

Cover Sheet: Request 10848

PSY4XXX PSYCHOLOGY OF EATING AND OBESITY

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Rowland,Neil E nrowland@ufl.edu
Created	3/10/2016 2:56:23 PM
Updated	9/12/2016 12:36:03 PM
Description	A comprehensive examination of theory and application of psychological and brain science principles to understanding eating behavior and the contemporary problem of overweight and obesity.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Psychology 011618000	Abrams, Lise		3/11/2016
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Please note that the UCC has special requirements for courses submitted as co-listed undergraduate and graduate. These are outlined on the following web page: http://approval.ufl.edu/ucc_policies Please read the policies and upload an additional document (for both courses) showing that there are significant differences between the two sections in terms of amount and difficulty of work.	3/17/2016
No document changes					
Department	Approved	CLAS - Psychology 011618000	Abrams, Lise		3/18/2016
Deleted Psychology of Eating and Obesity UCC comment.docx					3/18/2016

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	The CCC has conditionally approved this proposal subject to the following: 1. Please omit the sample learning objectives for module 3. If the global skill objectives are insufficient by themselves, please formulate some global content objectives. 2. In the description of the differences between the graduate and undergraduate sections, delete item 5, as it does not address actual differences but only student attitudes. 3. Must provide a weekly schedule of topics for the entire 16-week semester, not just a list of topics. 4. Link to attendance and make-up policy is out of date, please use https://catalog.ufl.edu/ugra	4/11/2016
Deleted Rowland Syllabus Eating undergrad PSY4xxx.docx					3/19/2016
Department	Approved	CLAS - Psychology 011618000	Abrams, Lise		6/13/2016
Deleted Diffs Grad- undergrad Psy Eating.docx					4/19/2016
Added Rowland Syllabus Eating undergrad PSY4xxx.docx					4/19/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		7/20/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the September agenda.	8/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/18/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10848

Info

Request: PSY4XXX PSYCHOLOGY OF EATING AND OBESITY

Request description: A comprehensive examination of theory and application of psychological and brain science principles to understanding eating behavior and the contemporary problem of overweight and obesity.

Submitter: Rowland,Neil E nrowland@ufl.edu

Created: 9/12/2016 12:46:53 PM

Form version: 3

Responses

Recommended PrefixPSY

Course Level 4

Number XXX

Lab Code None

Course TitlePsychology of Eating and Obesity

Transcript TitlePSYCH EATING OBESITY

Effective Term Earliest Available

Effective Year2016

Rotating Topic?No

Amount of Credit3

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeBaccalaureate

Weekly Contact Hours 3

Category of Instruction Advanced

Delivery Method(s)Online

Course Description A comprehensive examination of theory and application of psychological and brain science principles to understanding eating behavior and the contemporary problem of overweight and obesity.

Prerequisites PSY2012(B) & any two from (PSB3002 or PSB3340 or CLP3144 or PPE3003 or DEP3003 or SOP3004 or EAB3002 or EAB3764 or EXP3604)

Co-requisites None

Rationale and Placement in Curriculum This course has been offered for some years as a "capstone" or integrative Psychology course in classroom and more recently on line formats under a rotating topics number (PSY4930). The present request is for a dedicated number.

Course Objectives Global skill objectives:

- (1) Appreciating that real world problems such as eating or obesity require an integration of working knowledge across multiple areas or disciplines (e.g., psychology, nutrition, genetics, neuroscience, etc)
- (2) Overcoming procrastination about writing: by requiring a weekly short assignment, students should get into a routine of collecting/synthesizing information and communicating that effectively
- (3) Understanding the critical difference between scholarly references/fact and the non-scientific opinion to which they are bombarded via mass media
- (4) Having the opportunity to consider their own work in the context of peers writing on

the same subject, and to make professional evaluations of the peers' work.

Course Textbook(s) and/or Other Assigned ReadingText: Psychology of Eating (Rowland & Splane, 2014).

The book and course are organized in 13 modules/weeks (see weekly schedule). Each week is then subdivided into 3-4 Units or topics each of which requires listening to a Voice Thread module (voice over slides, typically 10 slides per unit), reading the relevant textbook pages, and additional materials that include pdfs of contemporary research/review articles from peer-reviewed journals, and/or video/documentary material (eg TED talks, Nova).

For example, readings for Module 3 Chemical senses:

Unit #1 (Sensory transduction) 'Molecular basis of taste sense: involvement of GPCR receptors' (Cygankiewicz et al., Crit Rev Food Sci Nurt 54: 771-80, 2014).

Unit #2 (Central pathways) 'Food related processes in the insular cortex' (Frank et al, Frontiers Human Neurosci 499, 2013)

Unit #3 (The gut) 'The modulatory role of high fat feeding on gastrointestinal signals in obesity' (Duca et al, J Nutr biochem 24: 1663-77, 2013)

Unit #4 (Taste and odor guided behavior) 'Sensory specific satiety in man' (Rolls et al; Physiol. behav 27: 137-42, 1981)

Weekly Schedule of Topics Week/module and title/ learning objectives:

Week 1: Introduction to course and using Voice Thread tutorial (allows drop/add)

Week 2: Module 1: Psychology of Eating: the nexus of nutrition

Unit 1 – Integrative science - Identify the component scientific disciplines that contribute to our understanding of eating behavior and obesity

Unit 2 – Thoughts and actions - Distinguish appetitive and consummatory behaviors and define hunger and satiety

Unit 3 – Defining normal and abnormal - Define obesity and understand the relationships between weight for height and body mass index measures

Unit 4 – Health risks and the costs of obesity - Understand the health risks associated with obesity, what is meant by "the obesity epidemic" and the economic cost to society

Week 3: Module 2: Macronutrients and the food we eat

- Unit 1 – Energy and energy balance - Describe the concept of energy as it applies to food and digestion and define the terms metabolism, energy input and expenditure; Evaluate the strengths and weaknesses of available methods to assess energy expenditure in humans; Describe the concept of aerobic metabolism and the citric acid cycle

- Unit 2 – Macronutrients - Know the three basic macronutrient classes ; Understand the differences between mono-, di-, and poly-saccharides, and the relevance of glycemic index; Understand the difference between saturated and unsaturated fats, and between essential and non-essential amino acids; Understand the origin of the information presented on a standard food label

- Unit 3 – Energy cycles - Understand the evolutionary fate of excess energy into reproduction

- Unit 4 – Micronutrients -Define the major classes of micronutrients and why they are important

Week 4: Module 3: The chemical senses

Unit 1 – Sensory transduction -Describe the sensory transduction mechanisms associated with smell and taste

Unit 2 – Central pathways of smell and taste - Describe the brain regions involved in the

processing of smell and taste information, and the emergent property of flavor
Unit 3 – The gut - Understand the gut as a chemosensory surface and the major hormonal (endocrine) and neural signals that are activated by food (or the absence thereof) in the gastrointestinal tract
Unit 4 – Taste- and odor-directed behavior - Describe and understand specific examples of taste- and odor-guided food-related behaviors

Week 5: Module 4: You are what you eat: evolution, energy, and foraging
Unit 1 – Ancestors and evolution - Describe the evolution of, and the unique energy challenges posed by, a large hominid brain.
Unit 2 – Optimal foraging - Describe the basic energy principles underlying optimal foraging theory, and what is meant by an obesogenic environment.
Unit 3 – Economics of food - Understand what is meant by a demand function, and how meal structure may be impacted by economic variables.
Unit 4 – Portion size - Examine to what extent portion size affects modern human food intake, and the extent to which increasing portion sizes are themselves obesogenic.

Week 6: Module 5: Basic learning processes and eating behavior
Unit 1 – Classical conditioning -Describe the basic processes of classical conditioning and their application to taste preferences or aversions
Unit 2 – Food learning - Define the four basic ways in which experience with food can increase its preference
Unit 3 – Conditioned hunger and satiety - Understand the role of learning in when and how much we eat

Week 7: Module 6 – The development of eating behaviors
Unit 1 – Prenatal experience - Describe the mechanisms and extent to which prenatal maternal eating behavior can influence postnatal infant behavior.
Unit 2 - Early postnatal - Define key stages in the ontogeny of independent eating during infancy and childhood
Unit 3 - Adolescence -Describe the relative roles of internal and external food-related signals in the emergence of eating during adolescence

Week 8: Module 7 – Social factors and beliefs
Unit 1 – Cuisine -Define the components of "cuisine" and the cultural rules that devolve from it
Unit 2 – Social influences on eating -Explain the distinction between direct and indirect social influences on food intake
Unit 3 – Evolutionary significance - Understand the evolutionary significance of social influences on food choice and consumption.

Week 9: Module 8 – Mood and food, cravings, and addiction
Unit 1 – Mood and food - Describe the relationship between stress, mood and food intake
Unit 2 – Food cravings - Discuss the physiological, psychological and sociocultural determinants
Unit 3 – Neurobiology of food addiction - Describe the three neurochemical systems most closely linked to reward and addiction

Week 10: Module 9 - Hunger, satiety, and the brain
Unit 1 – Hunger, satiation, and satiety - Define the temporal relationships between hunger, satiety, and satiation.
Unit 2 – Homeostasis and allostasis - Critically evaluate the concept of set point or regulatory for variables of relevance to food intake, and whether the term allostasis gets us much further conceptually in dealing with the central issues.
Unit 3 – Hypothalamus and transmitters Describe the original dual center model of feeding, and the modern neurobiological instantiation of that concept; Describe the essential neural circuitry in brainstem and hypothalamus that have been implicated in food intake, and the associated neurotransmitters and hormones.

Unit 4 – Interactions with reward systems - Evaluate the contribution of "normal" reward system(s) to food intake, and how these interface with "regulatory" systems

Week 11: Module 10 – Eating disorders and treatment

Unit 1 – Definitions of anorexia and bulimia - Define the clinical conditions of anorexia nervosa and bulimia nervosa, and state their prevalence in modern societies; What is the defining psychological feature of anorexia?

Unit 2 – Treatment - Describe the current therapies of anorexia and bulimia, and discuss their relative success.

Unit 3 – Animal models and eating disorders - Describe and critically evaluate the principal animal models for eating disorders

Week 12: Module 11 – Genetics of obesity

Unit 1 – Basics about genetics - Understand transcription, translation, genome, and epigenetics

Unit 2 – Monogenic obesity - Define monogenic obesity and describe examples

Unit 3 – Polygenic obesity - Define polygenic obesity, candidate gene and GWAC approaches, and odds ratio

Unit 4 – Epigenetics and dietary obesity - Discuss the role of epigenetic factors in food intake and obesity; Describe the phenomenon of dietary obesity

Week 13: Module 12 - Treatments for obesity

Unit 1 – Drugs and dietary supplements-Understand the difference between approved and controlled diet control drugs, and dietary supplements to reduce appetite

Unit 2 – Appetite suppressant drugs - Describe the major classes and mixtures of drugs that have been used to reduce appetite. How do they work in the brain?

Unit 3 – Bariatric surgery - Describe the major types of bariatric surgery, and the associated risks and benefits.

Week 14-15: Module 13 – Where do we go from here?

Unit 1 – Identifying a disorder - State the DSMV criteria for substance abuse as they may relate to food addiction or out-of-control eating; Understand the relationships of dietary restraint, impulsiveness, and personality

Unit 2 – Exercise - Understand the benefits and limitations of physical exercise as a mode of weight loss or control.

Unit 3 – Food labels - Describe limitations of and types of food labels; Evaluate whether taxation or differential pricing has a role in prevention of obesity

Unit 4 – Sustainability - Consider the global sustainability consequences of government inaction in modifying individual attitudes toward and production/marketing of foods

Week 16: Perform peer reviews for module 13 and any previously incomplete assignments.

Grading Scheme Each module is available for one week.

Each unit (3-4 per week) within a module has a 3-6 question multiple choice quiz to assess students' reading or comprehension of the main points in the unit. Each module is available at 12:01 a.m. on Mondays, and quizzes must be completed by the following Saturday at midnight. Altogether, quizzes account for about 22% of the course grade. Each module has a "food for thought" essay assignment (500 words) on a topic of student's choice but related to the module. This paper, which must contain scholarly references and be in APA format, must be submitted by Sunday at midnight (plagiarism checked via Turnitin). Each essay is graded (by the instructor or TA) out of 50 points according to a posted rubric, and altogether the essays account for 65% of the course grade. In addition, each student essay each week is assigned (by Canvas) to two peers for review, and they have 48 hours to read and review their assigned papers; they use the same rubric and are expected to make brief explanatory comments. Each peer review is graded out of 5 points (we find that the vast majority of students take this very

seriously and submit excellent reviews); altogether reviews account for 13% of the course grade. Note that, although the peers submit a score, these are NOT used in the actual grade - the TA's (or instructor's) grade is definitive. Peers will receive feedback if their scores are consistently lower or higher than those of the TA

Grade	%
A	94% – 100%
A -	90% – 93.9%
B +	88% – 89.9%
B	84% – 87.9%
B -	80% – 83.9%
C +	78% – 79.9%
C	74% – 77.9%
C -	70% – 73.9%
D +	68% – 69.9%
D	64% – 67.9%
D -	60% – 63.9%
E (Fail)	< 59.9%

Additional Links and Policies1. If you have a question pertaining to the class, it MUST be posted on the FAQ Discussion Board (through the “Discussions” Link) in Canvas. If it is something you would raise your hand to ask in class, it belongs on this board. I or your TA will then post a response to questions on that board (other students may respond to your post as well)

2. If you have a question about your grade, you should message me or your TA via Canvas. Do not post questions or information about your grade on the FAQ board.

3. All interactions with myself and among class members are expected to be professional and appropriate. Students are encouraged to answer each other’s questions on the FAQ Board.

4. Computer/internet access to Canvas is required for this course. Students are responsible for maintaining access to Canvas.

- Extensions will not be given for student-based technical difficulties. Do not wait until the last minute to complete assignments and quizzes!
- If UF Canvas experiences technical difficulties, deadlines will be adjusted to allow for completion of assignments.

5. Generally, it will take about 1 week for written assignments to be graded and returned (from the due date).

6. This course adheres to all University Policies. These are in the undergraduate catalog at <https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx> See also <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.

7. Extensions. Extension of deadlines must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for extensions must be made before the assignment deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Late assignments without approved extensions will not be accepted.

8. Academic Honesty. This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details. As a general rule, for plagiarism or cheating I assign a 0 for that assignment. If it is a severe offense, the penalty may be more severe and paperwork will be filled out so that this is documented

on your record. To be blunt, DO NOT plagiarize or cheat.

9. Getting Help: For issues with technical difficulties with Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu or (352) 392-HELP - select option 2 or their website at <https://lss.at.ufl.edu/help.shtml>.

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Other resources are available at <http://www.distance.ufl.edu/getting-help> for: Counseling and Wellness resources, Disability resources, Resources for handling student concerns and complaints and the Library Help Desk support. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

10. Students with disabilities requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.

11. Religious Observances. Please check your calendars against the course due dates. Any student having a conflict due to religious observance should contact me as soon as possible so that we can make any necessary arrangements.

12. Copyright Statement Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Instructor(s) Dr. Neil Rowland

Psychology of Eating and Obesity PSY4xxx Syllabus

PLEASE READ CAREFULLY

Welcome to this graduate special topics course on Psychology of Eating and Obesity. This is a 3-credit course and runs within a regular (Fall or Spring) semester at UF. The course is an examination of theory and application of psychological and brain science principles to understand eating behavior and the contemporary problem of overweight and obesity. This is designed to be a capstone course, spanning most of the areas of Psychology (and reaching to other disciplines) as they apply to an important concern for human society. The prerequisites are General Psychology (PSY2012) with a grade of B or better and any two Foundation (300) level courses in Psychology. It is also helpful, but not essential, to have some background in biology. Required text is **Psychology of Eating** by Rowland & Splane (Pearson, 2014).

Instructor: Dr. Neil Rowland. You can reach me through the Canvas e-mail, or nrowland@ufl.edu. I really want to hear from you, and normally I will respond to your questions within 24 hours.

Format: This is a fully on-line course, using the Canvas shell. The course is divided into 13 modules, which are programmed in a week-by-week sequence. Within each module, you are expected to pace yourself to complete the week's assignments. You must keep up – you have to complete one module before you will be able to access the next. This also means that you must have a reasonably fast computer and reliable internet access. If you have computing problems, call the UF help desk (352-392-HELP).

Learning objectives and evaluation: Each of the course modules has a set of learning objectives, organized in 3-4 units that describe the specific principle(s) and findings with which you should be familiar at the end of the unit. Each unit ends with a short multiple choice self-check quiz to assess your grasp of the material. Each module has an essay assignment (Food for Thought); you are free to choose the exact topic, but it MUST be relevant to the module. The essays should typically be 500 words, and include at least 5 scholarly references (e.g. from journals in the field). The key idea here is that you get used to writing a short paper each week, and that it is a topic that teaches both you and me something - that is, you can't just parrot the slides or reading materials.

Course materials and topics: Each course module corresponds to a chapter in the text book, Each module lasts one week and normally will be available at 8 a.m. Mondays of each week. The lecture material is in Voice Thread, an app within Canvas. You will find that some modules are longer or more difficult than others, so don't wait until the end of the week to start reading! Each module is divided into 3-4 Units.

Each Unit has the same general format for assignments:

- (1) a Voice Thread slide with audio lecture (and viewable transcript) by the instructor
- (2) additional materials - video (e.g., Ted talks) or articles (e.g, scientific journals)

(3) a self-check quiz worth a few points that ensures you have reviewed and understood the material in (1) and (2).

The self-check quizzes from the week's units are due by 11:59 p.m. on Saturdays. If you are late, Canvas will shut you out. Each Module ends with the essay assignment that was described above. Each module essay is due by 11:59 p.m. on Sunday of that week and is worth 50 points graded from a rubric.

Each week on Monday, after you submit your paper, will be assigned (by Canvas) two of your peer student papers for review (5 points each). These should be brief reviews of what you liked or disliked about the papers and are due 11:59 p.m. Tuesday. A model grading rubric is provided. The purpose here is to have you see how other students address a topic, and get used to giving brief evaluations.

The materials for the next module will not be released until you have submitted your self-check quizzes and paper for the previous module, but will not be dependent on the peer reviews being completed. After you have submitted your last peer reviews (#13), the class will be completed. There is no cumulative or final exam.

The total points for the class are (approximately) as follows:

Self-check quizzes and Voice Thread test = 238 points

Module papers (13 @ 50 points) = 650 points

Peer reviews (26 @ 5 points) = 130 points

total = 1,018, which I will round down to 1,000 for computing final course grade.

Module titles:

1. Psychology of eating: nexus of nutrition
2. Macronutrients and the food we eat
3. The chemical senses
4. You are what you eat: evolution, energy and foraging
5. Basic learning processes and eating behavior
6. The development of eating behaviors
7. Social factors and beliefs
8. Mood & food, cravings & addiction
9. Hunger, satiety and the brain
10. Eating disorders and treatment
11. Genetics of obesity
12. Treatments for obesity
13. Where do we go from here?

Be sure to monitor the completion of your work by viewing the Modules, Assignments or Grades Pages linked in the menu on the left so that you will know if you have completed all of the assignments required before taking the Module tests. The following links will take you to help pages on how to view these sections of the course: [Modules](#), [Assignments](#), [Grades](#). If you have additional questions about the CANVAS platform, please see the [Canvas Student Guide](#).

Grading scale: % A 94% – 100% A -90% – 93.9% B + 88% – 89.9% B 84% – 87.9% B -80% – 83.9% C + 78% – 79.9% C 74% – 77.9% C -70% – 73.9% D + 68% – 69.9% D 64% – 67.9% D - 60% – 63.9% E (Fail) < 59.9%

Additional Links and Policies

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5. Students with disabilities requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
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Psychology of Eating and Obesity (undergrad & grad levels)

1. These courses differ in amount of work and rigor of grading.
2. The undergraduate and graduate versions will not necessarily be offered in the same semester(s).
3. The undergraduate version has 13 written assignments of ~500 words each with at least 5 scholarly references. These assignments are graded for general content and accuracy, but we do not provide specific feedback on grammar, alternative explanations, etc.
4. The graduate version has 13 written assignments of ~1500 words each with at least 10 scholarly references. The phrasing of the questions for these assignments is generally more directed toward “STEM science” and the students receive extensive feedback on specific content, accuracy of scientific logic, construction of the prose, as well as other literature they might have considered. Further, the peer reviews for these papers are expected to be much more rigorous and extensive (and if they are not, feedback is given).