

Cover Sheet: Request 10767

FOS2001 Man's Food

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Percival,Susan S percival@ufl.edu
Created	2/10/2016 1:59:38 PM
Updated	2/29/2016 12:51:38 PM
Description	General Education B

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 514915000	Percival, Susan S		2/10/2016
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved by Joel Brendemuhl.	2/24/2016
Replaced FOS2001 Syllabus sspedits.docx					2/24/2016
Added FOS2001 Syllabus 2-24-16.docx					2/24/2016
General Education Committee	Pending	PV - General Education Committee (GEC)			2/24/2016
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 10767

Info

Request: FOS2001 Man's Food

Submitter: Percival,Susan S percival@ufl.edu

Created: 2/10/2016 1:59:38 PM

Form version: 1

Responses

Course Prefix and Number

Response:
FOS2001

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Man's Food

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:

3

Prerequisites

Response:

none

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:

None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:

None

One-semester Approval?

Response:

No

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:

B

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

None

February 29, 2016

General Education Committee
Request General Education B credit

Dear Dr. Linder and General Education Committee,

In 2012-2013 I was interim chair and just learning about the General Education Committee's (GEC) decision regarding Man's Food, FOS 2001. Man's Food had been a general education B ever since the University asked us to offer a GenEd B class during the summer, early 1990's. In 2013, the course was reviewed by the GEC and found lacking in two areas: testing of a hypothesis and communication skills. Dr Marshall, the instructor for over 20 years, made changes to the syllabus and included additional assignments where students developed a hypothesis about the adequacy of their diet based on their knowledge of food and nutrients to date. This is not necessarily a traditional hypothesis that one would generate in chemistry or biology class, but the point of the assignment is to predict one's nutritional status based on the knowledge about food and the nutrients the foods contain. Understanding food sources and nutrient requirements builds the basis for the student to hypothesize about their own diet and nutritional status. The assignment makes the student very aware of their own food intake and nutrition status, and therefore better able to understand how the foods we eat contribute to our health and wellbeing. Critical thinking skills acquired from this assignment:

- The concept of good health as a function of the food they eat
- They gain knowledge about the nutrient content of foods and food sources high in specific nutrients
- They think about the foods they eat and predict what nutrients are in short (or over) supply in their diet
- They collect data by observing and writing down what they eat
- They analyze the foods they eat with a computer program that generates the kinds and amounts of nutrients consumed. Using this database and analytical tool is important particularly if the student decides to major in Food Science and Human Nutrition.
- Results are given in nutrients consumed per day. They analyze these results to evaluate the quality of their diet and write a report indicating if nutrients are in short (or over) supply. The report concludes with what foods do they need to consume to increase their intake of a nutrient in short supply.

The other assignment used in Man's Food was a persuasive writing assignment. The GEC indicated this was not enough to satisfy the general education credit and without additional resources, the assignment could not be graded with feedback. Since then, we have used distance learning fees to increase the number of teaching assistants. All assignments will be graded with feedback.

Open book exams are replaced by proctored exams which will begin Summer B.

Dr. Marshal retired last year and the course has been assigned to Dr. Agata Kowalewska. She has extensively revised the syllabus and increased the rigor of the course.

This is a summary of the assignments and activities of the course

- Essay topic (Turnitin and peer reviewed)
- Scientific method quiz
- Hypothesis development about nutrient status
- Comparing hypotheses (Turnitin)
- Below the needs challenge (Turnitin)
- Taste panel (sensory assessment) Team building
- 3 exams (proctored)
- Weekly quizzes
- 3 activities: starch digestion, dissolution test and spot the safety issue
- 3 communications assignments: written persuasive essay, oral communication and graphical imaging.

I will attend the March 11 meeting.

Sincerely,



Susan S. Percival, PhD

Professor

P.O. Box 110370

Food Science & Human Nutrition

University of Florida

Gainesville, FL 32611

352-392-1991 x 217

Fax 352-392-9467

FOS2001 Man's Food
Online course, Canvas platform
3 credits

Syllabus

Course Description:

Designed for science and non-science individuals interested in the nutrition, biology, chemistry, engineering and microbiology of food. Students will learn how food affects our health and how food production and consumption affects the environment, while developing a vocabulary of terms that will enable them to understand, discuss, and evaluate nutrition and food science topics.

Course Overview:

This course is designed for science and non-science individuals interested in the nutrition, biology, chemistry, engineering and microbiology of food. It is designed for all who want to know how food affects our health and how food production and consumption affects the environment. This course provides you with a vocabulary of nutrition and food science terms that will enable you to understand, discuss, and evaluate nutrition and food science topics. After you take the course you should come away with an ability to understand and converse about general nutrition and food science information presented in scientific journals, magazines, media, etc. The knowledge will add to your academic and professional development and will help you to become an educated and informed consumer.

The overall goals of the course are to ensure that you have:

- The desire to learn about nutrition and food.
- Interest in applying food health and safety to your lifestyle.
- Knowledge to improve your health and well-being at home and in the work force.
- Curiosity about evaluating your nutritional status.
- The ability to integrate nutrition and food science as important biological and chemical principles.
- A knowledge base necessary for making value judgments concerning issues in nutrition and food science.

General Education Objectives and Learning Outcomes:

This course is a biological sciences (B) subject area course in the UF General Education Program. Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Upon completion of this course, students will be able to:

- Explain and practice the Scientific Method and hypothesis testing as it relates to your nutritional status and food intake.

- Examine the foundations of human nutritional requirements by understanding the functions of the nutrients.
- Apply your knowledge of nutritional requirements to US and global populations.
- Analyze interactions of macro and micro nutrients as it relates to metabolism.
- Examine the processes associated with the digestion and absorption of food.
- Describe the classification, quality, bio-chemical reactions, and sources of macro and micro nutrients.
- Describe the safety issues, chemical and biological, affecting foods and those processes used to protect consumers food.
- Conceptualize the processing and methods used in new food development.
- Evaluate resources that provide information about nutrition, food sciences and food safety.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* Students will be able to describe basic nutrition, food safety and food sciences terms, classification of nutrients and their role in the body, and relevance of particular nutrients to human health. They will achieve this outcome by completing assignments 4, 5 and 7, successfully participating in all exams and in selected weekly quizzes. Content related to digestion and absorption will be evaluated by exam 2, weekly quiz 5 and class activity post in week 5. Competency related to topics of food and culture, disparities, and food distribution will be assessed by assignments 5 and 6 as well as exam 1.

Critical Thinking: *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* There are three set of assignments which help students develop critical thinking skills. Assignments 1 and 2 progress from choosing a controversial topic, researching each side of the controversy, summarizing the findings, reflecting on this basis to formulate discipline specific personal opinions to the last part, where each student evaluates a peer's approach in creating opinions. The second set of assignments 3-5, is based on the scientific method. First students learn what the scientific method is, than create a hypothesis based on their knowledge of culture specific foods, enter and analyze provided data, prove or disprove the hypothesis, and reflect on the health consequences related to specific food patterns. They have the opportunity to compare their hypothesis with examples of hypotheses and reflections on similarities/differences and the reasons for them.

The last set of assignments, 7A and 7B, gives students practice in conducting food sensory testing to experience and practice a research-based approach to new food development.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.*

Students practice three methods of communication which are assessed by the instructor and one written communication evaluated both by peers and the instructor. Assignment 2 measure students' ability to extract, summarize and effectively present information on a controversial topic in an essay format (instructor graded and feedback provided). In the second part of the

assignment, peers comment on the effectiveness of the collected resources and the persuasiveness.

Verbal communication is practiced and evaluated in assignment 6. Students need to reflect on quality of diets, describe how cultural food customs or economic disparities may affect nutritional adequacy of diet and predict how that in turn may affect health.

Graphic forms of communication are practiced and evaluated in the assignment where students are required to set up a sensory evaluation test. A major part of the final report of assignment 7B is created as a series of images with accompanying text.

Instructor Information

Dr. Agata Kowalewska, RD; Food Science and Human Nutrition Department

Address: Main UF Campus, McCarty Hall D, room G025, Gainesville 32611; [map](#)

Phone: 352-273-3473

Email: agatak@ufl.edu

Teaching Assistant Information

TBD; Food Science and Human Nutrition Department

Email:

Office Hours

Agata Kowalewska: Mondays 9-11AM and general advising office hours Wednesdays 9-11AM

You are always welcome to make an individual appointment (agatak@ufl.edu).

Course Materials:

The required material for the course is provided by two different publishers, Pearson and Kendall/Hunt Publishers.

NOTE: You need both, Pearson and Kendall/Hunt, not one or the other.

- **Pearson materials – access code which allows Canvas integration**
 - MyDiet Analysis Program.
- **Kendall/Hunt materials – textbook/e-book**
 - *Nutrition, Real People Real Choices*; 2016, 3rd edition. Editors: C.D. Allred, N.C. Turner, and K.S. Geismar.

Course Communication:

Critical announcements for the course are found on Canvas under Announcements. When an announcement is posted on Canvas the system generates an email that will go to your **Gatorlink email (you@ufl.edu)**. Canvas will not communicate with any other email address even if that email is registered with the University. Therefore make sure to check your UF email account often.

Before sending an email to the instructor and TAs, you must first submit it to the course **Discussion** and wait for an answer. If you do not submit your question to the course Discussion, it will not be answered. Check other posts because your question may have been answered already.

Personal issues such as emergencies, health, rescheduling exams, etc. should be directed to your instructor or your TA. We will do our best to answer your emails with 48 hours however due to

the size of the course it may take longer. Particularly at the beginning of the semester and around the assessment times the number of emails increases dramatically and it may take up to 4 days to answer your e-mail.

Course Outline:

The course is divided into 15 weekly modules. Each module contains lectures, reading materials, as well as guest's lectures and additional resources. Everything posted in a module is required. On Thursdays, starting on the second week of the semester, there is a short quiz. Each quiz covers only material for that particular week and questions will concentrate on the main issues. The following day, on Friday, there is a virtual Q and A session. During the session I will explain all problematic points (based on the Thursday quiz), answer frequent questions from the Discussion board, and questions that may come over the email before 8AM that Friday. The session will also include a "housekeeping" segment. That last part of Q&A will be devoted to organization of the course, upcoming activities, exams, etc. Information how to access the live session and recording will be posted on Canvas.

In addition to weekly quizzes and exams you are also responsible for assignments and class activities. All assessments have specific open dates and due dates. **Important:** There is no option to submit a late assessment.

Exam rules:

This course relies on technology – UF systems and the students system; it is the student's responsibility to have a reliable operating system including Internet or WiFi. All students can take exams anywhere there is a reliable Internet system. **REMEMBER:** there are computer facilities (<https://labs.at.ufl.edu/ComputerLabs.php>) on-campus that you may use if you are concerned about your computer and Internet.

To take your exams:

Recommended Internet platforms: Mozilla, Google;
Other browsers such as Safari and Internet Explorer can cause crashes and should not be used.
Timed Exam: exams are timed – 50 min and proctored. The clock is on the UF Server and once you begin it continues to run even if your system crashes, so try logging back in and call 392-4357 for help.

NOTE: Because one cannot validate what the student is doing while taking the exam – **you will not** get a makeup for internet or system issues other than a UF Canvas or Server problem. A UF Canvas or Server issue will have a major impact on the majority of students. Bottom line – if your system crashes, you will get the score you have at that time.

In the event of a crash, quickly shut down your system and log back in (the clock for the exam continues to run as it is on the UF server).

Second, Contact the UF HELP Desk at 392-HELP (4357); anytime you contact UF Help Desk take a ticket number. Hours: <http://helpdesk.ufl.edu/about/business-hours>.

Please remember that a ticket from UF Help Desk does not automatically guarantee a makeup but if you do not have one we cannot follow on your claim.

I will check with UF AT about UF Canvas and Server issues.

Information about proctoring services is posted on Canvas. You have to register with the service prior to first quiz but only the first quiz and exams are proctored. The quiz one is a test of the system before the exam but the points from the quiz count like any other quiz.

Critical Dates: All times Eastern Standard Times

Exams	Open Day and Time	Closing/Due Day and Time
Exam 1	Monday at 7AM	Tuesday at 7AM
Exam 2	Monday at 7AM	Tuesday at 7AM
Exam 3	Monday at 7AM	Tuesday at 7AM

Assignments	Open Day	Due Day	Special Instructions
Assignment 1: Essay topic and references (15pts)	<i>Dates and times will be posted for each semester. They will follow general schedule of weekly modules</i> 7AM	11:59PM	
Assignment 2A: Essay (37pts)	7AM	11:59PM	The essay has to be submitted on time in order to participate in a peer review (assign.2B). (“Turnitin” submission)
Assignment 2B: Peer review of the essay (8pts)	7AM	11:59PM	Open only to students who submit the assignment 2A on time.
Assignment 3: Scientific method quiz (5pts)	7AM	11:59PM	
Assignment 4: Your hypothesis and two different food patterns. (27pts)	7AM	11:59PM	You will need to use the MyDiet Analysis Program for this assignment.
Assignment 5: Comparing hypotheses, diet quality and health (30pts)	7AM	11:59PM	(“Turnitin” submission)
Assignment 6: “Below the needs” challenge (22pts)	7AM	11:59PM	You will use ChooseMyPlate.gov in this assignment. (“Turnitin” and video submissions)
Assignment 7A: Taste panel quiz (5pts)	7AM	11:59PM	

Assignment 7B: Taste panel (34pts)	7AM	11:59PM	You need 3 to 6 participants to complete this assignment. (“Turnitin” submission)
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Class activity	Syllabus Week	Post due date, no later than
Digestion of starch (3pts)	Week 8	Thursday at 11:59PM
“Dissolution” test (3pts)	Week 10	Thursday at 11:59PM
“Spot the safety issue” (3pts)	Week 13	Thursday at 11:59PM
Weekly quiz		
All quizzes (3pts each)	Week 2 - 14	Thursday at 11:59PM

Grading Policies:

Grades will be according to:

- 3 Exams (3x50pts each = 150pts)
- During the exams you shall not use any resources. Use of any electronic devices, books, notes, friends, hired help, etc., will be considered cheating and may result in consequences including expulsion from UF.
 - All exams will be posted/taken on Canvas. You will have a **24 hr. window** starting at **7AM** on the date of the exam and ending at **7AM** the following morning to take the exam. Dates are posted in table above.
 - Exams are timed and proctored **50 questions in 50 min.**
 - To participate in exams you have to be registered with proctoring program (proctorU). Instructions will be posted on Canvas.
- Assignments: (183pts)
 - Information about assignment will be posted on **Canvas > FOS2001 > Assignments**
- Class activities (3x3pts each = 9pts)
- Weekly quizzes (14x3pts each = 42pts)
- Bonus assignments: (2x5pts each = 10pts). They will be announced on Canvas. The bonus assignments are in addition to 384 points (100%) that you can earn on regular assessments.

Gainesville and UF are in the EST and we are going to use that time for all assessments due dates and times.

Course Rules:

Course and exam rules are outlined in this section.

- All assignments, exams, etc. are due on a specific date and time. They will not be accepted late and will result in a zero grade other than with an excused absence.
- There are no makeups for missing an exam or assignment without an excused absence. I do not waiver on this policy.
- If you have any medical, family, personal situation that may prevent you from taking any assessment on time and you know about it at least one (1) week in advance please contact your instructor directly. Read below **Request a Makeup**
- If this is an emergency and you missed any assessment you need to contact Dean of Student office. Phone (352)392-1261 and/or umatter@ufl.edu. They will help you to

make arrangements to make-up any work that you may have missed. The DOS office has resources to check hospital notes, police records. Only the note from DOS will allow you to make up missed assessment.

- After your grade is posted you have two (2) weeks to contact instructor or TA with any questions. After two weeks, the grade is final and there will be no more discussion about it.
- FINAL GRADES are not negotiable – you get what your total points reflect in the Grading Scale

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Request a Makeup: Students who have a conflict because of an upcoming function may request a makeup or different exam time. The following functions will be considered for a makeup if the student or representative emails the instructor (agatak@ufl.edu) at least 1 week before the exam date. Bottom Line – do not wait until after the exam to ask for the excuse for these.

- UF function
- Job interview
- Religious holidays
- Family event

NOTE: All others are considered unacceptable because you can take the exam anywhere as long as you have internet connection

Grading Scale

Your grades will be posted on Canvas. Grades are based on total points not percentage. You need to have the following total points for the letter grade. Please remember that 345 is still A- and it will not become 346 overnight, it is true for all the other grades/points. All grades are given in no less than 0.5pt increments.

Letter grade	Percentage	Minimum points for a grade
A	90	345.5
A-	88	337.5
B+	85	326
B	80	307
B-	78	299.5
C+	75	288
C	70	268.5
C-	68	261
D+	65	249.5
D	60	230
D-	58	227.5
E	Below 58	227

For information on current UF policies for assigning grade points, See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Each online distance learning program has a process for resolving student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

Materials and Supplies Fees

None

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575*

<http://www.counseling.ufl.edu/cwc/>

- Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
 - *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Students with Disabilities Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Disability Resource Center, 001 Reid Hall, 352-392-8565

NOTE: when you obtain your letter, please sent it directly to your instructor, not the TA.

Software Policy

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of

behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaint-process> to submit a complaint.

Course Schedule

The table below provides only general outline of the course. For more specific information, please refer to Detailed course schedule (posted in **Modules**) or follow to each weekly module individually.

Week	Weekly topics <i>Each weekly segment is a combination of: recoded lessons, audio/video resources, and readings from other resources than a textbook.</i>	Weekly Activities Thursday quiz and Friday Q&A session based on Thu quiz and students' questions	Assessments A – assignment B – bonus activity E - exam
1/2	Overview of Man's Food – main ideas of nutrition, food sciences and food safety.	Thu: Main ideas quiz F: Q&A session	A1 and B1 open A1 due with the 1 st weekly quiz B1 due a day after add/drop ends.
3	Cultures, ethnicity and food in US Global issues of food and nutrition.	Thu: Main ideas quiz F: Q&A session	A2A opens
4	Classifications of nutrients Water	Thu: Main ideas quiz F: Q&A session	A2A due on Thu A2B opens F
5	Digestion and absorption	Thu: Main ideas quiz F: Q&A session	
6	Energy and calorie <u>Guest lecture by Ms. L. Acosta, RD, CSSD, LDN "Sports nutrition"</u>	Thu: Main ideas quiz F: Q&A session	E1 on Monday A2B due on Thu A3 opens on F
7	Proteins	Thu: Main ideas quiz F: Q&A session	A3 due on Thu A4 opens on F
8	Carbohydrates <u>Guest lecture by Dr. W. Dahl – "Fiber"</u> --Class activity: digestion of starch--	Thu: Main ideas quiz F: Q&A session	Class activity post on Thu
9	Fats <u>Guest lecture by Dr. G. Baker "Fats"</u>	Thu: Main ideas quiz F: Q&A session	A4 due on Thu A5 opens on F
10	Vitamins and minerals <u>Guest lecture by Dr.S. Tanumihardjo "Vitamin A"</u>		

	<u>Guest lecture about Dr. M. Knutson</u> <u>“Iron”</u> --Class activity: “dissolution” test--	Thu: Main ideas quiz F: Q&A session	Class activity post due on Thu
11	Life stages and nutrition <u>Guest lecture by Dr. L. Bobroff</u> <u>“Nutrition for older adults”</u>	Thu: Main ideas quiz F: Q&A session	E2 on Mo A5 due on Thu A6 opens on F
12	Science of food and food development <u>Guest lecture by Dr. C. Sims “Food</u> <u>sciences”</u> <u>Guest lecture by Dr. R. Goodrich-</u> <u>Schneider “Product development”</u>	Thu: Main ideas quiz F: Q&A session	B2 opens on Mo B2 due on F
13	Food safety <u>Guest lecture by Dr. K. Schneider</u> <u>“Food safety”</u> --Class activity: “spot the safety issue”- -	Thu: Main ideas quiz F: Q&A session	Class activity post and A6 due on Thu A7AB opens on F
14	Food Preservation Food allergies and food sensitivity	Thu: Main ideas quiz F: Q&A session	A7A due on Thu
15	Alcohol Phytochemicals		A7B due on Tue E3 last day of the semester

FOS2001 Man's Food (GenEd = B)

GenEd Requirements	Course objectives	Current FOS2001 and comments from J. Smith	Proposed FOD2001
<p>Content: Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method within the subject area. Identify, describe, and explain the major scientific developments within the subject area and the impacts on society and the environment. Identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.</p>	<p>Examine the foundations of Man's Nutritional requirements by describing one's nutrients and their functions.</p>	<p>Assignments 2 – 4</p> <p>Significantly modified</p>	<p>Assignments 4 and 5. Two sets of data for the class. Assignment 4: Formulation of working hypothesis based on students' current knowledge of US food culture. Followed by comparison of two diets common in US. Diet analysis online software used for data entry of two predetermined sets of food records. Comparison of nutritional intakes for individual of specific physical characteristic. Analysis of micro and macronutrients in relation to DRI recommendations and My Plate recommendations. Assignment 5: Comparison of student's hypothesis from assignment 4 with hypothesis given in Assignment 5. Nutritional deficiencies and excesses resulting from diets comparison. Comparison the deficiencies to current health problems in US and to health history of students' family.</p>
	<p>Define basic nutritional and food science terms, measurements, and weights.</p>	<p>Where do they practice this? Pearson activities? Is this assessed in the exams?</p> <p>Modified</p>	<p>Exams, diet analysis program, and assignment 7 (Difference Sensory Test – The Triangle Test)</p>
	<p>Identify the importance of macro and micro nutrients.</p>	<p>Where do they practice this? Pearson activities? Is this assessed in the exams?</p> <p>Modified</p>	<p>Exams and assignment 5.</p>

	Examine the processes and components associated with the digestion and absorption of food.	Where do they practice this? Pearson activities? Is this assessed in the exams? New	Exam 2, week 5 quiz + class activity post, and week 5 Q and A.
	Describe differences in food distribution and health consequences in US and globally.	New	Assignments 5 and 6 Assignment 5 Nutritional analysis of two culturally different food patterns. Comparison of results to health problems in US. Assignment 6 Reflections on health consequences of nutrient and energy deficiencies.
	Describe the safety issues, chemical and biological, affecting foods and those processes used to protect consumers food.	Where do they practice this? This seems like a great opportunity for students to play some type of “spot the safety issue” game. Each student should create a food safety issue and then photograph it (they should provide distractions) They can upload to discussion forum and/or discuss in class. Classmates could reply to post with correct safety protocol. New	Exam 3, week 13 quiz + class activity post, and week 13 Q and A.
Critical Thinking: Formulate empirically-testable hypotheses derived from the study of physical processes or living things within the subject area. Apply logical	Explain and practice the Scientific Method and hypothesis testing.	Assign 1: The Pepsi Challenge is a sensory assignment to demonstrate how ones senses influence your food choices. (Suggested video: How is a taste panel designed?) Significantly modified	Assignments 7A and 7B. Assignment 7A is a video demonstrating sensory test design and it is concluded by the short quiz. Assignment 7B requires of student to set the sensory test.

<p>reasoning skills effectively through scientific criticism and argument within the subject area. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes.</p>		<p>Assign 2: Evaluate your individual nutritional status by making you aware of your food and nutrient environment. Assign 3: Develop a <i>Hypothesis</i> on whether you meet optimal nutritional status Assign 4: Determine if your hypothesis was met and evaluate your nutrition status. Assign 5: Analyze scientific information and evaluate the validity</p> <p>Significantly modified</p>	<p>Assignment 3. Scientific method video and quiz. Assignment 4: Development of hypothesis based on students' prior knowledge of specific cultural food patterns. Data entry and data analysis. Assignment 5. Comparison of students' results with results given in the assignment. Comparison of two hypotheses. Students' reflection on completeness and quality of both comparisons.</p>
	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p>New</p>	<p>Assignments 1 and 2. Series of assignments where student: Assignment 1 - chooses a controversial topic in area of nutrition, food safety or food sciences; defines the controversy, collects and categories resources from both sides of controversy, Assignment 2A - summarizes how each of the resources supports each side of the controversy reflects on pre and post position on the controversy reflects on quality and impact of the resources on its effects on students' poison stand Assignment 2B - reflects on persuasive power of the peers resources</p>
	<p>Examine how food affects your health and health on a population scale.</p>	<p>New</p>	<p>Assignment 5. Analysis of nutritional deficiencies and excesses on the single individual person level and in comparison to students' family history. Assignment 6. How energy deficiencies affect short term wellbeing and long term population level health.</p>

<p>Communication: Communicate scientific findings clearly and effectively using oral, written and/or graphic forms. Write effectively in several forms, such as research papers and laboratory reports.</p>	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p>New</p>	<p>Assignment 2A and 2B - written communication Assignments 2A requires student to summarize findings from assignment 1 and support two sides of the argument with provided evidence. Assignment 2B is peer reviewed of quality written communication. TA feedback after assignment 1 and before work on assignment 2.</p>
	<p>Describe the classification, quality, bio-chemical reactions, and sources of macro and micro nutrients.</p>	<p>Assign 5: Produce a persuasive argument through a written essay. (The Writing Program will create a custom video to help students with the essay. http://writing.ufl.edu/writing-studio/video-resources/writing-videos/ Suggest students get writing assistance from UFWP. Suggest you require an essay outline (to get students working on the assignment before the last minute.)</p> <p>Significantly modified</p>	<p>Assignment 6 - oral communication, video report Reflections on dietary experiment and short and long term consequences for individual and population wide. TA feedback. Class activities - oral communication, video reports of student attempt at the activity (weeks 8, 10, and 13). Instructor feedback. Class activity post week 8 – actions of salivary amylase. Class activity post week 10 - Quality of vitamin and mineral supplements on the market.</p>
	<p>Describe the process and methods used in new food development.</p>	<p>New</p>	<p>Assignment 7 – photo report Setup and execution of teste panel. TA feedback</p>

New FOS2001 schedule starting Fall 2016

Week	Weekly topics <i>Each weekly segment is a combination of: main instructor recorded lessons and guest speakers, audio/video resources, and readings from other resources than a textbook.</i>	Weekly Activities Thursday quiz and Friday Q&A	Assessments
1/2	Overview of Man's Food. Why do we talk about nutrition, food sciences and food safety in a course? (What is nutrition? What is food? Nutrients in food; Function of nutrients – historical perspective and frustrating changes in recommendations) Dietary Reference Intakes (DRI): origins and current recommendations; Food label and other information presented on the packaged food. How do all the topics relate to human health (Healthy People Initiative and Dietary Guidelines for Americans; Choose MyPlate.gov) Food and health (Leading causes of illness and death in the U.S.; Habits that affect health) Food and media	Thu: Main ideas quiz – to take this quiz you have to use proctoring program. This is a test before exam 1. You do not need to use the program for all other weekly quizzes. F: Q&A session and comments after the TR quiz	Assignment 1 opens: Essay topic and references Bonus 1: Syllabus quiz Assignment 1 due with the first weekly quiz Bonus 1 due a day after add/drop ends.
3	What drives our food choices Culture and food in US Food customs around the globe International and global nutrition; World's food supply Malnutrition/overnutrition/undernutrition/hunger: food and nutrient disparities in US and globally	Thu: Main ideas quiz F: Q&A session and comments after the TR quiz	Assignment 2A opens: Essay on the topic from assignment 1
4	Classification of nutrients Carbohydrates, proteins, and fats in food. What to do with water? Water as element of a human body Sources of water: does water come only as a beverage? Water balance and maintaining water balance Dehydration: water needs and physical activity Myths of the “super diets” and common misconceptions	Thu: Main ideas quiz F: Q&A session and comments after the TR quiz	Assignment 2A due on Thursday Assignment 2B opens Friday
5	Digestion and absorption in the human body Chemical process of digestion Digestion and absorption (what is the difference and why both are important) The digestive system Mouth and esophagus The stomach Moving through the small and large intestine Digesting macronutrients: carbohydrates, fat, and protein	Thu: Main ideas quiz F: Q&A session and comments after the TR quiz	

	Absorbing nutrients: transporting nutrients and regulating digestion		
6	<p>Energy and calorie What is the calorie? Energy and organisms Energy requirements Measuring energy – direct and indirect calorimetry Calories in food Weight control and energy balance Sports nutrition and nutrition for active people <u>Guest lecture by Ms. L. Acosta, RD, CSSD, LDN “What to consider when you are professional athletes and what is important for active people”</u></p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the Thu quiz</p>	<p>Exam 1 on Monday</p> <p>Assignment 2B due on Thursday Assignment 3 opens on Friday</p>
7	<p>Proteins What are proteins and how are they made? Amino Acids (AA): essential and none-essential Structure of proteins Function of proteins Protein sources in the body and proteins in food Dietary requirements and recommendations How important are proteins in our diet? Are meat portions “better” than soy proteins? Meat-less dietary patterns – what should you know</p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the Thu quiz</p>	<p>Assignment 3 due on Thursday Assignment 4 opens on Friday</p>
8	<p>Carbohydrates (CHO) Composition and classifications Dietary Guidelines: sugar and fiber Sugar, starch, fiber – CHO in our diet and in our food <u>Guest lecture by Dr. W. Dahl - fiber</u> Sugar substitutes – are they all the same and why are they controversial “I have diabetes because I eat too much sugar” – is it true? - and other misconceptions. How CHO may affect our health (lactose intolerance, dental health, glycemic index, hyperactivity in children, etc.) -----Class activity: digestion of starch-----</p>	<p>Thu: Main ideas quiz + class activity post F: Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz</p>
9	<p>Fats Spruce, composition and main fats in our body and our diet. Dietary guidelines for fats. Essential fatty acids (FA) Fats in our diets Fat substitutes. Fats and health. Fats and physical activity. <u>Guest lecture by Dr. G. Baker “Fats”</u></p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the Thu quiz</p>	<p>Assignment 4 due on Thursday Assignment 5 opens on Friday</p>
10	Vitamins and minerals		

	<p>What are vitamins and how are they classified? Fat-soluble vitamins. Water-soluble vitamins <u>Guest lecture by Dr.S. Tanumihardjo “Vitamin A”</u> Vitamin supplements: multivitamins and megavitamins What are minerals and how are they classified? Macro and micro minerals <u>Guest lecture about Dr. M. Knutson “Iron”</u> Main minerals in your bones and teeth Minerals from the perspective of MyPlate Supplements: benefits of taking supplements. -----Class activity: “dissolution” test-----</p>	<p>Thu: Main ideas quiz + class activity post F: Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz</p>
11	<p>Major nutritional concern of life stages Pregnancy, lactation and infants Adolescence to adulthood Older adults <u>Guest lecture by Dr. L. Bobroff “Nutrition for older adults on MyPlate”</u></p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the TR quiz</p>	<p>Exam 2 on Monday Assignment 5 due on Thursday Assignment 6 opens on Friday</p>
12	<p>Science of food and food development What is science of food? <u>Guest lecture by Dr. C. Sims “Food sciences”</u> New products on the market. <u>Guest lecture by Dr. R. Goodrich-Schneider “Food – new product development”</u> Techniques used in product development. Phytochemicals/phytonutrients and functional foods</p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the Thu quiz</p>	<p>Bonus 2 opens on Monday Bonus 2 due on Friday</p>
13	<p>Food safety – concerns and controls <u>Guest lecture by Dr. K. Schneider “Why should you be concern about food safety”</u> Microbiological hazards: bacteria, viruses, and molds Contaminants and natural toxins in foods Monitoring the food supply: federal and international regulations Myths and truths about at home food safety. -----Class activity: “spot the safety issue”-----</p>	<p>Thu: Main ideas quiz + class activity post F: Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz Assignment 6 due on Thursday Assignment 7AB opens on Friday</p>
14	<p>Food Preservation Methods of preservation: freezing, canning, dehydration, preserving with sugar, freeze-drying, irradiation, high-pressure processing, and pulsed electric field processing. Food additives: accidental and intentional additives Food allergies and food sensitivity (allergen, immune system and cell functions, antibodies and immunity)</p>	<p>Thu: Main ideas quiz F: Q&A session and comments after the Thu quiz</p>	<p>Assignment 7A due on Thursday</p>
15	<p>Alcohol It provides energy therefore it is a nutrient (?)</p>		<p>Assignment 7B due on Tuesday</p>

	French paradox and resverateol research Phytochemicals		Exam 3 on Wednesday, last day of the semester
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