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Washington State University
MAJOR CURRICULAR CHANGE FORM - A COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: Fall 2012 ☑ New course ☐ Temporary course ☐ Drop service course
(effective date cannot be retroactive) ☐ There is a course fee associated with this course (see instructions)

☐ Variable credit _____ ☐ Repeat credit (cumulative maximum _____ hours)

☐ Increase credit (former credit _____) ☐ Lecture-lab ratio (former ratio _____)

☐ Number (former number _____) ☐ Prefix (former prefix _____)

☐ Crosslisting (between WSU departments) (Must have both departmental signatures) ☐ Cooperative listing (UI prefix and number _____)
taught by: WSU ☐ UI ☐ jointly taught ☐

☐ Conjoint listing (400/500) ☐ S, F grading

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in _____ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)

☐ Other (please list request) New course

| AS | 501 | Milk, Meat and Methane: Contemporary Animal Production Issues |
|---|---|---|
| course prefix | course no. | title |

| 3 | 3 | | | ~~AS 101; AS 172, 174 or 178; AS 313; AS 330; AS 350 (or equivalent~~ |
|---|---|---|---|---|
| credit | lecture hrs per week | lab hrs per week | studio hrs per week | prerequisite |

moved under 'Recommended preparation'

Description (20 words or less) Graduate-level course will provide knowledge and understanding of livestock issues that affect contemporary livestock production

Instructor: Dr. Jude Capper Phone number: 509-335-6192 Email: capper@wsu.edu
Contact: Dr. Jude Capper Phone number: 509-335-6192 Email: capper@wsu.edu
Campus Zip Code: 99163

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Margaret Benn 2/10/12 — Chair/date
Kimberlee Kirkland 3/16/12 — Dean/date
General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

March 12, 2012

TO: Kimberlee Kidwell, Associate Dean, CAHNRS Academic Programs
FROM: Jude Capper, Adjunct Professor, Animal Sciences
CC: Robin White, Graduate Student, Animal Sciences
Margaret Benson, Department Chair, Animal Sciences
Sean McIlraith, Program Coordinator, CAHNRS Academic Programs
RE: New Course Submission (AS 501)

Requirements for New Course/Major Program Adjustment Requests

Please include the following in your request packet:

1. Syllabus for the proposed course (or the courses in the degree program) in the Catalog Sub-Committee approved format (see attached template). This syllabus should be approved by faculty in the department in which the course will be housed prior to submitting it to Academic Programs for approval. Course requirements of programs of study for degree programs should have faculty approval before being submitted to this committee for review.

   *JLC: Attached*

2. Justification of how the proposed course or degree program aligns with the intentions of the academic program for the department in which it is housed, and how it aligns with the strategic plan for CAHNRS.

   *JLC: The proposed course is in direct alignment with the intentions of the Department of Animal Science as well as the strategic plans for CAHNRS. The proposed course will provide a student-oriented educational experience as cultivated within the Department of Animal Sciences with the goal of producing employable graduates. The course was developed using the best practices for online course development outlined by the distance education experts of the Excellence in Online Course Design program. The course exemplifies excellence in delivery of online material and therefore satisfies the department standards for educational quality. Student learning focuses on systems-oriented subject matter through literature investigation, peer collaboration and interaction with the instructor. Students should leave the course with an in-depth understanding of animal production systems; the current issues associated with these systems; and the tools necessary to form educated, scientific opinions on these issues. The ability to analyze information using a systems approach, and the ability to produce well-thought out arguments will make students exiting this course more employable in the future.*

   *The goals of this course also align with the strategic plans for CAHNRS. The college is devoted to "providing leadership in discovering, accessing and disseminating knowledge through high quality research, instruction and extension programs that contribute to a safe, abundant food and fiber supply; promote the well-bring of individuals, families and communities; enhance sustainability of agricultural and economic systems; and promote stewardship of natural resources and ecological systems." The systems-oriented structure of the course stresses the social, economic and*

*environmental consequences of changes in management practices within animal systems. Furthermore, the inquiry-based approach to learning central to this course builds student skills in literature review, hypothesis development and logical argument. In combination, it can be seen that this course stresses the need to access previous knowledge and propose new knowledge to elucidate the intricate relationships between natural resource and ecosystem services, food production and economic viability as well as the societal reactions to changes in the food production chain. The course has been developed for the Masters of Agriculture program which is an interdisciplinary program aimed at helping students to meet their professional goals. The systems-oriented nature of this course as well as the interdisciplinary focus of the Masters of Agriculture program both directly promote the mission of CAHNRS.*

3. A management plan, including name of the program manager, must be provided for degree programs.

   ***JLC:*** *N/A*

4. Course delivery schedule: Identify who will teach the course, how often the course be offered and what delivery cycle (semester, odd year/even year) the course will be offered in.

   ***JLC:*** *The course will be offered once per year, every year, during Fall Semester. It will be taught by Dr. Judith Capper.*

5. A marketing plan for the course/program, including target audience, programs of study it will support, expected student numbers, and methods of advertising the course must be provided.

   ***JLC:*** *To be provided by the Masters of Agriculture program coordinators*

6. Will the new course/program require redeployment of existing resources? If so, what will be the impact on existing courses and/or programs, teaching loads, research productivity, and service and outreach?

   ***JLC:*** *To be discussed with CAHNRS*

7. Describe the funding model for the course if an instructor on permanent budget is not assigned to the course.

   ***JLC:*** *To be discussed with CAHNRS*

# AS 501 Milk, Meat and Methane: Contemporary Animal Production Issues

Fall 2012 (3 cr)

**Online course: Class homepage at https://lms.wsu.edu/**

(Prerequisites: 15 credit hours of senior-level animal science courses or equivalents with permission of instructor)


**Instructor:** Dr. Jude Capper
**TA:** Robin White (robin_white@wsu.edu)
**Office Location:** 137 Clark Hall
**Phone:** (509) 335-6192
**Email:** capper@wsu.edu
**Office hours:** By appointment (contact Dr. Capper or Robin to arrange day & time)


## Required Textbooks

- Fairlie, S. 2010. *Meat: A Benign Extravagance.* Chelsea Green Publishing, White River Junction, VT

## Suggested Additional Texts

- McWilliams, J. E. 2009. Just Food: Where Locavores Get It Wrong and How We Can Truly Eat Responsibly. Little, Brown and Company, New York, NY.
- Pollan, M. 2006. The Omnivore's Dilemma: A Natural History of Four Meals. Penguin Press, New York, NY.

## Course Purpose

The global population is estimated to increase to over 9 billion people by the year 2050 with considerable increases in milk, meat and egg production required to fulfill predicted dietary needs. Livestock industries are faced with challenges as to the economic, environmental and social sustainability of production systems and management practices. As future agricultural educators, students require a deep understanding of interactions between human society and livestock production systems, and the ability to serve as educators while discussing issues and related to contemporary animal agriculture without bias or conjecture.

## Guiding Course Questions

- *What are information literacy and informed consumerism? How can they be fostered?*
- *How and why did animal agriculture originate, what are the current systems?*
- *Is animal agriculture necessary? What will animal agriculture look like in future?*
- *What are the options for meeting current and future demand for animal products given the need to maintain environmental, economic and social sustainability?*
- *How do key concepts and systems within animal production interact with food, fiber and other systems and industries?*

**Course Synopsis**

Students undertaking the Master's degree in Agriculture require a solid foundation in animal production to draw upon when acting as agricultural educators to future students and society as a whole. Students will cultivate a questioning approach to information presented and develop analytical skills that emphasize the science behind animal production systems and practices, while exploring economic and social perspectives that may be in opposition to contemporary agriculture. Connections will be made between decisions made regarding livestock production at producer, policy-maker and consumer-level, with specific emphasis directed toward consequence of the decisions at the farm, regional and global level. Students will understand the conflicts between science and consumer perception when dealing with animal or food issues and will discuss contemporary animal production with due regard for all applicable viewpoints and cultures.

**Student Success**

Students should complete assigned readings before participating in online debates and discussions, and must complete all assignments. They should be self-motivated, respectful of others viewpoints and opinions, and interested in improving their critical thinking, communication, and cooperative learning skills. Unless specifically stated otherwise, points for assignments will be assigned according to the following rubric:

**Student Learning Outcomes**

Students will be able to:

1. Define different animal production systems and management practices and identify issues of historical, current or future societal concern.
2. Contextualize, discuss, and compare key concepts of animal production systems
3. Identify and evaluate strength of interactions between animal production systems and other agricultural or industrial systems, identifying linkages and opportunities for development.
4. Locate, categorize, critique, and evaluate sources of information intended for scientific, policy-maker and consumer audiences.
5. Integrate environmental, economic and social information and apply it to issues involving contemporary animal production.

**Course Learning Goals and WSU's *Six Learning Goals of the Baccalaureate***

Grading is a measure of student learning and depends on the student's ability to:

- Demonstrate *information literacy* (research the scholarly and non-scholarly literature to access information that is then evaluated and used appropriately)
- Employ *quantitative and symbolic reasoning* (examine information sources for methodology, data, statistical analyses, conclusions)
- Utilize *critical thinking skills* (scrutinize sources for assumptions/biases, generate questions/hypotheses, compile findings, draw valid inferences/conclusions)

- Improve *communication* skills (engage in online discussions and debates, work with peers on analysis and presentation of issues of importance)
- Integrate *discipline*-based concepts from animal science studies to issues in historical, current and future animal production, with connections made to environmental, economic and social dynamics
- Cultivate a sense of *self in society* (explore how science, perception, values and ethics shape perspectives and judgments relating to animal production systems)

**Course Pedagogy**

As an online course, learning in AS 501 is student-centered and requires self-motivation. Online lectures are employed to introduce basic concepts and issues with the remainder of the time used to encourage and facilitate exploration and discussion of the issues. Course activities are designed to foster active and cooperative learning, critical thinking, and demonstration of acquired skills and knowledge.

**Course Outline**

In this course students will be expected to interact with several elements within the online course space. Interaction within the online course space constitutes the vast majority of student activities. A weekly outline of the course activities is included on page 9. The following are descriptions of the elements within the course space students will be expected to use throughout the course:

Discussion Board Activities

In the discussion board activities, you will be asked to comment on each other's posts, creating discourse and a place of interaction. Discussion board posts are expected to be well thought out, sincere and addressed as letters to the class or to the person you are replying to. We strongly hope that you will see the discussion board as a place to reinforce, challenge and further your learning. In this course, you will be required to make a total of 10 graded discussion posts. Each post will be worth 1 point for a total of 10 points. Points will be awarded based on the adherence to instructions (20%), completeness of work (20%) and quality of content (60%).

Homework Assignments

Throughout the course you will be asked to complete homework assignments to demonstrate your understanding of course material and your progression through the course. Homework assignments include the Literature Scavenger Hunt in Module 2, the Mind Map in Module 5, the Rough Draft Papers in Module 6, 7, and 8. Each of these 5 assignments is worth 5 points, resulting in a total of 25 points. Points will be awarded based on the adherence to instructions (20%), completeness of work (20%) and quality of content (60%).

Wiki Papers and Debate

The second half of the course will be spent in group projects. You will have two weeks each to complete three papers on various current topics in Animal Agriculture. You will create these papers in groups using wiki's provided to you in the Angel course space. Wiki's are spaces to create collaborative documents where all users can enter, access and edit the content within. For each paper you will turn in one rough draft and one final paper. The rough draft counts as a homework assignment but the final draft will be counted in this category. Each final draft will be worth 10 points, resulting in 30 points total. Points will be awarded based on the adherence to instructions (20%), completeness of work (20%) and quality of content (60%).

Final Papers

There are three elements to this portion of the course - the final debate project, the individual final paper and presentation. The final debate will be a group project with wiki's to compile arguments and a discussion board to post your arguments. The final debate consists of 3 discussion board posts - Opening arguments, rebuttals and closing arguments. Each post will be worth 5 points resulting in a total of 15 points. Points will be awarded based on the adherence to instructions (20%), completeness of work (20%) and quality of content (60%).

The final paper and presentation will be individual projects. You will be asked to select a current issue in animal agriculture, identify why it is of importance and propose a solution. You will write a 6 - 8 page persuasive paper advocating for your solution and then create a 10 - 15 minute PowerPoint presentation summarizing your paper. The paper and the PowerPoint will both be worth 10 points, resulting in a total point value of 35 for this section. Points will be awarded based on the adherence to instructions (20%), completeness of work (20%) and quality of content (60%).

Grading Rubric

| **Grade** | Adherence to Instructions | Completeness | Quality |
|---|---|---|---|
| A (88-100%) | All instructions were interpreted and followed correctly. This includes but is not limited to: posting format, content format, citation format, etc. | The assignment is complete. This means that the assignment addresses all areas of requested content in a superior manner. Thoughts, commentary and arguments are complete and organized for understanding. | The assignment is of superior quality. Arguments and thoughts are novel, well-reasoned and supported by literature (where appropriate). All requested elements of the assignment represent maturity and sophistication in understanding. |
| B (78-88%) | All instructions were interpreted and followed correctly, save one or two. This includes but is not limited to: posting format, content format, citation format, etc. | The assignment is complete - meaning that all areas of requested content are addressed adequately; however, some thoughts, commentary and arguments are incomplete or lacking. | The assignment is of adequate quality. Arguments and thoughts are well presented but may not be novel or well-reasoned. Some elements of the assignment are lacking in sophistication of understanding. |
| C (68-78%) | Most instructions were interpreted and followed correctly. | The assignment is not complete. Content is not addressed to an adequate level and thoughts, commentary and arguments may be incomplete or lacking. | The assignment is of average quality. Arguments and thoughts are either trivial or not well presented or reasoned. Several elements demonstrate a lack of sophistication in understanding. |

| | | | |
|---|---|---|---|
| D (60-68%) | Instructions were mostly ignored but not to the degree that understanding of the work was hindered. | The assignment is not complete. Content is missing and thoughts, commentary and arguments are lacking or incomplete. | The assignment is or less than average quality. Arguments and thoughts are unclear and the overall assignment demonstrates a lack of understanding. |
| F (<60%) | Instructions were ignored or misinterpreted to such a degree that effective conveyance of the content presented was hindered. | The assignment addresses the incorrect issue or content is so lacking that there is no clarity of thoughts, commentary and arguments. | The assignment is of poor quality. Elements are missing or unclear. Poor understanding of the topic is conveyed. |
| Incomplete | Assignment not turned in | Assignment not turned in | Assignment not turned in |

**Grade Breakdown**

| | |
|---|---|
| Group Discussions | 10% |
| Homework Uploads | 25% |
| Wiki papers | 30% |
| Debate & Final Project | 35% |

**Grade Distribution**

| | | | |
|---|---|---|---|
| A ..... | 90-100% | C ..... | 70-74 |
| A⁻..... | 88-89 | C⁻ ..... | 68-69 |
| B⁺..... | 85-87 | D⁺..... | 65-67 |
| B ..... | 80-84 | D ..... | 60-64 |
| B⁻ ..... | 78-79 | F ..... | < 60 |
| C⁺..... | 75-77 | | |

**Academic Integrity**

Dr. Capper and WSU are intolerant of **any form** of academic dishonesty. Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or http://online.wsu.edu/current_students/ar_integrity_plagiarism.aspx. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

**Angel E-space for AS 501**

The Angel website (https://lms.wsu.edu/) for AS 501 is the learning space only accessible to AS 501 students and instructors. All materials pertaining to the course will be hosted on the Angel website including narrated PowerPoints, links to supplemental texts and media, forums for discussion and debates, homework assignments, case-studies etc. **All students must ensure that their WSU email and password is set-up and that they are registered correctly to gain access to the Angel E-space. If problems occur, please contact Dr. Capper or Robin White immediately.**

**Communicating with Instructors and TA's**

If you have a question about material covered in PowerPoints, links, assignments etc., please post it in the designated "questions for instructor" forum within the Angel class web-page and copy the query as email to Robin and Dr. Capper. Either Dr. Capper or Robin will respond to questions posted in Angel so that others may benefit. For technical problems, use the appropriate link in Angel or contact WSU IT services (http://infotech.wsu.edu/).

**Attendance, Participation, and Late Work Policy**

As an online course, there are no scheduled class times for AS 501. However, participation in discussion and debates, reviewing the material and further exploration of the issues raised is essential to achieve a successful outcome. Assignments will be scheduled throughout the course and feedback returned promptly to ensure that progress can be tracked. Assignments are due by the relevant date advised by the instructor and late work may be subject to grade reduction. If an assignment is handed in via email, please copy the email to both Dr. Capper and Robin and if an acknowledgement email is not received, follow-up with the instructor or TA to check that it has been received.

**WSU Disability Statement**

Reasonable accommodations are available for students with a documented disability. WSU Online and the Access Center work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with WSU Online and the Access Center. WSU Online's liaison to the Access Center will assist you in getting started. To begin this process, contact WSU Online (800-222-4978 or distance@wsu.edu). We strongly recommend that you notify us as soon as possible. All accommodations must be approved through the Access Center.

For more information contact a Disability Specialist on your home campus:

- WSU Online & Pullman: 509-335-3417 http://www.accesscenter.wsu.edu, Access.Center@wsu.edu
- Spokane: http://spokane.wsu.edu.html
- Tri-Cities: www.tricity.wsu.edu/studentresourcecenter/index.html
- Vancouver: 360-546-9138 http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services

**WSU Safety**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students on all campuses. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan. It is highly recommended that you visit this web site as well as the University emergency

management web site at http://oem.wsu.edu/emergencies to become familiar with the information provided.

- WSU Pullman: http://safetyplan.wsu.edu.
- WSU Spokane: http://spokane.wsu.edu/services/Facilities/Safety_Security/
- WSU Tri-Cities: http://www.tricity.wsu.edu/safetyplan/
- WSU Vancouver: http://www.vancouver.wsu.edu/safety-plan

**Course Outline**

| Date | Wk | Topic | Required Reading | HOMEWORK |
|---|---|---|---|---|
| 23 Aug | 1 | Introductions | Course Syllabus | • Introductions Discussion Board<br>• Response to Introductions Discussion Board |
| 30 Aug | 2 | Introduction to Information Literacy | Scientific papers | • Scientific Literature Scavenger Hunt<br>• Literature Analysis Discussion Board<br>• Literature Analysis Discussion Board Response |
| 6 Sept | 3 | Dissecting Scientific Literature | | • Scientific Literature Analysis Homework Upload<br>• Literature Analysis Discussion Board Continued<br>• Literature Analysis Discussion Board Final Reply |
| 13 Sept | 4 | Introduction to Animal Production | Fairle: Chapters 1-3 | • View online PowerPoint<br>• Do animation exercises |
| 20 Sept | 5 | Animal Production Systems | Fairlie: Chapters 4-5 | • Animal Production Systems mind-mapping<br>• Animal Systems Discussion board |
| 27 Sept | 6 | Swine Production | Fairlie: Chapters 6 | • Group Wiki Project to construct rough and final draft of paper on swine production |
| 4 Oct | 7 | Beef Production | Fairlie: Chapter 4 | • Group Wiki Project to construct rough and final draft of paper on beef production |
| 11 Oct | 8 | Dairy Production | Fairlie: Chapter 10 | • Group Wiki Project to construct rough and final draft of paper on dairy production |
| 18 Oct | 9 | Current Issues | Fairlie: As needed | • Construct and post opening arguments for final debate |
| 25 Oct | 10 | Current Issues | Fairlie: As needed | • Construct and post rebuttals for final debate |
| 1 Nov | 11 | Current Issues | Fairlie: As needed | • Construct and post final arguments for final debate |
| 8 Nov | 12 | Current Issues | Fairlie: As needed | • Preparing final projects |
| 15 Nov | 13 | Case-study #1 – hormones in animal production | Vicini et al. (2008) | • Research and prepare case-study report #1 |
| 22 Nov | 14 | **THANKSGIVING WEEK** | **N/A** | • **N/A** |
| 29 Nov | 15 | Current Issues | Fairlie: As needed | • Post final projects |
| 6 Dec | 16 | Current Issues | Fairlie: As needed | • View and comment on classmate's projects |
| 13 Dec | | **EXAMS BEGIN @ WSU** | **Feedback on assignments** | **N/A** |