

ANSC 2030 Basic Horsemanship  
Fall, 2011

**Lecture:** All Sections will meet in room 2161 Patrick Taylor Hall  
MW 10:40-11:30 am

**Lab:** All Sections will meet at Farr Park Equestrian Center  
Section 1: T 8:00-10:00 am  
Section 2: TH 9:00-11:00 am  
Section 3: TH 11:00-1:00 pm

**Instructor of Record:**

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**Community Partner:**

BREC Farr Park Equestrian Center  
Hearts and Hooves Program  
Melissa Wood, Supervisor  
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Sarah Carlson: Contact Person  
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**Lab Instructors:**

Leaf Boswell ([lboswe1@tigers.lsu.edu](mailto:lboswe1@tigers.lsu.edu))  
Chad McDonald ([windhammc@hotmail.com](mailto:windhammc@hotmail.com))

**Course Description:** (3) Prereq.: ANSC 1011 and permission of the Director of the School of Animal Sciences. 2 hrs lecture, 2 hrs lab. Laboratory fee. This course is designed for horsemen who desire training in basic horsemanship skills and horse care. Each student will be responsible for basic animal care, grooming and saddling of an assigned horse for the semester. Students will be introduced to safety, handling, grooming, saddling, bridling, mounting and basic riding skills.

**Course Objectives:**

At the end of the course students will:

- Understand and implement good, sound, safety practices around horses
- Identify and care for equipment and tack
- Demonstrate proper saddling and tacking of the horse
- Perform basic maneuvers on the horse
- Demonstrate proper leg, seat and hand positions as they relate to riding techniques
- Identify proper/improper riding positions
- Demonstrate the understanding that true horsemanship is a precise skill, an art form that involves subtle communication between human and horse.
- Show a basic understanding of how horses communicate with both humans and other horses
- Understand horse behavior and how to humanely rectify improper behavior

**Suggested Texts:**

Equine Science, Rick Parker, 3<sup>rd</sup> Edition, 2008 (ISBN-13:978-1-4180-3254-8).  
Equine Safety. Stephen A. Mackenzie, 1998 (ISBN-13:978-0-8273-7231-3).  
Service-Learning Student Partner Handbook ([www.ccell.lsu.edu](http://www.ccell.lsu.edu)) and posted on Moodle.

## **Service-Learning:**

This class has a required service-learning component. Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and students reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher, 1999).

## **Service-Learning Rationale:**

Service-Learning in higher education has proven to be an effective strategy that affords students the opportunity to expand their educational experiences while at the same time promoting their civic and social responsibility. By engaging with others, students may change the way they view the world and hopefully achieve a higher level of intellectual as well as personal development. The Service-Learning component of this class will include participation in the organization and implementation of the Hearts and Hooves (H&H) Riding program for people with disabilities. Therapeutic horseback riding (also known as equine-assisted activity or adaptive riding) teaches riding skills to people with disabilities. Therapeutic riding is beneficial for children and adults with a wide range of cognitive, physical, and emotional challenges. The students enrolled in the class will learn more than just riding skills. Participants can also learn leadership, responsibility, confidence, compassion, companionship, vocational and educational skills.

## **Service-Learning Objectives:**

Through the Hearts and Hooves program, students completing the course will:

- Understand the importance of the human-animal bond and how horses can help those with disabilities develop core muscle strength.
- Share responsibility for the Hearts and Hooves program, thereby learning management skills and developing lifelong leadership skills.
- Learn citizenship and social responsibility by developing increased awareness and a positive attitude regarding persons with disabilities.
- Implement appropriate horsemanship instruction for clients with special needs.
- Demonstrate acquisition of specific knowledge and skills to interact appropriately with people with disabilities.

## **Service-Learning Component of the class:**

Students have three options for this component of the class.

Option 1) Students can participate in the 6 week Hearts and Hooves Program on Monday afternoons from 3:30 pm until 5:30 pm acting as leaders or walkers. These students will be expected to prepare horses for client use.

Option 2) Students can participate in the 6 week Hearts and Hooves Program on Monday evenings from 6:00-8:00 pm acting as leaders or walkers. These students will be expected to cool down and un-tack horses used by clients.

Option 3) For students who cannot participate (with documentation) in options 1 or 2. Data will be collected throughout the 6 week Hearts and Hooves program that these students will compile and analyze to determine similarities and/or differences in perception of program benefits related to the client. Students will be expected to meet weekly to 1) develop an instrument for data collection 2) collect and analyze data and 3) present results to the community partner and make suggestions for future programs.

**Reflection:**

Reflection is an extremely important component of service-learning. Effective reflection clearly links the service experiences to the course content and learning objectives. Reflection activities direct your attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding (Hatcher and Bringle, 1997).

Reflection will be accomplished by the following:

1) Weekly journal entries. Each week, students will write a reflection on their experiences using the ORID Model (Objective, Reflective, Interpretive, Decisional). The instructors will provide direction (students will have questions provided for them to address in their journals) and feedback on the reflection activities. These reflections will connect student experiences with the objectives of the course to become better horsemen.

2) In class discussions. These discussions will allow the students, instructors and community partner an opportunity to share experiences and learn from one another. Each student is expected to participate professionally in class discussions. This includes not only verbalizing your own thoughts but providing others the courtesy of listening while making notes and asking constructive questions.

3) End of program presentation for the community partner, the clients and their families. This presentation will show the culmination of the students work and the hard work of the clients.

**Dress Code/Discipline:**

Appropriate western attire (jeans, shirt, flat-soled riding boots with small heel) is expected both for lab as well as during the Hearts and Hooves program. Helmets (during lab) are mandatory and will be provided if needed.

**Risk Management:**

1) Every effort has been made to minimize the risk for the community partner as well as the students enrolled in this course. Because horses can be dangerous and accidents can happen, your behavior both in lab and during SL activities is expected to be appropriate and professional at all times. For further information on general “Dos and don’ts for SL students”, students should refer to section 2 of the CCELL student handbook on page 8 ([www.ccell.lsu.edu](http://www.ccell.lsu.edu)).

2) Also, because there are inherent risks associated with handling horses, students are encouraged to obtain personal insurance. For further information on risk management and general “safety tips”, students should refer to page 9 of the CCELL student handbook ([www.ccell.lsu.edu](http://www.ccell.lsu.edu)).

3) Students should also be aware that under Louisiana law, an equine activity sponsor or equine professional is not liable for an injury to or the death of a participant in equine activities resulting from the inherent risks of equine activities, pursuant to R.S. 9:2795.1.

## **Exams/Grading:**

### **Class**

Class: 250 pts

- Mid-term Exam 100 pts
- Final Exam 150 pts

Service-Learning: 250 pts

- Participation in H&H program 100 pts
- Reflective in class discussions 40 pts
- Reflective journal entries 60 pts
- End of semester presentation 50 pts

### **Lab**

Lab: 250 pts

Midterm Handling/Riding Evaluation 75 pts

Final Riding Evaluation 75 pts

Written Self evaluation 50 pts

Journal 50 pts

**Total** 750 pts

Final grades will be assigned based on the following grading scale:

A= 100 to 90%; B= 89 to 80%; C= 79 to 70%; D= 69 to 60%; F= < 59%

### **Class Exams:**

Exams will be comprehensive of material taught in both class and lab and the final exam will be cumulative.

### **Laboratory:**

#### **Horse Handling/Riding Evaluations:**

Midway through the semester and again at the end of the semester students will be evaluated on mastery of skills that have been practiced up until that time period in the semester. Students will handle/ride a horse, demonstrating their ability to communicate with the horse as well as the proper preparation of the horse for riding, etc.

#### **Written Self Evaluation:**

Students will evaluate their own ability to handle the horse on the ground and in the saddle by reviewing videos made during lab and the weekly lab journal. This assignment will be due at the end of the semester. It must be typed and range from 750-1000 words.

#### **Lab Journal:**

During each lab session, students will prepare a written entry (no more than 1 page) in their journal (which must be brought to lab each week) including the following information:

1. Horse used
2. Summary of Skills/information presented in lab
3. Skills practiced by student
4. Reflections on student's perception of mastery of skill and how to improve

Journals will be collected at random during unannounced times throughout the semester. If the journal is not up-to-date or available when requested, 5 points will be deducted from journal grade.

## General Class Policies:

- (1) Students need to access and check frequently at the class web site on LSU's Moodle using their PAWS Account. To obtain your PAWS Account logon ID and password, check <http://paws002.lsu.edu/paws000.nsf> .
- (2) Make-up exams will "ONLY" be given if an emergency prevents the student from taking the exam at the scheduled time. The student must contact the instructor within 48 hours of the date of the exam and show proof of the emergency.
- (3) Students need to be aware that any form of Academic Misconduct or Dishonesty (i.e., cheating, plagiarism, forgery, etc.) will be referred to the Office of the Dean of Students. The penalties for academic misconduct or dishonesty are severe and ignorance is not an acceptable excuse. The *Code of Student Conduct* and other information can be found on the Judicial Affairs website at <http://appl003.lsu.edu/slas/judicialaffairs.nsf/index>. Faculty and students are both responsible for reporting cases of academic misconduct or dishonesty.
- (4) Any student who, because of a disabling condition, requires some special arrangements in order to meet course requirements must obtain a letter outlining the necessary accommodations needed from The Office of Disability Services, 112 Johnston Hall. All information regarding disabilities (registering with the ODS, obtaining accommodation letters, offered resources for students with disability, etc.) is available on The Office of Disability Services website [www.lsu.edu/disability](http://www.lsu.edu/disability).

## ANSC 2030 Basic Horsemanship Tentative Lecture Schedule – Fall Semester

<u>Month</u>	<u>Topic</u>
Aug	Introduction/Overview BREC Farr Park Equestrian Center; The H&H program: History/Future Safety; Proper horse handling (both during lab and H&H) Horse Industry: History/Future
Sept	HOLIDAY (9/5/11) Breeds/Colors of horses Outside Speaker – Working with the disabled Roundtable discussion with community partner about Therapeutic Riding Riding terms (English/Western) Saddles/bits/equipment uses In class reflective discussions/Journal Feedback
Oct	Review Midterm Basic Horsemanship/Western equitation concepts Basic Horsemanship/English equitation concepts Basic biomechanics of movement: Gaits and action Common gait defects In class reflective discussions/Journal Feedback

Nov	Horse Behavior and the impact that breed, conformation, environment, etc has on behavior In class reflective discussions/Journal Feedback Career Opportunities HOLIDAY (11/23/11) H&H presentations Review for final
Dec	Final Exam (12/07/11)

**ANSC 2030 Basic Horsemanship  
Tentative Lab Schedule - Fall Semester**

<u>Week</u>	<u>Topic</u>
1	No Class
2 - 3	Introduction/facilities/rules Horse assignments/haltering/tying Concepts of ground work
4	Saddling/basic riding evaluations
5 - 6	Proper mounting, riding position, obtaining a balanced and secure seat Identifying gaits and footfall patterns
7 - 8	Midterm handling/riding evaluations
9 - 11	Practice basic riding maneuvers
12 - 13	Getting control of body parts
14 - 15	Final riding evaluations

**Literature Cited:**

Bingle, Robert G. and Julie A. Hatcher. "Reflection in Service-Learning: Making Meaning of Experience." Educational Horizons. 1999. pp 179-185.

Hatcher, Julie A. and Robert G. Bingle. "Reflections: Bridging the Gap between Service and Learning," Journal of College Teaching. 1997. 45:153.