

# 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



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](mailto: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](mailto: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, 3<sup>rd</sup> 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**

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

<b>Assignments</b>	<b>Open Day</b>	<b>Due Day</b>	<b>Special Instructions</b>
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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<b>Class activity</b>	<b>Syllabus Week</b>	<b>Post due date, no later than</b>
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
<b>Weekly quiz</b>		
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](mailto: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](mailto: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/](http://www.umatter.ufl.edu/)
  - *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://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/](http://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.

<b>Weekly Module</b>	<b>Weekly topics</b> <i>Each weekly segment is a combination of: recoded lessons, audio/video resources, and readings from other resources than a textbook.</i>	<b>Weekly Activities</b> Thursday quiz and Friday Q&A session based on Thu quiz and students' questions	<b>Required readings</b> (Textbook; other readings as listed in each module)	<b>Assessments</b> A – assignment B – bonus activity E - exam
1/2	Overview of Man's Food – main ideas of nutrition, food sciences and food safety.	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 2, Healthy People and Dietary Guidelines	A1 and B1 open A1 due with the 1 <sup>st</sup> weekly quiz B1 due a day after add/drop ends.
3	Cultures, ethnicity and food in US Global issues of food and nutrition.	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 1 Raiten DJ <i>et al.</i> 2011.	A2A opens
4	Classifications of nutrients Water	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 8; Popkin BM <i>et al.</i> 2010	A2A due on Thu A2B opens F
5	Digestion and absorption	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 6	
6	Energy and calorie <u>Guest lecture by Ms. L. Acosta, RD, CSSD, LDN</u>	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A	Chaps. 7 and 14	E1 on Monday A2B due on Thu A3 opens on F

	<u>“Sports nutrition”</u>	session		
7	Proteins	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 5	A3 due on Thu A4 opens on F
8	Carbohydrates <u>Guest lecture by Dr. W. Dahl – “Fiber”</u> --Class activity: digestion of starch--	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 3	Class activity post on Thu
9	Fats <u>Guest lecture by Dr. G. Baker “Fats”</u>	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 4	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 “Iron”</u> --Class activity: “dissolution” test--	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chaps. 9 and 10	Class activity post due on Thu
11	Life stages and nutrition <u>Guest lecture by Dr. L. Bobroff “Nutrition for older adults”</u>	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chaps. 12 and 13	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 sciences”</u> <u>Guest lecture by Dr. R. Goodrich-Schneider “Product development”</u> Biotechnology	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Ramachandraiah K, <i>et al</i> 2015; Hefferon KL. 2015; Buiatti M, <i>et al.</i> 2013	B2 opens on Mo  B2 due on F
13	Food safety <u>Guest lecture by Dr. K. Schneider “Food safety”</u> --Class activity: “spot the safety issue”--	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	Chap. 17	Class activity post and A6 due on Thu A7AB opens on F
14	Food Preservation Food allergies and food sensitivity	<b>Thu:</b> Main ideas quiz <b>F:</b> Q&A session	McWilliams M. Food preservation. 2008 Stefka AT, <i>et al.</i> 2014	A7A due on Thu
15	Alcohol Phytochemicals		Chap.16	A7B due on Tue E3 last day of the semester

## Assignment 1: Essay topic and references

Assignment 1 is the first element in a series of assignments which also include assignment 2A and 2B. In general the series of assignments will require from you to choose a specific topic, provide resources, critically evaluate the evidence and reflect on your findings. In the last assignment of the series, assignment 2B, you will also evaluate and reflect on evidence of your peers.

The goal of this assignment (assignment 1) is for you **to choose a topic**, find and categorize the evidence on that topic. You are not writing an essay until assignment 2.

The first step of the assignment is to choose a controversial topic that is from the area of nutrition, food sciences or food safety. Next step is to search scientific and popular literature, diverse media resources, blogs, etc. for any information which support one and the other side of the controversy.

For example if you choose nutritional value of organic foods. One side of the argument, from the nutritional perspective, is that organic foods are more nutrient rich than foods grown/prepared in non-organic way. The other side is that they are not. In this example you will need to find resources that support the first statement and then different resources that support the opposite, that the organic foods are not nutritionally superior. You need to have minimum of 3 resources but to be eligible for the maximum credit, 15 points, you need to have 5 resources for each side of the argument. It is acceptable to choose all resources from the same category, for example to have 10 different blogs written by scientists in nutrition (category 4 in the table below).

The last step of the assignment is to classify all your (cited) resources into categories given in the table.

The resources you chose in assignment 1 will be used to write an essay in assignment 2A.

Assignment 1 will be graded in accordance to the rubric published with the instructions.

After the due date the assignment will receive a grade/points and feedback from your TA (no later than January 21st but we need time to grade).

Before you start working on the assignment 2 you need to read the feedback about assignment 1 and make sure that your topic was appropriate. If the topic was not appropriate and you are not modifying it according to TA recommendations you will lose points in assignment 2A.

### What to submit

A single page report which includes:

- Your first and last name as they appears on the roster
- Topic and explanation of both side of the argument (1-2 sentences for each side)
- Classification table where 3<sup>rd</sup> column will present pro-resources and 4<sup>th</sup> column will include the con-resources in appropriate categories.

An example of the report is given (Assignment 1 report template).

Format of the report:

- name your file with your last name and number of the assignment, for example *kowalewska\_assign1.docx*
- One page, single spaced (Your URL and/or reference titles are not counted in the page limit.
- Font: Times New Roman or similar; 10 to 12 points font
- 1-inch margins all around

- MS Word (doc, docx) or pdf files only (any other format will not be accepted by Canvas)

Format of the references in the table:

- At the minimum you need to give the name of the author or of the organization which published/made the resource available, the name of the publication/resource and working URL address. Articles published in scientific journals do not need to have URL addresses but they need to have DOI number.
- You may also use APA format of references (to check how to use APA you may go to: [http://psychology.about.com/od/apastyle/p/ref\\_authors.htm](http://psychology.about.com/od/apastyle/p/ref_authors.htm))

A template of the report and grading rubrics are posted on Canvas in folder **Modules>Assignments>Assignment 1>Assignment 1 report template** and **Assignment 1 rubric**

If you need instructions on How to submit assignment in Canvas the pdf file with instructions is posted with Assignment 1 in Modules.

Table with resource categories

	Category	Pro resources	Con resources
1	Scientific peer reviewed journal articles		
2	Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.		
3	Popular journal articles written by journalists, media personalities and other people who are not scientist in that area		
4	Blogs written by scientist who are experts in that particular area		
5	Blogs written by people who are not scientist in that area		
6	YouTube videos by scientist who are experts in that particular area		
7	YouTube videos by people who are not scientist in that area		
8	Other popular media by scientist who are experts in that particular area		
9	Other popular media by people who are not scientist in that area		



The **orange text** is given only as an example. If you want to use the template the orange text and this heading have to be deleted before the final submission.

FOS2001

Assignment 1: Essay topic and references

Name:

Topic: **statement framing quality/value of organic foods in perspective of nutrition or food sciences or food safety**

Pro-argument: **statement about expected nutritional quality/value of organic food**

Con-argument: **statement opposing the above sentence**

	Category	Pro-resources	Con-resources
1	Scientific peer reviewed journal articles	<b>Smith JF. <i>Organic foods</i>. Journal of Health. 2015;23(5) pp.25-30 DOI: 10.3390/nu7105417</b>	
2	Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.		
3	Popular journal articles written by journalists, media personalities and other people who are not scientist in that area	<b>Organic Planet. <i>I like to eat organic</i>. Roanoke Times. 2013; January 12 available at <a href="http://www.example.com">www.example.com</a></b>	
4	Blogs written by scientist who are experts in that particular area		
5	Blogs written by people who are not scientist in that area		<b>Janvier Forgeron. <i>I do not need organic</i>. Eating well blog series. Available at <a href="http://www.example.com">www.example.com</a></b>
6	Youtube videos by scientist who are experts in that particular area		<b>Jon Kuzniecuf. <i>Choosing at the market</i>. Available at <a href="http://www.example.com">www.example.com</a></b>
7	Youtube videos by people who are not scientist in that area		
8	Other popular media by scientist who are experts in that particular area	<b>Hoffman SP. <i>What's in the food?</i> TED talks series. Presented on April1, 2006 available at <a href="http://www.example.com">www.example.com</a></b>	
9	Other popular media by people who are not scientist in that area		<b>Paloma Picasso. <i>Food expression</i>. Segment on the ABC Morning Show presented on May 3, 2011 available at <a href="http://www.example.com">www.example.com</a></b>

Assignment 1 Rubric

Topic	Topic is stated and presented from the perspective of nutrition, food sciences or food safety <b>2pts</b>	Topic is stated but was not related to nutrition, food sciences or food safety <b>1pt</b>	Topic is missing <b>0pts</b>	Intentionally left blank	Intentionally left blank
Pro-argument	Pro-argument is presented and explained in a succinct fashion. <b>1pt</b>	Pro-argument is presented but the explanations does not follow the framework of nutrition, food sciences or food safety <b>0.5pt</b>	Pro-argument is not presented. <b>0pts</b>	Intentionally left blank	Intentionally left blank
Con-argument	Con-argument is presented and explained in a succinct fashion <b>1pt</b>	Con-argument is presented but the explanations does not follow the framework of nutrition, food sciences or food safety <b>0.5pt</b>	Con-argument is not presented. <b>0pts</b>	Intentionally left blank	Intentionally left blank
Pro-argument resources	Five pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number (we can access any restricted resources but available at the UF library). <b>5pts</b>  0.5pt will be deducted	Four pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>4pts</b>  0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Three pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/DOI number. <b>3pts</b>  0.5pt will be deducted for inadequate identifying information	Two or one pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>1pt</b> If the resources are not identifiable or the URL address is not working / no DOI	Any number of pro-resources but identification is not possible and the URL addresses are not working/no DOI number <b>0pts</b>

	for inadequate identifying information or not working URL address/no DOI number		or not working URL address/no DOI number	number <b>0pts</b>	
Con-argument resources	Five con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>5pts</b>  0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Four con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>4pts</b>  0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Three con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>3pts</b>  0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Two or one con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. <b>1pts</b>  If the resources are not identifiable or the URL address is not working /no DOI number <b>0pts</b>	Any number of con-resources but identification is not possible and the URL addresses are not working/ no DOI number <b>0pts</b>
Formatting	Report is formatted according to specification. <b>1pt</b>	Some formatting is done according to specifications. <b>0.5pt</b>	Report is messy and not formatted according to specifications <b>0pts</b>	Intentionally left blank	Intentionally left blank

## Assignment 2

This assignment has two parts, A and B. In assignment 2A you will write an essay, while in assignment 2B you will evaluate two essays of your fellow students. Only those students who submit assignment 2A on time will be eligible to participate in assignment 2B. If you do not submit assignment 2A on time the total grade for both parts of assignment 2 will be zero.

## Instructions for assignment 2B are at the end of assignment 2A

### Assignment 2A

#### An essay based on the topic and references from assignment 1 (37pts)

In this assignment you will summarize major topics from each of the reviewed references/sources, formulate conclusion according to your pro and con statements, critically evaluate the strength of your references/sources, and reflect on your own opinions.

These are the specific elements that need to be included in your final report for this assignment and in your essay:

- Use your introduction to restate your topic and list all references/sources with respective categories. If the TA asked you to modify your topic you need to include the old topic and the new one. To make the section reasonably short, it is appropriate to list only the author/main person and the title of the reference/source. There is no need to include the DOI number, URL or year. However, remember to include the numbers of the categories (as in the posted table of [assignment 1](#)). If you had less than 5 resources for each side of the argument in assignment 1 you can add more resources in your assignment 2A but no more than 5 in total per argument side.
- The essay needs to include:
  - Pro and con statements and explanations starting a summary section for each side of the argument. Summary of main ideas and information from each of the references/sources. For example, if you had 5 resources for each side of the argument you need to have ten different short descriptions. Next, include conclusions that support the pro and con side of your argument. Keep the sides of the argument separated and refrain from comparisons at this point.
  - A paragraph where you describe your opinion on the topic when you first decided to write about it.
  - A paragraph where you describe your opinion after concluding all the research and analyses of your findings.
  - The last part of the essay is a good place to compare and contrast your findings. In this part include answers to the following questions: How did your opinion change after the research? Why did it change or why did not change? If you changed your opinion, what was the turning point? What was the evidencing lacking if it did not change your opinion? Do you think that it is possible/needed to change your mind?

## What to submit on Canvas

- A single document report which includes:
  - Your first and last name as they appear on the roster
  - Topics and references as described above
  - Essay with all elements as described above
- Format of the report:
  - name your file with your last name and number of the assignment, for example *docx*
  - Single spaced and no longer than 2 pages
  - Font: Times New Roman or similar; 10 to 12 points font
  - 1-inch margins all around
  - MS Word (doc, docx) or pdf files only (any other format will not be accepted by Canvas)

Grading rubric and an example of the report are posted on Canvas in folder

**Modules>Assignments>Assignment 2>[Assignment 2A example](#) and [Assignment 2A Rubric](#)**

Document [How to submit assignment in Canvas](#) is posted in **Assignment 1** folder in **Modules**.

### **Import information about grading and Turnitin program:**

When you submit Assignment 2A it will be evaluated by the anti-plagiarism program. The program evaluates your work against all that is available on the Internet and gives you and the grader a specific report. Below you have the breakdown of what the colors and numbers mean when you receive Turnitin score and how we are going to use it.

- blue - no matching text – all points granted
- green – if you have green/yellow score but all repetitions are attributed to your own assignment 1 you will not lose any points

Starting with green/yellow colors the grading becomes more complicated. Remember that the final score is a combination of how your writing was matched with other essays; was it matched with just one work or with multiple works. Are there full sentences or is it a couple of words that you arranged in the same way as other people, etc. There are scores given to each of the matches. Your overall score maybe 15% but in the detailed break up of comparison we can see that 90% of that is from only one other text.

- In general green means that 1% to 24% of your text was matched with some other texts. We are going to break up the score into smaller categories.

If your score is 10% – 15% and all the matches are attributed to other people or your assignments for other courses you will lose **5pts**. If your score is 15%-20% and all the matches are attributed to other people or your assignments for other courses you will lose **15pts**;

- **Any score below 20% when the entire match is attributed to other people or your assignments for other courses will result in zero points.** If your text is still in a green/yellow range but it has a match of 40% with any other single work (other than your own assignment 1) you will receive zero points and your work may be reported to the Student Conduct Committee of the Student Conduct and Honor Code.
- yellow - 25-49% matching text
- orange - 50-74% matching text
- red - 75-100% matching text

## **Instructions for assignment 2B**

### **Assignment 2B**

#### **Review of two essays from assignment 2A**

After the due date of assignment 2A, and a successful on-time submission, you will be assigned two essays to review. You need to review both of them to qualify for full credit.

Your review comments need to include the following elements:

- Describe in short your position on the topic which you are reviewing. Does your opinion coincide with either the “starting opinion” or the “final opinion” of the essay’s author?
- Was the discussion supported or not supported by the resources (think about quality and depth of resources) and why?
- Did you change your opinion in any way and why? If you change your opinion pinpoint the reason for the change. If you did not change your opinion stated the reason.

Your comment should be no longer than a half-page of a single spaced Word document (approximately 300 words). In this case, it is quality not quantity. Note below how to post your comment.

You will be graded on the completeness and quality of your reviews, not on your opinion. For each peer review you may earn up to 4pts. The TA will use the following rubric to grade your review.

The rubric is also posted in **Modules>Assignments>Assignment 2> [Assignment 2B Rubric](#)**.

FOS2001

Spring 2016

Assignment 2A: Essay based on the topic and references from assignment 1

Name: Adam Kowalski

Original Topic: Nutritional values of organic foods

Current topic: no change needed

References

Pro-argument

Category 1: Smith JF. *Organic foods*

Category 3: Organic Planet. *I like to eat organic*

Category 8: Hoffman SP. *What's in the food?*

Etc.

Con-argument

Category 5: Forgeron J. *I do not need organic.*

Category 6: Kuzniecof J. *Choosing at the market*

Category 9: Picasso P. *Food expression*

Etc.

Essay

Pro and con statements and explanations starting a summary section for each side of the argument. Summary of main ideas and information from each of the references/sources. For example, if you had 5 resources for each side of the argument you need to have ten different short descriptions. Next, include conclusions that support the pro and con side of your argument. Keep the sides of the argument separated and refrain from comparisons at this point.

A paragraph where you describe your opinion on the topic prior to starting the research for the assignment.

A paragraph where you describe your opinion after concluding all the research and analyses of your findings.

The last part of the essay is a good place to compare and contrast your findings. In this part include answers to the following questions: How did your opinion change after the research? Why did it change or why did not change? If you changed your opinion, what was the turning point? What was the evidencing lacking if it did not change your opinion? Do you think that it is possible/needed to change your mind?

Assignment 2A Rubric

Topic from assignment 1	Topic from assignment 1 is given and modified if required. It is identified that the topic was approved if no changes were made <b>1pt</b>	Topic is given but there is no information about approval by TA or editions. <b>0.5pt</b>	Topic is missing <b>0pts</b>	Intentionally left blank	Intentionally left blank
Pro-resources from assignment 1	All 5 resources are listed. The categories listed by the student are the same as given in the templet for assignment 1. That is category 1 is <i>Scientific peer reviewed journal articles</i> ; category 2 is <i>Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.</i> And so forth. If there are less than 5 resources <b>-0.5pt</b> <b>2pts</b>	All 5 resources are listed but the categories are created by a student and do not follow the categories in template of the assignment 1. <b>0.5pts</b>	Resources are not listed. <b>0pts</b>	Intentionally left blank	Intentionally left blank
Con-resources from assignment 1	All 5 resources are listed. The categories listed by the student are the same as given in the templet for assignment 1. That is category 1 is <i>Scientific peer reviewed journal articles</i> ; category 2 is <i>Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.</i> And so forth. If there are less than 5 resources - <b>0.5pt</b> <b>2pts</b>	All 5 resources are listed but the categories are created by a student and do not follow the categories in template of the assignment 1. <b>0.5pts</b>	Resources are not listed. <b>0pts</b>	Intentionally left blank	Intentionally left blank
Pro-part of the essay	The pro-side of the argument is described ( <b>1pt</b> ) and each one of the resources is summarized in a clear and thoughtful manner ( <b>1.5pts each</b> ). The writing is student's own words not a long citation from the original resource.	The pro-side of the argument is defined but some information is missing. For example, the side of the argument is not described, one or two resources are not summarized or they are	The pro-side of argument is mixed with con-side. Much of the information is missing; many conclusions are citations not student's own words.	The pro-part of the essay is practically missing. One-two sentences summarize argument and all the resources.	The pro-side is missing



		summarized by long citations instead student's own words. <b>5pts</b>			
	<b>8.5pts</b>		<b>3pts</b>	<b>1pt</b>	<b>0pts</b>
Con-part of the essay	The con-side of the argument is described ( <b>1pt</b> ) and each one of the resources is summarized in a clear and thoughtful manner ( <b>1.5pts each</b> ). The writing is student's own words not a long citation from the original resource. <b>8.5pts</b>	The con-side of the argument is defined but some information is missing. For example, the side of the argument is not described, one or two resources are not summarized or they are summarized by long citations instead students own words. <b>5pts</b>	The con-side of argument is mixed with pro-side. Much of the information is missing; many conclusions are citations not student's own words. <b>3pts</b>	The con-part of the essay is practically missing. One-two sentences summarize argument and all the resources. <b>1pt</b>	The con-side is missing <b>0pts</b>
Opinion before and after	Student's opinions before the research and the analysis and after are clearly stated. <b>4pts</b>	Student's opinions before the research and the analysis and after are not clearly stated. It is not obvious if she/he changed mind after concluding all the research. <b>2pts</b>	The statement/paragraph about opinions is missing. <b>0pts</b>	Intentionally left blank	Intentionally left blank
Critical analysis of resources and conclusions	There is a thoughtful and clear explanation supported by facts/resources why or why not the decision has changed. This paragraph is about conclusions and comparisons not a place to summarize again each resource. The writing demonstrates quality of expression not quantity. <b>9pts</b>	The paragraph is not well organized; there are long summaries of resources. The questions posted in the instructions as last part of the essay are not answered completely. <b>5pts</b>	The paragraph is more like a series of one sentence answer to each of the questions posted in the last part of the instructions about the content of the essay. There are no leading idea and continuity with the other parts of the essay. <b>2pt</b>	The statement/paragraph about critical analysis and conclusions is missing. <b>0pts</b>	Intentionally left blank
Presentation and formatting	The report is formatted and presented according to specifications in the instructions. <b>2pt</b>	The report is not formatted and presented according to specifications in the instructions. <b>0pts</b>	Intentionally left blank	Intentionally left blank	Intentionally left blank

## Assignment 2B - 8pts

This space is used only to post a grade for assignment 2B. All instructions for assignment 2B are posted with assignment 2A.

### Assignment 2B

#### Review of two essays from assignment 2A (8pts)

After the due date of assignment 2A, and a successful on-time submission, you will be assigned two essays to review. You need to review both of them to qualify for full credit.

Your review comments need to include the following elements:

- Describe in short your position on the topic which you are reviewing. Does your opinion coincide with either the “starting opinion” or the “final opinion” of the essay’s author?
- Was the discussion supported or not supported by the resources (think about quality and depth of resources) and why?
- Did you change your opinion in any way and why? If you change your opinion pinpoint the reason for the change. If you did not change your opinion stated the reason.

Your comment should be no longer than a half-page of a single spaced Word document (approximately 300 words). In this case, it is quality not quantity. Note below how to post your comment.

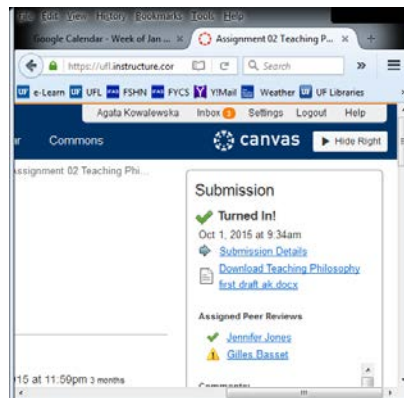
You will be graded on the completeness and quality of your reviews, not on your opinion. For each peer review you may earn up to 4pts. The TA will use the following rubric to grade your review.

The rubric is also posted in **Modules>Assignments>Assignment 2> [Assignment 2B Rubric](#)**.

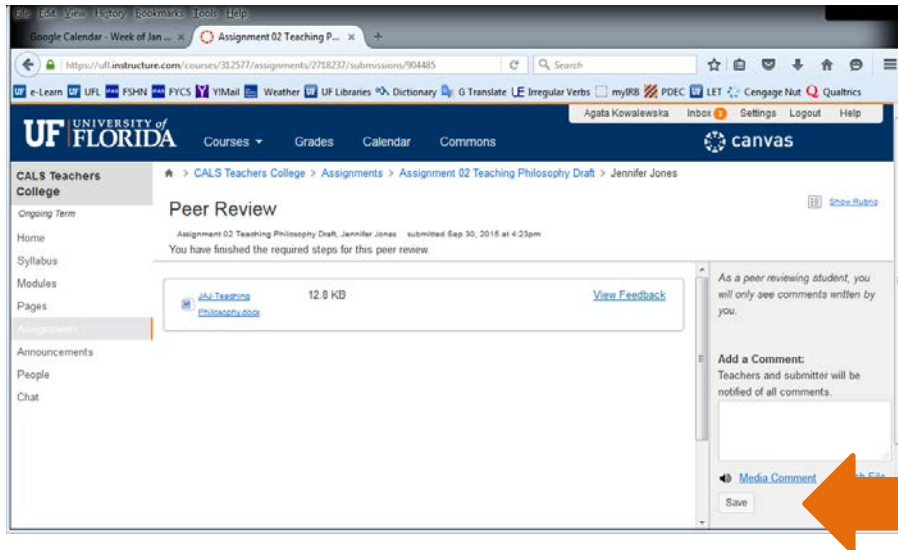
How to review essays on Canvas:

The two essays assigned for review will show up directly under the displayed information pertaining to your submission of assignment 2A. They should appear between 7AM and 8AM on February 5<sup>th</sup>.

It will look similar to the picture on the right.



To review the essays click on the name, open the document, and then post your written comment in the window titled “Add a Comment”. You must “Save” your comment.



**Important:** Post your comments directly in the window. Do not use options “Media Comment” and “Attach File”. Attaching files or media comments will result in zero points for that particular comment.

The green check mark will appear by the name of the student you reviewed only after you submitted and saved your comments/review.

Assignment 2A Rubric

Category	Point distribution		
Reviewer opinion about the topic stated in the peer's essay at the beginning	Full description of reviewer's opinion on the topic before reading the essay. Is the opinion similar to the essay's author or opposite?  1pt	Partial description. Where it is stated that reviewer agrees or disagrees but it is not stated to what he/she agrees or disagrees.  0.5pt	Position of the reviewer before revision is missing.  0pts
Reviewer analysis of resources provided in the essay	Reviewer talks about types and diversity of resources used in the essay. Reflects on relevance of the resources and their quality/depth to support essay's topic.  1.5pts	Reviewer agrees or disagrees that resources are there but does not talk about quality or diversity or relevance of the resources to the topic. Reviewer's comments are superficial.  0.5pts	Analysis of resources provided in the essay is missing.  0pts
Reviewer opinion about the topic stated in the peer's essay at the end.	Reviewer describes why or why not his/her opinion changed and how. What was the specific reason for a change or why there was no reason to change or that there was no evidence to change.  1.5pts	Reviews stated that his/her opinion changed or did not change but the explanation does not have factual explanation.  0.5pt	Position of the reviewer at the end of the review is missing.  0pts
Posting of the comment	If a comment is posted in the "Add a Comment" window the review is considered for a full credit.	If a comment is posted as "Media Comment" or "Attach File" the review is automatic zero points.	Intentionally left blank

### Assignment 3 quiz questions

1. An extract from fly larvae prevented the discoloration of applesauce.
  - a. True
  - b. False
2. The enzyme responsible for browning of fruits, vegetables and shrimp is called polyphenol oxidase.
  - a. True
  - b. False
3. Who hypothesized that Vibrio Cholera was a waterborne pathogen and not an airborne pathogen?
  - a. Dr. Watson
  - b. Dr. Snow
  - c. Dr. Who
  - d. Dr. Welby
4. The hypothesis that eventually led to the cure of cholera was:
  - a. to put masks on everyone infected and the cholera declined
  - b. to chlorinate the water and the cholera declined
  - c. to remove the pump handle from the infected well
  - d. to bring cats in to kill the rats and the cholera declined
5. The cause of the 1854 outbreak of cholera in London was caused by a rat infestation.
  - a. True
  - b. False
6. In the Scientific Method, generating data to prove or disprove our hypothesis is referred to as
  - a. Observation
  - b. Theory
  - c. Hypothesis
  - d. Experiment
7. Bisulfite is not allowed to be used to prevent shrimp and lobster discoloration.
  - a. True
  - b. False
8. A good hypothesis cannot be testable.
  - a. True
  - b. False
9. In the Scientific Method, the step that tries to explain the observation we have been observing is referred to as the
  - a. Results
  - b. Hypothesis
  - c. Observation
  - d. Experiment
10. Browning inhibitors have been found in
  - a. Cockroach
  - b. House fly
  - c. Blue Mussels
  - d. all of these are correct

## **Assignment 3: Scientific Method instructions**

The overall objective of this and the next two assignments is to make you aware and evaluate your food and nutrient environment.

In this assignment you will learn about the method by which scientists discover new theories and how that method - referred to as **The Scientific Method** - can be used in nutrition and food science.

To complete this assignment first you need to watch a presentation and then take a quiz.

### **To prepare for Assessment 3 quiz**

Play the following presentation.

[Scientific Method](#) - Guest appearance by Dr. M. Marshall

NOTE: To follow the presentation with text click on the Notes on the left of the slide. To progress forward click on the NEXT button

After watching the presentation you need to take *Assignment 3 Quiz*.

**The 5 points are earned when you take the quiz, after watching the presentation.**

There are 10 multiple choice and/or true/false questions. You have 10 min and one attempt.

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis, enter data, analyze data and evaluate your hypothesis

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

#### **Assignment 4 (27pts)** Comparison of two sets of dietary patterns

The two sets are assigned by the instructor. Half of the students in the course will work with typical US diet and typical Mediterranean diet. The other half will work with US diet and Indian diet.

The assignment will follow steps as described below.

##### Step 1:

Create a hypothesis that compares nutritionally the two diets and refers to resulting deficiencies in nutrients and in food groups. (Use the American diet as a starting point of your hypothesis. Based on your current knowledge of the two diets, create a working hypothesis that can be tested by the data that you enter in the next step of this assignment. The hypothesis has to reflect content of macronutrients, micronutrients, and MyPlate recommendations. (3pts)

##### Step 2:

In a diet analysis program create a profile with following characteristics:

- your first and last name
- weight:
- height
- not a vegetarian or vegan
- sedentary individual

There are two days for each of the diets accounting for approximately 2000kcal each. You need to enter the foods, beverages with the providing serving/portion sizes into the program.

Create reports of:

DRI

My plate

...

Diet Analysis assignment:

Typical America diet –enter the two days in the diet program 5pts

Typical Mediterranean diet <http://www.mediterraneanbook.com/the-mediterranean-diet-3/> or Typical Indian diet 5pts

##### Step 3:

Comparison of nutrients which are deficient (less than 75% of RDI) and overconsumed (more than 125% of DRI) for each diet:

American diet 5pts

Mediterranean/Indian diet 5pts

Comparison of food groups

American diet 3pts

Mediterranean/Indian diet 3pts

##### Step 4:

Hypothesis evaluation 3pts

Was it proven or disproved and why?

Formatting 1pt

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis and enter data

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

### Assignment 5 (30pts)

Comparison of student's hypothesis from assignment 4 with the hypothesis given in Assignment 5

Restate your own hypothesis from assignment 4 **1pt**

Compare with hypothesis given in this assignment What are the main differences in the two hypotheses?

**1pt**

Did you locate all the same nutrients? **1pt**

Did you locate all the same food groups? **1pt**

Food groups which are not meeting the recommendations:

List at least tree foods for each of the listed nutrients that will help with combating the nutrient deficiency. **10pts**

Some nutrients are consumed in excess. Look back at the daily intakes/ diet and list at least two foods per nutrient eaten in excess. **6pts**

Which food groups are not meeting the recommendations? Which groups are in excess and which food groups are lacking? **1pt**

Comparison the deficiencies and excesses to the current health problems in US **6pts**

Reflect if any of the problems occur in your family and is it possible that there is nutritional element.

Generate family history of main nutrition related diseases (siblings, parents and grandparents on both sides). **2pts**

Formatting **1pt**



## Instructions to use MyPlate

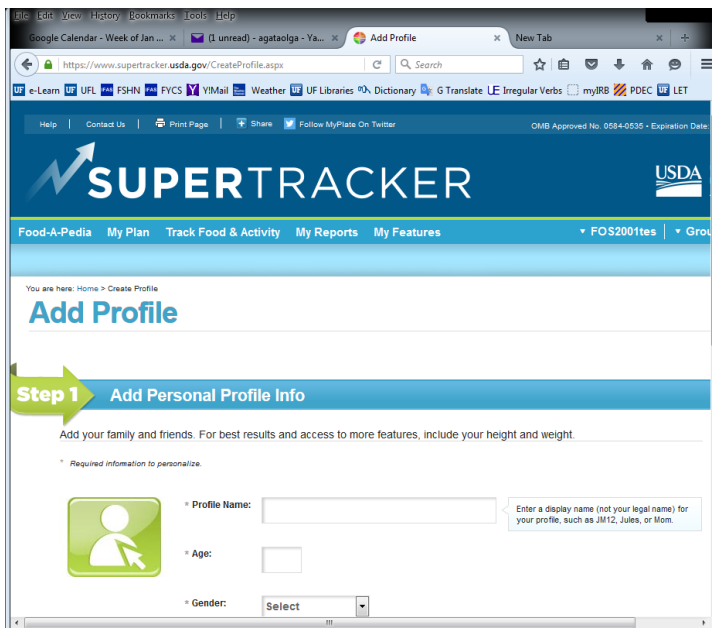
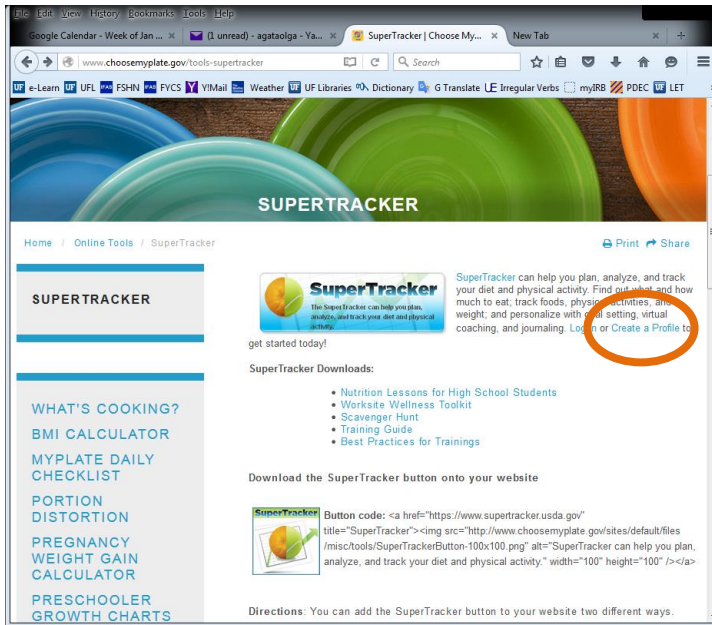
### Assignment 6

Below ChooseMyPlate recommendations challenge:

1. Find on the ChooseMyPlate what your food group recommendations are per day.
2. Make a list of food that you typical eat in a day and take away one serving from each group.
3. For one day try to follow the reduce recommendations.
4. Post your reflections. In the reflections consider: what if I had to follow specific food recommendations because it was required by my health (link to week XX when we are talking about diseases related to nutrition); what if I had to follow food restrictions because of my religion and customs (link it to week XX when we talked about reasons why we choose food); what if I had to limit my meals because I had no resources to purchase it (link it to week XX when we are talking about US and global food supply)
5. Listen/read about experience of others and post a comment.

How to use ChooseMyPlate to create profile and establish energy and food group requirements:  
<http://www.choosemyplate.gov/tools-supertracker>

1. choose Create a Profile



2. Complete only the upper part, section 1, and choose the option to “Maintain your wait”

Profile Name:

Age:

Gender:

Are you pregnant or breastfeeding?

Physical Activity:

Height:  ft.  in.

Weight:  lbs.

**Step 2** Submit and view your plan

3. Click "Submit"

4. Next window called My Coach Center choose "Food Tracker"

**My Coach Center**

Activate My Coach Center now by setting up your personal goals.

**Food-A-Pedia >**  
Look up nutrition info for over 8,000 foods and compare foods side-by-side.

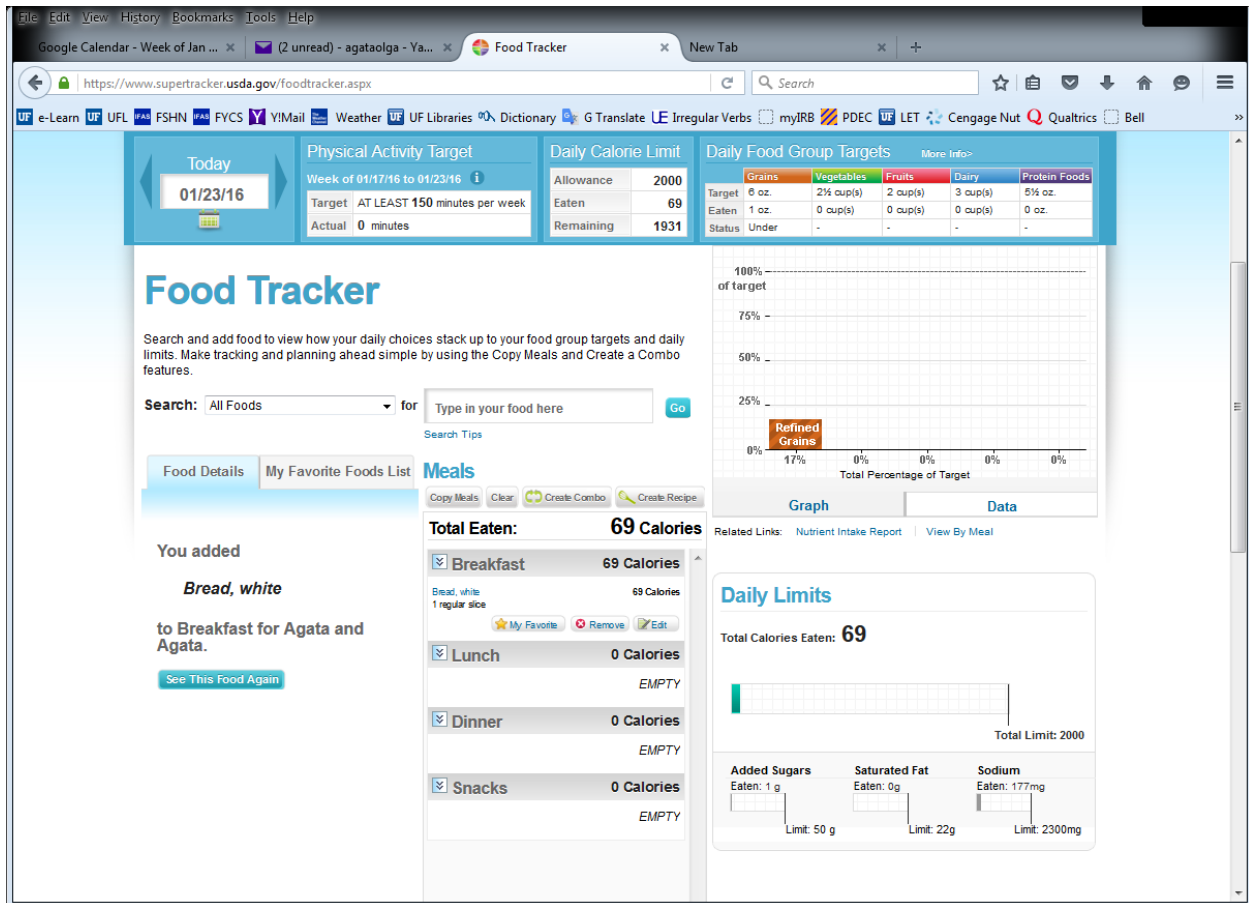
**Food Tracker >**  
Track the foods you eat and compare to your nutrition targets.

**Physical Activity Tracker >**  
Enter your activities and track progress as you move.

**Welcome Agata**  
Find out what and how much I  
Edit your profile to keep your current.

- Next page gives you your personal energy requirements and food group requirements. Using information on this page as guidelines create a day worth of food that you typically eat.

Start by typing your foods in “Search” window on the left and adding them to your profile by meal.



- Stop adding food once you reach your caloric requirements. It does not have to be exact +/- 30kcal. Remember that some beverages, like Frappuccino or Gatorade add calories/energy and they need to be included.
- Save your “typical date”. You can print the document to files, print it and then scan it, do a screenshot or create a pdf document. Whichever method you choose remember that you need to have a legible version of that day for your final report
- Once you have your typical day take away one serving from each food group. For example in my report I have 6oz of grains per day. Typical 1oz is a slice of bread. If you eat bread for breakfast, lunch, and dinner take away just one slice from one of the meals not from each one. Do the same with all food groups. Note the reduce calories/energy you will have to take you through a day. And now try to follow that reduce pattern for just one day.
- Once you completed the “reduced” day record your comments on a short video. Reflect on how easy or difficult it was to use the ChooseMyPlate program. You have comparison of tow different tolls commercial from BLABLA and free created from USDA website – make a comparison. And lastly reflect on having to go through a day with less food. Consider inflation from week XX when we talked about malnutrition and hunger.
- To learn what constitutes 1oz of grains or 1cup of vegetable go back to page My Coach Center and click on “general plan”



What to submit:  
Report of your regular day  
Report of you reduced day  
Video-recording of your reflections.

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis, enter data, analyze data and evaluate your hypothesis

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

### Assignment 6 (20pts)

Below ChooseMyPlate recommendations challenge:

Create report page **1pt**

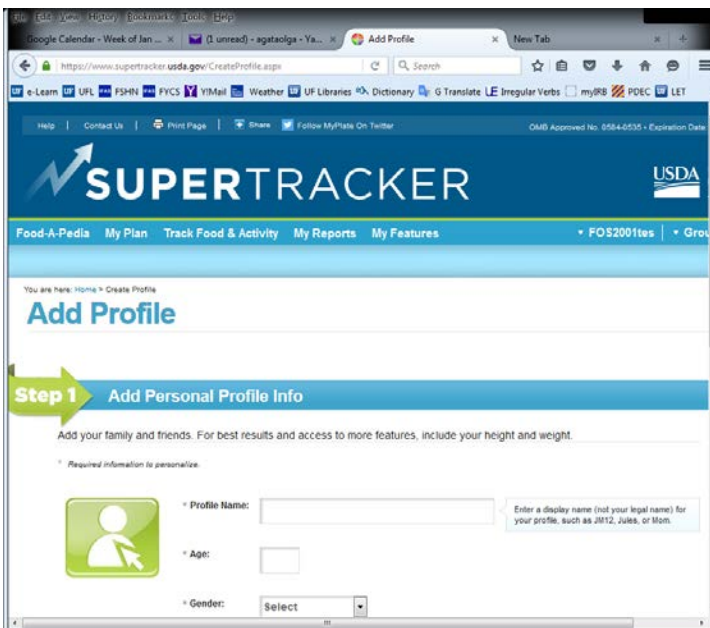
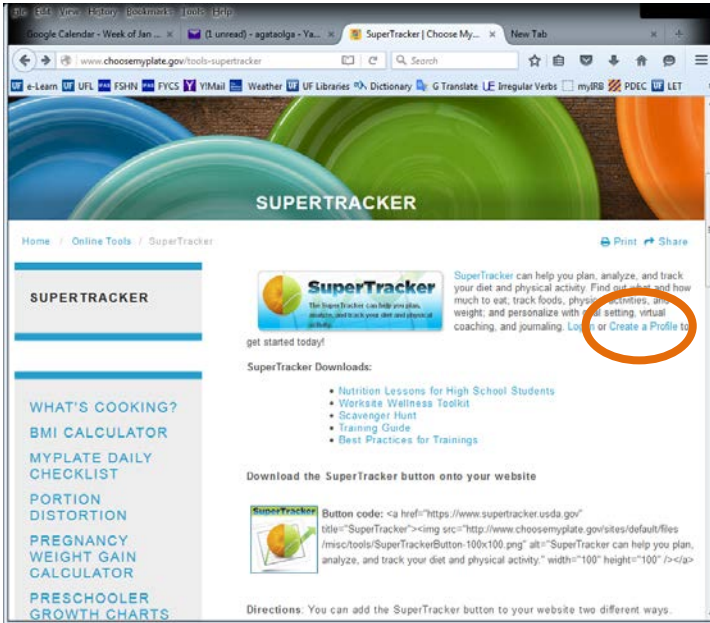
1. Find on the ChooseMyPlate what are your energy recommendations and then your food group recommendations are per day. **2pts**
2. Create in a program a typical day of your food intakes – a page for a final report **5pts**
3. Take away one serving from each food group/category. One from grains, one serving from vegetables, etc.
4. Print out the reduce profile as well **5pts**
5. Final report all points plus **1pt** for formatting

Report will need to have your full name, age, weight and height. **1pt**

6. For one day try to follow the reduce recommendations.
7. Video post of your reflections **7pts**.  
Reflect about a day on reduce calories. First: were you able to do it? Why or why not? While recoding your comments consider: what if I had to follow specific food recommendations because it was required by my health (link to week 1/2 when we are talking about diseases related to nutrition); what if I had to follow food restrictions because of my religion and customs (link it to week 3 when we talked about reasons why we choose food); what if I had to limit my meals because I had no resources to purchase it (link it to week 3 when we are talking about US and global food supply). Compare diet analysis program from assignment 4 and ChooseMyPlate program.
8. Set a time limit of the video and types of files.

How to use ChooseMyPlate to create profile and establish energy and food group requirements:  
<http://www.choosemyplate.gov/tools-supertracker>

1. choose Create a Profile



2. Complete the upper part, section 1, with option to “Maintain your wait”
3. **Important.** Register in Step 2 to be able to go back and retrieve information if needed. If you do not register once you leave the program all you have entered is gone.

Profile Name:  Enter a display name (not your legal name) for your profile, such as Jill12, Jules, or Mom.

Age:

Gender:

Are you pregnant or breastfeeding?

Physical Activity:

Height:  ft.  in.

Weight:  lbs.

**Would you like your SuperTracker plan to help you?**

Maintain your weight

Reach your goal weight:  lbs.

OR

Enter a personal calorie goal here:  Calories

**TIP:** Use the National Institutes of Health (NIH) Body Weight Planner for help setting your personal calorie goal or goal weight.

**Which option is best for me?**  
Your physical activity level affects your Calorie int. Choose option 1, 2, or 3 to estimate OR option 4 to calculate based on at least one week of activities you have entered.

**What if I do vigorous instead of moderate activity?**  
When doing moderate activity you can talk, but not sing (like brisk walking). When doing vigorous activity you cannot say more than a few words without pausing for breath (like running).

Every 1 minute of vigorous activity counts as 2 minutes of moderate (e.g., 30 min. vigorous is equivalent to 60 min. moderate)

**Step 2** Submit and view your plan

4. Click "Submit"

5. Next window called My Coach Center choose "Food Tracker"

**My Coach Center**

Activate My Coach Center now by setting up your personal goals.

**Food-A-Pedia >**  
Look up nutrition info for over 8,000 foods and compare foods side-by-side.  
Type in your food here:   
All Foods

**Food Tracker >**  
Track the foods you eat and compare to your nutrition targets.  
Type in your food here:

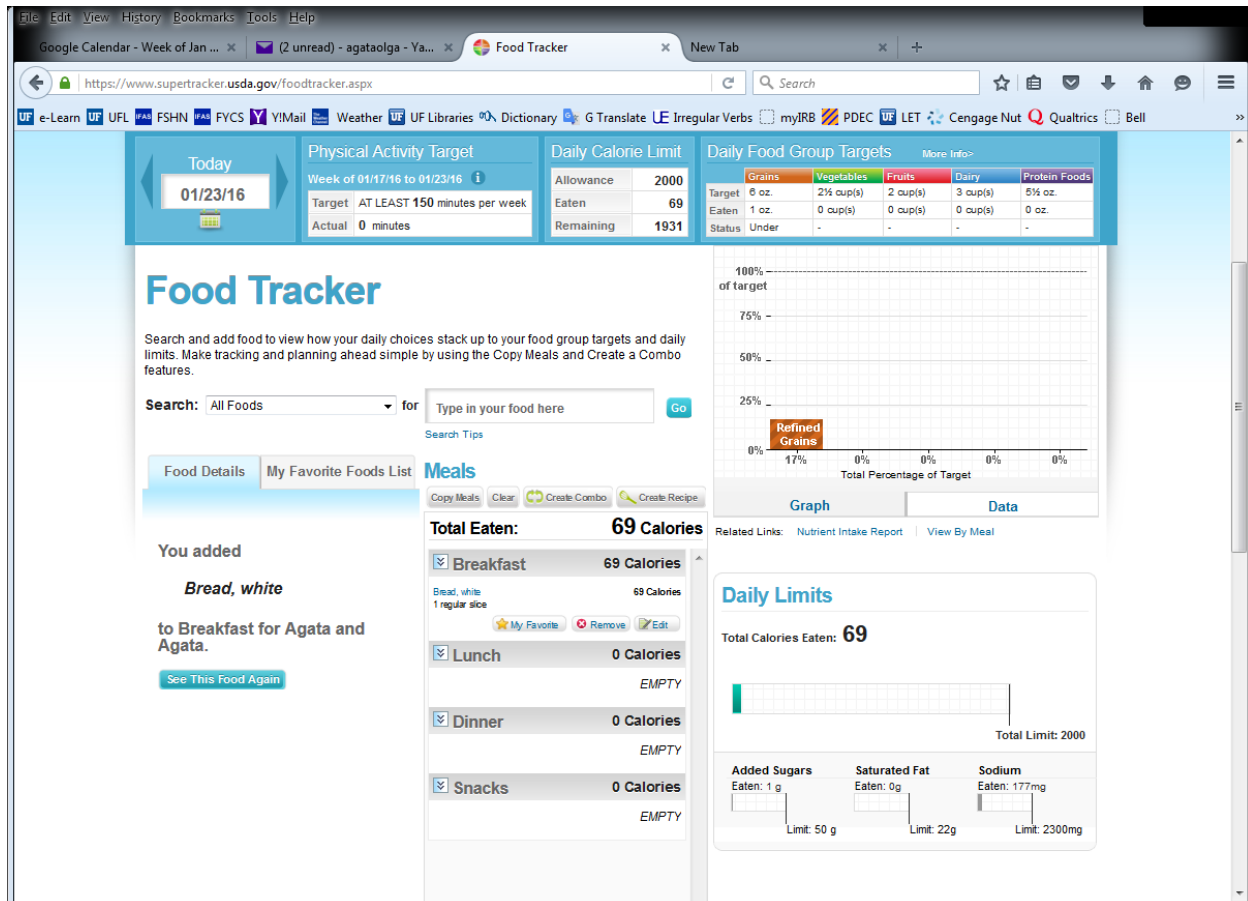
**Physical Activity Tracker >**  
Enter your activities and track progress as you move.  
Type in your activity here:   
All Activities

**Welcome Agata**  
Find out what and how much I  
Edit your profile to keep your current.



- Next page gives you your personal energy requirements and food group requirements. Using information on this page as guidelines create a day worth of food that you typically eat.

Start by typing your foods in “Search” window on the left and adding them to your profile by meal.



- Stop adding food once you reach your caloric requirements. It does not have to be exact +/- 30kcal. Remember that some beverages, like Frappuccino or Gatorade add calories/energy and they need to be included.
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- Once you have your typical day take away one serving from each food group. For example in my report I have 6oz of grains per day. Typical 1oz is a slice of bread. If you eat bread for breakfast, lunch, and dinner take away just one slice from one of the meals not from each one. Do the same with all food groups. Note the reduce calories/energy you will have to take you through a day. And now try to follow that reduce pattern for just one day.
- Once you completed the “reduced” day record your comments on a short video. Reflect on how easy or difficult it was to use the ChooseMyPlate program. You have comparison of tow different tolls commercial from BLABLA and free created from USDA website – make a comparison. And lastly reflect on having to go through a day with less food. Consider inflation from week XX when we talked about malnutrition and hunger.
- To learn what constitutes 1oz of grains or 1cup of vegetable go back to page My Coach Center and click on “general plan”



What to submit:  
Report of your regular day  
Report of you reduced day  
Video-recording of your reflections.

## **Assignment 7A Triangle test quiz instructions**

Assignment 7 contains two integral parts. First you will watch an instructional video about setting up the triangle test panel and take the quiz on how to set up your own panel and then you will organize your own panel. The two parts of the assignment that will be graded are the quiz following the video (assignment 7A) and the report which you will submit on Canvas (assignment 7B). The quiz and the report have their individual due dates. You will not be able to submit assignment 7B until you watch the video and take the quiz by the due date and time.

Topic Introduction:

Product analysis and market analysis are integral parts of the science of food. Introduction of new products or changes to existing one are results of research of specific ingredients and of the final product. Taste panels are one of the methods used to test consumer response to flavors. Our test buds are very sensitive “instruments” used in some areas of food science such as product development or product modifications. There are number of different designs of taste panels which test different food characteristics. One of the designs is called difference test. These tests are among the most important and widely used tests in sensory analysis. They are used to determine if differences exist between products or if there are differences in certain attributes. A triangle test is a difference test usually used when there are relatively small differences between the products.

To complete assignment 7A first you need to watch a presentation and then take a quiz.

### **To prepare for Assessment 7A quiz**

Play the following presentation.

Difference Sensory Test presentation

(<https://mediasite.video.ufl.edu/Mediasite/Play/6cf342f7210a40208b809b2ec38da1091d>)

After watching the presentation you need to take *Assignment 7A Quiz*.

**The 5 points are earned when you take the quiz, after watching the presentation.**

There are 10 multiple choice and/or true/false questions. You have 10 min and one attempt.

## Assignment 7A Triangle test quiz questions

- To mark your food samples you need to choose numbers that are:
  - Random 3-digit numbers generated by the Excel program
  - Random ones that you picked yourself that do not need to be more than one digit per number
  - Any two-digit number (greater than 10 but smaller than 99)
  - Any numbers, as long as they are easy to remember
- The purpose of this type of test panel is to:
  - Distinguish small flavor difference between two similar types of food
  - Pick a better product
  - Determine chemical composition of two products
  - Distinguish flavor difference for two different types of food
- Triangle test worksheets should be prepared
  - Before panelists enter the test space so that the test results are not revealed
  - Before the panelists arrive so that they do not waste time when upon entering the panel
  - While the panelists arrive and thus can be present during the whole organization phase of the test
- How many different random numbers are needed for each food product/type?
  - 2
  - 1
  - 3
  - 4
- If you have three panelists, how many food samples should each panelist have?
  - 3
  - 2
  - 4
  - 6
- Panelists are encouraged to make verbal comments during the test
  - True
  - False
- Water is provided to each panelist because:
  - To cleanse the pallet between the samples
  - The food is often too dry
  - They can be thirsty since the panel is in Florida
- What is the typically level of significance in sensory testing?
  - $\alpha=0.05$
  - $\alpha= 0.01$
  - $\alpha=1$
  - $\alpha=10$
- To summarize the results of the test and establish their significance you need to know:
  - The number of panelists, number of correct answers, and the predetermined significance level
  - The number of panelist and the predetermined significance level
  - The number of correct answers and the predetermined significance level
- To correctly perform the Difference Sensory Test you may use:
  - Two different brands of water crackers
  - Two different types of juice
  - Three brands of lemon juice
  - Any two foods

## Assignment 7B: Difference Sensory Test – The Triangle Test instructions

You have just completed assignment 7A and now you will set up your own sensory test.

### Topic Introduction:

Product analysis and market analysis are integral parts of the science of food. Introduction of new products or changes to existing one are results of research of specific ingredients and of the final product. Taste panels are one of the methods used to test consumer response to flavors. Our test buds are very sensitive “instruments” used in some areas of food science such as product development or product modifications. There are number of different designs of teste panels which test different food characteristics. One of the designs is called difference test. These tests are among the most important and widely used tests in sensory analysis. They are used to determine if differences exist between products or if there are differences in certain attributes. A triangle test is a difference test usually used when there are relatively small differences between the products.

The test which you will set up will determine whether there is a difference between 2 samples, such as two brands of orange juice or crackers. This assignment will require you to demonstrate how to set-up, run (minimum of 3 participants, optimal 6) and explain the results of a triangle test using a product that has been approved by your professor.

### Grading assignment 7B

In order to qualify to earn the maximum grade (34 pts) for the assignment you have to have 6 participants. You may have only 3 but that will not allowed you to achieve more than 28 points. If you have 2 participants you cannot earn more than 14 points (50% of the maximum) and with just one participant you can only earn up to 6 points.

There are specific situation listed in rows 1, 2 and 3 of the grading Rubrics when your assignment will receive zero points.

### Procedure:

#### Triangle

1. You will need to choose 2 commercial samples of various foods to compare. (Suggestions: 2 different brands of pulp free orange juice, 2 brands of soda sprite vs. sprite zero). Samples will need to be coded with 3-digit random numbers (ex. 123, 456, 789, etc.) and ballots will need to be created using the examples provided. Each sample will be given two different random codes, for a total of four 3-digit codes.  
Random numbers can be generated using the following excel function:  
=randbetween(100,999)
2. Prepare a worksheet (see below worksheet) that includes the following:
  - a. number of panelists
  - b. products and codes
  - c. order of presentation of samples to each panelists
  - d. give equal numbers of the 6 combinations if possible
3. Present the 3 samples in random order in coded cups. Your panelists should be blinded to all aspects of the test (3 samples will be presented to your panelists, either 2 samples of A

and one sample of B, or 1 sample of A and 2 samples of B).

4. Results will need to be totaled, number of correct response versus number of incorrect responses. In the table, n refers to your sample size/number of panelists. Refer to the appropriate table for significance difference, using 5% significance. In your report, include the worksheet, a ballot, and a summary of the data. Discuss the use of the test, procedures used, whether there were significant differences, and the conclusion.

What to submit for a grade as assignment 7B

Final report has to be in a pdf format. Font *Times New Roman* or similar, 12pts, single spaced (where appropriate), and at least 1inch margins all around. All writing, faces and numbers need to be legible.

The following pages have to be included as parts of the report:

1. Front page with your name, activity title and picture which shows your face and your Gator 1 card in a way that we can identify you on the card and see the numbers of your UF ID.  
**Very important (1):** If we cannot identify your face or your UF ID the whole assignment is graded at zero points.
2. Participants' page: picture of you with all participants (minimum 3, optimal 6), one or two pictures of participants in a group. You have to be on the picture(s) with participants. If there are two (or more) groups you have to be on both.
3. During the test page: Picture of participants at the stations during the triangle test. If you have only 3 participants than probably one picture is enough.  
**Very important (2):** You need to make sure that the people on the picture from the "Participants' page" and people who are participating in the taste panel can be identified as the same individuals. If there are different individuals (even one person is different) you will receive zero for the whole assignment. If the quality of the pictures is such that we cannot identify the participants than the whole assignment will also be given zero points.
4. Completed Triangle Test Worksheet
5. Summary of Results page
6. Triangle Test Ballot pages for each participant. If you have 3 participants you will have 3 ballot pages, if 4 than four ballot pages, etc.

The grading rubric for the assignment is attached on the Canvas site.

## Triangle Test Worksheet

Date:

Product:

Samples                      Letter Code                      Random Numbers (to be generated by excel)

(Brand/Product Description)	A	XXX	XXX
	B	XXX	XXX

Panelist (#)                      Order of Presentation                      Example of random numbers

1	7	13	19	25	31	37	AAB	129	336	765
2	8	14	20	26	32	38	ABA	129	092	336
3	9	15	21	27	33	39	BAA	765	129	336
4	10	16	22	28	34	40	BBA	765	092	129
5	11	17	23	29	35	41	BAB	765	336	092
6	12	18	24	30	36	42	ABB	129	765	092

## Summary of Results

Total Responses =

Correct Responses =

Incorrect Responses =

Comments:

Describe the results of the test. Include comments about the results, behavior of participants, challenges, possible improvements to the environment etc.

Limit your comments to 300 words.



## Triangle Test Ballot

Participant Name:

Date:

Panelist#:

Product:

Instructions:

Taste the samples from left to right, in the order presented. Two samples are the same and one is different; please determine which the odd (different) sample is and indicate by circling the appropriate product code. If you cannot tell a difference, take a guess. Your comments concerning the samples are welcome.

**Which is the odd (different) sample?**

\_\_\_\_\_

Comments:

*(Do not leave blank, if there is no comments to be included indicate that there is no comments or N/A.)*

**TRIANGLE TEST FOR  
DIFFERENCE — CRITICAL NUMBER  
(MINIMUM) OF CORRECT ANSWERS**

Entries are the minimum number of correct responses required for significance at the stated significance level (i.e., column) for the corresponding number of respondents "n" (i.e., row). Reject the assumption of "no difference" if the number of correct responses is greater than or equal to the tabled value.

n	Significance level (%)			
	10	5	1	0.1
3	3	3	—	—
4	4	4	—	—
5	4	4	5	—
6	5	5	6	—
7	5	5	6	7
8	5	6	7	8
9	6	6	7	8
10	6	7	8	9
11	7	7	8	10
12	7	8	9	10
13	8	8	9	11
14	8	9	10	11
15	8	9	10	12
16	9	9	11	12
17	9	10	11	13
18	10	10	12	13
19	10	11	12	14
20	10	11	13	14
21	11	12	13	15
22	11	12	14	15
23	12	12	14	16
24	12	13	15	16
25	12	13	15	17
26	13	14	15	17
27	13	14	16	18
28	14	15	16	18
29	14	15	17	19
30	14	15	17	19
31	15	16	18	20
32	15	16	18	20
33	15	17	18	21
34	16	17	19	21
35	16	17	19	22
36	17	18	20	22
42	19	20	22	25
48	21	22	25	27
54	23	25	27	30
60	26	27	30	33

Front page Max. 5pts	Name, activity title and picture are all there. The name on the card and the project agree and the UF ID numbers are legible. The picture on the UF Gator 1 card is visible and can be compared to the picture of the person who is organizing the taste panel (you have to be on the picture(s) with all participants)  5pts	The pictures are all there and recognition is possible however there is no title or name on the project.  4pts	Intentionally left blank	<b>Special circumstances when assignment is give zero points:</b> Name, activity title and picture are all there. The name on the card and the project agree and the UF ID numbers are legible. The picture on the UF Gator 1 card is visible and but cannot be compared to the picture of the person who is organizing the taste panel (one of the people on the group picture(s)). The person is not there or it is impossible to recognize the faces
Participants' page Max. 2pts	Page with group picture(s) is included  2pts	Intentionally left blank	Intentionally left blank	Page is not included or organizer of the taste panel is not on picture(s) <b>The whole assignment is graded at zero points</b>
During the test page Max. 6pts	One or two pictures or participants. All can be identify as people from the group picture(s) from the Participants' page. For each participant less than six (min 3) 1pt will be deducted. You have to be part of the group or groups of participants. 6pts	Intentionally left blank	Intentionally left blank	If participants cannot be recognized or identify the whole assignment is graded at <b>zero points</b> .
Triangle Test Worksheet Max. 8pts	The page is completed in full, there are no empty spaces, the random numbers are written down, number of participants is marked on the list of panelist, and summary results are included. There is no information missing. 8pts	The date is missing but all other information is there.  7.5pts	Intentionally left blank	Any information other than the date is missing.  0pts
Summary and conclusions page Max. 4pts	Results are verbally summarized. The summary includes short description of challenges (evaluation), if appropriate ways to improvement the assignment. Verbal interpretation of the "Summary of Results" from the TT Worksheet is included. 4pts	Summary is incomplete not all questions are unserved or they are not answered in full.  3pts	Summary is very incomplete, all questions are answered only as numbers; there is no thoughtful evaluation of any part of the assignment.  1pt	The page is not included or it is included but it is not completed.  0pts
Ballot pages Max. 6pts	Up to 6 ballot pages are included and they have complete information about patrician, products and responses. 6 to 3pts	For any information missing for a page 0.5pt/page will be deducted.	Intentionally left blank	If there are less than 3 pages or the pages are empty or not included.  0pts
Report order and formatting Max. 3pts	Pdf format, font Times New Roman or similar, 12pts, single spaced (where appropriate), and at least 1 inch margins all around. All writing is legible and all pages are in order. 3pts	One or two of the elements from the previous column are not formatted as recommended but the pages are in order. 2pts	More than 2 two of the elements from the previous column are not formatted as recommended but the pages are in order. 1pt	More than 2 two of the elements from the previous column are not formatted as recommended and the pages are in order.  0pts

FOS2001 exam questions, example

1. What is the name of the health improvement program that the U.S. Surgeon General has asked to be implemented
  - a. Healthy People
  - b. WIC Program (Woman, Infants, and Children)
  - c. Global Health Program
  - d. Program on Health, Equity, and Sustainability
  
2. Which of the nutrients below is a micronutrient
  - a. carbohydrates
  - b. water
  - c. vitamins
  - d. fats
  
3. Micronutrients make up a large percentage of our food, by weight.
  - a. True
  - b. False
  
4. The role of all nutrients is
  - a. none of these are correct
  - b. for building blocks
  - c. for maintenance
  - d. to provide energy
  
5. Main function(s) of carbohydrates
  - a. Maintenance and Regulation
  - b. Building Blocks
  - c. All of these are correct
  - d. Provide Energy
  
6. For optimal growth, development and health humans require
  - a. about 20 nutrients
  - b. about 40 nutrients
  - c. about 30 nutrients
  - d. more than 50 nutrients
  
7. The word that describes a nutrient which is not made by the body but has to be ingested is termed
  - a. essential
  - b. adequate
  - c. limiting
  - d. none of these are correct

8. Minimum Daily Requirement
  - a. is the amount required for optimal growth and health
  - b. is the minimal amount required to prevent a deficiency
  - c. is the maximum amount allowed
  - d. none of these are correct
  
9. RDA's are recommendations or goals that allow \_\_\_\_\_ of the population to achieve optimal health when these goals are met
  - a. 98%
  - b. 60%
  - c. 75%
  - d. 100%
  
10. The RDA for a given nutrient is determined for an individual's age and
  - a. body weight categories
  - b. height categories
  - c. gender
  - d. all of these are correct
  
11. A BMI of 30 indicates
  - a. overweight
  - b. normal
  - c. obese
  - d. underweight
  
12. Inadequate amounts of Vitamin C can cause what illness
  - a. anemia
  - b. scurvy
  - c. kwashiorkor
  - d. goiter
  
13. What are the leading causes of death and illness in the U.S.
  - a. car accidents and accidental overdoses
  - b. Heart disease and cancer
  - c. heart disease and smoking
  - d. cancer and car accidents
  
14. Term "vitamin" means
  - a. nonessential
  - b. from the earth
  - c. vital to life
  - d. important

15. Which of the following is a category of muscle
- all of these are correct
  - skeletal
  - visceral
  - cardiac
16. Which four elements are essential for the building blocks of life
- hydrogen, iron, oxygen, sodium
  - carbon, helium, oxygen, zinc
  - calcium, carbon, oxygen, hydrogen
  - carbon, oxygen, hydrogen, and nitrogen
17. Mitochondria
- are the part of the cell that aids in synthesizing proteins
  - are the part of the cell that produces energy
  - are the part of the cell that helps store and transport proteins
  - are the part of the cell that contain enzymes which help the cell digest nutrients
18. When is the last chance for the body to maximize peak bone mass
- toddler
  - adulthood
  - adolescence
  - late adulthood
19. Movement of food through the esophagus is caused by
- brownian movement
  - peristalsis
  - water
  - all of these are correct
20. Humans lack digestive enzymes for what type(s) of carbohydrates
- cellulose
  - glucose
  - fructose
  - galactose
21. The bacteria in the large intestine are responsible for synthesizing what vitamins
- Vitamin A
  - Vitamin E
  - Vitamin K
  - Vitamin D

FOS2001 Man's Food (GenEd = B)

GenEd Requirements	Course objectives	Current FOS2001 and comments from J. Smith	Proposed FOD2001
<p><b>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.</b></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><b>Significantly modified</b></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><b>Modified</b></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><b>Modified</b></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?  <b>New</b>	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.	<b>New</b>	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.  <b>New</b>	Exam 3, week 13 quiz + class activity post, and week 13 Q and A.
<b>Critical Thinking: Formulate empirically-testable hypotheses derived from the study of physical processes or living things within the subject area. Apply logical</b>	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?)  <b>Significantly modified</b>	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><b>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.</b></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><b>Significantly modified</b></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><b>New</b></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><b>New</b></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><b>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.</b></p>	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p><b>New</b></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. <a href="http://writing.ufl.edu/writing-studio/video-resources/writing-videos/">http://writing.ufl.edu/writing-studio/video-resources/writing-videos/</a> 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><b>Significantly modified</b></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><b>New</b></p>	<p>Assignment 7 – photo report Setup and execution of teste panel. TA feedback</p>

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

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New FOS2001 schedule starting Fall 2016

Week	Weekly topics <i>Each weekly segment is a combination of: main instructor recoded 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	<p>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</p>	<p><b>Thu:</b> Main ideas quiz – <b>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.</b>  <b>F:</b> Q&amp;A session and comments after the TR quiz</p>	<p>Assignment 1 opens: Essay topic and references                      Bonus 1: Syllabus quiz</p> <p>Assignment 1 due with the first weekly quiz                      Bonus 1 due a day after add/drop ends.</p>
3	<p>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</p>	<p><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;A session and comments after the TR quiz</p>	<p>Assignment 2A opens: Essay on the topic from assignment 1</p>
4	<p>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</p>	<p><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;A session and comments after the TR quiz</p>	<p>Assignment 2A due on Thursday                      Assignment 2B opens Friday</p>
5	<p>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</p>	<p><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;A session and comments after the TR quiz</p>	

	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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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 finer  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><b>Thu:</b> Main ideas quiz + class activity post  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz          + class activity post  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz          + class activity post  <b>F:</b> Q&amp;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><b>Thu:</b> Main ideas quiz  <b>F:</b> Q&amp;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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