

Sul Ross State University
ANSC 4306 Control of Domestic and Wildlife Diseases
Fall 2022



Instructor:

Dr. Jamie Boyd
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Office Hours: MW 9:15-10:30

TH 10-12 or by appointment

Lecture: MW 8:00-9:15am

Location: RAS 135

Course description: Introduction to the basic principles of epidemiology with special reference to the pathogens of disease in the animal population: description of the role of the animal scientist, veterinarian, and farm manager in managing and controlling disease.

Recommended Text: Merck Veterinary Manual, 11th edition (**strongly recommended**)

Purpose of the course: The course is designed to introduce students to a basic understanding of common diseases in animals. Content will include the pathology of specific diseases their cause and also treatment.

Student learning outcomes:

1. Understanding common diseases seen in livestock species.
2. Introduction to common diseases of wildlife species in the area.
3. Pathologies and symptoms seen in common diseases.
4. Treatment of diseases discussed as well as vaccination schedules.

Departmental Projected Learning Outcomes:

Student will demonstrate that he/she is able to:

1. Demonstrate the basic skills of interpreting research data gathered in an agricultural context,
2. Apply critical thinking skills to mitigate potential challenges in diverse animal sciences and related agricultural industries,
3. Develop problem solving skills, and
4. Demonstrate the ability to communicate through written, spoken, and graphical methods.

Course Design: Communication Infused



To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that it is vital that the current generation of undergraduate university students receive the required training to be able to navigate a global world and be competent in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass: Navigating Excellence through Effective Communication*, Sul Ross aims to equip you to develop your written, oral, and visual communication skills across multiple courses. Therefore, this QEP Mapped Course contains both programmatic and QEP student learning outcomes.

QEP Student Learning Outcomes:



- SLO1: The student will demonstrate effective development and expression of ideas in writing.
- SLO2: The student will exhibit skill in prepared, purposeful oral communication of material or concepts.
- SLO3: The student will create and deliver visual works that facilitate audience understanding of a central message or purpose.

Assessment measures: At the end of this course, students should have a basic understanding of the concepts and principles of animal anatomy and physiology. Each student's success of achieving these results will be based on a minimal of 60% or better on all exams, quizzes, and other assignments.

Recommendations for Success: In order to succeed in this class, I recommend that you dedicate at a minimum two hours of study time per class hour each week. The material covered in this course cannot be learned adequately in only a couple days, it is cumulative and each day's material will build on the previous day.

Accommodations:

It is the SRSU policy to provide reasonable accommodations to students with disabilities. If you would like to seek any accommodations for this course, please contact Mary Schwartze at the Counseling and Accessibility Services Office: Ferguson Hall 112 phone: (432) 837-8203 as soon as possible to ensure that such accommodations are implemented in a timely fashion

Academic integrity: Students are expected to submit original work without unauthorized assistance. Academic dishonesty, which includes cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting, will result in a grade of 0 on the work in question. Subsequent instances of academic dishonesty may result in more serious sanctions.

Cell phone use during class is prohibited. It is a distraction to you and your classmates, please your phone in a bag or on your desk during class.

Examinations and grading: The grade you earn is your responsibility! **There will be no extra-credit opportunities.** Your course grade will be based on the following components:

Exams and Quizzes: There will be four exams administered in class throughout the semester. The dates of the exams are noted on the syllabus. The fourth exam will be a comprehensive final exam. There will also be 7 quizzes throughout the semester. Quizzes will be scheduled on a weekly basis. There will be no make-up exams or quizzes without prior approval or a valid doctor's excuse. You must talk to me "live". Voice or email messages are not considered valid excuses.

Case Studies: Case studies will be provided via blackboard. The assignments will contain pertinent information about a pathology of an animal. Students will research the symptoms and provide an explanation as to the potential cause of the pathology and if possible treatment options, survivability and long term prognosis. Responses should be 1-2 pages typed and will be submitted via Blackboard. No email responses will be accepted.



Term Paper: Students will be required to write a 6-10 page scientific term paper on a unique topic of their choice relating to a metabolic or health disorder. There will be several small assignments throughout the course to assist you with the preparation, organization, and completion of the term paper assignment. Additional handouts on assignment requirements, grading criteria, and helpful tips will be provided throughout the semester. Each student will submit a topic, outline with references, rough draft, 2 peer reviews, final draft, summary, and short presentation (8-10 minutes). Late rough draft and peer review assignments will not be accepted and will result in a zero on these assignments. Late rough drafts will not be peer reviewed and the student will not be able to complete the peer review assignment, resulting in a zero on the assignment.

Journal Writing: Each student will be required to keep a journal to summarize each class session and complete other assignments. Further instructions for journal assignments will be given throughout the semester. Journals will be turned in for review by the instructor on a biweekly basis.

Other Considerations: Exams may include multiple choice, fill in the blank, short answer, identification, diagrams, and matching questions. Common abbreviations for terms may be used on exams, quizzes, and assignments after the abbreviation has been defined by using the complete term once. Cell phones, internet capable watches, and programmable calculators are not permitted during exams or quizzes. This class may include dissections. Students uncomfortable with this concept should speak to me as soon as possible. The final exam is comprehensive (non-negotiable). Due dates for all assignments will be announced in class or on the attached class schedule. **Late assignments will be accepted for 4 days following the initial due date and time with a 20% penalty per day late.**

Points available:

3 1 hour exams (100 pts each)	300 points
7 quizzes (10 pts each)	70 points
Journals	30 points
Other assignments/quizzes (variable points) *	? points
Case Studies (2 @ 50pts each)	100 points
Term Paper and associated assignments	200 points
<u>Comprehensive Final Exam</u>	<u>150 points</u>
Total	815-? Points

Grading scale: (% of total class points)

- A = 90-100%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = 59.99% or below

Schedule of class sessions: This information should be treated as an outline. There may be some alterations in the sequence of topics.

Weekly Quizzes are indicated below with (*)

Journal Due Date **

<u>Date</u>	<u>Lecture (Chapter)</u>	
Aug 22-24	Introduction and Terminology Terminology	
29-30*	Types of Diseases Immunity	
5-7* **	No class Monday (Labor Day) Immunity	
12-14	Exam 1 14th	
19-21	Disease Diagnosis and Control	
26- 28* **	Management Systems and Disease Control	
Oct 3-5*	Treatment and Control of Disease and Laws	
10**-12	Shock	Exam 2-12th
17-19*	Parturition/Newborn Diseases	
24-26* **	Digestive/Metabolic Diseases	
31-Nov 2*	Respiratory Diseases	
7-9	Exam 3-9th	
14-16	Rabies	
21-23	Thanksgiving Holiday	
28-30	Wrap-up/review	
TBA	Comprehensive Final Exam	

Dates to Remember:

Fri, Oct 28 (midnight) - Case Study 1 due on Blackboard

Mon, Nov 28 (midnight) - Case Study 2 due on Blackboard

Instructor's bibliography:

Merck's Veterinary Manual 11th Edition. 2016. Merck & Co., INC.

Veterinary Anatomy and Physiology. A clinical laboratory manual. 2nd edition. 2011. Cochran. Delmar Publishing.

Ruminant Anatomy: A Photo Atlas. 2013. Dunn. Clemson University.

Medical Physiology. Guyton. W.B. Saunders. Publishing

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

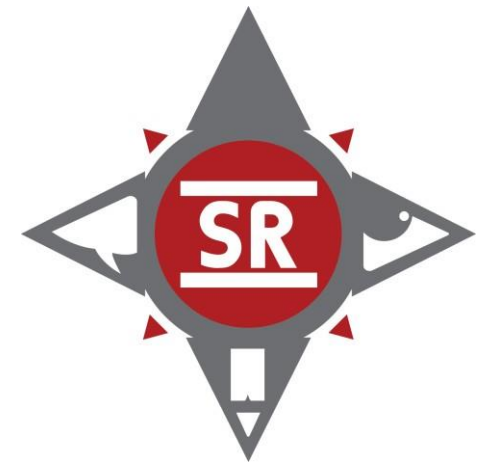
Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.



QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Professional/Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.