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## ANSC\*4350 - Experiments in Animal Biology

Winter 2026 Course Outline

Section: 01

Credits: 0.50

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### Calendar Description

This course provides an opportunity for directed hands-on projects involving live animals and laboratory techniques. A set of selected projects will be provided by Animal Biosciences faculty within their broad fields of study.

**Prerequisite(s):** 14.00 credits including ANSC\*3080

**Restriction(s):** Restricted to students in BSCH.ABIO,BSAG.ANSC and BBRM.EQM. Instructor consent required.

**Department(s):** Department of Animal Biosciences

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### Course Description

Over the course of the semester, groups of students will be involved in conducting a single experiment on pigs at the Ontario Swine Research Centre (OSRC) in Elora. Students will be provided with an outline for the experiment but will develop their own hypotheses and experimental plan and execute data collection. Individual groups conducting separate projects will meet separately for the development of hypotheses, experimental design, data collection and analysis. Students will be responsible for measuring behaviour, monitoring growth, production or reproduction and collecting blood or saliva. Students will learn and practice sampling techniques and assays for measuring hormones or metabolites. They will also analyze data and interpret and present their results in written and oral format.

Students will meet weekly (Tuesday at 2:30 p.m., ANNU Room 102) or at the OSRC for presentations on animal handling, techniques used in different areas of research, to present group status reports and perform hormone assays. This will expose students to the variety of experimental approaches used in various fields of research. Students will be expected to integrate or consider the impact of these ideas in their experimental design.

### Lecture Schedule

#### Timetable

Tuesday 2:30 p.m. - 5:30 p.m., ANNU 102 or at the OSRC. Individual groups will arrange their schedules for performing experimental work in consultation with the TAs. Timetable is subject to change. Please see WebAdvisor for the latest information.

#### Final Exam

There is no final exam. The different groups will present their results during the final class (March 31) and individual lab reports are due the end on the final week (April 3)

### Instructor Information

James Squires

Lee-Anne Huber

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### Teaching Assistants

Talia Groening

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Sunbin Kim

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## Learning Resources

### Project Descriptions

#### Project 1 – Using a feed palatability enhancer to promote pig feed intake after weaning

##### Background

Low feed intake after weaning is often observed due to stressors encountered around weaning (e.g., transition to solid feed versus milk, mixing of pigs and movement to a new environment, exposure to pathogens, transient allergic responses to plant proteins; Campbell et al., 2013). Encouraging feed intake as quickly as possible after weaning is necessary to improve gut functionality and growth. Feed flavour enhancers have been used to improve feed intake of swine with positive effects observed for lactating sows under heat stress, but less consistent effects have been observed in the post-weaning period (Strek et al., 2008; Kim et al., 2019; Spinler et al., 2023). More information is needed to assess the effectiveness of feed flavour enhancers in stimulate feed intake after weaning.

##### Objectives and overview

The objectives of this project are to assess the effectiveness of a feed palatability enhancer to improve feed intake after weaning in pigs. For this study, 8 pens of 5 newly weaned piglets (~21 days of age) will be used. Half of the pens will receive conventional nursery diets for the first week, while the other half will receive nursery diets with the inclusion of Krave-AP-P at 0.05%; all pens will receive common nursery diets thereafter. Study outcomes may include but are not limited to:

- Quantify feed intake and feeding behaviours after weaning
- Quantify growth performance including average daily gain and feed conversion efficiency
- Assess hormonal response to the post-weaning environment

##### References:

- Campbell, J. M., J. D Crenshaw, and J. Polo. 2013. The biological stress of early weaned piglets. *J. Anim. Sci. Biotech.* 4: 19. doi: 10.1186/2049-1891-4-19
- Kim, S., J. Lee, S. Kim, B. Kim, J. Kang, D. Mum, J. Baek, H. Kyoung, J. Choe, D. Seo, A. Hung, J. Lee, and M. Song. 2019. Effects of dietary flavor in experimental and commercial nursery diets on growth performance of weaned pigs. *J. Anim. Sci.* 97:352. doi:10.1093/jas/skz258.702
- Spinler, M. S., Gebhardt, J. T., Tokach, M. D., Goodband, R. D., DeRouchey, J. M., Kyle, J. M., and Woodworth, J.C. 2023. Effect of lactation and nursery diets supplemented with a feed flavor on sow feed intake and lactation performance and subsequent weaned pig nursery performance. *Transl. Anim. Sci.* 7: txad056. doi: 10.1093/tas/txad056
- Strek, A., P. Schlegel, A. J. Mul, M. Ubbink-Blanksma, and E. M. A. M. Bruininx. 2008. Effects of sweeteners on individual feed intake characteristics and performance in group- housed weanling pigs. *J. Anim. Sci.* 86:2990–2997. doi:10.2527/jas.2007-0591

#### Project 2 – The addition of environmental enrichment after weaning to encourage positive behaviours in pigs

##### Background

At weaning, around 21 days of age, piglets are mixed with conspecifics and moved to a different environment, away from the sow. Such an abrupt weaning process is linked to increased fighting among pen mates in the immediate post-weaning period, resulting in elevated stress and reduced feed intake and growth rates. Providing environmental enrichment immediately after weaning could encourage more positive behaviours, reduce aggressive interactions among pigs, and improve post-weaning growth performance (Lee et al., 2025).

##### Objectives and overview

The objectives of this project are to determine whether environmental enrichment can ease the transition to the post-weaning environment. Enrichments could include toys, chains, organic materials, scented objects etc. For this study, 8 pens of 5 newly weaned piglets (~21 days of age) will be used. Half of the pens will receive an enrichment while the other half will not. There are several different approaches that groups can use to address this topic. For example you can:

- Quantify feed intake and feeding behaviours after weaning
- Assess the response of pigs to novel objects
- Quantify growth performance including average daily gain and feed conversion efficiency
- Assess hormonal response to the post-weaning environment

##### References:

Kiri, N., J. Skok, D. Skorjanc, and M. P. Povse. 2024. Enrichments adjusted to the number of litters: Simple approach to improve the welfare of weaned piglets under farm conditions. *Animals*. 14: 2972. doi: 10.3390/ani14202972

Lee J., S. Oh, and M. Kim. 2025. Impact of environmental enrichment on growth, behavior, and welfare of weanling piglets from pre-weaning to 6 weeks of age. *J. Anim. Sci. Technol.* 67: 152-163. doi: 10.5187/jast.2024.e1

Nannoni, E., L. Sardi, M. Vitali, E. Trevisi, A. Ferrari, F. Barone, M. L. Bacci, S. Barbieri, and G. Martelli. 2016. Effects of different enrichment devices on some welfare indicators of post-weaned undocked piglets. *Appl. Anim. Behav. Sci.* 184: 25-34. doi: 10.1016/j.applanim.2016.08.004

Wensley, M. R., M. D. Tokach, J. C. Woodworth, R. D. Goodband, J. T. Gebhardt, J. M. DeRouchey, and D. McKilligan. 2021. Maintaining continuity of nutrient intake after weaning. II. Review of post-weaning strategies. *Transl. Anim. Sci.* 5: txab022. doi: 10.1093/tas/txab022

### **Project 3: Differences in post-weaning growth performance and behaviour among gilts, barrows, (and boars)**

#### **Background**

Soon after birth, male piglets in North America are typically surgically castrated with analgesics to eliminate the occurrence of boar taint (off-odour and off-flavour) in the meat of male pigs. In surgically castrated males (barrows) the production of steroid hormones is significantly reduced, which influences the partitioning of dietary nutrients between fat and protein and alters feed intake patterns and growth rates. In the event that alternative means to remove boar taint become available, it is possible that producers will begin raising intact male pigs (boars) instead, which will require modifications to the housing and feed management of pigs. For example, female pigs (gilts) and boars could be housed in separate pens in split-sex housing to improve production efficiency and influence behaviour of pigs. Plenty of work has been completed to assess sex differences in the growing-finishing pigs (i.e. pigs that are close to market weight), but less work has been done using younger pigs (e.g., after weaning between 21 and 63 days of age). In order to successfully undertake such a management strategy, the divergent feed intake and growth rates of barrows, boars, and gilts need to be assessed throughout the post-weaning period.

#### **Objectives and Overview**

The objectives of this project are to assess differences in post-weaning growth performance, endocrine response, and behaviour among gilts, barrows, and/or boars in the nursery room. Eight pens of five pigs will be available immediately after weaning and can be split by sex or housed in mixed-sex groups. There are several different approaches that groups can use to address this topic. For example you can:

- Compare (weekly) growth performance (average daily gain, average daily feed intake, and feed-to-gain ratio) among the different groups
- Assess behaviours and interactions among pigs within each pen
- Assess animal responses to stressful stimuli and compare among groups
- Quantify endocrine markers of stress (e.g., salivary cortisol) or steroid hormones (e.g., plasma estrone sulfate) in response to different stimuli or at different time points, respectively

#### **References**

Hill, G. M., S. K. Baido, G. L. Cromwell, D. C. Mahan, J. L. Nelssen, and H. H. Stein. 2007. Evaluation of sex and lysine during the nursery period. *J. Anim. Sci.* 85: 1453-1458. DOI: 10.2527/jas.2006-402

Mkwanazi, M. V., A. T. Kanengoni, and M. Chimonyo. 2018. Pen enrichment and sex interaction on growth performance and metabolite concentrations of autochthonous Windhager pigs kept in a high stocking density. *Can. J. Anim. Sci.* 98: 826-832. DOI: 10.1139/cjas-2018-0019

Santos, E. R., A. M. Bridi, C. A. Silva, B. L. Giangareli, G. A. Ferreira, J. G. Vero, J. A. Fregonesi, and S. C. Costa. 2021. Reproductive status effects of pair-housed male pigs on natural, agonistic and sexual behaviours. *Animal*. 15: 1. DOI: 10.1016/j.animal.2020.100072

### **Project 4 – Effects of stocking density on nursery pig performance**

#### **Background**

Nursery pigs are housed in pens with other pigs that are of similar size and age upon weaning. When there are too many pigs in a pen, resource access (feed and water) can be restricted leading to increased fighting and reduced growth. Conversely, when there are too few pigs per pen, the cost of production is greater, which can negatively affect producer profits (Potter et al., 2010). The Canadian Code of Practice acts as a guideline for minimum space allowance for pigs, however, research has shown that greater space allowance can improve growth performance outcomes (Potter et al., 2010).

#### **Objectives and overview**

The objective of this project is to determine the effects of reducing stocking density of nursery pigs on growth performance, endocrine response, and production costs. Eight pens of up to five pigs per pen will be available upon weaning (~21 days of age), to allow the adjustment of stocking density. Some outcomes to investigate may include:

- Growth performance (weekly pig body weight and feed intake)
- Behavioural assessment (quantification of time spent fighting, lying, eating etc.)
- Assessing the stress response (e.g., salivary cortisol)

### **References**

- Fu, L., H. Li, T. Liang, B. Zhou, Q. Chu, A. P. Schinkel, X. Yang, R. Zhao, P. Li, and R. Huang. 2016. Stocking density affects welfare indicators of growing pigs of different group sizes after regrouping. *Applied Animal Behaviour Science* 174:42–50.
- Li, X., X. Xiong, X. Wu, G. Liu, K. Zhou, and Y. Yin. 2020. Effects of stocking density on growth performance, blood parameters and immunity of growing pigs. *Anim. Nutr.* 6:529–534.
- Potter, M. L., M. D. Tokach, J. M. DeRouchey, R. D. Goodband, J. L. Nelssen, and S. S. Dritz. 2010. Effects of increasing stocking density on finishing pig performance. 2010. Kansas Agricultural Experiment Station Research Reports:216–222.

### **Project 5 – Does housing littermates together after weaning reduce stress?**

#### **Background**

At weaning, piglets are removed from the sow and are often socially mixed and transported to a separate nursery facility or room. Thus, upon placement into nursery pens, it is unlikely that pigs will be housed with littermates, which results in fighting and other aggressive strategies among pigs to establish the dominance hierarchy within the first ~24 hours after mixing (Meese and Ewbank, 1973). Conversely, pigs housed with littermates after weaning have shown improved growth rates for the first seven days after weaning and less mounting behaviours (Camerlink et al., 2021).

#### **Objectives and overview**

The objective of this project is to assess the impact of housing littermates together after weaning. You will have access to eight pens of five pigs immediately after weaning (~21 days of age) that can be grouped as litters or randomly mixed after weaning. There are several different approaches that groups can use to address this topic. For example you can:

- Compare growth performance (weekly body weight, growth rates, feed intake)
- Behavioural assessment (quantification of time spent fighting, lying, eating etc.; response to novel objects)
- Assessing the stress response (e.g., salivary cortisol)

### **References**

- Camerlink, I. C. ProBegger, D. Kubala, K. Galunder, and J. L. Rault. 2021. Keeping littermates together instead of social mixing benefits pig social behaviour and growth post-weaning. *Appl. Anim. Sci. Behav.* 235: 105230. doi: 10.1016/j.applanim.2021.105230
- González-Solà, F., J. Camp Montoro, D. Solà-Oriol, J. F. Pérez, P. G. Lawlor, L. A. Boyle, and E. García Manzanilla. 2023. Effect of mixing at weaning and nutrient density of the weaner diet on growth performance and welfare of pigs to slaughter. *Porc. Health Manag.* 9: 38. doi: 10.1186/s40813-023-00334-w
- Meese, G. B. and R. Ewbank. 1973. The establishment and nature of the dominance hierarchy in the domesticated pig. *Anim. Behav.* 21: 326-334. doi: 10.1016/S0003-3472(73)80074-0
- Morrow-Tesch, J. L., J. J. McGlone, and J. L. Salak-Johnson. 1994. Heat and social stress effects on pig immune measures. *J. Anim. Sci.* 72: 2599-2609. doi: 10.2527/1994.72102599x

### **Project 6 – Enhancing diet digestibility after weaning**

#### **Background**

The digestive tract of the piglet is not fully developed at weaning (~21 days of age). Upon weaning however, pigs start to consume diets containing plant-based ingredients that contain anti-nutritional factors like allergenic proteins, non-starch polysaccharides, and phytate (Kim et al., 2003). To assist with nutrient digestion, exogenous enzymes can be added to the feed to help the piglet overcome reduced digestive capacity and/or to degrade various anti-nutritional factors. For example, xylanase is a carbohydrase enzyme that hydrolyzes xylans, which are present in corn- and soybean meal-based diets, and can reduce digesta viscosity and improve the release of entrapped nutrients (Kiarie et al., 2013).

#### **Objectives and overview**

The objective of this project is to assess the impact of feed enzymes on pig growth performance after weaning. You will have access to eight pens of five piglets immediately after weaning (~21 days of age). There are several different approaches that groups can use to address this topic. For example you can:

- Compare growth performance (weekly body weight, growth rates, feed intake)
- Behavioural assessment (quantification of time spent fighting, lying, eating etc.)
- Fecal consistency after weaning
- Endocrine response (e.g., markers of satiety)

### References

Duarte, M. E., F. X. Zhou, W. M. Dutra, and S. W. Kim. 2019. Dietary supplementation of xylanase and protease on growth performance, digesta viscosity, nutrient digestibility, immune and oxidative stress status, and gut health of newly weaned pigs. *Anim. Nutr.* 5: 351-358. doi: 10.1016/j.aninu.2019.04.005

Kiarie, E., J. R. Romero, and C. M. Nyachoti. 2013. The role of added feed enzymes in promoting gut health in swine and poultry. *Nutr. Res. Rev.* 26: 71-88. doi: 10.1017/S0954422413000048

Kim, S. W., D. A. Knabe, L. J. Hong, and R. A. Easter. 2003. Use of carbohydrases in corn-soybean meal-based nursery diets. *J. Anim. Sci.* 81: 2469-2504. doi: 10.2527/2003.81102496x

Moita, V. H. C., M. E. Duarte, and S. W. Kim. 2022. Functional roles of xylanase enhancing intestinal health and growth performance of nursery pigs by reducing the digesta viscosity and modulating the mucosa-associated microbiota in the jejunum. *J. Anim. Sci.* 100: skac116. doi: 10.1093/jas/skac116

Project descriptions and lab protocols are also posted on Course Link

### Course Resources

- Lecture notes and additional information pertinent to the course are posted on CourseLink

### Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

## Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
N/A		

## Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials (<https://www.lib.uoguelph.ca/find/course-reserves-ares/>).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca) | Location: McLaughlin Library, First Floor, University of Guelph

## Course Learning Outcomes

1. Be familiar with issues of animal care and safety in the laboratory.
2. Be familiar with the development of hypotheses and the design of experiments.
3. Be exposed to laboratory techniques used in different areas of animal biology research.
4. Develop skills for observing and measuring animals; behavioural and endocrine responses to the physical, social or nutritional environment.
5. Be able to organize your group time to perform experiments, collect and analyse data.

6. Critically evaluate and interpret your results to integrate various measures of response in order to deepen understanding of biological function.
7. Write a scientific paper and present your results to the class.

## Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Questions:** All questions should be directed to the TA first for resolution. If necessary, it will be escalated to the instructor.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will attempt to respond to your email within 24 hours.

### Statement on Inclusive Verbiage

This class is founded on an environment of mutual respect. All students are encouraged to share, engage in discussion, and learn from one another. Respect will be a requirement for participation in this course. In line with respecting others, we will use the names and pronouns that members of this class ask for us to use in reference to them. Please share with the instructors and/or the class (as you feel comfortable) the name(s) and pronouns you would like for us to use for you, if they ever differ from information available to us on CourseLink.

## Schedule of Topics and Assignments

Week of	Topic	Activities	Due
1/5	Introduction to the course and presentation of projects	Organize groups, choose topic and discuss/ plan the literature review	
1/12	Farm and lab safety Animal Care Guest lecture on behaviour assessment	Develop hypotheses and work schedule	
1/19	Presentation of research protocols	Set up experiments	
1/26	Farm orientation and hands-on animal training meet at Elora OSRC	set up experiments one page research proposal summary due	
2/2	meet at OSRC	Data and sample collection	
2/9	meet at OSRC check-in and Stats workshop	Data and sample collection	
2/16		Winter Break	
2/23	groups present status reports, meet in ANNU102 lecture on data presentation and report writing	Data analysis and organization of results	
3/2	hormone assay introduction	set up hormone assays	
3/9	run hormone assays	Hormone assays complete/data analysis	
3/16	work period	Data analysis and organization of results	
3/23	Draft report for comments		
3/30	lab report due and presentation of projects		

## Labs

**PLEASE NOTE THIS SCHEDULE IS BY WEEK- CLASS IS ALWAYS ON THE TUESDAY BUT YOU MUST SCHEDULE ADDITIONAL TIME TO COMPLETE LAB WORK. The class schedule is subject to change.**

The class will be divided into groups, with each group conducting a different project at the Ontario Swine Research Centre (Elora). Students will focus on measuring performance, behaviour and endocrine changes in the animals.

The potential projects are:

**Project 1 – Using a feed palatability enhancer to promote pig feed intake after weaning**

**Project 2 – The addition of environmental enrichment after weaning to encourage positive behaviours in pigs**

**Project 3: Differences in post-weaning growth performance and behaviour among gilts, barrows, (and boars)**

**Project 4 – Effects of stocking density on nursery pig performance**

**Project 5 – Does housing littermates together after weaning reduce stress?**

**Project 6 – Enhancing diet digestibility after weaning**

Each group of students will conduct one experiment and individuals within each group will receive training and be assigned responsibility for animal handling, sample collection and hormone analysis. Sample and data collection and analytical procedures will be conducted both during and outside of scheduled lab time as arranged by the groups. Each group member is expected to do their fair share of the work and to participate in group meetings. Evaluations of all individual group members will be conducted at the end of the course. Technical assistance will be provided as needed. Schedules vary with experiment but all animal measurements and sampling will be completed by mid to late February.

All groups will provide updates on their progress using a slide presentation at set times during the semester.

Each member of the group will receive a complete data set for their experiment and will write an individual lab report in the format of a journal paper (*Journal of Animal Science*). **Please refer to links under “Writing Up your Report” posted on CourseLink for instructions, format and help guides.**

Each group will present their experimental results in the last week of the semester. The format of the presentation may be similar to that of the lab report.

## Assessment Breakdown

Description	Weighting (%)	Due Date
Literature review	15%	Jan 20
Presentation of research protocol One page summary of proposal	10%	Jan 20 Jan 27
Presentation of final results	25%	March 31
Lab report - Journal format	40%	Apr 3
Participation and contribution to group work	10%	

## Assessment Details

### Annotated Bibliography

#### Literature Review

**15%**

Development of Hypotheses and Experimental Design.  
Assignment details given in lecture and available on CourseLink

**Course Learning Outcomes Assessed:** 2, 3, 4, 5

### Group Presentation

#### Presentation of Research Protocol

**10%**

**Course Learning Outcomes Assessed:** 2, 3, 4, 5, 6

#### Presentation of final results

**25%**

**Course Learning Outcomes Assessed:** 4, 5, 6, 7

### Lab Reports

#### Laboratory Report - Journal Format

**40%**

**Course Learning Outcomes Assessed:** 4, 5, 7

## Participation

### Participation and contribution to group work

Course Learning Outcomes Assessed: 6

10%

## Last Day to Drop Course

The final day to drop Winter 2026 courses without academic penalty is the last day of classes: April 06

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

If you drop the course, please let your group members know so they can adjust their schedules.

## Course Grading Policies

### Grading Policies

Assignments should be submitted via dropbox by 4:30 p.m. on the due date. Late penalties of 2 % per day will be assessed for late submissions.

### Course Policy on Group Work

All groups will determine and agree to expectations for themselves and their fellow group members using a contract with terms given below. At the end of the semester, group members will provide a review of themselves and their fellow group members regarding compliance with the expectations and contract. 10% of the course mark will reflect each student's participation and contribution to the group.

#### Each group should complete this Group Contract

List Group members:

Expectations (grade) for major project:

Five Processes for Effective Teams:

1. How will we make decisions? ( e.g. consensus, leader dictates)
2. How do we make sure that everyone gets a chance to discuss or raise concerns?
3. How will we handle differences amongst us?
4. How will we ensure the completion of our work?
5. How will we change things that are not producing results?

Signatures:

**Note: Instructors and TAs are not notified when a student drops the course. If you intend to drop the course, please notify your group members so they can adjust the distribution of work accordingly.**

### Dropbox Submissions

Assignments should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., OneDrive), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

<http://spaces.uoguelph.ca/ed/contact-us/>



## Statement on the use of AI

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Therefore, the use of AI (e.g., Chat GPT) to complete any form of assessment is **not permitted** in this course. Submission of materials completed by AI constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

## Standard Statements for Undergraduate Courses

### Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

### Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

### Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

### Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

### Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing

resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)