Term Information

Effective Term   Autumn 2022

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   2300
Course Title   Role of Food Science in Human Health
Transcript Abbreviation   Food Sci in Health
Course Description   This course explores the role of food in an individual's health by addressing mainstream controversies. Students will have an understanding of food supply chain, food components, food safety, food processing, food additives, labeling, food laws and regulations and their impact on ensuring a safe food supply and protecting consumer's health.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 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
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   None
Exclusions   None
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   01.1001
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- Learn where food comes from and the components of food.

- Learn about food labeling laws and role of different food additives and their safety.

- Learn about foodborne illnesses, their effect on physical health, and principles of food safety.

- Learn about food processing; how processing affects food components, food safety, and shelf life.

- Evaluate information critically and address food related controversies through research to reach well researched conclusions.

- 1D. Identify the nutrients important for physical health and wellbeing.

- 2D. Understand relationships between diet and disease.

- 3D. Understand the physical, psychological, or financial cost of the decisions they make regarding food choices and the related burden to the individual and community.

- 4D. Understand foodborne diseases that present public health hazard

- 5D. Evaluate information critically and form an informed opinion on a given topic

- 1H. Engage in critical and logical thinking about the topic or idea of health and well being

- 2H. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing

- 3H. Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

- 4H. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

- 5H. Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Content Topic List

- Introduction
  - Food supply chain and factors that affect food choices
  - Food components: macronutrients and micronutrients
  - Healthful diet: a Food Scientist's perspective
- Food labeling and Food additives
  - Food labeling laws and the roles of USDA, FDA in labeling
  - Food ingredients & food additives
  - Safety of food additives
- Food safety
  - Factors that affect food safety; foodborne pathogens and impact of foodborne illnesses on physical health (short term and long-term effects) and the burden of chronic illness to physical and financial health
  - Laws that govern food
- Food Processing
  - Food processing and the impact of various processing methods on food safety, nutrient bioavailability, and shelf life
- Controversies surrounding food
  - Organic and natural
  - Food additives
  - Genetically modified food
  - Food waste

Sought Concurrence   Yes

Attachments

- FDSCTE 2300 Distance Approval Cover Sheet Generic.docx: Distance Approval

  (Other Supporting Documentation. Owner: Davis,Molly Jane)

- PSY_Ohio_State_Course_Review_Concurrence_Form.pdf: PSY Concurrence

  (Concurrence. Owner: Davis,Molly Jane)

- EHE_Ohio_State_Course_Review_Concurrence_Form[59].pdf: EHE Concurrence

  (Concurrence. Owner: Davis,Molly Jane)

- Public Health_Ohio_State_Course_Review_Concurrence_Form Food Sci.pdf: PUBHE Concurrence

  (Concurrence. Owner: Davis,Molly Jane)

- ELO Submission Health Well Being Theme_FDSCTE 2300_6-27.pdf: GE ELO Submission

  (Other Supporting Documentation. Owner: Davis,Molly Jane)

- Role of Food Science in Human Health 7-5.docx: Syllabus

  (Syllabus. Owner: Davis,Molly Jane)

- FDSCTE 2300 Responses to ASC Panel Recommendations_7-5.docx: Cover Letter

  (Cover Letter. Owner: Davis,Molly Jane)

Comments

- Responded to Panel feedback from 6/27/22 *(by Davis,Molly Jane on 07/01/2022 02:42 PM)*

- Please see Panel feedback email sent 06/27/2022. *(by Hilty,Michael on 06/27/2022 12:39 PM)*

- Revise as per email 8 November 2021

  Revise as per COAA via email 6 November 2021

  Revise as per email message 27 August 2021

  Revise as per email 9 August 2021 *(by Osborne,Jeanne Marie on 11/08/2021 01:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Davis,Molly Jane	08/09/2021 03:27 PM	Submitted for Approval
Revision Requested	Osborne,Jeanne Marie	08/09/2021 04:59 PM	Unit Approval
Submitted	Davis,Molly Jane	08/23/2021 03:49 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	08/23/2021 04:59 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	08/27/2021 10:51 AM	College Approval
Submitted	Davis,Molly Jane	10/27/2021 12:59 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	10/27/2021 04:50 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	11/06/2021 06:53 AM	College Approval
Submitted	Davis,Molly Jane	11/08/2021 08:52 AM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	11/08/2021 09:42 AM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	11/08/2021 01:35 PM	College Approval
Submitted	Davis,Molly Jane	11/08/2021 01:42 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	11/08/2021 11:13 PM	Unit Approval
Approved	Osborne,Jeanne Marie	11/09/2021 12:25 PM	College Approval
Revision Requested	Hilty,Michael	02/10/2022 02:03 PM	ASCCAO Approval
Submitted	Davis,Molly Jane	03/17/2022 03:03 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	03/17/2022 03:25 PM	Unit Approval
Approved	Osborne,Jeanne Marie	03/18/2022 10:53 AM	College Approval
Revision Requested	Hilty,Michael	06/27/2022 12:39 PM	ASCCAO Approval
Submitted	Rodriguez-Saona,Luis Enrique	06/27/2022 12:41 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	06/27/2022 12:41 PM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	06/27/2022 01:54 PM	College Approval
Submitted	Davis,Molly Jane	07/01/2022 03:04 PM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	07/02/2022 05:21 AM	Unit Approval
Revision Requested	Osborne,Jeanne Marie	07/05/2022 08:20 AM	College Approval
Submitted	Davis,Molly Jane	07/05/2022 08:45 AM	Submitted for Approval
Approved	Rodriguez-Saona,Luis Enrique	07/05/2022 09:36 AM	Unit Approval
Approved	Osborne,Jeanne Marie	07/05/2022 09:39 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	07/05/2022 09:39 AM	ASCCAO Approval

July 1, 2022

Dear ASC Curriculum Committee,

We thank the Health and Wellbeing Theme Panel of the ASC Curriculum Committee for reviewing FDSCTE 2300 (3-credit lecture/lab). The panel provided excellent advice and insight about our course for the new GE.

The panel listed two contingencies and two recommendations to be addressed (shown in black-colored font below). Below we list these items and the actions (shown in green font) that we took to address these concerns.

Based on the panel's recommendations, we revised the syllabus for FDSCTE 2300 and the ELO Submission for the Health and Wellbeing Theme. We believe that we have adequately addressed all the committee's concerns listed below and in these documents. If the committee has additional concerns or questions, please let us know so we can keep working on these items until the committee is fully satisfied.

Sincerely,

Department of Food Science and Technology

Good morning,

On Thursday, June 9th, the Themes Panel of the ASC Curriculum Committee reviewed new GE Theme requests for Food Science & Technology 3100, 4597.01, and 2300. Please see below for the Panel's feedback:

Food Science & Technology 2300 was unanimously approved with two contingencies and two recommendations. As a reminder, the Panel's contingencies must be satisfied in a revision submitted to curriculum.osu.edu while the Panel's recommendations may be implemented when the course is next taught.

- **Contingency:** The reviewing faculty request that that a more explicit and more robust connection to the GE Theme: Health and Well-being specific GE ELOs be established within the course proposal. They appreciate the implicit connection but ask that this be further explored in the proposal.
  - We revised the ELO Theme Health and Well-being document for the GE Theme: Health and Well-being specific GE ELOs 1.1 and 1.2 to include a more explicit and robust connection to the theme.
- **Contingency:** The reviewing faculty request that a cover letter be provided that details all changes made as a result of the feedback above.
  - Cover letter provided here.
- **Recommendation:** The reviewing faculty recommend reconsidering the use of Proctorio (as discussed on page 8 of the syllabus) in the course as the software has known accessibility concerns, is no longer recommended by ODEE, and has been shown to cause significant anxiety in students.

- o We removed the use of Proctorio on page 8 and will use timed quizzes instead to deter cheating. We revised the syllabus to include specific details on the timed quizzes on pages 8-9.
- **Recommendation:** The reviewing faculty recommend clarifying the student populations that David Wirt, the CFAES embedded mental health counselor, serves, as this will be a General Education course open to students across the University and not only CFAES students (page 17 of the syllabus).
  - o We revised the text to read: 'For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt...'. This statement clarifies the student population that David serves.

Role of Food Science in Human Health: Syllabus

FDSCTE 2300 Autumn 2022

Course Information

- **Course times and location:** No required scheduled meetings; all instruction occurs in Carmen each week.

- **Credit hours:** 3

- **Mode of delivery:** This course is 100% Distance Learning

Instructor

- **Name:** Srilatha Kolluri, Ph.D.

- **Email:** Kolluri.4@osu.edu

- **Phone Number:** 614-292-7798

- **Office location:** 214C Howlett Hall

- **Office hours:** Mondays 3-5 pm in person or by Zoom

- **Preferred means of communication:**

  - My preferred method of communication for questions is **email.**

  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

This course explores the role of food in an individual's health by addressing mainstream controversies. Students will have an understanding of food supply chain, food components, food safety, food processing, food additives, labeling, food laws and regulations and their impact on ensuring a safe food supply and protecting consumer's health.

Topics

Topics for this course include:

- Introduction
    - Food supply chain and factors that affect food choices
    - Food components: macronutrients and micronutrients
    - Healthful diet: a Food Scientist's perspective

- Food labeling and Food additives
    - Food labeling laws and the roles of USDA, FDA in labeling
    - Food ingredients & food additives
    - Safety of food additives

- Food safety
    - Factors that affect food safety; foodborne pathogens and impact of foodborne illnesses on physical health (short term and long-term effects) and the burden of chronic illness to physical and financial health
    - Laws that govern food safety (FSMA)

- Food Processing
    - Food processing and the impact of various processing methods on food safety, nutrient bioavailability, and shelf life

- Controversies surrounding food
    - Organic and natural
    - Food additives
    - Genetically modified food
    - Food waste

Course Goals

Through the course topics and the learning activities of this course, students will:

- Learn where food comes from and the components of food.

- Learn about food labeling laws and role of different food additives and their safety.

- Learn about foodborne illnesses, their effect on physical health, and principles of food safety.

- Learn about food processing; how processing affects food components, food safety, and shelf life.

- Evaluate information critically and address food related controversies through research to reach well researched conclusions.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

    1D. Understand the food supply chain and the components of food
    2D. Understand food labeling laws; food additives and their safety
    3D. Understand foodborne diseases that present public health hazards and understand the
    principles of food safety
    4D. Explore the impact of various processing methods on food safety; shelf life and
    bioavailability of nutrients
    5D. Evaluate information critically and form an informed opinion on a given topic

General Expected Learning Outcomes

As part of the Health and Well-being theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

    1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.

    1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

GOAL 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

    2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

    2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

GOAL 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

    3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

    3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Through this course, students will fulfill these learning outcomes by:
- Understanding the basic components of food.
- Participating in discussions that will provide students the opportunity to research controversial topics and identify credible sources of information to come to an informed conclusion.
- Learning about the impact of food safety and processing on physical and financial health.

How This Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time (a week is a time period starting on Sunday and ending on Saturday). Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (studying, reviewing and editing notes, reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, the instructor has the following expectations for everyone's participation:

- **Participating in online activities for attendance**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Zoom meetings and office hours**: **optional**
  All live, scheduled events for the course, including my office hours, are optional.

- **Participating in discussion forums**: **three or more times per week**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Each time, you should be posting 3-4 comments and questions in your discussion board.

Course Materials, Fees, and Technologies

Required Materials and/or Technologies

- There is no required textbook for this course. All materials (Lecture videos, discussion board and assignments) are on CarmenCanvas. A list of potential reading materials are listed on page 19.

- Video: *Just Eat It: A Food Waste Story*. Directed by Grant Baldwin, Peg Leg Films, 2014.
    - This video is also available for free through the university libraries: https://docuseek2-com.proxy.lib.ohio-state.edu/cart/product/911
    - This video is also available for free with Amazon Prime membership or can be purchased for nominal amount

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.

- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-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.

- Install the Duo Mobile application (go.osu.edu/install-duo) on 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 IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Quizzes (9 – 20points each) + Syllabus quiz	190
Individual project	80
Discussion Posts (3 – 50 points each)	150
Reflections (4 Reflections)	80
Video Reflection (*Just Eat It: A Food Waste Story*)	100
Total possible points	600

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Quizzes

Description: There will be 9 quizzes during the semester available on Carmen, each worth 20 points for a total of 180 points. There is also one syllabus quiz worth 10 points. Quizzes will be multiple choice, fill in the blanks, and matching. Quizzes will be available for 24 hours prior to the due date and will be timed. The quizzes will be over lecture material for each section, not cumulative. There will be no final exam. All quiz questions will be auto-graded for correctness and accuracy in answering the given question.

Academic integrity and collaboration: All quizzes are open-book. You may refer to your notes and to anything in CarmenCanvas that is related to this course. You may not refer to Google, Bing, Yahoo, Baidu, or any other internet search engine during the test. *You may not use any other means to search or view test questions or responses on the internet or elsewhere.*

- You must work independently, that is, you may not work with another person.
- Some questions involve critical thinking, which means that you must apply what you have learned in order to correctly respond.

- For fill-in-the-blank, **<u>incorrect spelling, and repetition of words already in the statement or question, will be marked as wrong.</u>** Capitalization does not matter.
- For matching, no answer is used more than once.
- You will have 20 minutes to complete this quiz after opening it in CarmenCanvas.

Individual Project

Description: The individual project assignment requires you to visit a supermarket. You are to visit at least five different areas of the store and take pictures of the food products in those areas. You will evaluate these products with respect to food safety messages, food product dating and food ingredients and food processing and identify how to incorporate them as a part of healthful diet. Detailed project instructions will be available on CarmenCanvas.

Academic integrity and collaboration: It is expected that all data collected are your own original work. The data collection and interpretation in this course is intended to be a learning experience; never feel tempted to make the results look more successful than they are.

Discussion Posts

Description: This is a large class and you have been assigned to a discussion group on CarmenCanvas. Every two weeks you will engage in a topic discussion with other classmates (7-8 in a group, the instructor will randomly assign). Each of you is expected to pose new questions and then respond to the other questions posed with meaningful answers ("I agree" is not enough). It is not expected 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 are expected to 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..." To earn the full points, you must be engaged throughout the 2 weeks, posing questions and answering other's questions. The discussion post may start off as your opinion on the topic, but as the discussion progresses, you need to find credible sources to support or refute other opinions. This grade will be subjective.

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:

- Participating in discussion forums: ***3+ TIMES PER WEEK***
  As participation, each week you should plan to post no less than 3 times each week as part of our substantive class discussion on the section's topics. Each time, you should be posting 3-4 comments and questions in your discussion board.

To encourage early participation, the instructor will award 5 bonus points each section to the first person who posts in the class and will occasionally give bonus points throughout the semester to groups or individuals that have excellent discussions. All comments must be made by **Saturday at 1:00 pm** to count toward your grade.

ONLY 3 out of the 4 discussion posts will be graded but reflections based on all discussions will be graded.

Academic integrity and collaboration: It is expected that all discussion posts will be completed independently. The purpose of this activity is to promote exchange of ideas in a safe and civil manner. You are allowed to paraphrase information that you find from a credible source. Copying and pasting the information verbatim is plagiarism and will be considered as Academic Misconduct.

Reflections

Description: Topic reflections will reflect your own viewpoint on each topic discussed. You may find external credible sources to consolidate your views. Reflections should be no more than 500 words and should state your position unambiguously and provide a scientific reasoning for your viewpoint. You are required to cite your sources in APA format (citations not included in the word limit). Completed assignment should be submitted on CarmenCanvas.

Academic integrity and collaboration: All reflections must be completed independently. You are allowed to paraphrase information that you find from a credible source. Copying and pasting the information verbatim is plagiarism and will be considered as Academic Misconduct.

Video Reflection

Description: The documentary *Just Eat It: A Food Waste Story* listed in the course material section pertains to the last topic - Food Waste. Students will watch documentary 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 show me how you reduce food waste in your own life or any other action you took (for example, create a grocery list based on a meal plan and how it would reduce waste). The possibilities are as endless as your creativity. Just tell me why you chose the action that you are doing. Obviously, this could take some time, so plan ahead. The assignment will be evaluated for completion of the activity (usually documented with pictures or video) and an accompaniment of the student's opinion on the topic.

Academic integrity and collaboration: All reflections must be completed independently and must be your own original work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. **Quizzes, individual assignment, discussion posts, and reflections** 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.**

Discussion posts CANNOT be made up nor will any late posts be accepted for grading. 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 Saturdays at 1:00pm. You are encouraged to create a dialog rather than just posting questions and your answers. You will not be able to post to the discussion board once the assignment closes.

Extensions on other assignment due dates may be granted for valid and documented reasons, such as medical emergency or death in the family. Documentation of the emergency will need to be presented in order to accept late work.

The CarmenCanvas system is set to insert a 0 into your grade at the deadline if your assignment is missing. When the assignment is graded that will be removed, but a 25%-point deduction will be levied at the deadline and will compound for each 24 hours late. At 72 hours past the deadline, the deduction is 100%, therefore, past that point, no late work will be graded except in the case of documented emergency or illness.

Instructor 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 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. The instructor will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** The instructor will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** The instructor will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** For assignments submitted before the due date, the instructor will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are the instructor's 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. A more conversational tone 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. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

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

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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:

- Committee on Academic Misconduct (go.osu.edu/com)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other basis under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,

2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

Accessibility Accommodations for Students with Disabilities

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

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 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.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

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.

Content Warning:
There are no items in this course that are expected to be upsetting. But If needed, please take care of yourself while watching/reading this material (take a break , debriefing with a friend, contacting 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 all media and on discussion boards. Failure to show respect to each other may result in dismissal from the class.

Lyft Ride Smart at Ohio State:
Lyft Ride Smart at Ohio State offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be $2 or less. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. When using ride sharing, remember to visually confirm vehicle info/descriptions in the company app and ask the driver to say who they are picking up.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics, Readings, Assignments, Due Dates	Associated course learning outcome(s) and GE ELOs
1	Syllabus Quiz – due ASAP to show foundational knowledge of course structure. Must complete to open course material Unit 1. Food supply chain and factors affecting food choices– **Quiz 1 Due** **Discussion 1. What does a healthful diet mean to you? (ungraded, introduce yourself to the class)**	1D, 1.1
2-3	Unit 2. Food components **Quiz 2 Due** **Healthful diet reflection end of week 2.**	1D, 1.1,
4	Unit 3. Food labeling laws. **Quiz 3 Due Discussion 2. Food Controversy (1) closes end of week 4.**	2D, 5D, 1.1, 1.2, 2.2, 3.1
5-6	Unit 4. Food microbiology: Factors affecting food safety; common pathogenic organisms; short term and chronic effects of foodborne illnesses, cost and burden to the individual and society. **Food controversy (1) Reflection due end of week 5. Quiz 4 Due end of week 6**	3D, 5D, 1.1, 1.2 3.1
7-8	Unit 5. Food processing methods and effect of processing on food safety, nutrient bioavailability and shelf-life **Quiz 5 Due** **Discussion 3. Food controversy (2) closes end of week7. Food controversy (2) reflection due end of week 8**	4D, 5D. 1.1, 1.2, 2.2, 3.1
9	Unit 6. Healthful diet- A food scientist's perspective **Quiz 6 Due Individual Project Due**	1D,3D, 4D, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2
10-11	Unit 7. Genetically modified food **Discussion 4. Food controversy (3) closes end of week 10. Quiz 7 due**	5D, 1.2, 2.1, 2.2, 3.1, 3.2
12-13	Unit 8. Food ingredients and additives; categories and evaluation of safety. Controversies surrounding food additives. **Quiz 8 Food controversy (3) Reflection Due**	2D, 5D,1.1, 1.2, 2.1 3.1
14	Unit 9. Food waste. **Quiz 9 Due, Video Reflection**	5D, 1.1, 1.2, 2.1, 3.1, 3.2

Bibliography: Potential readings for class discussion

Bearth, A., Cousin, M-E., Siegrist, M., (2014). The consumer perception of artificial food additives: Influences on acceptance, risk and benefit perceptions. *Food quality and preference.* 38-14;23.

Besson, T., Lalot, F., Bochard, N., Flaudias, V., Zerhouni, O., (2019). The calories underestimation of "organic" food _ Exploring the impact of implicit evaluations. *Appetite* 137: 134-144.

Bruetschy, C. (2019). The EU regulatory framework on genetically modified organisms (GMO's). *Transgenic Research.* 28:169-174.

Chekima, B., Chekima K., Chekima K., (2019). Understanding factors underlying actual consumption of organic food: The moderating effect of future orientation. *Food quality and Preference* 74:49-58.

Gibney, M. J. (2019). Ultra processed foods: Definitions and policy issues. *Current developments in Nutrition.* V3(2):nzy077. https://doi.org/10.1093/cdn/nzy077

Hebrok, M., Heidenstrom., N. (2019). Contextualising food waste prevention – Decisive moments within everyday practices. *Journal of Cleaner Production.* 210:1435-1448.

McFadden, B.R., Lusk, G.L., (2016). What consumers don't know about genetically modified food, and how that affects beliefs. *The FASEB journal.* 30:3091-3096.

Monteiro, C. A., Levy, R. B., Claro, R. M., Castro, I. R., Cannon, G. (2010). A new classification of foods based on the extent and purpose of their processing *Cad Saude Publica* 26: 2039-2049.

Petrus, R. R., Sobral, P. J. A., Tadini, C. C., Goncalves, C. B., (2021). The Nova classification system: A critical perspective in food science. *Trends in Food Science and Technology.* V116: 603-608.

Zhang, C., Wohlhueter, B., Zhang, H. (2016). Genetically modified foods: A critical review of their promise and problems. *Food science and Human Wellness* 5:116-123.

Zugravu, C. A., Pogurschi, E.N., Patrascu, D., Iacob, P. D. (2017). Attitudes towards food additives: A pilot study. *The Annals of the University Dunarea de Jos of Galati Fascicle VI – Food Technology.* 41(1), 50-61.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Distance Approval Cover Sheet
For Permanent DL/DH Approval

Course Number and Title: FDSCTE 2300 Role of Food in Health

Faculty Preparer Name and Email: Srilatha Kolluri, Kolluri.4@osu.edu

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no:

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
There are no required synchronous sessions (Syllabus Page 5)

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☒ Regular instructor communications with the class via announcements or weekly check-ins

☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

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☒ Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Class wide communications will be via announcements and there will be regular weekly check-ins. Office hours will be by prior appointment to provide indidvidual attention. All videos, lecture slides that correspond to the video, other readings will be posted on Carmen. The course requires the students to interact in a small group setting and have a meaningful discussions related to a particular topic. In a given week, the students are required to post at least 3 times and ask questions within the group. While the discussions may start out as their opinions,they are expected to evolve with time to incorporate peer reviewed research.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:
The course mainly uses CarmenCanvas to host the course material and manage course discussions. While the lectures may be recorded using mediasite, they will be available to view within the modules of the course. CarmenZoom will be used for one-on-one meetings for office hours and Proctorio will be used for administering the exams.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
There are no components planned for synchronous delivery. All aspects of course are delivered asynchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
Enter comments...

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

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Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
A typical week would involve watching a few short video lectures. It involves taking extensive notes on the videos. These videos would also be accompanied by readings. (This would take up to 2.5 hrs per week) The students are required to post to discussion boards. While the actual posts would take ½ hour, sometimes the background literature search can easily take 2-3 hours. A reflection is due every other week. The literature search to come to an informed conclusion will take anywhere between 1-2 hrs. The students need to study the course material to take quizzes and that will take at least 2 hours/ week. The individual project is very comprehensive and will take up to 20 hours or more to complete, which would be an average of a little over an hour a week. All the background work which involves thinking on the part of the student to do the homework will take more time than the homework itself and this will vary from student to student.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Accommodation requests will be addressed on an individual basis paying attention to the student's needs to them thrive in the class.

Additional comments:
There are no third party tools being used.

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:
The discussion topics change every semester and this will deter cheating. The quizzes will use Proctorio which will record the test taking environment and therefore deter cheating. The individual project pertains to an individual's diet and physical activity and is very personalized which prevents cheating.

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Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☒ Variety of assignment formats to provide students with multiple means of demonstrating learning

☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

The course uses discussion boards, reflections, individual projects, and quizzes to give students different opportunities to demonstrate learning. There is no better way to learn than to apply the information to our own lives, which is the goal of a course that teaches the role food plays in an individual's health.

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
The small group settings for discussions give students a chance to interact personally in a large class. As the groups change through the semester, they interact with more members of the class but still in a way that keeps the interaction manageable. The course also gives the students a chance to step back and reflect, thus giving them a chance to observe their own growth.

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

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Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
A video will be provided on how to conduct a library search of peer reviewed research. It is important to be able to understand the research and not be intimidated by the science. This is particularly important for having meaningful discussions. Applying the knowledge learned in the course to their own diet is a meaningful way to synthesize what they have learned. A mid-semester feebdack will be sought to make necessary adjustments.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

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