Instructor:
Dr. Chase A. Runyan
Department of Animal Science
Angelo State University
VIN 219
Office: 325-486-6758
chase.runyan@angelo.edu
*Email will be best way to contact me. I will make every effort to respond in a timely fashion.

Monday: 10:00 – 11:45; Tuesday: 9:30 – 10:45; Wednesday: 10:00 – 11:45; Thursday: 9:30 – 10:45
Open door policy – Come in if the door is open. **make appointments if you need to block off specific time**

Class schedule & Location:
MW 12:00 – 12:50 VIN 238

Course Description:
Incoming college students will be subjected to additional academic standards and requirements in college. As such it is important to establish critical thinking skills and improve communication skills that will drastically enhance a students ability to succeed academically, socially, and professionally. To help better establish these skills, this course is designed to use the context of livestock breeds, their history and current uses in the animal agriculture industries that make food and fiber products in the US.

Core Objectives for GS 1181:
- Critical Thinking 1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.
- Communication Skills 1: Develop, interpret, and express ideas through effective written communication.
- Personal Responsibility 1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Student Learning Outcomes:
At the conclusion of GS 1181, students will be able to:
1) Develop, interpret, and express ideas through effective written communication
2) Locate campus resources to solve problems/answer questions.
3) Gather, analyze, evaluate, and synthesize information relevant to common livestock breeds

Student Learning Assessment:
Student learning outcomes will be assessed from 2 written summaries, 1 group “chalk-talk”, and course participation.
Grading Determinations:

100 points will come from 2 written summaries (50 points each).
50 points will come from your effort/completion of a group “chalk-talk”.
25 points will come from your completion of the Information literacy/Critical Thinking training on Blackboard.
15 points will come from course participation. (You get the full 15 points if: You turn in ALL of your assignments by the due date and you participate in peer discussion/revision activities)
10 points will come from the completion of the survey/self-bio synopsis. (If you wrote a book about yourself, would your synopsis make me want to buy the book?)

= 200 Points Total Possible

Grading Scale
A = 89.5% × 200 = 179 accumulated and over
B = 79.5 to 89.4% × 200 = 159 to 178 accumulated
C = 69.5 to 79.4% × 200 = 139 to 177 accumulated
D = 59.5 to 69.4% × 200 = 119 to 138 accumulated
F = 59.4% × 200 = 118 and below accumulated

Group “Chalk-talk” details:
Groups will be established based on species of preference throughout the class. 5 groups of 5 students each will work as a group of “consultants” to make recommendations of appropriate breed(s) selection for a given production scenario. The groups must use library resources and additional supporting evidence to defend their recommendations.
During the presentations ALL students must speak for a minimum of 4 minutes for a total of 20 minutes per group. Students will ONLY be allowed the use of the chalk-board to convey their message. No electronic device assistance or notecards. Preparation and practice is the key to success for this activity.

Attendance:
Students are expected to attend class daily and daily roll sheets will be recorded. Attendance is important and required. Authorized absences may include: (1.) University approved activities (A memo from sponsoring faculty member should be provided) (2.) Death or serious illness of immediate family (3.) Serious personal illness (A physicians note should be provided).

Student absence for observance of religious holy days:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**4 or more unexcused absences will result in reduction of 1 letter grade**

Academic Honesty Statement:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. Scholastic dishonesty includes but is not limited to, cheating, plagiarism, falsifying academic records, misinterpreting facts, and any act designed to give unfair academic advantage to the student or the attempt to commit such an act.
Students with Disabilities:
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Lecture Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week 1: Aug 27 – Aug 29 | - Syllabus & Course content Intro  
- Library Literacy/Critical Thinking & Summary 1 Guidelines/Instructions  
- **Self Bio’s due September 5** |
| Week 2: Sept 5 | - Breeds content discussion  
- **Library Literacy/Critical Thinking blackboard due September 5**  
- **Self Bio’s due September 5** |
| Week 3: Sept 10 – Sept 12 | - Breeds content discussion  
- Information Literacy Workshop (Information Literacy Corner, near coffee bar with Kimberely Wirth) &  
- **Summary 1 Due September 12** |
| Week 4: Sept 17 – Sept 19 | - Establish groups for chalk talks, peer discussion activity  
- Breeds content discussion |
| Week 5: Sept 24 – Sept 26 | - Breeds content discussion  
- Summary 2 due  
- **Summary 2 Due September 24** |
| Week 6: Oct 2 – Oct 4 | - Chalk talk preparation in peer discussion activity  
- Breeds content discussion |
| Week 7: Oct 9 – Oct 11 | - Group chalk talks |
| Week 8: Oct 16 – Oct 18 | - Group chalk talks and course wrap up |

** Schedule is tenative to change **
GUIDELINES FOR WRITING AN EFFECTIVE SUMMARY

1. Read the selection carefully to identify the author’s purpose. Distinguish between important ideas and less important ideas. You must understand the reading perfectly in order to do this. Look up unfamiliar words.

2. Re-read the selection.
   - Divide it into sections. (paragraphs or other obvious divisions the author may have used)
   - Identify important information in each section by making a note of it on notebook paper. This would include the thesis, main ideas of body paragraphs, and major details.
   - Write the definitions of unfamiliar words in the margins as well.
   - When you write your notes, do not use the same words the author used in the essay.
   - Avoid including minor ideas or details.

3. Write a sentence for the thesis, each main idea, and for the major details in the entire selection.

4. Write a “discovery draft” (rough draft) of your summary.
   - Write the author’s purpose or main subject (thesis), the title of the reading, and the author’s name in an opening sentence for the summary.
   - Add sentences for each of the main ideas and major details in the reading’s sections. Avoid trying to summarize every single paragraph in the selection. The ideas in short paragraphs can be combined with longer paragraphs.
   - Follow the same order in your summary as is in the original selection.

5. Revise your draft for content, including accuracy and completeness.
   - Maintain the same order as in the reading.
   - Eliminate repetition and less important information.
   - Disregard minor details.
   - End the summary with the same idea the reading ends with, but use different words. (That is, add an ending sentence that restates the author’s ending, but do not use the exact same words the author used.)
   - Consider the length of the summary. (1/4 to 1/3 the length of the original reading)

6. Revise your draft to eliminate errors in grammar, mechanics, etc.
   - Insert transitional words and phrases where needed.
   - Check for style. Your summary should reflect the style of the reading’s author.
   - Combine sentences for a smooth, logical flow of ideas. Avoid a series of short, choppy sentences. Eliminate repetition. (transitions: in addition, also, then, next, later, therefore)
   - Revise for grammatical correctness, punctuation and spelling.

7. Create a final draft of your summary. Use Times New Roman, size 12, font. Double-space the entire paper.
GS 1181 Survey/Self-Bio

Name: ___________________________________________ Preferred Name: _____________________________

Hometown/State: _____________________________ Major/Minor: __________________________________

Email address: ____________________________________

For the statements below, circle the choice that best describes you.

- **Experience with Beef Cattle:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>I have a lot of interest in beef cattle production but have never had the opportunity to pursue it</td>
<td>I have some experience. (classes, field trips, extended family with cattle, etc.)</td>
<td>I’ve conducted research projects over cattle topics. Or had beef cattle youth projects, 4-H, FFA, etc.</td>
<td>I’ve lived or worked full-time on cattle operation. Or I’ve grown up on a cattle operation</td>
</tr>
</tbody>
</table>

- **Experience with Sheep and Goats:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>I have a lot of interest in sheep/goat production but have never had the opportunity to pursue it</td>
<td>I have some experience. (classes, field trips, extended family with sheep/goats, etc.)</td>
<td>I’ve conducted research projects over sheep/goat topics. Or had sheep/goat youth projects, 4-H, FFA, etc.</td>
<td>I’ve lived or worked full-time raising sheep/goat. Or I’ve grown up on a sheep/goat operation</td>
</tr>
</tbody>
</table>

- **Experience with Swine:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>I have a lot of interest in Swine production but have never had the opportunity to pursue it</td>
<td>I have some experience. (classes, field trips, extended family with Swine, etc.)</td>
<td>I’ve conducted research projects over Swine topics. Or had Swine youth projects, 4-H, FFA, etc.</td>
<td>I’ve lived or worked full-time on Swine operation. Or I’ve grown up on a Swine operation</td>
</tr>
</tbody>
</table>

- **Experience with Equine:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>I have a lot of interest in Equine sciences but have never had the opportunity to pursue it</td>
<td>I have some experience. (classes, field trips, extended family with equine, etc.)</td>
<td>I’ve conducted research projects over cattle topics. Or had equine youth projects, 4-H, FFA, etc.</td>
<td>I’ve lived or worked full-time on equine operation.</td>
</tr>
</tbody>
</table>
GS 1181 Survey/Self-Bio

Which Breed(s) of each of these species of livestock do you have the most experience with? (You can list more than one for each species or none)

Cattle:_____________________ Sheep_______________ Goat________________ Swine ______________

In the space provided below please write a self-bio synopsis. (If you wrote a book about yourself, would your synopsis make me want to buy the book?) Be creative and have fun with this. (Within the bounds of “good taste”). Turn in this completed page 09/06/2017. If your handwriting is “questionable” type a self-bio synopsis and staple this sheet to your printed version.