

ANSC*6900 Major Paper in Animal and Poultry Science F,W,S [1.00]

Course description: A detailed, critical review of an area of study related to the specialization of students in the MSc by course work and major paper option that includes analysis and interpretation of relevant data.

This course may span 1 or 2 semesters and constitutes the major independent research project of the student's program. The project should involve ca. 2-3 months of data collection, summary, and analysis but will also require some background preparation. It may involve experimental work, or research and planning for policy analysis or development. The final product could be (but is not limited to) in the format of a manuscript suitable for publication in a refereed journal. Other examples of final products could be a report, standard operating procedure, white paper or set of guidelines. The project should involve critical analysis and interpretation of information at the graduate level.

Suggested scheme for marking:

- 1) Background preparation - how well the student used resources to understand the problem, prepare for designing the study and for collecting data (10%)
- 2) Attention to detail and level of organization during data collection (10%)
- 3) Managing time and anticipating next steps in the data collection process (5%)
- 4) Assuming an independent role for basic data summarization and analysis; level at which they understand their data set (10%)
- 5) Final paper - written in a format of a peer-reviewed journal article (65%) Suggested rubric attached – use sections that apply.

| Skill Area | 85-100 percent | 78-84 percent | 71-77 percent | 70 percent | 65-69 percent | <65 percent |
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| Name: | | | | | | |
| Literature Review | | | | | | |
| The extent to which the writing exhibits depth of understanding, analysis and explanation of the topic. | <input type="checkbox"/> Conveys an accurate, <i>in-depth</i> understanding of the topic | <input type="checkbox"/> Conveys an accurate and <i>mostly complete</i> understanding of the topic | <input type="checkbox"/> Conveys an accurate although <i>somewhat basic</i> understanding of the topic | <input type="checkbox"/> Conveys a <i>partly accurate</i> understanding of the topic | <input type="checkbox"/> Conveys a <i>confused or largely inaccurate</i> understanding of the topic | <input type="checkbox"/> Provides <i>no evidence</i> of understanding the topic |
| The extent to which the available literature was examined. | <input type="checkbox"/> Offers <i>insightful & thorough</i> analysis and explanation | <input type="checkbox"/> Offers a <i>clear and explicit</i> analysis and explanation | <input type="checkbox"/> Offers <i>partial analysis</i> of the topic; explains key areas | <input type="checkbox"/> Offers <i>limited</i> analysis; some key areas are not explained | <input type="checkbox"/> Offers <i>unclear</i> analysis; many key areas are not explained | <input type="checkbox"/> Explains very little about the topic |
| | <input type="checkbox"/> <i>Effectively integrates</i> evidence and <i>synthesizes</i> information from a <i>variety</i> of sources | <input type="checkbox"/> Incorporates and explains <i>specific textual evidence from a variety of sources</i> | <input type="checkbox"/> Uses relevant textual evidence from <i>a variety of sources</i> | <input type="checkbox"/> Uses some textual evidence but without much elaboration or from <i>limited sources</i> | <input type="checkbox"/> Textual <i>evidence is vague, repetitive, or unjustified</i> | <input type="checkbox"/> Does not include textual evidence |
| | <input type="checkbox"/> <i>Effectively discriminates</i> between relevant and <i>irrelevant</i> information and between fact and opinion | <input type="checkbox"/> Discriminates between relevant and irrelevant information and between fact and opinion | <input type="checkbox"/> Attempts to discriminate between relevant and irrelevant information and between fact and opinion | <input type="checkbox"/> Contains a mix of relevant and irrelevant information and/or confuses the difference between fact and opinion | <input type="checkbox"/> Contains irrelevant and/or inaccurate information and/or confuses the difference between fact and opinion | <input type="checkbox"/> Contains irrelevant and/or inaccurate information and fails to distinguish fact from opinion |
| Introduction | | | | | | |
| The extent to which an understanding of the research questions, objectives and hypotheses are conveyed | <input type="checkbox"/> The research question(s) are accurate, explicit and flow logically from the background and introduction | <input type="checkbox"/> The research question(s) are accurate and seem to flow logically from the background and introduction | <input type="checkbox"/> Conveys an accurate although <i>somewhat basic</i> understanding of the research question(s) | <input type="checkbox"/> Conveys a <i>partly accurate</i> understanding of the research question(s) in the introduction | <input type="checkbox"/> The research question is confused but is somewhat supported by the intro or background information | <input type="checkbox"/> There is little evidence of understanding the research question(s) |
| | <input type="checkbox"/> Both the objective(s) for the experiment and a hypothesi(e)s are logical and explicit | <input type="checkbox"/> The objective(s) for the experiment are explicit; no hypothesi(e)s is stated but a prediction is implied | <input type="checkbox"/> The objective(s) for the experiment are stated and logical but no hypothesi(e)s is stated or implied | <input type="checkbox"/> The objective(s) for the experiment are stated; no indication of hypotheses | <input type="checkbox"/> Objectives are given but are neither logical nor clear; no indication of hypotheses | <input type="checkbox"/> No objective(s) or hypotheses are given |
| Methods | | | | | | |
| Soundness of methods and how | <input type="checkbox"/> A well-designed experiment is clearly explained; the | <input type="checkbox"/> A well-designed experiment is explained; the choice | <input type="checkbox"/> An experiment is described; the choice of methods is | <input type="checkbox"/> An experiment is described but somewhat confused; | <input type="checkbox"/> An experiment is explained but difficult to | <input type="checkbox"/> The description of the experiment is impossible to |

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| <p>Methods Soundness of methods and how well they are explained</p> | <p><input type="checkbox"/> A well-designed experiment is clearly explained; the methods are clearly logical and justified by the lit review</p> | <p><input type="checkbox"/> A well-designed experiment is explained; the choice of methods may or may not be clear from the lit review but are likely to be effective for answering the research question</p> | <p><input type="checkbox"/> An experiment is described; the choice of methods is not justified by the lit review but may be sufficient to answer the research question with moderate improvements</p> | <p><input type="checkbox"/> An experiment is described but somewhat confused; the choice of methods is not justified by the lit review; it may answer the question but needs major improvements</p> | <p><input type="checkbox"/> An experiment is explained but difficult to understand ; the choice of methods is not be clear from the lit review and highly unlikely to answer the research question</p> | <p><input type="checkbox"/> The description of the experiment is impossible to understand</p> |
| <p>Results Presentation of results and statistical findings and clarity of accompanying text</p> | <p><input type="checkbox"/> All of the results are clearly presented in tables and graphs following convention of the journal; The written text reads well and enhances the other forms of data presentation; Order is logical and follows from methods; Stats differences are clear;</p> | <p><input type="checkbox"/> All of the results are presented in tables and graphs following most conventions of the journal; The written text reads generally clear and supports the other forms of data presentation; Stats are generally correctly indicated;</p> | <p><input type="checkbox"/> Most of the results can be understood from the tables and graphs; The written text follows the figures and tables and lends some clarity to them; Some axes, units and/or legends may not be clearly labeled; Stats are not correctly indicated;</p> | <p><input type="checkbox"/> Most of the results are presented in tables and graphs but the order of presentation is confusing and/or the figures are not appropriately labeled for clarity; The written text follows the figures and tables and lends some clarity to them; Stats are not correctly indicated;</p> | <p><input type="checkbox"/> Some results are presented in tables and graphs but the order of presentation is confusing and/or the figures are not appropriately labeled for clarity; The written text is difficult to follow and does not match figs or tables; No stats are included on figures or in text;</p> | <p><input type="checkbox"/> The data are not presented or are presented but not in any clear or logical manner; the text is extremely difficult to follow; No stats are included on figures or in text;</p> |
| <p>Discussion Summarizing and interpreting results, putting study in context of the literature, drawing conclusions;</p> | <p><input type="checkbox"/> The most important aspects of the results are summarized for the reader; a well-balanced interpretation of the results is given and weaknesses of the study are thoroughly discussed;</p> <p><input type="checkbox"/> The major findings are put in context of the literature, and new information is highlighted; conclusions are sound and are clearly supported by the</p> | <p><input type="checkbox"/> Most aspects of the results are summarized for the reader; sound attempts are made to interpret the results; some weaknesses of the study are discussed;</p> <p><input type="checkbox"/> Most of the findings are put in context of the literature, and new information is indicated; conclusions are generally sound and supported by the results; some aspects</p> | <p><input type="checkbox"/> Many aspects of the results are summarized for the reader; some attempts are made to interpret the results; weaknesses of the study are indicated but not discussed with regard to how they affect quality or interpretation of data;</p> <p><input type="checkbox"/> Most of the findings are put in context of the literature, conclusions are drawn but are only</p> | <p><input type="checkbox"/> Some aspects of the results are summarized for the reader; some attempts are made to interpret the results; weaknesses of the study are indicated but not discussed with regard to how they affect quality or interpretation of data;</p> <p><input type="checkbox"/> Some of the findings are put in context of the literature, conclusions are drawn but some</p> | <p><input type="checkbox"/> Few aspects of the results are summarized for the reader but few attempts are made to interpret the results; no weaknesses of the study are indicated or discussed;</p> <p><input type="checkbox"/> A few of the findings are put in context of the literature, conclusions are drawn but are not supported by the results;</p> | <p><input type="checkbox"/> Fails to highlight the main findings of the study</p> <p><input type="checkbox"/> Provides no indication of how this study fits within the context of the literature</p> <p><input type="checkbox"/> Does not make conclusions or the conclusions are not supported by the results</p> |

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| <p>Overall Quality</p> <p>ORGANIZATION The extent to which the writing establishes a logical flow and maintains direction, focus, and coherence</p> <p>LANGUAGE The extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety</p> <p>CONVENTIONS The extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar and citation</p> | <p><input type="checkbox"/> <i>skillfully</i> exhibits logical and coherent structure</p> <p><input type="checkbox"/> makes skillful use of transitions</p> <p><input type="checkbox"/> <i>stylistically sophisticated</i>, uses language that is <i>precise and engaging</i>, with notable awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates control of the conventions with <i>essentially no errors</i>, even with sophisticated language</p> <p><input type="checkbox"/> references and citations are expansive, complete and correct</p> | <p><input type="checkbox"/> <i>effectively</i> exhibits a logical sequence of ideas</p> <p><input type="checkbox"/> make effective use of transitions</p> <p><input type="checkbox"/> uses language that is <i>fluent and original</i>, with evident awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates control of the conventions, exhibiting <i>occasional errors</i> only when using sophisticated language (e.g., punctuation of complex sentences)</p> <p><input type="checkbox"/> references and citations are complete and correct</p> | <p><input type="checkbox"/> exhibits a logical sequence of ideas but within paragraphs may be inconsistent</p> <p><input type="checkbox"/> makes some attempt to use basic transitions</p> <p><input type="checkbox"/> uses <i>appropriate language</i>, with some awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates partial control, exhibiting <i>occasional errors that do not hinder comprehension</i> (e.g., incorrect use of homonyms)</p> <p><input type="checkbox"/> references and citations are mostly complete and correct</p> | <p><input type="checkbox"/> exhibits a basic structure but is repetitious or lacks order in places</p> <p><input type="checkbox"/> makes inconsistent use of basic transitions</p> <p><input type="checkbox"/> relies on <i>basic vocabulary</i>, with little awareness of audience or purpose</p> <p><input type="checkbox"/> demonstrates emerging control, exhibiting <i>frequent errors that somewhat hinder comprehension</i> (e.g., agreement of pronouns and antecedents; spelling of basic words)</p> <p><input type="checkbox"/> references and citations are few and incomplete</p> | <p><input type="checkbox"/> exhibits an attempt to organize ideas into a structure, but often lacks coherence</p> <p><input type="checkbox"/> makes little attempt to use transitions</p> <p><input type="checkbox"/> uses language that is <i>imprecise or unsuitable</i> for the audience or purpose</p> <p><input type="checkbox"/> demonstrates lack of control, exhibiting <i>frequent errors that make comprehension difficult</i> (e.g., subject verb agreement; use of slang)</p> <p><input type="checkbox"/> references are incomplete and not cited appropriately</p> | <p><input type="checkbox"/> complete lack of organization and coherence</p> <p><input type="checkbox"/> makes no attempt to use transitions</p> <p><input type="checkbox"/> uses language that is <i>incoherent</i> or inappropriate</p> <p><input type="checkbox"/> illegible or <i>unrecognizable as literate</i> English; includes a preponderance of sentence <i>fragments and run-ons</i></p> <p><input type="checkbox"/> references and citations are inaccurate, incomplete and not used appropriately</p> |
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