLASS loses 5 points. This includes texting during class!!!!
  - Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul behavior
  - Unstapled assignments – multiple page assignments without a staple will receive a score of 0. This includes exams as well.
  - Missing names on assignments – receive a score of 0.
- It is YOUR responsibility to obtain any information announced in class.
- You will have a one-week period following the POSTING OF GRADES of any exams, quizzes, or assignments to resolve any questions regarding the grading. After that time period, all grades are final.
- You should retain all graded items until a final course grade is assigned.
- If there is evidence that you have been involved in any form of academic dishonesty, you will receive an “F” grade for the course and a report will be provided to the Student Judicial Affairs for further action.
- If you need specific accommodations due to a disability (or other circumstances), you must contact a counselor at Disability Support Services.
Academic integrity

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/sja.shtml

Philosophical Statement – Academic Rigor

Academic rigor consists of dedication on the part of students and faculty to the pursuit of academic excellence, including discipline of mind and disciplined behavior, intellectual honesty, decorum and civility. It is exemplified by the attainment of the highest standards as defined by and in each discipline. It also includes transmitting, sustaining, evaluating, and enhancing the continuity of recognized intellectual achievements in each discipline. A passion for learning and high expectations should pervade the atmosphere of the University. The quality of education and the degrees and certificates offered by the University will only have value insofar as the administration, faculty, and students view themselves as custodians of the University’s reputation.

Expectations for a Learning Community

<table>
<thead>
<tr>
<th>Expectations of Faculty</th>
<th>Expectations of Students</th>
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<tbody>
<tr>
<td>Demonstrate high expectations of the course through a demanding syllabus, well-prepared classes, staying current through research and professional activities.</td>
<td>Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time</td>
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<tr>
<td>Offer conscientious advising and predictable availability</td>
<td>Make the most of faculty advising and mentoring</td>
</tr>
<tr>
<td>Fully involve students in the learning experience by providing prompt, frequent feedback and developing rigorous testing methods</td>
<td>Treat fellow students and the classroom environment with complete respect; give each class full attention and participation; do not miss class, arrive late, or leave early</td>
</tr>
<tr>
<td>Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability</td>
<td>Accept responsibility for learning and grades earned</td>
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<tr>
<td>Seek to eliminate opportunities to engage in academic dishonesty</td>
<td>Approach each class in a professional manner</td>
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<tr>
<td>Actively contribute to their disciplines</td>
<td>Recognize that a full-course load is equivalent to full time work and spend no less time on it</td>
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<tr>
<td></td>
<td>Demonstrate complete honesty and integrity</td>
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Lecture Topics

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Carbohydrate digestion/absorption/metabolism</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>3.</td>
<td>Enzymes</td>
<td>7. Protein digestion/absorption/metabolism</td>
</tr>
<tr>
<td>4.</td>
<td>Energetics</td>
<td>8. Lipid digestion/absorption/metabolism</td>
</tr>
<tr>
<td>5.</td>
<td>Water</td>
<td>9. Vitamins</td>
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<td></td>
<td></td>
<td>10. Minerals</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td></td>
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</table>
| 1 Aug 28, 29 | LAB 1 *(Online Syllabus Quiz)*  
Intro to lab work; lab safety; lab notebook requirements;  
Writing scientific papers and evaluating scientific papers |
| 2 Sept 4, 5 | LAB 2 – **ATRC SHEEP AND GOAT UNIT**  
Scientific method; trial design; sample collection and preparation. |
| 3 Sept 11, 12 | LAB 3  
Data analysis and interpretation |
| 4 Sept 18, 19 | LAB 4 *(Exam Wednesday Lecture)*  
Sample prep (grinding and storage); Beginning of Proximate Analysis - DM, Ash |
| 5 Sept 25, 26 | LAB 5, 6, 7  
Rotation: Ether Extract (5)/Bomb Calorimetry (6)/ADF & NDF (7) |
| 6 Oct 2, 3 | LAB 5, 6, 7  
Rotation: Ether Extract (5)/Bomb Calorimetry (6)/ADF & NDF (7) |
| 7 Oct 9, 10 | LAB 5, 6, 7  
Rotation: Ether Extract (5)/Bomb Calorimetry (6)/ADF & NDF (7) |
| 8 Oct 16, 17 | LAB 7 – CONTINUED (run NDF) and LAB 8 – NIRS *(Exam Wednesday Lecture)*  
*Mid-term lab book check – due Friday by NOON to box outside Celina’s office.* |
| 9 Oct 23, 24 | LAB 9  
CP Analysis and prep for Ca analysis |
| 10 Oct 30, 31 | LAB 10  
Ca Analysis |
| 11 Nov 6, 7 | LAB 3 Wrap Up – **ATRC SHEEP AND GOAT UNIT**  
End of Trial; Collect final data and samples for analysis |
| 12 Nov 13, 14 | No Lab Due to Time Commitment with Research Project *(Exam Wednesday Lecture)* |
| 13 Nov 20, 21 | NO LAB  
Thanksgiving! |
| 14 Nov 27, 28 | PRESENTATIONS – ROUND 1  
Student pairs will present their disorders – all students review to receive attendance points |
| 15 Dec 4, 5 | PRESENTATIONS – ROUND 2  
Student pairs will present their disorders – all students review to receive attendance points |
| 16 Dec 11, 12 | Lab 12 *(Exam Wednesday Lecture)*  
*Finish lab books – due Wednesday by 4 pm to box outside Celina’s office.* |
| 17 Finals Week | No Final  
*Final paper due Wednesday by NOON via Blackboard Learn function.* |
“How to Succeed in College 101 Starts With Your Communication and Behavioral Skills”  
By Carrie Whitcher Monlux and Friends  
Modified by Celina Phillips

Sometimes students fall into that false sense of security that the relationship between themselves and their university instructors/professors falls into the same line as those with their close friends. Remember, your professors are not your friends (not yet), they are your instructors, coaches, and people who will (or not) write letters of recommendation for you in the future based on your class performance, professionalism, attitude, and attendance.

An email, phone message, or other means of communication to a university staff or faculty member should be treated as an official message that should be taken seriously. Spelling, grammar, punctuation, and style are all observed by the reader and poorly written or spoken messages are not acceptable. Act professional and proud when working with other professionals if you want to be taken seriously.

Your actions in class and lab also leave a lasting impression. Are you constantly late to class with no good reason? Do you always seem to have an excuse for everything? Do you procrastinate and then run out of time for your homework? Do you wish you could perform better on tests and major assignments?

Here are a few items myself and my colleagues have noticed over the past several years of teaching at the college level.

1. Unless the instructor tells you to call her/him by a first name, use a professional salutation or greeting:
   
   Dear Dr. Snottinoz, (or Professor Snottinoz, if you don’t know if he/she has earned a PhD). Please check to see if you spelled the instructor’s name correctly. If you take the time to capitalize your name, do the same to the instructor’s name. Use of Ms. or Mr. is appropriate if the instructor doesn’t have a PhD.

2. Tell the instructor who you are (full name) and your section number in every communication (email subject heading, phone message, note on office door/faculty mailbox, etc.). We can’t tell who you are from an AOL or hotmail email account name or your initials.

3. Speaking of non-CSUC email accounts, does your email account sound professional? wildcathottie21@domaindotcom or bigstrongboy23@domaindotnet probably won’t be taken very seriously by most instructors and eventually, human resource professionals.

4. Do not use text messaging abbreviations in your communications and use of “get back to me ASAP” is considered rude. We try our best to read emails but aren’t sitting at the computer 24/7 waiting for your messages.

5. Spell check and proofread your email. You are a student at a state university and your actions, attitude, and performance will decide whether you receive letters of recommendation from your professors. Not the best writer? Get help from the University Writing Center!

6. Only compose an email after you have thoroughly read the syllabus and know the class rules and due dates. Don’t try to negotiate the due dates; in my class, they are set in stone. Have you tried posting your question with the online discussion tool? Usually one of your classmates can help you before the instructor can get back to you.

7. Remember the syllabus is a contract between you and the instructor. This is what she/he will provide to you during the semester and what she/he expects from you and your performance in return. If you can’t or aren’t willing to abide by the class policies and assignments, you should seriously consider finding another class.
8. Don’t send instructors jokes, funnies, or chain emails. Most of the time these are sent directly to our junk email file but if not, they end up there anyway. I won’t answer an email unless I know who it’s from and if that person is a student or colleague.

9. Some instructors don’t return emails over the weekend. Keep this in mind prior to an upcoming exam or large assignment. Many have families and lives outside of teaching, respect that.

10. Keep your feet on the floor and off the furniture. Respect the facilities at the farm. Don’t sit on fences or gates as that wears them down faster. If you must go over a gate, go on the hinged side.

11. Make it a point to come to class on time and don’t leave early.

12. Turn your phone and iPod off. Bring your class materials and a regular calculator to all class meetings. Be prepared so you don’t have to borrow from a classmate.

13. Do the assigned reading and homework as soon as you have free time. Expect 5-6 hours of study time for each class each week. Don’t procrastinate!

14. Clean up after yourself, put things back where they came from, and report broken tools and materials to your instructor immediately. They will put it aside so no one uses it and will either get it fixed or replaced.

15. Share tools and materials with classmates.

16. Say “please” and “thank you” to everyone who helps you. What goes around comes around and no one likes a slacker. Don’t be afraid to ask for help and be ready to give it in return.

17. Don’t even consider cheating in any class. Most instructors have been teaching a while and know most of the tricks from hidden notes on ball caps and pens to writing on body parts to electronic cheating. Don’t risk an F grade or removal from the university because you didn’t study!

18. Take 10-15 minutes after each lecture and lab to go through the notes. Did you miss anything? Are you unsure of a concept? Can’t read your notes? Write down any stories or examples that you know belong in your notebook. This simple weekly study technique has helped thousands of students increase their grades without last-minute cramming, late-night study sessions, and random memorization.

19. Go to the instructor’s office hours to clarify notes or parts of the lecture you did not understand. That’s what the instructor is there for and they want you to succeed. Maybe you just need to hear a concept in another way or need to know how it relates to your major or real life. That’s their job, just ask!

20. Remember that advice is free, you don’t have to take it. Be smart and safe, remember the Golden Rule and do your best. Hindsight is always 20-20, so keep your head up now before it’s too late to change your performance.