Animals in Human Cultures (VM481/681)
University of Nevada, Reno

Fall 2015
Tuesdays-Thursdays, 9:30-10:45 a.m.
[location TBD by University Scheduling]

COURSE SYLLABUS
[IMPORTANT DOCUMENT – RETAIN AND READ/REVIEW WHEN APPROPRIATE!]

I. COURSE DIRECTOR/PRIMARY INSTRUCTOR:

Dr. Richard C. Simmonds
Emeritus Director, Laboratory Animal Medicine and
Professor of Physiology
Office: ARF (Applied Research Facility)/326
Phone: 742-7944 (cell)
         972-3810 (home)
E-Mail (office): rsimmonds@unr.edu

II. COURSE DESCRIPTION:

Survey of the historical contributions animals have made to human cultures throughout the world from pre-history to today’s contemporary issues relating to human associations with non-human animals.

Prerequisite(s) [undergraduates only]: Junior or senior standing and completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

Units of Lecture: 3
Offered Every Fall

III. COURSE OBJECTIVES: In regards to VM481/681, it is intended that the course will address the following topics and themes:

• "Stewardship of the Earth" and its resources (ecology, environment, and animals).

• "The well-being of humankind" (cross-cultural historical relationships between humankind and animals, bio-ethical perspectives, and human well-being from animal use [companionship, work partners, advancement of human and veterinary medicine,
recreation, etc.).

- Cultural diversity as related to human interactions with animals.

The major objectives for VM481/681 are to:

- Illustrate the important and, often critical, ways animals have contributed to the development and spread of the diverse human cultures that exist and have existed on Earth.

- Illustrate and emphasize the critical contemporary issues involved in human/non-human animal interactions that will influence many aspects of our future cultural development.

- Stimulate student interest in and awareness about these contemporary issues so that as citizens they can make responsible, objective decisions regarding such complex societal issues.

IV. STUDENT LEARNING OUTCOMES:

This is a Core Capstone course that will satisfy CO13 (Integration and Synthesis) in the Silver Core effective Fall 2016: students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues. This course also integrates CO1 (Effective Composition & Communication), CO3 (Critical Analysis & Use of Information), and CO10 (Diversity & Equity). All aspects of the VM481/681 course address aspects of these Core Objectives, but CO1 and CO3 will be assessed in the term paper.

The following Student Learning Outcomes will address Core Objective 13 and will build on competencies developed in Core Objectives 1 and 3.

1. Students will be able to identify the critical ways non-human animals have contributed to the development and spread of human cultures from pre-historic to modern times. (Builds on CO6)

2. Students will be able to articulate the critical, and often similar, roles non-human animals have played in human development throughout the diversity of the world’s cultures. (Addresses CO10).

3. Students will demonstrate the ability to evaluate the
historical and contemporary issues involved in human use and concern for non-human animals, allowing for a better understanding of the incredible complexity of such issues (addresses CO13)

4. Students will articulate their own opinions and viewpoints about their own perceptions regarding contemporaneous societal and political issues such as animal “rights” versus animal “welfare” that will allow them to be informed citizens. (Addresses CO13)

5. Students will demonstrate the ability to create understandable written documents and oral presentations while recognizing the importance of creating communications that accurately reflect an understanding of task requirements and the need for in-depth analysis and clear presentation of the material to an audience or recipient of written documents. (addresses CO13, Builds on CO1 and CO3)

V. UNIQUE CLASS PROCEDURES/STRUCTURES:

A. INSTRUCTOR'S EXPECTATIONS AND BIASES

As a fallible human being, your instructor comes to you with certain expectations and biases. It is perhaps useful for you to know what these are.

- I believe that each person is unique and deserves respect as an individual and that interaction between individuals should be accomplished with civility and courtesy. Differences of opinion are welcomed and may be freely expressed during class. Students’ grades will NOT be affected by respectful debate with the instructors or classmates.

- I believe that most people are inherently honest and I will make that assumption about VM481/681 students.

- **I teach because I like to, not because I have to!**

- I believe successful students are seeking a college education because they want to, not because they have to.

- I expect to devote as much time and effort as necessary to
provide VM481/681 students with a high quality course, composed of high quality components.

- I expect VM481/681 students to devote as much time and effort as necessary to gain from the course the maximum possible educational benefit.

- Since the quality of any college course can be improved by thoughtful, constructive suggestions and discussions from students taking the course, I expect VM481/681 students to provide such feedback to me and their classmates. Students' grades will NOT be affected by respectful and thoughtful feedback and discussions.

- I take responsibility for my actions and I expect others to do the same.

B. TEXTBOOK:

None. Students will be given reading and study assignments provided in handouts or in readily available literature. Each handout will include specific learning objectives for that lecture period.

C. DAILY COMMENT CARDS

At the beginning of each class period, each student will be provided with a 3"x5" index card. The student is to write his/her name and the date of the class period on the top line. At the end of the class, the student is to write a comment about the class and turn in the card to the instructor. The comment may be positive or negative criticism, a question pertaining to that day's lecture, a suggestion for changing the content of that day's presentation, an indication of some new point learned that day, or any other comment pertaining to that day's material. Failure to submit a card will be taken as evidence of being absent from that day's class. Excused absences will count as being present when calculating the "Class Participation" portion of the grade.

VI. ASSIGNMENTS:

There are two examinations administered during the semester (see class schedule) and one final examination at the end of the course.
A term paper is required as is an oral presentation based on the term paper topic. Both are graded separately. Topics are selected from the list provided in Attachment I or, with instructor approval, a topic suggested by the student. Instructions for the organization and presentation of both the written term paper and oral presentation are provided in Attachment II.

Students may elect to do a Honors project as a separate activity but these projects are graded in accordance with the Honors Office’s criteria and will not be considered as part of the course grading criteria.

GRADUATE STUDENTS: In accordance with University policy, graduate students taking this course as VM681 are required to complete an additional component to receive full credit for the course. To complete this requirement, graduate students will select two separate topics, one for their term paper and oral presentation based on the paper topic and one for presentation as a 45 minute lecture. This additional presentation will be graded and will be considered as part of the course grading criteria.

VII. ASSESSMENTS AND GRADING CRITERIA (see Attachment III for example of course grade calculation):

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (3)</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>(&amp; written abstract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%*</td>
<td>5%</td>
</tr>
<tr>
<td>Lecture</td>
<td>N/A</td>
<td>20%</td>
</tr>
</tbody>
</table>

* The Class Participation Grade will be based on the % of the classes attended, e.g., 70% attendance with no approved absences = 70% of possible points; 100% attendance with no unapproved absences = 100% of possible points. Failure to submit a Daily Comment Card will be counted as an unexcused absence unless the instructor approves otherwise (either a priori or post facto). See Attachment I for a sample course grade calculation. During the first class period we will determine whether or not plus/minus grades will be given.
VIII. COURSE CALENDAR AND TOPICS: [NOTE: The schedule is tentative. Topics and the number of class periods may change as required by availability of instructors, adverse weather, or extenuating circumstances.]

1st Week

25 Aug - Introduction, Course Overview and Expectations, Guidelines for Presentations, and Term Papers
(Simmonds)

27 Aug - Domestication of Animals
(Simmonds)

2nd Week

1 Sep - Historical Aspects of Animals in Selected Human Cultures - Part 1
(Simmonds)

3 Sep - Historical Aspects of Animals in Selected Human Cultures - Part 2
(Simmonds)

3rd Week

8 Sep - Contemporary Human-Animal Issues: Animal Rights Versus Animal Welfare
(Simmonds)

Topics due for term papers and individual presentations (SEE TOPIC LIST AT ATTACHMENT III)

10 Sep - Identifying and Addressing Ethical Issues
(Dr. Elizabeth Beyer)

4th Week

15 Sep - Pets, Animal Assistants, and Animal Facilitated Therapy.
(Simmonds)

17 Sep - Equine & Hippo-Therapy
(Dr. Arthur Hansen)
5th Week

22 Sep - Contemporary Human-Animal Issues: Humane Society Perspectives (Ms. Nikole Nichols)

24 Sep - FIRST EXAMINATION - Will cover all topics and materials presented in class through 18 September

6th Week

29 Sep - Animals and Their Impact on the Environment and Animals and Nature (two topics) (Simmonds)

1 Oct - Inuit Whaling (Simmonds)

7th Week

6 Oct - The Horse in the American Culture: A Paleontologist’s Viewpoint (Ms. Sara Marcus)

8 Oct - Animals in Research, 330 BC to the Present (Simmonds)

8th Week

13 Oct - Animals in Sports and Entertainment, Ancient Rome to the Present (Simmonds)

15 Oct - Animal Abuse as Indicators of Dysfunctional Persons (Simmonds)

9th Week

20 Oct - Animals as Symbols (Simmonds)

22 Oct - SECOND EXAMINATION - Will cover all topics and materials presented in class from 24 September
through 16 October

10th Week

27 Oct - Contemporary Human-Animal Issues:
Agricultural Issues
(Dr. Donald Hanks)

29 Oct - Animal Symbolism in Some Native American Cultures
And Exam Review
(Ms. Margaret Clark-Price)

++++++ TERM PAPERS DUE +++++++

11th Week

3 Nov - **NO CLASS**

5 Nov - Student Presentations (12 - 15 minutes total time
each)

12th Week

10 Nov - Student Presentations (12 - 15 minutes total time
each)

12 Nov - Student Presentations (12 - 15 minutes total time
each)

13th Week

17 Nov - Student Presentations (12 - 15 minutes total time
each)

19 Nov - Student Presentations (12 - 15 minutes total time
each)

14th Week

24 Nov - Student Presentations (12 - 15 minutes total time
each)

26 Nov - THANKSGIVING HOLIDAY

15th Week
1 Dec - Student Presentations (12 – 15 minutes total time each)

3 Dec - Student Presentations (12 – 15 minutes total time each)

16th Week

8 Dec - Student Presentations (12 – 15 minutes total time each), and Exam Review (Simmonds)

TBD Dec - FINAL EXAMINATION - (time TBD), (location TBD), [SUBJECT TO CHANGE!]– Will cover all topics and materials presented in class from 16 October through the last student presentation (one true/false question each will be constructed from the material in the summaries distributed by the students)

IX. ACADEMIC STANDARDS/DISHONESTY:

Attachment IV to this Syllabus is a verbatim copy of the "Student Conduct Code" and "Academic Standards" sections from the 2013-2014 University of Nevada, Reno on-line General Catalog. Violations of the Code or Standards in regards to this class, specifically, cheating, plagiarism, or otherwise obtaining grades under false pretenses, will be grounds for discipline as described in the "Standards." Use of a PDA or other instant messaging communication device to share answers during an examination will be considered cheating and all participants will be subject to appropriate discipline.

In regards to plagiarism and copyright infringement, there is an excellent explanatory summary about these two topics at the following Web site:

http://honorcouncil.georgetown.edu/whatisplagiarism

This address takes you to a Georgetown University Honor Council page and was verified on 15 August 2014.

X. DISABILITY SERVICES – STUDENTS WITH SPECIAL NEEDS:

It is the student's responsibility to self-identify that he/she has special physical or learning needs and to provide the University with specific information regarding those needs
(contact the Disability Resource Center, Thompson Building, Suite 101, phone: 784-6000, or the course director, as soon as possible to arrange for appropriate accommodations). The VM481/681 instructor will make every effort to make reasonable accommodations to meet any special needs identified.

International students who are having difficulty with the English language or with understanding the instructors should contact the course director for one-on-one consultation.

XI. ACADEMIC SUCCESS SERVICES:

Student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services as needed. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

XII. AUDIO AND VIDEO RECORDING/SURREPTITIOUS RECORDING OF CLASS

The following policy has been created to align UNR policy with NSHE policy on surreptitious taping of class lectures.

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

XIII. FERPA (Family Educational Rights and Privacy Act):

Because of the regulations enforcing this act anything that pertains to grades must be transmitted to students in a secure manner and can NOT be transmitted via e-mail. If you are going to be absent from class and ask a classmate to pick up your materials, you are giving informed consent for him/her to have potential access to your grade on any graded assignment being returned to students during class periods. Also, I will not be able to e-mail you any of your grades, including final exam/course grades, unless I have a signed note from you, including the e-mail address you wish the grade sent to, requesting to receive a grade.
via e-mail.

XIV. CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES:

It is extremely rude to fellow students and your instructors and, especially, guest lecturers when they are distracted by ringing cell phones or beeping electronic devices. Please ensure that all such devices are either turned off or put on silent alert status before entering class. Also, unless you are expecting a call of an emergency nature, do not answer any call, text message, or tweet in class, including disrupting the class by going into the hallway to answer a call.
ATTACHMENT I

TOPICS FOR TERM PAPER AND ORAL PRESENTATIONS

NOTE 1: WITH ALL TOPICS, THE CULTURAL SIGNIFICANCE OR IMPACT OF THE TOPIC IN REGARDS TO THE THEMES OF THIS COURSE MUST BE INCLUDED IN THE WRITTEN TERM PAPER AND ORAL PRESENTATION!

NOTE 2: Students may propose a variation on one of the listed topics, or a totally unique topic for consideration as an instructor-approved topic.

NOTE 3: Only one student may select a given topic.

NOTE 4: Reminder: If a topic is selected that is covered in a regular class lecture, there is a requirement that the presentation must provide additional information on/about the topic or reflect a critically developed alternate approach to the topic/material. WARNING: Past attempts to select topics scheduled for inclusion in a regular class lecture have not been very successful in meeting this requirement.

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Origins and Significance of Human Fear or Loathing of (any specific species)

Animal Symbolism in (Prehistoric) (Classical) (Contemporary) Art

Animal Symbolism in (Early European [or other cultural group] Literature) (Contemporary Literature) (Children's Literature)

Animal Symbolism in Mythology

Animal Myths/“Urban Legends”

Domestication of (any domesticated species except dogs and cats)

The Cat as Revered Deity in Dynastic Egypt

The Cat as a Symbol of Evil in Medieval Europe
Origins of (specific species) as Sacred Animals in (specific culture)

The Significance of (any specific species) in (any specific religion)

The Cultural Implications of Prohibition of Killing Dogs in India

Animal Sacrifice as Rite in Early Religions

Animal Sacrifice and Religious Freedom in the United States

The Significance of (any specific species) [not usually covered by guest lecture] in (any specific) Native American Culture [includes North, Central, and South America]

The Significance of (any specific species) in (any specific) African Culture

The Significance of (any specific species) in (any specific) Asian Culture

The Significance of (any specific species) in (any specific) Australian or Pacific Island Culture

The Use of Animals in Warfare

Animals as Wealth in (specific culture)

The Past and Present Legal Status of Animals

Animals in Entertainment (in regards to a specific form of entertainment not covered in class lecture)

The Cultural Significance/Importance of Animal Use in (any blood sport, e.g., bullfighting)

Animals for Human Consumption – Cultural Biases for or Against Specific Species

Trapping and Hunting as Methods of Control for Wild Populations of Animals

The Wild Horse and Burro Act of 1972, its successive amendments, and resulting Federal regulations ARE Constitutional
The Wild Horse and Burro Act of 1972, its successive amendments, and resulting Federal regulations are NOT Constitutional.

Other topic of student’s choice with Instructor’s approval.
ATTACHMENT II

XIV. INSTRUCTIONS FOR TERM PAPERS AND ORAL PRESENTATIONS

A. Introduction

Term papers and oral presentations are tools used to introduce students to a single course subject in depth. Further, they foster development of literature search and review skills, the ability to critically analyze often conflicting data, and the ability to organize and present thoughts and ideas in written and oral form, thus improvement of written and oral communication skills. They are emphatically NOT "busy work" or some devilish device designed to keep students out of the teacher's hair!

In today's world, where many of the problems facing humanity are highly technical in nature, it is more important than ever that all citizens be equipped with the skills summarized in the previous paragraph. It is imperative that all members of society take an active role in modern social and political processes. To do this effectively, one must be able to look at, evaluate, and resolve complex technical issues based on knowledge rather than raw emotion.

It is the instructor’s goal that the use of an assigned term paper and oral presentation will result in better student understanding of at least one course related topic and, at the same time, contribute to the attainment of personal skills which will allow the student to make knowledgeable, well-reasoned decisions as an active participant in society. Furthermore, the topic materials presented broaden the scope of the topics covered in the course and will enrich the knowledge base of the student’s classmates.

B. EXPECTATIONS

This is a 400/600 level course. Students will be expected to have mastered and to use fundamental writing and grammar skills. With the ready availability of word processors with spell-check features, it is expected that all papers will be typed or produced on a word processor (letter quality, dot-matrix printers are acceptable) and spelling and grammar will count.

In accordance with requirements for Capstone courses, it is expected that the term papers and oral presentations will reflect critical analysis or in-depth exploration and explanation of the
chosen topic(s). Simple regurgitation of facts found in a limited number of references, a description of some "interesting" behavior or phenomena involving an animal species, a "how to" discourse on how to keep some exotic species of animal as pets, or other animal related report devoid of the human culture link, will not be sufficient to receive high grades. **IN OTHER WORDS, WHAT IS THE CULTURAL SIGNIFICANCE OR MEANING OF THE TOPIC IN REGARDS TO THE THEMES OF THIS COURSE?** For example, if the topic is “Dogs as Mobility Aids for Blind Persons,” what is it about American/European cultures that accept this use of dogs while other cultures do not?

In addition, if a topic is chosen that will be covered in one of the lectures, the student's presentation must provide additional information on/about the topic or reflect a critically developed alternate approach to the topic/material.

It is also expected that students know how to use library reference materials and services for accomplishing literature searches. If this is an incorrect expectation, students should contact the course instructor early in the semester. Arrangements will then be made to provide instruction on effective ways to accomplish literature searches.

**We will strictly adhere to the due-dates for turning in term papers as noted in the class schedule above!** This is absolutely necessary to give the teacher time to read and grade them before the end of the course.

C. PLAGIARISM

Please remember that cutting and pasting text from a Web site directly into a term paper without attribution to the source is plagiarism and, as such, would be grounds for discipline as outlined in Attachment II! [see also the Web site listed in Section V above.]

D. SPECIFICS FOR TERM PAPERS

[Note: Assistance with doing library research on your selected topic may be available from one of the librarians in the Knowledge Center - check out this site for the names of possible assistants, http://campusguides.unr.edu/liaisons (this Web site address was verified as valid on 14 August 14).]
1. Students are required to select a topic from the list provided for the term paper and oral presentations (Attachment III). HOWEVER, only one student may select any particular topic. Thus, early selection and notification of the instructor will be advantageous if a specific topic is highly desired. The instructor may permit a student to select a topic not on the list but such exceptions will be rare and only for a very good reason.

   - When developing the content of the term paper and presentation, care should be exercised to illustrate a definite link to some aspect of human culture. The instructor is willing to meet with students to review their topic selections and suggest ways to approach the topic. It is recommended that such meetings be scheduled early in the semester.

   - The instructor is willing to review a topic outline and proposed list of references/reference sources if they are submitted no later than 6 class periods before the due-date for the term paper. Such materials will be returned no later than the second following class period.

   - With the exception of saying why you selected your topic, do not write in the first person when preparing the term paper (and the summary for the oral presentation).

2. Paper size and page set-up – 8 x 11 inches with margins all-around of at least 1 inch, but no more than 1¼ inches. Number each page at bottom center of page. Use lower case letters representing Roman numerals for introductory material (see Section 5 below) and Arabic numerals for all other pages.

3. Length – The report text (including abstract page but exclusive of cover page, table of contents, list of figures, list of tables, and bibliography) should be at least 5, but no more than 8, double-spaced pages in length (except that the abstract is to be single-spaced).

4. Type Size/Font – Type size or font will be that used for general reading material, i.e., 12 cpi, or equivalent, and in Courier New or Times New Roman fonts.

5. Format – [NOTE: This format does NOT necessarily follow any
“standard” format so it is recommended that THIS format be reviewed before writing your term paper.]

a. COVER PAGE - On the cover page, include only the course designation, title, and author identification, such as:

Term Paper for VM481/681, "Animals in Human Cultures"

ANIMAL WELFARE IN VICTORIAN ENGLAND

Kid E. Wagon
Senior, Animal Science
Fall 2009

b. PAGE i - Abstract

• No less than ½, and no more than 1 page, single-spaced - Provide a succinct summary of what is covered in the paper.

c. PAGE ii - Table of Contents

• List all significant headings and page numbers

d. PAGE iii - List of Tables

• Tables may be originals or photocopied from cited references - the legends on all tables copied from published or Web site materials must include attribution to the source
• If no tables are used, indicate "none"
• Table titles and page numbers

e. PAGE iv - List of Figures (NOTE: Pages iii and iv may be combined into a single page if there are no tables or figures)

• Figures may be originals or photocopied from cited references - the legends on all figures copied from published or Web site materials must include attribution to the source
• If no figures are used, indicate "none"
• Figure titles/legends and page numbers

f. PAGE 1 - Introduction
• Indicate why you selected the topic (as indicated above, this statement should be in the first person, i.e., I selected this topic because....) and what you expect the reader to get out of the paper (not in the first person).

g. The remainder of the report should be subdivided with appropriate major headings, with the number of pages as required (within page requirements given above).

h. Literature Cited/Bibliography

• List the references in the bibliography alphabetically by the first author's last name and then number them sequentially.

• All references listed in the bibliography should be cited in the text of the term paper! When citing references in the text, do so by using the number of the reference, followed by a comma and the page number (on which the referenced material may be found), within parentheses, located immediately after the information presented applicable to that reference. If there are more than one reference source to support a particular point, separate the reference citations within the parentheses by semi-colons, e.g., (1, pg 48; 27, pg 9). With Internet sources, page numbers may be omitted.

• For each reference in the bibliography, include the name of the library in which the reference can be found and its call number (or other source if not a library, e.g., the specific Web site).

• There must be at least 10 references cited, no more than 20% of which can be from popular press publications (e.g., the National Geographic or Discover magazine), no more than 20% of which can be "personal communications," and no more than 20% of which can be from the Internet. Dictionaries do not count towards the eight required references but should be listed and cited in the text if used.

• If popular press publications are cited, it will be
expected that at least one original scientific paper by one of the scientists referred to in the citation, pertaining to the article cited, will also be cited.

Examples of How to Cite Different Types of References:

• Journal/Magazine Citations -


  [Note: with 1 to 3 authors, list all of their names as shown; with more than three, just list the first author and then use the term et al. to represent the other authors, e.g.: if the previous example had a 4th author, the citation would start as follows: " Irving, L., et al. The Regulation ......."]

• Book Citation -


• Article Within a book -


• Personal Communication -

  Simmonds, R.C., Personal Communication, Baltimore, MD, (month and year of communication)

• Internet/World Wide Web Citations

  Author (if known, if not known, show as
i. Literature/Reference Sources Consulted - At the end of the bibliography, as a separate entry, list the information sources consulted, e.g., the libraries used, on-line databases used, internet or web search engines used, and individual persons consulted.

E. SPECIFICS FOR ORAL PRESENTATIONS

1. The topic of the oral presentation normally will be the same as the topic used for the term paper. However, Graduate Students will use a second topic for their more extensive "lecture" in partial fulfillment of the additional requirement for graduate student credit. In addition, graduate students are required to meet with the instructor early in the semester to discuss the content and format for their lecture.

2. Length of Presentation - it is expected that each undergraduate presentation will be 8-10 minutes in length, with an additional ~2 minutes being allowed for questions and answers (it is suggested that no more than 6-8 PowerPoint® text slides be prepared for this length of presentation!). Presentations less than 8, or more than 10, minutes will receive grade penalties proportionate to the infraction. Graduate student "lecture" presentations will be 30-35 minutes in length, with an additional 10 minutes being allowed for questions and answers (grade penalties for too short or too long presentations will also apply to graduate student lectures). [Note: It is recognized that 8-10 minutes may be perceived as being inadequate to cover the subject of your term paper but, as in real life when attempting to convey a point of view to an audience (e.g., your employer or a legislative body), it may be necessary to distill your extensive body of reference material to a brief speaking opportunity].

3. Audiovisual Materials - Students are encouraged, but not required, to use audiovisual aids to support their presentations. Examples of such aids include PowerPoint® computer-based presentations, slides, over-head transparencies, flip charts, black/whiteboards, and electronic/digital media. Students are responsible for preparing their own audiovisual materials. Black/White boards, dry-erase markers, a computer with projection
capability, projector for over-head transparencies, and a VHS videotape and DVD players will be available in the classroom. Any other items or equipment needed, such as models for demonstration, or copies of pamphlets or books, must be supplied by the student (the instructor may help identify sources from which such items may be borrowed but the responsibility for obtaining them rests solely with the student). If PowerPoint® material is to be used, students should ensure that they have backup discs or flash drives with them at the time of presentation to ensure being able to access their audiovisual materials. If using projected images, it is suggested that students bring a laser pointer for use during the presentation.

4. Written Summaries –

a. Written narrative (not outline) summaries, with an appropriate bibliography, are expected for all oral presentations and lectures. If an original copy of the summary, with any attachments, is submitted to the instructor at least one week prior to the class in which the presentation is to be given, the instructor will have the copies made for distribution to the class. However, students failing to submit a summary one week in advance will be required to provide 50 copies at the time of their presentation. If a PowerPoint® presentation is made, one electronic or hard copy of the PowerPoint® presentation contents must be provided to the instructor and may be provided to the classmates along with the written summaries.

b. Format

(1) The requirements for the term paper, described above, regarding only the page set-up and type size apply to the oral presentation summary. At least half of the references that are used for the term paper should be listed in the summary's bibliography.

(2) Length - The body of the summary should be no less than one and no more than two, double-spaced, typed pages (excluding the space required for the bibliographic list and any attachments such as copies of illustrations). The course title, presentation title, and the author’s name are to be centered at the top of the first page as shown here:
Oral Presentation for VM481/681, "Animals in Human Cultures"

**ANIMAL WELFARE IN VICTORIAN ENGLAND**

Kid E. Wagon  
Senior, Animal Science  
Fall 2003

(3) The body of the summary should be written in narrative form, with information presented in the same order in which it will be presented orally. The text of the summary may be broken by a few appropriate headings aligned with the left-hand margin (use upper case and lower case letters, as appropriate, and underline).

(4) List and Copies of Audiovisual Materials

If audiovisual materials such as slides or overheads are used, list them on a page attached to the summary. In addition, copies of reproducible audiovisual materials (e.g., overhead transparencies) may be appended to the abstract for distribution to the class and MUST be provided to the instructor at the time of the presentation.

**F. GRADING OF TERM PAPERS AND ORAL PRESENTATIONS**

As noted in Section B. Expectations above, the cultural significance or meaning of the topic you have chosen MUST be well delineated in both the written term paper and the oral presentation of the topic. The grades awarded for the term paper and oral presentation will be largely based on the thoroughness of the material presented and, specifically, the clarity of the discussion of the topic’s cultural meaning or significance.
ATTACHMENT III

FINAL GRADE CALCULATION

The course Syllabus indicates that the final grade for undergraduate students will be weighted as follows: 50% Examinations, 20% Term Paper, 20% Oral Presentation, and 10% Class Participation (essentially, attendance).

Therefore, exams are worth 50 points, the term paper 20 points, the oral presentation 20 points, and the Class Participation 10 points; towards a perfect course grade of 100.

The average of the three exam grades is converted to a percentage, e.g., a student with an exam average of 85 would earn 42.5 points towards her final grade (85% x 50 points = 42.5). If she received a 95 on her term paper, she would have earned 19 points towards her final grade (95% x 20 = 19). If she received an 88 on her oral presentation, she would have earned 17.6 points towards her final grade (88% x 20 = 17.6). And, if she attended or received excused absences for only 26 of the 30 class periods (87%) she would have earned 8.7 additional points (87% x 10 = 8.7). Thus, this student's final point grade would be 87.8 (42.5 + 19 + 17.6 + 8.7 = 87.8) rounded up to 88 and that would equate to a course letter grade of B.

Graduate student grades are calculated similarly but with the additional grading factor of the separate lecture presentation.
University Code of Conduct and Policies  
http://catalog.unr.edu/content.php?catoid=6&navoid=1464 (this Web site was verified as being valid on 14 August 14)

SECTION II. Student Conduct Regulations and Policies

The University of Nevada, Reno has established regulations and policies for student conduct that support the core educational mission of the University of Nevada Reno, students and student groups and/or organizations. The following conduct violates our university community standards and subjects a student, or a student group/organization to sanctions under the Student Code of Conduct.

A. University of Nevada, Reno, Conduct Rules and Regulations.

The following conduct is prohibited:

1. Acts of dishonesty, including but not limited to the following:

   a. Cheating, plagiarism, fraudulently obtaining grades, or other forms of academic dishonesty.

   b. Furnishing false information to any University official, faculty member, or office.

   c. Forgery, alteration, or misuse, theft, or using without permission, any University document, or record.

   Provisions of Sections 2 through 20 as they may apply to activities involved in the VM481/VM681 course activities.

B. NSHE Standards of Conduct (6.2.2).

Nevada System of Higher Education Subsection B: of Nevada Regulations in addition to regulations for student conduct for the University of Nevada, Reno, all students and student organizations are responsible for following the regulations for
the entire university and community college system. The 20 prohibited activities, as found in the University and Community College System Code, Section 6.2.2, are listed below:

Provisions of Sections 1 through 20 as they may apply to activities involved in the VM481/Vm681 course activities.

POLICIES AND GUIDELINES

ACADEMIC STANDARDS

Academic Standards:

Class Conduct: A student may be dropped from class at any time for negligence or misconduct, upon recommendation of the instructor and with approval of the college dean. Students may also be dropped for non-attendance upon indication of the instructor.

Subsection A: Definitions

Academic dishonesty is against university as well as the system community standards.

Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one’s place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Subsection B: Sanctions for Violation of Academic Standards

Sanctions for violations of university academic standards may include the following: (1) filing a final grade of “F”; (2)
reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

A student found responsible for violating this policy may not withdraw from the course in question. A student failed in a course due to academic dishonesty may not utilize the “repeat option” for that course.

A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6.

Subsection C: Academic Dishonesty Procedures

[This subsection defines the procedures for faculty alleging violations of University Regulations and Policies and students responding thereto.]

SECTION III. Student Disciplinary Procedures:

[As indicated by its title, this section contains additional procedures regarding faculty, staff, and student rights and responsibilities when allegations of misconduct are made.]