

 <p>UNIVERSITY of GUELPH KEMPTVILLE CAMPUS</p> <p>CHANGING LIVES IMPROVING LIFE</p>	Course Code:	Semester Offering:	Credit Weight:
	EQN*2200	Winter 2012	0.50
	Course Title:	Lecture and Lab Hours (eg. 3-3):	
	Equine Trends and Issues I	Lectures: 3 (TR 10-11:30am; Parish 108)	
Instructor Name(s):			
Dr. K Merkies: room 215 Parish, x61316; kmerkies@kemptvillec.uoguelph.ca Office hours by chance or appointment			
Calendar Description: (as found in the U. of Guelph Calendar)			
This course discusses selected current global, national and regional issues in the horse industry. Analysis of strengths, weaknesses, opportunities and threats are applied to controversial issues such as industry certification and transportation legislation and enforcement.			
Evaluation			
	Research Project	25%	
	Literacy assignment	15%	
	Assignments	30%	
	Final exam	30%	
	TOTAL	100%	
<p>The research project will be a group project carrying out a small research assignment and presenting findings in a poster presentation</p> <p>The literacy assignment is an individual project that will form the background research to the research project.</p> <p>Various small assignments will be given throughout the semester including an individual presentation on a piece of training equipment.</p>			
Method of Presentation			
<p>Course Delivery: Lectures to be given using visual material including Powerpoint presentations, overheads, and videos. Classroom discussion in the form of discussions and student interaction will comprise a significant portion of each lecture. Guest speakers will be invited.</p>			
<p>Course Objectives: Upon completion of this course, students should/will:</p> <ol style="list-style-type: none"> 1. form effective critical arguments 2. write an effective presentation 3. logically and rationally be able to defend an issue 4. utilize persuasive arguments 5. be aware of current issues in the equine industry 6. relate equine issues in Canada to trends in other countries 7. stimulate critical thinking in self and others 8. know the extent of legislation in certain segments of the horse industry 			

Weekly Course outline				
DATE	Week	Lect	ACTIVITIES	Readings
Jan 10-12	1	Lecture	Art or science? The birth and purpose of equitation science. Cognitive ethology: umwelt, sensory perception, equine intelligence	<i>Chp 1,2</i>
Jan 17-19	2	Lecture	Physical, social, environmental challenges. Natural horsemanship. Scientific method	<i>Chp 2</i>
Jan 24-26	3	Lecture	Anthropomorphism Non-associative learning	<i>Chp 3,4</i>
Jan 31- Feb 2	4	Lecture	Associative learning: attractive. Classical and operant conditioning Associative learning: aversive	<i>Chp 5,6</i>
Feb 7-9	5	Lecture	Applying learning theory Behavioural neuroscience: review of the equine brain; physiological functions in mechanisms of behaviour	<i>Chp 7</i>
Feb 14-16	6	Lecture	Biomechanics Use of various apparatus in riding and training	<i>Chp 10,11</i>
Feb 20-24			<i>Reading week</i>	
Feb 28- Mar 1	7	Lecture	Training (student presentations) Poster preparation	<i>Chp 8</i>
Mar 6	8	Lecture	Horses in sport and work <i>No Thursday lecture</i>	<i>Chp 9</i>
Mar 13-15	9	Lecture	Unorthodox techniques	<i>Chp 12</i>
Mar 20-22	10	Lecture	Fight/flight responses	<i>Chp 13,14</i>
Mar 27-29	11	Lecture	Project presentations	
April 3-5	12	Lecture	<i>No Tuesday lecture</i> The future of equitation science: your contribution	<i>Chp 15</i>
April			<i>Final exam Tuesday April 10, 10-12pm</i>	
Course Prerequisite(s): EQN*1100			Course Restriction(s):(if limited enrolment) BBRM Equine Management	
Text Book(s) Required: Equitation Science, P McGreevy, A McLean. Wiley Blackwell 2010. ISBN 978-1-4051-8905-7			Reference Material: ISES conference proceedings available online at www.equitationscience.com	
Additional Course Requirements: Students are expected to produce a poster for their final presentation				

Additional Information:

Dates of lectures are subject to change.

Electronic Communications: Students will be required to access course materials and grades on CourseLink. Further, it is the student's responsibility to ensure that he/she knows how to send and receive e-mail using his/her GryphMail account and to check it regularly. All course-related electronic communications with the instructor and fellow students are to be delivered with the GryphMail account.

Academic Integrity: Adherence to acceptable standards of academic honesty is expected. Academic material submitted by a student is evaluated on the assumption that the work presented is his/ her own, unless designated otherwise. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of, and to abide by, the University's policy. To better understand your responsibilities, refer to the Diploma Program Calendar and discuss any questions you may have with your Instructor or Program Coordinator. For this course, all exams will be kept on file for one academic year by the Instructor.

Missed Assessments & Classes: Make-up exams will be offered only to students with documented medical, psychological, or compassionate reasons for missing a scheduled assessment or advanced consent from the Program Coordinator. Late assignments without the aforementioned documentation will not be accepted and will result in a zero grade. It is the student's responsibility to obtain notes/ learning materials from a missed class.

Advanced Consent: Advanced consent is offered by the Program Coordinator to students who are taking part in an industry-related activity during a period that conflicts with a previously scheduled significant assessment (> 10% of term grade) that is not a midterm or final exam. This consent is offered prior to the event on the basis of evidence provided by the student to the Coordinator, verifying the participatory nature of the student. A written document from the event sponsor or employer – complete with dates, signature, and specific evidentiary explanation – is required.

Classroom Etiquette:

1. The general use of small, personal electronic devices (e.g. cell phones, iPods) during class is disruptive and disrespectful. As a result, their use in the classroom for reasons other than instructor-led learning is prohibited.
2. The use of a laptop for the purpose of taking notes/learning in the classroom is a privilege. Any student abusing this concession by using a laptop in class for other purposes will have the privilege revoked.
3. In the classroom, students are expected to demonstrate behaviour that would meet the minimum conduct requirements of any professional working environment.