ANSC 110

Directed Work Experience – Animal Science
Course Requirements and Outline
Fall 2015

Instructor Information:

Lead Instructor: Dr. Celina Phillips
Plumas Hall 210
530-898-4147

Office Hours: Wednesday: 8:30 am to 10:00 am and 1:00 pm to 3:00 pm

Support Instructor: Haydn Clement
Plumas Hall 203
805-674-1059

Unit Coordinators: See Blackboard Learn

Instructor Emails: Use the email feature of Blackboard Learn (select “all instructors”)

Course Objectives:

• Given a specific species of livestock, students will be able to outline the basic production cycle
• Given a specific species of livestock, students will be able to demonstrate basic handling and management skills
• Cultivate responsibility and work ethic skills

Course Meeting Times:
Course meeting times are “to be arranged” in this course. Students are to contact their unit supervisors as soon as possible to arrange their work schedule. Additionally, students need to watch the ANSC 110 Orientation Video on BB Learn to make students understand the requirements of this course.

Required Material:

• Blackboard Learn access
• Volunteer Waiver Form (see Blackboard Learn)
• Valid Driver’s License
• Defensive Driving Training (required by the State of California – see Blackboard Learn for how to sign up)
Computer Use:
All communication for this course will be conducted via Blackboard Learn. This includes email and course communications. It is the student’s responsibility to check Blackboard Learn regularly for any announcements regarding the course (instructors recommend the Blackboard App for smartphones).

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>Percentage earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Greater than 93%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 90%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 87%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 83%</td>
<td>B-</td>
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<tr>
<td>77 – 80%</td>
<td>C+</td>
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<tr>
<td>73 – 77%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 73%</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 70%</td>
<td>D+</td>
</tr>
<tr>
<td>60 – 67%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Component | Points Possible
-----------------|------------------|
Syllabus Quiz    | Required*        |
Complete Pre Survey | Required*       |
Complete Post Survey | Required*      |
Complete Weekly Hour Reporting | 60 pts |
TOTAL POINTS     | 60 pts           |

*Required – failure to complete could result in receiving a non-passing grade.

Assignments and Activities:

SYLLABUS QUIZ
You are required to complete an online quiz on the syllabus for this course. *This quiz is due by 11:59 pm on Friday of Week 2.* Students will be allowed one attempt (30 minutes allowed).

SURVEYS
Each unit has a pre- and post-survey posted on Blackboard Learn. Students must complete the pre-survey no later than the third Friday of the semester. Post-surveys will be posted during the last two weeks of the semester and are due by the Friday of finals week. Surveys will not take a lot of time – perhaps 15-20 minutes. Students are only required to do the surveys for the unit they are assigned.
WEEKLY HOUR REPORTING

As per the course catalog and description, students are required to complete the equivalent of 4 hours/week (excluding first week, holiday weeks and final weeks). That leaves approximately 14 weeks at 4 hours/week for a total of 56 hours. Students receive one point per hour reported. NOTE: Students that enroll late are still responsible for complete all of the hours to receive full credit!

Students are required to report their hours weekly, via a form on Blackboard Learn. There is a direct link to the form. Hours will be updated every two weeks to Blackboard. Unit supervisors will be sent quarterly hour reports to verify all hours for students.

Course Policies:

- NO LATE ASSIGNMENTS WILL BE ACCEPTED!
- No make-up exams/quizzes will be allowed, EXCEPT FOR ABSENCES THAT HAVE BEEN CLEARED BY THE INSTRUCTOR PRIOR TO THE ABSENCE!
- For school related activities, a letter from the supporting faculty/instructor is required prior to the absence.
- Remember – you earn grades, professors merely assign them!
- “Pet Peeves”:
  - Asking how long something will take. You are obligated for a certain amount of time by signing up for this course – we will meet for the full time (especially if students keep asking “how long will this take”!)
  - Asking to be excused from rules that all classmates are following.
  - Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul behavior
- It is YOUR responsibility to obtain any information announced in class.
- 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, be locked from BB Learn, 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, 530-898-5959.

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 Student Judicial Affairs.

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 of Faculty

- Demonstrate high expectations of the course through a demanding syllabus, well-prepared classes, staying current through research and professional activities.
- Offer conscientious advising and predictable availability
- Fully involve students in the learning experience by providing prompt, frequent feedback and developing rigorous testing methods
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability
- Seek to eliminate opportunities to engage in academic dishonesty
- Actively contribute to their disciplines

Expectations of Students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time
- Make the most of faculty advising and mentoring
- 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
- Accept responsibility for learning and grades earned
- Approach each class in a professional manner
- Recognize that a full-course load is equivalent to full time work and spend no less time on it
- Demonstrate complete honesty and integrity
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.