

## Term Information

Effective Term Autumn 2019  
[Previous Value](#) [Summer 2016](#)

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

offer this course online

updated course description, syllabus

change prereq and exclusion: added freshman and sophomore standing since any rank can take this course, and "Not open to students with credit for 597.02"

### What is the rationale for the proposed change(s)?

online instead of in person: The online course allows students to have smaller group discussions – generally 4 or 5 students, rather than the entire class. With the asynchronous nature of the course, the students can review the material, then go do their own research before posting. This is especially beneficial when the discussion takes a turn they were not anticipating. When this happened in the classroom, those students were left out of the conversation. Online discussions also allow for students to link other materials they have found that pertain to the topic. This format also allows for students that are less comfortable talking in front of people the opportunity to fully participate without that fear.

remove prereq since not usually enforced and not needed

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Food Science & Technology
Fiscal Unit/Academic Org	Food Science & Technology - D1156
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	4597.02
Course Title	Food and Health Controversies in the 21st Century
Transcript Abbreviation	Food Controversies
Course Description	Students will investigate such topics as food labeling and processing, including the natural and organic labels and science behind biotech foods. Other topics of discussion include diets and obesity in developed countries, relevant food ingredients such as sweeteners and caffeine and a global look at food aid and trade of agricultural goods.
<a href="#">Previous Value</a>	<a href="#">Examines current controversies surrounding food. Topics include biotech foods, dietary supplements, childhood obesity and public policies domestically and abroad that fuel the controversies</a>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never

Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

*Previous Value* *Prereq: Jr or Sr standing.*

### Exclusions

*Previous Value* Not open to students with credit for 597.02.  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 01.1001  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior  
*Previous Value* *Junior, Senior*

## Requirement/Elective Designation

General Education course:  
Cross-Disciplinary Seminar (597 successors and new)

## Course Details

### Course goals or learning objectives/outcomes

- Explore the issues surrounding the food supply and the societal complexities to those issues
- Discuss the validity of commonly used resources
- Communicate personal opinions using logic and facts, not hype and emotions
- Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
- *Synthesize and apply knowledge from diverse disciplines to contemporary issues*
- *Demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors*
- *Write about or conduct research on the contemporary world*

*Previous Value*

**Content Topic List**

- information and course introduction
- labeling and processing
- natural and organic
- caffeine
- ag trade and food aid

**Previous Value**

- *Evaluating Resources*
- *"Wholesome Food"*
- *Food Inspection*
- *GMOs, Allergens and Labeling*
- *Natural and Organic foods*
- *Sweeteners*
- *Fats (Trans and others)*
- *Obesity and Diets*
- *Energy Supplements/Drinks*
- *Delaney Clause*
- *Irradiation*
- *Agricultural trade*
- *Food Aid*
- *Lawsuits*

**Sought Concurrence**

No

**Attachments**

- QM rubricFood Science Technology FDSCTE 4597.02.docx: QM rubric  
*(Other Supporting Documentation. Owner: Vodovotz, Yael)*
- 459702Rubric.docx: rubric  
*(Other Supporting Documentation. Owner: Vodovotz, Yael)*
- SP16 4597 syllabus.pdf: in person syllabus  
*(Syllabus. Owner: Vodovotz, Yael)*
- 459702 SP 19 syllabus updated.pdf: syllabus  
*(Syllabus. Owner: Vodovotz, Yael)*
- GE Expected Learning Outcomes FST 4597.02 revised 3-19.docx: revised assessment plan  
*(GEC Course Assessment Plan. Owner: Vodovotz, Yael)*

**Comments**

- See feedback email sent 3-15-19. *(by Vankeerbergen, Bernadette Chantal on 03/15/2019 10:23 AM)*
- Revision requested 23 Jan 2019 per email message to instructor *(by Osborne, Jeanne Marie on 01/23/2019 12:20 PM)*

**COURSE CHANGE REQUEST**  
4597.02 - Status: PENDING

Last Updated: Osborne, Jeanne Marie  
03/18/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Vodovotz, Yael	01/16/2019 02:07 PM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	01/23/2019 12:20 PM	Unit Approval
Submitted	Vodovotz, Yael	01/31/2019 05:45 PM	Submitted for Approval
Approved	Vodovotz, Yael	01/31/2019 05:45 PM	Unit Approval
Approved	Violet, Cynthia Alma	02/01/2019 11:21 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/08/2019 02:34 PM	ASCCAO Approval
Submitted	Vodovotz, Yael	02/18/2019 04:46 PM	Submitted for Approval
Approved	Vodovotz, Yael	02/18/2019 04:47 PM	Unit Approval
Approved	Osborne, Jeanne Marie	02/22/2019 02:45 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/15/2019 10:24 AM	ASCCAO Approval
Submitted	Vodovotz, Yael	03/18/2019 10:22 AM	Submitted for Approval
Approved	Vodovotz, Yael	03/18/2019 10:23 AM	Unit Approval
Approved	Osborne, Jeanne Marie	03/18/2019 12:32 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	03/18/2019 12:32 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

## **SYLLABUS: FDSCTE 4597.02**

### **FOOD CONTROVERSIES**

### **SPRING 2019**

#### **Instructor**

Instructor: Mary Kay Pohlschneider, PhD

Email address: [pohlschneider.1@osu.edu](mailto:pohlschneider.1@osu.edu)

Phone number: 614-292-3867

Office hours: email to schedule meeting either in person or using "Conferences" on CarmenCanvas

#### **Course Organization**

3 Credit hours

A fully online course

No prerequisites for this course

There is no expectation that you have food science or food processing knowledge.

The class is divided into 7 units, students are given approximately 2 weeks to complete each unit. There is a recorded lecture and other reading material for each topic. With the material there are a few open-ended questions that help prompt the students to start their own research and then contribute to the discussion boards. These discussions boards are assigned to small groups of 4-6 students. Once the discussions have concluded, the students are asked to write a reflection of their opinions, including how it has been shaped by the new research/discussions from the section. This review is waived for the last section where students must do something to demonstrate their opinion on the material they have selected from my list (Their choice of 2 documentaries or books). While I do not participate in the discussions, I check in and will answer factual questions or correct misconceptions after the board is closed if they have not been addressed.

Along with the regular units, students are to find Food Science in the news and critically examine how a mass media outlet reports a scientific journal article. This is to help the students in their ability to bring sound information into their discussions

Finally, in lieu of a final exam, students are tasked with writing a paper that reflects back on the topics in the light of the first unit that asks, "What is "wholesome food?" This brings in the research and discussions from the entire semester.

## Course description

This course will allow students to explore current mainstream issues surrounding the food supply and address common misnomers with research. Students will investigate such topics as food labeling and processing, including the natural and organic labels and science behind biotech foods. Other topics of discussion include diets and obesity in developed countries, relevant food ingredients such as sweeteners and caffeine and a global look at food aid and trade of agricultural goods.

## Course learning outcomes

From the OSU GE Goals and Expected Outcomes for a

### Cross-Disciplinary Seminar

#### Goals

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

#### Expected Learning Outcomes

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

This course allows students to investigate their own opinions and others' both students and from research. Students will think critically about biases and validity in the public forum. Ultimately, students will synthesize their own opinions about these food topics based on scientific information rather than simple hearsay and mass media headlines.

## Course materials

### Required

This semester I will ask that you either watch or read two of the following. The first 3 videos will be available through the OSU Secured Media site

<http://go.osu.edu/SecuredMediaLibrary>. Simply go to this link, sign in with your OSU credentials and you will be able to view these documentaries.

The books are popular press books and are available at many libraries as well as for purchase online (used copies can be found for about \$6)

#### Documentaries:

**King Corn:** Aaron Woolf, Kurt Ellis, and Ian Cheney, Mosaic Films Incorporated 2007

**Life And Debt:** Produced and Directed by Stephanie Black 2001

**Food Stamped:** Shira and Yova Potash 2009

**Food Fight:** directed by Chris Taylor, produced by Mark Rosen 2012 available to rent on Amazon or YouTube (search Food Fight documentary full length)

Books:

**Animal Vegetable Miracle** by Barbra Kingsolver 2007 HarperCollins New York

**The Good Food Revolution** by Will Allen with Charles Wilson 2012 Gotham New York

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating CarmenCanvas

## Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

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### Technology skills useful for this specific course

- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Useful but not required: Webcam: built-in or external webcam (fully installed with microphone) or headset or phone video capability

## Grades

Assignment or category	Points	Learning Objectives
Syllabus Quiz (must be completed to open the course info)	15	Foundational. Initiates introspection
Wholesome food initial reflection	35	
Information discovery (news and corresponding journal article) (3 x 50 points each)	150	LO2 – different perspectives
Topic discussions (6 topics; 50 points each)	300	LO1 and LO3- gather and synthesize from different perspectives
Topic position reflections (paper or video) (5 x 20 points each)	100	LO1 and LO3- recognize and synthesize from different perspectives
Movie and/or book reflections (2 x 100 points each)	200	LO3 – apply knowledge from different perspectives
Wholesome Food position paper	100	LO1, LO2 and LO3 appreciate different perspectives, recognize own varied perspective and synthesize new.
<b>Total</b>	<b>900</b>	

See course schedule, below, for specific due dates and discussion weeks.

- Syllabus Quiz: Take the quiz at the bottom of the first module on CarmenCanvas to unlock the rest of the course material. You can take this as many times as you would like - your top score will be recorded.



- Information Discovery 1 and Information Discovery 2 and Information Discovery 3: Find a news article that is reviewing a "new" scientific breakthrough with food. (This causes cancer. This leads to weight loss. Study shows...) Find the journal article it is reviewing and evaluate if the claims in the news article match up to the conclusions in the journal. Remember that you can access most journals online through the OSU library, just make sure to go through the "Off campus log-in." You need to do 3 of these - with due dates throughout the term.
- Wholesome food initial reflection AND Topic reflections: These are due each Sunday at 11:59 pm about the previous week's topic. If you choose to write a paper, they should be 200-250 words (approx. one page double spaced). OR you can submit a video 3-4 minutes in length (must be in a format compatible with windows). The wholesome food reflection delves into your thoughts on what is "wholesome food." Each of the other reflections should include: What you thought before, and how your discussions and research have impacted your opinion now (changed it, strengthened it or helped you form an opinion).
- Topic discussion: Every two weeks you will engage in a topic discussion with other classmates (5-6 in a group I will randomly assign). Each of you should pose at least 1 new question and then respond to the other questions posed with meaningful answers ("I agree" is not enough). I do not expect that you pose all of your questions and comments at once, but rather this should be an on-going discussion throughout the given time. Good discussion questions start with "What do you think..." "How would you..." "Why do you..." These should be open ended questions that everyone can answer with a thought, not just a word or two. As a discussion participant, you should engage with your group members and talk about the topic throughout the time. Use references - post links if you want. Try to avoid "I've heard..." or "They say..." You can earn up to the full 50 points for each discussion by posting 5 questions (8 points each) and 5 comments (2 points each). Post each question you pose individually. If you answer your question or give background information that will count as both Q and A worth 10 points. **I will not count a single post as more than one question.** To encourage early participation, I will award 5 bonus points each section to the first poster in the class, and I will occasionally give bonus points throughout the semester to groups or individuals that have excellent discussions.  
I expect that each group member will, at minimum post one question and one comment, but it makes for a much better discussion if there is some back and forth between the group members. All comments must be made by **Friday at 11:59 pm** to count toward your grade.
- Movie/Book Reflection 1 and Movie/Book Reflection 2: The books and documentaries that are listed in the course material section all pertain to the last topics - Food Aid and Ag trade. I want you to read or watch **two** of the selections and then DO something. You can video or take pictures of the thing you did, or submit some artifact from the action. For instance, you might read The Good Food Revolution and decide to grow a garden, video yourself telling me why and show me your garden (or just a pepper plant). You might read Animal Vegetable Miracle and decide to make one of the recipes, take pictures and give me a narrative of why you chose that. You might watch King Corn and decide you support conventional agriculture and video yourself going to the grocery store and buying corn-fed beef and tell me why. Maybe you try the Food Stamped challenge and you submit your budget for the week... the possibilities are as endless as your creativity. Just tell me why

you chose the action that you are doing. Obviously, these could take some time, so plan ahead.

- **Wholesome Food Position paper:** This is the final paper for the semester. It should be 7-10 pages (double spaced, no more than 12pt font with no more than 1.25" margins). I want you to think about wholesome as it pertains to the topics we discussed and how your opinion has been impacted through those discussion and your research (what it was at the beginning of the term and how has it changed, strengthened or formed). You don't have to address every topic, but several of them. You should include at least 3 references - cite them using a recognized format in your field. (If nothing else, I will post a style guide for Journal of Food Science JFS citations.pdf)

## Due Dates and Late Penalties

Due dates for individual assignments will be at 11:59 pm (Columbus time) on the given due date unless otherwise noted. **ALL** assignments must be submitted through CarmenCanvas. Unless there is an unforeseen catastrophe with the system I will not accept any work through email. **It is your responsibility to make sure your assignment is submitted properly.** There will be a 50% point deduction for work submitted up to 48 hours after the deadline. Past that point **late assignments will not be graded.** Emergencies such as hospitalizations or death in the family will be evaluated on an individual basis. Travel for school or work WILL NOT be excused unless it is unforeseen. Documentation of the urgency will need to be submitted.

**Topic discussions will be open 2 weeks and close on Fridays.** You are encouraged to create a dialog rather than just posting questions and your answers. Discussion boards will not be closed, but any comments made after Friday 11:59 pm will not be counted toward your grade.

## Grading scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For most assignments, you can generally expect feedback within **7 days**.

## E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will be looking at the posts on the discussion boards throughout the week but I will probably not participate in your discussions. If you have specific questions or a problem with your discussion group please email me and I will address it either by email or on the discussion.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: SEVERAL TIMES PER WEEK**  
Be sure you are logging in to the course in CarmenCanvas each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: MANY TIMES PER TOPIC**  
You should view this as an on-going conversation with your classmates through the topic period. Multiple posts and back and forth dialog is encouraged. You can earn up to 50 points for each discussion. **Each question you pose is worth 8 points and each comment is worth 2 points.** Post each question you pose individually. If you answer your question or give background information that will count as both Q and A worth 10 points. **I will not count a single post as more than one question.** To encourage early participation, I will award 5 bonus points each section to the first poster in the class.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For online sources, include a link.) Remember, an important part of this course is to have science and logic to defend your position, not just "They say" or "I've heard."

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

## Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
  - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
  - [MediaSite Accessibility Statement](#)
  - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)

# UNIVERSITY RESOURCES

## Counseling and Consultation Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are

suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### **Title IX:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Grievances**

**According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.**

### **Trigger Warning:**

**The content of this course is focused on contemporary issues in food. However, in the videos or even in the material you research there could be content that is disturbing. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.**

### **Off Campus Field Experiences**

- You do not need to be on campus for this course, nor is it required that you leave campus for this course. However, you may choose to go somewhere to complete the actions required of the movie/book assignments.

*The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. All work that students submit; audio, video, written, or otherwise, will be used for academic purposes of this course, including performance assessment and course assessment.*

## Course schedule

Topics	Assignments and Deadlines
Information and Course Intro	<p>Syllabus Quiz – Due ASAP (other material will not open until completed)</p> <p>Wholesome Food Reflection – 1/13</p>
Labeling and Processing	<p>Discussion 1/14-1/25</p> <p>Topic Reflection – Due 1/27</p>
Natural and Organic	<p>Discussion 1/28-2/8</p> <p>Topic Reflection – Due 2/10</p> <p>First Information Discovery - Due 2/11</p>
Diets (Fads and otherwise)	<p>Discussion 2/11-2/22</p> <p>Topic Reflection – Due 2/24</p>
Sweeteners	<p>Discussion 2/25-3/8</p> <p>Topic Reflection – Due 3/17</p> <p>Second Information Discovery - Due 3/18</p>
Caffeine	<p>Discussion 3/18-3/29</p> <p>Topic Reflection – Due 3/31</p> <p>Third Information Discovery - Due 4/1</p>
Ag Trade and Food Aid	<p>Discussion 4/1-4/12</p> <p>Both Movie/Book Reflections – Due 4/14</p>
	<p>Wholesome Food Final Paper – Due 4/22</p>



**Course:**

Food and Health Controversies in the 21<sup>st</sup>  
 Century FST 4597.02  
 Spring 2016  
 247 Towshend Hall  
 Tues and Thurs 2:20-3:40

**Instructor:**

Dr. Mary Kay Pohlschneider  
 059 Parker Food Sci Building  
 Phone: 292-3867  
 Email: Pohlschneider.1@osu.edu  
 Office hours by appointment

**Goals and Objectives:**

By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students enrich their experiences of the increasingly global nature of the contemporary world.

**In this class we will:**

- Explore the issues surrounding the food supply and the societal complexities to those issues
- Discuss the validity of commonly used resources
- Communicate personal opinions using logic and facts, not hype and emotions

**You can expect:**

- Familiarity with major issues regarding food that face today's society and why there are controversies
- Experience evaluating information using science and logic
- Practice forming and communicating personal opinions and supporting those opinions with sound information

**Expected Learning Outcomes:**

- Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
- Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
- Students write about or conduct research on the contemporary world.

**Grading:**

Participation	200 pts	
Discussion feed-back (Quizzes)	70 pts	
Group discussion/debate outline	80 pts	(40 pts each)
Peer-group evaluation	100 pts	
Food Science in the News	50 pts	(25 pts each)
Position Papers	200 pts	
<hr/>		
TOTAL	700 pts	

**Participation:**

100 points are based on your participation when your group is leading the discussion; the other 100 points are based on participation during the class in general.

**Discussion Feed-back:**

These short “quizzes” will be on Carmen after each topic. The completion of each one earns 10 points. They are meant for you to put your opinion into words. Students are responsible for the completion of each quiz within a week after each topic is finished.

**Group Discussion Outline:**

The day of your class discussion/debate your group will turn in an outline of the important topics for your discussion. This is to show that your group has decided on the topics that are most important and have a plan for the class time. You will not be penalized if your discussion does not follow your outline. This is a group grade – all members will receive the same points on this assignment.

**Peer-group evaluation:**

Group members will evaluate each other. You will be expected to award the other members of your group up to 50 points, and justify the grade you give them. Your grade will be an average of the points your group members give you. (Due one week after your class discussion/debate)

**Food Science in the News:**

The beginning of class each time will be dedicated to these presentations. You will give a five minute (or less) presentation of a news article you have found relating to any issue in Food Science. You will also turn in a copy of the article with a one page summary (can be double spaced). This summary should not only present the information in the article but evaluate the resource bias and if it relates to a discussion controversy. Each student is required to present twice and will get 5 bonus points each for up to 3 times more (for a total of 5 articles). Students should present at least once before Thursday March 3th.

**Papers:**

Each student will independently write 3 papers. Each paper should present your own opinion, the controversy and the conflicting views. **The student should defend a position, and discuss if that position has changed because of the information learned in the course of this class.** Grades will be based on the quality of writing (use spell check, proof-read your work – have a friend proof-read your work, use an accepted method of referencing), written discussion of the issue, and the use of logic to defend your position. It will not be based on the position you take. (Margins should not exceed 1.25”; double spaced; 10-12 point in a reasonable font). 10% of the possible points will be deducted for each day an assignment is late.

- For the first two papers (50 points each), each student will select topics from class other than the one chosen to lead discussion. Each of these two papers will be 3-4 pages in length, covering the controversies surrounding the topic. The paper should present at least two sides of the controversy and the student should convey their own opinion, supported by logical argument and information. These papers are due one week after we discuss the topic in class and should be turned into the Carmen dropbox by midnight.
- The final paper (7-10 pages) will address the idea of “Wholesome Food.” What does that mean? What constitutes wholesomeness, and conversely what constitutes unwholesomeness? Does wholesome food mean different things in different situations? This paper is due by midnight April 27, but 5 points extra credit will be give for anyone that turns it in by April 21th. Again this paper should be turned into the Carmen dropbox.

**Scale:**

	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-100%	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	E = 62% or less

**Policies:**

If you must miss class, it is best to let me know ahead of time. While attendance is not mandatory, it is imperative to be in class to participate. If you cannot attend class the day that your group leads discussion, make an appointment to see me so that we can determine an appropriate alternative.

I am obligated to report all instances of alleged academic misconduct to the Committee on Academic Misconduct (University Rule 3335-31-02). “Academic misconduct” includes but is not limited to plagiarism and dishonest practices in connection with examinations or assignments. For additional information, see the Code of Student Conduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) .

If you are a student with a disability and you have been certified by the Office for Disability Services (ODS), I will be glad to accommodate you. Please, inform me of your needs. The ODS office is located in 150 Pomerene Hall, [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)

Day	Date	Topic
Tuesday	1/12	Introductions Topics and references
Thursday	1/14	“Wholesome Food”
Tuesday	1/19	“Junk Food”
Thursday	1/21	Food Processing and Labeling
Tuesday	1/26	
Thursday	1/28	Natural and Organic foods Debate Debate Discussion
Tuesday	2/2	
Thursday	2/4	
Tuesday	2/9	
Thursday	2/11	
Tuesday	2/16	Obesity and Diets and Fats Discussion
Thursday	2/18	Sweeteners Debate Discussion
Tuesday	2/23	
Thursday	2/25	
Tuesday	3/1	Nutritional Supplements Debate Discussion
Thursday	3/3	
Tuesday	3/8	
Thursday	3/10	Energy Drinks/Caffeine
Tuesday	3/15	<b>SPRING BREAK</b>
Thursday	3/17	
Tuesday	3/22	Caffeine continued Debate Debate Discussion
Thursday	3/24	
Tuesday	3/29	
Thursday	3/31	Ag trade and Subsidies Life and Debt: Jamaica King Corn - US
Tuesday	4/5	
Thursday	4/7	
Tuesday	4/12	Food Aid What are we doing here? - Africa Food Stamped - US
Thursday	4/14	
Tuesday	4/19	
Thursday	4/21	Evaluations, revisit Wholesome Food

E-Essential    V-Very important    I-Important

**General Standard 1 – Course Overview and Introduction:** The overall design of the course is made clear to the learner at the beginning of the course.

Standard	Level	Exist	Page	Notes
<b>1.1 Instructions make clear how to get started and where to find various course components.</b>	<b>E</b>	Found	Front page of CarmenCanvas	Doesn't have to be in the syllabus but helps students if there is a Start Here spot
<b>a.</b> School/Academic Area		Found	1	
<b>b.</b> Course Number, Title, Level, and Credit Hour		Found	1	
<b>c.</b> Instructor Name		Found	1	
<b>d.</b> Instructor Contact Information.		Found	1	
<b>f.</b> Office Hours (Location/Days/Times)		Found		You also have access to Zoom for office hours.
<b>1.2 Learners are introduced to the purpose and structure of the course.</b>	<b>E</b>	Found	1	
<b>a.</b> Primary goals of the academic unit/College/University		Found	1	
<b>b.</b> Course Catalog description		Found	1	
<b>c.</b> Explain how courses will achieve these goals		Found	1	
<b>1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stat</b>	<b>V</b>	Found	6	
<b>1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.</b>	<b>V</b>			
<b>a.</b> Academic Integrity (Academic Misconduct)		Found	7	
<b>b.</b> Office of Disability Services Statement		Found	7	
<b>c.</b> Diversity Statement		Found	8	
<b>d.</b> Grievances statement		Found	9	
<b>e.</b> Mental Health Statement		Found	9	
<b>f.</b> Statement of Student Rights <a href="http://ods.osu.edu/">http://ods.osu.edu/</a>		Found	9	
<b>g.</b> Intellectual Property		Found	10	

i. Course Audio and Video Recording Video		Found	10	
ii. Student Generated materials		Found	10	
iii. Course materials		Found	9	
<b>1.5 Minimum technology requirements are clearly stated and instructions for use provided.</b>	<b>V</b>	Found	3	
<b>1.6 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated</b>	<b>I</b>	Found	1	This needs to be in even if you state "None"
a. Courses that this course is a prerequisite		Found	1	
b. Courses in other academic units (college, university)		Found	1	
<b>1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</b>	<b>I</b>	Found	1	

**General Standard 2 – Learning Objectives (Competencies):** Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Standard	Level	Exist	Page	Notes
<b>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</b>	E	Found	2	
<b>2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.</b>	E	Found	2	Outcomes should be concrete and measurable. Blooms verbs <a href="http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_v">http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_v</a>
<b>2.4 The relationship between learning</b>	E	Found	4	Looking for learning objectives/outcomes to be related to the topics and evaluations used.

<b>objectives or competencies and course activities is clearly stated.</b>				
<b>2.5 The learning objectives or competencies are suited to the level of the course.</b>	E	Found	2	

**General Standard 3 – Assessment and Measurement:** Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Standard	Level	Exist	Page	Notes
<b>3.1 The assessments measure the stated learning objectives or competencies.</b>	E	Found	4	For each of the assignments/grades listed on page 3 and 4 the associated outcome(s) ( listed on page 2) should be noted clearly in the descriptions.
<b>3.2 The course grading policy is stated clearly.</b>	E	Found	3	
a. Letter Grades/Grading Breakdown		Found	5	
b. Late Work: Outline your policy for late work clearly		Found	5	
c. Make-up Exams: Under what conditions will students be permitted to take a make-up exam?		Found	5	
<b>3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.</b>	E	Found	4	
<b>3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.</b>	V	Found	3, 4	

**General Standard 4 – Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives or competencies.

Standard	Level	Exist	Page	Notes
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<b>4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</b>	<b>E</b>	Found	2	Consider revising the Required paragraph. You may want have the link to the videos next to the videos.
<b>4.3 All instructional materials used in the course are appropriately cited.</b>	<b>V</b>	Found	2	
<b>4.4 The instructional materials are current.</b>	<b>V</b>	Found	2	One from 2001
<b>4.5 A variety of instructional materials is used in the course..</b>	<b>V</b>	Found	2	

**General Standard 5 – Course Activities and Learner Interaction:** Course activities facilitate and support learner interaction and engagement.

<b>Standard</b>	<b>Level</b>	<b>Exist</b>	<b>Page</b>	<b>Notes</b>
<b>5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.</b>	<b>E</b>	Found	5	
<b>5.4 The requirements for learner interaction are clearly stated.</b>	<b>V</b>	Found	5	
<b>a. Clearly state how long students can expect to wait until they receive an email response from you after they have contacted you via email.</b>		Found	6	Optional

**General Standard 6 – Course Technology:** Course technologies support learners’ achievement of course objectives or competencies.

<b>Standard</b>	<b>Level</b>	<b>Exist</b>	<b>Page</b>	<b>Notes</b>
<b>6.3 A variety of technology is used in the course.</b>	<b>I</b>	Found		Text, video, discussions Consider what technologies are used in your field? Do they have a place in the course.

**General Standard 7 – Learner Support:** The course facilitates learner access to institutional support services essential to learner success.

<b>Standard</b>	<b>Level</b>	<b>Exist</b>	<b>Page</b>	<b>Notes</b>
<b>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</b>	<b>E</b>	Found	5	Consider listing other help sources.
<b>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</b>	<b>E</b>	Found	7	Consider accessibility for MS Word and other applications used in the course.



<b>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.</b>	<b>E</b>	Found	8	
<b>7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.</b>	<b>I</b>	Found	9	

**General Standard 8 – Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners.

<b>Standard</b>	<b>Level</b>	<b>Exist</b>	<b>Page</b>	<b>Notes</b>
<b>8.6 Vendor accessibility statements are provided for all technologies required in the course.</b>	<b>V</b>	Found	9	Vendor statement should be available in the syllabus and course.

<b>Reflections Rubric</b>			
Demonstrates excellence in grasping key concepts of topic. Integrates personal reflection, new interpretations, and/or supplementary resources that support a deeper level of knowledge of the topic. Acknowledges others perspectives and views.	Shows evidence of understanding the topic may offer an opinion, resource or interpretation to deepen learning. Does not address other perspectives or views.	Demonstrates a superficial grasp of the material, or "they say" opinion but without adding additional interpretations, resources or new ideas to deepen learning. Does not address other perspectives or views.	Demonstrates minimal to no opinion or knowledge of the topic.
<b>16-20 pts</b>	<b>11-15 pts</b>	<b>6-10 pts</b>	<b>0-5 pts</b>

<b>Information Discovery Rubric</b>			
Identifies an appropriate popular press news article and journal article that was reported. Demonstrates excellence in the comparison of the information presented and articulates the biases that could be in place.	Identifies an appropriate popular press news article and a related journal article. Presents a reasonable comparison of the information presented and may acknowledge biases that could be in place.	Identifies two related articles. Presents a reasonable comparison of the information presented with little acknowledgment of the biases that could be in place.	Identifies only one article or two that are unrelated.
<b>40-50 pts</b>	<b>25-40 pts</b>	<b>5-25pts</b>	<b>0-5 pts</b>

<b>Documentary/Reading Reaction Rubric</b>			
Takes actions and shows how it relates to own opinions and perspectives. Demonstrates excellence in grasping key concepts of topic. Integrates personal reflection, new interpretations, and/or supplementary resources that support a deeper level of knowledge of the topic. Acknowledges others perspectives and views.	Makes suggestions as to what someone could do, but does not demonstrate an action here. Shows evidence of understanding the topic may offer an opinion, resource or interpretation to deepen learning. Does not address other perspectives or views.	Demonstrates a superficial grasp of the material, or "they say" opinion but without adding additional interpretations, resources or new ideas to deepen learning. Does not actually do anything.	Demonstrates minimal to no opinion or knowledge of the topic.
<b>91-100 pts</b>	<b>51-90 pts</b>	<b>21-50 pts</b>	<b>0-20 pts</b>

<b>Final paper Rubric</b>				
<b>Understanding and Reflection</b>	Demonstrates excellence in grasping key concepts of topics. Acknowledges others perspectives and views.	Shows evidence of understanding the topics. Does not address other perspectives or views.	Demonstrates a superficial grasp of the material, or "they say" opinion but without adding additional interpretations, resources or new ideas to deepen learning. Does not address other perspectives or views.	Demonstrates minimal to no opinion or knowledge of the topics.
	<b>30-40 pts</b>	<b>20-30 pts</b>	<b>10-20 pts</b>	<b>0-10 pts</b>
<b>Articulation of opinions</b>	Integrates personal reflection, new interpretations, and/or supplementary	May offer an opinion, resource or interpretation demonstrating deeper learning.	Offers "they say" opinions but without adding additional interpretations,	Demonstrates minimal to no opinion or knowledge of the topics.

	resources that support a deeper level of knowledge of several topics.		resources or new ideas to deepen learning.	
	<b>40-50 pts</b>	<b>25-40 pts</b>	<b>10-25 pts</b>	<b>0-10 pts</b>
<b>Grammar</b>	Demonstrates excellence in clearly expressing ideas, using appropriate vocabulary, and submits work that is free of grammar, capitalization and punctuation errors.	Attempts to clearly express ideas, use appropriate vocabulary, submit work mostly free of grammar, capitalization and punctuation errors.	Demonstrates language and grammar use that is mostly incoherent and demonstrates little or no ability to clearly express ideas, use appropriate vocabulary, and submit work that is free of grammar, capitalization, and punctuation errors.	
	<b>5 pts</b>	<b>3 pts</b>	<b>0 pts</b>	
<b>References</b>	References information and sources in an appropriate manner	References information but not in a consistent or recognized method	Inadequate references for the information used	
	<b>5 pts</b>	<b>3 pts</b>	<b>0 pts</b>	

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> *Direct methods are required. Additional indirect methods are encouraged.	<b>Level of student achievement expected for the GE ELO.</b> (for example, define percentage of students achieving a specified level on a scoring rubric)	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b>ELO 1</b> Students understand the benefits and limitations of different disciplinary perspectives.	<b>Direct:</b> Students will be given a pre-test and a matching post-test assessed with the rubric on the following page. <b>Question:</b> <i>How is a food scientist better prepared to form opinions about controversial food topics than you are? How are you better prepared than a food scientist to make such opinions?</i> <b>Indirect:</b> Students will be directed to complete the evaluation found on page 3 along with the post test.	Improved median scores from pre-test to post-test and at least 75% of the students will score in the 3 or 4 levels on the post test.	Pre and post test results and Indirect survey will be reviewed each semester and then averaged for the school year. Adjustments can be made each semester if needed, but major adjustments will be enacted the following Autumn after analyzing a larger data set.
<b>ELO 2</b> Students understand the benefits of synthesizing multiple disciplinary perspectives.	Students will be given a pre-test and a matching post-test assessed with the rubric on the following page. <b>Question:</b> <i>Why is it important for you to form well-educated/ scientific based opinions about the food you chose to consume?</i> <b>Indirect:</b> Students will be directed to complete the evaluation found on page 3 along with the post test.	Improved median scores from pre-test to post-test and at least 75% of the students will score in the 3 or 4 levels on the post test.	
<b>ELO 3</b> Students synthesize and apply knowledge from diverse disciplines to a topic of interest.	Students will be given a pre-test and a matching post-test assessed with the rubric on the following page. <b>Question:</b> <i>In 1-2 sentences, what is your definition of Wholesome food? What has influenced your opinions about the foods you chose to consume (not just your major or formal classes)?</i> <b>Indirect:</b> Students will be directed to complete the evaluation found on page 3 along with the post test.	Improved median scores from pre-test to post-test and at least 75% of the students will score in the 3 or 4 levels on the post test.	

## Direct Assessment Tool

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<p><b>(ELO 1)</b> Students understand the benefits and limitations of different disciplinary perspectives.</p>	<p>Student expresses understanding of the field of food science and how their own background/major can contribute to opinions about foods.</p>	<p>Student expresses some understanding of the field of food science and somewhat how their own background/major can contribute to opinions about foods.</p>	<p>Student expresses little understanding of the field of food science and but does explain how their own background/major can contribute to their opinions.</p>	<p>Student attempts to express only opinions of singular topics but shows lack of comprehension of the discipline.</p>
<p><b>(ELO 2)</b> Students understand the benefits of synthesizing multiple disciplinary perspectives.</p>	<p>Student articulates the understanding of the benefit to a scientifically based opinion related to the foods they consume.</p>	<p>Student articulates the understanding of the benefits to information from other disciplines, but not necessarily for their own opinions.</p>	<p>Student articulates a position with some acknowledgment of the benefits of multiple disciplines in forming their own opinions.</p>	<p>Students show no critical position and/or little awareness of the benefits of multiple disciplines in forming their own opinions.</p>
<p><b>(ELO 3)</b> Students synthesize and apply knowledge from diverse disciplines to a topic of interest.</p>	<p>Student articulates a scientifically based opinion related to the foods they consume and expresses that it has been formed from multiple disciplines.</p>	<p>Student articulates an opinion that may not be fully scientifically based or but does express that it has been formed from other disciplines.</p>	<p>Student articulates a position with little acknowledgment of the benefits of multiple disciplines in forming their own opinions.</p>	<p>Students show no critical position and/or little awareness of multiple disciplines in forming their own opinions.</p>

## Indirect Assessment tool

### Cross-Disciplinary Seminar ELO 1

Students understand the benefits and limitations of different disciplinary perspectives.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

### Cross-Disciplinary Seminar ELO 2

Students understand the benefits of synthesizing multiple disciplinary perspectives.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

### Cross-Disciplinary Seminar ELO 3

Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**