

FOS 2001 Course Syllabus

Contact Information

Instructor: Dr. Soohyoun (Soo) Ahn

Phone Number: 352-294-3710

Email: sahn82@ufl.edu

Virtual Office Hours

M/W 9:30 to 10:30 am

All other times – by appointment only

For questions about course content, your grade, or other personal issues, email the instructor.

Expect a response within 24-48 hours.

Course Information

Primary General Education Designation

Biological Sciences (B) and International (N)

Note: A minimum grade of C is required for general education credit.

Course Description

This interdisciplinary course, designed for all students, introduces Food Science and Nutrition, focusing on food safety, quality, and nutrition. It discusses the scientific aspects of different food commodities and builds a vocabulary to understand and evaluate scientific articles on food (B). The course also examines the global relationship between food, culture, and health, appreciating international cuisines and discussing challenges like sustainability and food security (B).

Instructional Methods

This course is delivered 100% online. You can find the course materials on the Canvas course page. The course is divided into 13 modules. You can study these modules at your own pace, but the course **must be completed within 16 weeks** from the date of your enrollment, and a **minimum of 6 weeks** must be spent in the course. All course materials and assignments are available 24 hours a day. All assignments **must be completed at least 1 week prior to the course expiration date**.

Each module page contains links to video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module.

Course Objectives

General Education Objectives

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

Course Learning Outcomes

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

1. Identify and explain a vocabulary of nutrition and food science terms and their definitions (**B/Content — assessed through quizzes and group discussion; B/Communications – assessed through assignments**)
2. Identify cultural factors influencing dietary customs and evaluate their impact on food choices and consumption patterns within specific cultures (**B /Critical Thinking and Communications – assessed through assignments and group discussion**)
3. Identify basic nutrient groups and choose foods that are a good source of each nutrient group, and explain how to select healthy and nutritious food (**B/Critical Thinking — assessed through quizzes and assignments**)
4. Compare different food commodities from diverse cultural and geographical backgrounds, and analyze their distinct chemical and biological properties, processing methods, and cultural significance (**B/Content — assessed through quizzes, participation, and group discussion**)
5. Identify safety risks associated with different food commodities and imported food and explain practices to keep food safe during handling and cooking (**B/Content and Critical Thinking — assessed through quizzes and assignments**)
6. Evaluate the environmental, social, and economic aspects of global food production, distribution, and consumption, with an emphasis on sustainability practices (**B/Critical Thinking and Communications — assessed through assignments and group discussion**)
7. Identify current issues in the global food system, and discuss potential solutions to these issues by exploring scientific reports in nutrition and food science (**B/Critical Thinking and Communications — assessed through assignments and group discussion**)
8. Explain career choices in food science and nutrition (**Course-specific — assessed through quiz and participation**)

Course Requirements

Required Textbook

There is no required textbook for this course. Reading materials will be provided on the Canvas page. For those who are new to the topic of Food Science or are looking for a good reference book, the following is recommended to reinforce their understanding of lecture materials: “Understanding Food: Principles and Preparation”, 7th Ed., Amy Brown, Cengage, 2024. (E-book available through UF All Access).

This textbook will be helpful to enhance your understanding of Modules 1 and 4 through 10. While this latest edition is recommended, you can also use the 6th Edition.

The textbook (7th Ed.) can be purchased through UF All Access. Keep in mind that UF All Access allows one-term access to the e-book. If you would like to keep the textbook beyond the term or prefer a hard copy or the 6th Edition, you can opt out of UF AllAccess and purchase it from any other bookstore.

Prerequisites

There are no prerequisites for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student’s computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations that students should review before starting their program.

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- learning-support@ufl.edu
- (352) 392-4357 - select option 2
- it.ufl.edu/helpdesk

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of:

- Operating a computer and using word processing software
- Using the learning management system (Canvas)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Embedding pictures and images in a document created using word processing programs
- Downloading and installing software
- Using presentation programs
- Creating a short video using apps or a narrated presentation using presentation programs

- Using apps in digital devices
- Using web conferencing tools and software

Minimum Digital Literacy Skills

Furthermore, you should be able to:

- Use computer networks to locate and store files or data
- Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyze digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly cite information sources
- Prepare a presentation of research findings

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

The exams in this course are proctored using Honorlock, an online proctoring service that allows students to take exams on demand 24/7. There are no scheduling requirements or fees. You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome](#) browser and that you add the Honorlock extension to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#)

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the [University of Florida's Zoom](#) website.

Course Policies

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found on [UF's Attendance Policies](#)

Performance Policy

This Flexible Learning course has been developed with the same rigorous standards of content as a campus course. Expectations for your performance as a Flexible Learning student are as high as they would be if you were taking this course in a classroom.

Participation Policy

Students are required to participate in all course activities and submit all assignments posted on the website.

Course Completion Policy

Students are allotted **16 weeks** to complete the course from the date of their enrollment. If a student fails to complete the course before the expiration date, a failing grade (E, E0 or E1) will be issued and recorded to the UF registrar. Students also need to **spend at least 6-weeks** completing the course. A final grade will not be posted until students have been in the course for 4 weeks.

- All quizzes, exams, and assignments must be completed and submitted for grading a **minimum of two weeks before the course expiration date**. This is to ensure the grades will be posted in plenty of time for transcripts (Refer to the grade turnaround time above)
- The policy is to submit **at least 2** assessments per week, with **6** as the **maximum**.

Self-Directed Learning

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

Course Communication

In this course, I mostly communicate with students via Canvas mail and/or e-mail (the one on file with UF). So, if you use other e-mail accounts, please check your UF e-mail regularly or set up forwarding on the UF system. Please **include your last name and the course number (FOS2001 Flex)** in the subject line of your emails. While I do my best to reply to your emails as quickly as possible, please allow 48 hours (excluding weekends and holidays) to receive a reply.

Students will have multiple channels to communicate with the instructor:

- E-mails (either direct emailing or through Canvas mail)
- Canvas course page – Q&A forum in Discussion
- Office Hours – Instructor offers virtual office hours
- Individual Zoom conference meeting scheduled on request

Netiquette

Netiquette is etiquette on the Internet or expectations for online communications. When communicating, be sure that your messages are respectful, civil, and reflect college-level writing. Please read the [Netiquette Guide for Online Courses](#) for details.

Here are some guidelines for your communications:

1. Do not use shorthand expressions like you might do in texting. For example, “u” for you, “w/” for with, LOL, BTW, IMHO, etc. The pronoun “I” is always capitalized. The text editor in Canvas does not automatically capitalize “I” like your smartphone does.
2. Be sure to use proper grammar and punctuation; note that typing IN ALL CAPS is the equivalent of shouting.
3. Remember that body language and tone (such as joking or sarcasm) may be difficult to perceive by others online, which may lead to misunderstandings.
4. Discussion boards are visible to the entire class; if you have a private question for a classmate or the instructor, you should use the Canvas email system instead.

Respect for everyone is paramount, even if you disagree with someone. Everyone's opinion is valid, just as yours is. As outlined in the [Student Conduct Code of Conduct](#), the University of Florida prohibits harassment and discrimination.

Generative AI Tools Policy

The use of generative AI tools such as ChatGPT, Copilot, Grammarly, and Quillbot is allowed with restrictions. Students must receive approval from the instructor for the use of AI tools and will receive additional work that they must complete.

Any students who would like to use an AI tool must make a written request to the instructor, explaining 1) which AI tool(s) they plan to use; 2) why they need to use the AI tool(s); and 3) how they will use the AI tool(s) in their assignment.

Then, the instructor will either approve or deny the request within 48 hrs with the additional requirements for the use of AI tool(s). Normally, these additional requirements include, but are not limited to, the submission of the student's original work, prompts used, and AI-generated content(s).

Unauthorized use of generative AI tools will be considered as cheating under UF Student Honor Code 4.040(3)(a), and thus will result in a failing (0%) assignment grade and/or a failing course grade (E).

References and Citations of Materials Used in the Course

Each resource has a citation in Canvas.

Lecture images requiring citations are cited at the end of each presentation. The rest of the images are public domain or openly licensed and do not require citations.

Flexible Learning Policies

Extension Policy

Students are allowed 16 weeks from their date of enrollment to complete and submit their coursework.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and has an extenuating circumstance, the student may petition the Flexible Learning Office for a course extension before the course expires. Please email learn@dce.ufl.edu with your extension request.

If the student has not submitted at least 50% of their coursework, or the extension is denied, a failing grade of "E", "E0" or "E1" will be issued and recorded to the UF Registrar.

Course Cancells

Course cancellations must be completed in ONE.UF within 10 days of enrollment. No refunds are granted after 10 days. It is the student's responsibility to verify that all cancellation requests have been received by the Flexible Learning office within the allotted time.

To cancel a course, sign on to [ONE.UF](#), select "Register/View Schedule" in the Courses & Registration section. Then select the course(s) you wish to cancel and submit.

Course Drops

To drop a course, you will need to complete your request in [ONE.UF](#) within 14 weeks of the date of enrollment. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as "W" on a UF transcript.

To drop a course, sign on to [ONE.UF](#), select "Register/View Schedule" in the Courses & Registration section. Then select the course(s) you wish to drop, include the reason, and submit.

*UF Undergraduate Students Only - Once you have done this, you must notify your Academic Advisor that you have submitted a drop request.

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the [Disability Resource Center](#).

Full Term Withdrawals

All full-term withdrawals must follow University of Florida policies/ procedures. An approved withdrawal form must be submitted to the [Dean of Student's Office](#) for review and final approval.

- Medical Withdrawals: [Medical Withdrawal Process](#)
- Retroactive Withdrawals: [Retroactive Withdrawal Process](#)

UF Transcripts

If you are unable to order your official transcript online, please contact the [UF Office of the University Registrar](#). In addition, on more information on mailing in a transcript request form by remitting a check or money order.

The Registrar's Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

UF Flexible Learning Contact Information

Email:	learn@dce.ufl.edu
Phone:	(352) 294-6300
Website:	UF Flexible Learning

Office Hours:

Monday-Friday, except Holidays
8:00am-4:30pm EST
Grading

Grading Turnaround Time

Type of Assessment	Turnaround Time
Module Assessment Quizzes	Immediately
Self-Reflection Project	1 week from your submission
Assignments	1 week from your submission
Group Discussion	1 week from your submission
Participation	Immediately

Breakdown of Course Assessments and Points

TOTAL	100% (105%)
Assessment	Weight
Quizzes (10) (the lowest grade dropped)	25%
Assignments (5)	35%
Discussion (7)	25%

Self-Reflection Digital Scrapbook Project	10%
Participation (pop-up quizzes during video lectures)	5%
Optional extra credit quizzes	(2%)
Optional extra credit surveys	(3%)

Grading Scale

Course Average*	Grade	Grade Points
100% to 94%	A	4.00
<94% to 90%	A-	3.67
<90% to 87%	B+	3.33
<87% to 84%	B	3.00
<84% to 80%	B-	2.67

Course Average*	Grade	Grade Points
<80% to 77%	C+	2.33
<77% to 74%	C	2.00
<74% to 70%	C-	1.67
<70% to 67%	D+	1.33
<67% to 64%	D	1.00
<64% to 60%	D-	0.67
<60%	E	0.00

*A minimum grade of C is required for general education and minor credit. Grade of C– or lower is not a qualifying grade for minor or Gen Ed credit. See the [current UF grading policies](#) for more information.

Please note, **I do not round up grades**. Requests to do so will **not** be considered.
Assessment Details

There are 10 weekly quizzes, 5 assignments, 7 discussions, and one final project in this course. Additionally, there will be pop-up questions during the video lectures to assess your participation. Throughout the course, several optional activities for extra credit will also be provided.

You are expected to **complete all work independently**. Unauthorized collaboration will be considered a violation of the student honor code and will be subject to SCCR.

Module Assessment Quizzes (25%)

There are 10 assessment quizzes (including one syllabus quiz), and each quiz covers the lecture content (except the syllabus quiz). Quizzes are administered online via Canvas, consisting of multiple-choice, True/False, and matching questions randomly selected from a question pool (15 questions per quiz). Each quiz is timed, proctored by Honorlock, and must be completed within 15 minutes. You will have 2 attempts per quiz, and your higher grade will be recorded as your final grade.

Quizzes are open-note, meaning you may use printed or handwritten notes during the quiz. However, you are not allowed to access any electronic devices or electronic notes during the quiz, as the browser will be locked down. If your notes are in electronic format (e.g., typed on a computer), you must print them out or create handwritten notes to use during the quiz. Both notes created by you and printed materials from other sources (e.g., textbooks, presentation handouts) are allowed, as long as they are printed and not accessed electronically during the quiz.

Important Testing Rules, Read Carefully!

1. **Notes:** Quizzes are open-note, and students can use **only printed or hand-written notes**. It is your responsibility to prepare or print these notes in advance.
2. **Electronic Device: The use of electronic devices (phone, tablet, laptop) is prohibited**, except for the computer you are using to take the quiz. Honorlock will detect and flag the use of secondary electronic devices. This is a serious violation of the student honor code and may result in a failing grade and other severe consequences, such as a course failure.
3. **Testing Environment: Choose a quiet place to take the quiz with minimal background noise.** The presence of other people in the same room will be considered a testing violation. Unless you have accommodations from the DRC, the use of headphones or noise from TV, radio, or other music streaming services is prohibited.
4. **Focus: Ensure you look directly at your computer screen.** Frequently looking away will flag your testing as suspicious activity, suggesting the use of unauthorized materials. Always stay within the camera frame and adjust your camera so your entire face is visible.
5. **Technical Issues:** If you experience any issues, try to complete the test if possible. Notify me via email afterward. If Honorlock kicks you out, try refreshing and continue the test. You can also contact Honorlock Customer Help during the test through live chat.

Honorlock Information

Honorlock is an online proctoring service that allows you to take your test from home. No account creation, software download, or appointment scheduling is needed. Honorlock is available 24/7, and you will need a computer, a working webcam, a stable Internet connection, and Good Chrome with the [Honorlock Chrome Extension](#). When you are ready to take the test, log into Canvas, go to your course, and click on your test. Clicking "Launch Proctoring" will

begin the Honorlock authentication process, where you will take a picture of yourself and show your ID. Honorlock will be recording your test session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone (844-243-2500), and/or email (support@honorlock.com)

Assignments (35%)

There are 5 assignments in this course. Through these assignments, you will learn how to apply your learning to real-world situations. For specific due dates for each assignment, please see the schedule below. All assignments should be submitted electronically through Canvas. Detailed instructions and a grading rubric for each assignment will be provided on Canvas. To summarize what each assignment is about:

- 1. Assignment 1 (Practicing Dietary Guide and Assessment Tools)**

Module 1: In this assignment, you will have an opportunity to use the dietary guide and assessment tools discussed in Module 1 lectures. You will get your personalized dietary recommendation using the USDA MyPlate Plan, and you will find the nutrition information of your favorite food from a recipe using a recipe analyzer. You will also discuss the benefits and limitations of these tools. The MyPlate plan you obtain from this assignment will be re-used in Assignment 4.

- 2. Assignment 2 (Exploring International Cuisine)**

Module 2: In this assignment, you will explore how culinary traditions reflect cultural identities by either visiting an international food restaurant or cooking an international dish. You will observe and describe unique ingredients, flavors, cooking methods, and cultural ambiance and then write a report discussing the dish's cultural significance, history, and your personal experience. Through this assignment, you will gain a deeper cultural understanding, appreciation for global cuisines, and insight into the rich diversity of cultural histories.

- 3. Assignment 3 (Food in Arts from Cultural and Scientific Perspectives)**

Module 3: In this assignment, you will study the representation of food in art, focusing on its cultural, historical, and scientific significance. You will analyze an existing artwork and discuss its cultural and social context and relate it to a food science aspect. Through this assignment, you will understand how food in art reflects cultural contexts and scientific principles.

- 4. Assignment 4 (Developing a Healthy Meal Plan using gAI)**

Module 8: In this assignment, you will design a one-day meal plan using generative AI tools, including 3 meals and 2 snacks, based on the MyPlate Plan (from Assignment 1). You will critically evaluate the AI-generated meal plan and assess if it meets MyPlate recommendations, the accessibility and appropriateness of the meals and snacks, and the effectiveness of AI tools in creating customized meal plans.

- 5. Assignment 5 (Investigating Food Insecurity Issues Around the World)**

Module 11: In this assignment, you will virtually travel the globe and examine what people eat and how they prepare food in diverse cultures using resources online (e.g. Hungry Planet, DollarStreet). Then, you will choose a specific country and further

research the food security status of the chosen country using interactive online tools (e.g. Gapminder, GAFS Dashboard) and connect the issue with the country's socioeconomics and policy. You will also learn more about domestic food insecurity through simulation.

Discussion (25%)

Since this is an asynchronous online course, students have limited interaction with their peers. To enhance peer interaction and engagement, students are required to participate in discussions using Perusall or Canvas Discussion. You will be assigned an article to read or a video to watch, followed by a virtual discussion on a given topic. This includes posting a question or post-lesson reflection. Responding to peers' posts is not required but highly recommended. Detailed instructions for each discussion will be provided on Canvas.

Your participation will be graded based on the quality and depth of your contributions. Good annotations are those that connect thoughtfully with the topic, encourage discussion, ask insightful questions, and help clarify other students' questions or confusions.

Self-reflection Digital Scrapbook Project (10%)

In this fun mini-project, you will create a digital scrapbook about your learning from the course by blending foods, cultures, and scientific insights. The scrapbook will chronicle your learning from the course, including memorable food experiences, international cuisines, and knowledge in nutrition, food safety, and food processing. Use photos, reflections, and short narratives to showcase your understanding of cultural diversity and food science. This mini-project allows you to creatively reflect on your learning from the course.

Participation (5%)

It is critical for students to be actively engaged in online learning. Students' participation will be assessed by inserting pop-up questions during the video lectures (PlayPosit). The questions are given to review the lecture, and students will have 2 attempts to correctly answer each question. The points will be recorded and counted towards the final grade as participation points.

Activities for Extra Credit (5% add-on)

There are several activities in this course to earn extra credit, such as the Honorlock practice quiz and video quizzes. These activities are **optional** and are simply given to improve your grade. Detailed instructions for each activity will be provided on the course website in Canvas.

I do **not** create any additional assignments to improve students' grades near the end of the term. Such requests will **not** be honored.

Tips for Success

To maximize your learning experience, follow these steps for each module:

1. **Begin with the Learning Goals:** Start by reviewing the learning goals for the module to understand the key points and objectives.
2. **Watch the Video Lectures:** Print out the presentation handout before watching the lecture and take notes as you go. The presentation slides provide a summary, but the lecture includes detailed explanations that are crucial for understanding the material.

3. **Engage with Reading and Supplementary Materials:** After the lecture, read the assigned materials or watch any supplementary videos. These resources will deepen your understanding and expand on the topics covered in the lecture.

What is most important is not to rush through the course. While you can study at your own pace, it is highly recommended to establish a regular study schedule and make steady progress.

UF Policies

University Policy on Accommodating Students with Disabilities

The Disability Resource Center (#0001 Reid Hall, 352-392-8565, disability.ufl.edu) coordinates the needed accommodations for students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability-related issues.

Students requesting classroom accommodation must first register with the Dean of Students' Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation.

University Policy on Academic Conduct

As a student at the University of Florida, you have committed yourself to upholding the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: dso.ufl.edu/student-conduct-honor-code.

Plagiarism

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. Source: Regulations of the University of Florida, UF-4.041. For more information, view the [Student Honor Code and Student Conduct Code: Scope and Violations](#) document.

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

1. Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
2. Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an "E".

Software Policy

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

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at: gatorevals.aa.ufl.edu. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at: gatorevals.aa.ufl.edu.

Getting Help

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- [UF Help Desk](#)
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the

problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Campus Resources for Students

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources.

- **University Counseling & Wellness Center**, 3190 Radio Road, 352-392-1575, counseling.ufl.edu The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. Services provided:
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
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- **U Matter We Care:** umatter.ufl.edu. If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- **Student Success Initiative:** studentsuccess.ufl.edu
- **Student Complaints:**
 - Residential Course: sccr.dso.ufl.edu/student-honor-code-student-conduct-code.
 - Online Course: pfs.tnt.aa.ufl.edu/student-complaint
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit ufl.edu/.
- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
- **Whole Gator** (available through Campus Resources Tab in Canvas): Visit one.ufl.edu/whole-gator
- **Career Connections Center:** For career assistance and counseling services, visit the UF Career Connections Center website or call 352-392-1601. First Floor JWRU, 392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the UF George A. Smathers Libraries Ask-A-Librarian website.
- **Teaching Center:** For general study skills and tutoring, visit the UF Teaching Center website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the University Writing Program Writing Studio website or call 352-846-1138.

Privacy and Accessibility Policies

It is critical to protect your data and privacy. Since we use several online tools for this course (Canvas, Honorlock, Zoom), you should be mindful of protecting your own data.

- Do not share your personal information online
- Do not share the password with anyone.
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

This course offers pre-recorded video lectures, so there will be **no recording of class sessions**. For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - [Adobe Privacy Policy](#)
 - [Adobe Accessibility](#)
- Enghouse Video (Mediasite Streaming Video Player)
 - [Enghouse Video Privacy Policy](#)
 - [Enghouse Video Accessibility Policy](#)
- Honorlock
 - [Honorlock Privacy Policy](#)
 - [Honorlock Accessibility](#)
- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)
- Perusall
 - [Perusall Privacy Policy](#)
 - [Perusall Accessibility](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)

Course Outline

Module	Module/Topic	Assessments
0	<p>Course Introduction <i>Students are introduced to the key tools and technology used in this online course and learn course and UF policies related to the course.</i></p> <p>Lecture: Course Introduction [time] Reading Assignment: Course syllabus</p>	<ul style="list-style-type: none"> • Introduce Yourself Discussion • Syllabus Quiz • Extra Credit Honorlock Quiz

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1	<p>Module 1. Importance of Food Selection <i>Students are introduced to the factors affecting food choices and learn about basic nutrition terms and how to assess their diet adequacy. Students are also introduced to food guidance systems and tools for personal dietary assessment, and learn how to understand nutrition information on food labels.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 1.1 Food Selection Criteria [7:56] • 1.2 Nutritional Assessment [5:39] • 1.3 Food Guidance Systems [11:58] • 1.4 Food Guide & Dietary Assessment [7:52] • 1.5 Food Labeling [7:48] <p>Reading Assignments</p> <ul style="list-style-type: none"> • FNDH413 Science of Food, Chapter 8.2 Food Selection, Brian Lindshield and Lizz Daniels, Kansas State University, 2024. LibreTexts Medicine • Nutritional Assessment, Counseling, and Support (NACS): A User's Guide, Module 2: Nutrition Assessment and Classification, 2016. • Dietary Guidelines for Americans 2020–2025, Executive Summary, USDA, 2020. • What's on the Nutrition Facts Label, FDA. 2024. • Using the Nutrition Facts Label and MyPlate to Make Healthier Choices, FDA. 2024. 	<ul style="list-style-type: none"> • Module 1 Quiz • Module 1 Assignment <i>Practicing Dietary Guide and Assessment Tools</i>

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2	<p>Module 2. Food and Cultural Identity Students explore the intricate relationship between food and cultural identity and investigate how culinary traditions, ingredients, and rituals reflect diverse cultures worldwide, shaping individual and collective identities.</p> <p>Lectures</p> <ul style="list-style-type: none"> • 2.1 Food as Cultural Identity [8:53] • 2.2 Learning Culture through Recipes – Virtual Field Trip to the UF Smathers Library with Ms. Melissa Jerome [8:48] <p>Reading Assignment: Introduction to Anthropology - 14.3 Food and Cultural Identity, J Hasty, D. G. Lewis and M. M. Snipes, 2022</p>	<ul style="list-style-type: none"> • Module 2 Assignment <i>Exploring International Cuisine</i> • Module 2 Discussion <i>School Lunchtimes</i>
3	<p>Module 3. Food in Arts: Exploring Culinary Culture and Food Science through Art <i>In this module, students explore where food science and art meet. Students will look at paintings, movies, sculptures, and other types of art to understand how food connects to society and sciences. This will help learn more about the cultural, historical, and scientific sides of food.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 3.1 Learning Food Science at the Art Museum (Virtual Field Trip to the UF Harm Museum of Arts with Mr. Eric Segal) [8:54] • 3.2 Food in Arts [6:45] • 3.3 Food in Movies [5:49] <p>Reading Assignments</p> <ul style="list-style-type: none"> • A Brief History of Food as Art, S. Butler, 2017. Smithsonian Magazine • Portrayals of Food Practices and Exercise Behavior in Popular American Films, 2005. Journal of 	<ul style="list-style-type: none"> • Module 3 Assignment <i>Food in Arts from Cultural and Scientific Perspectives</i> • Module 3 Discussion <i>Your Favorite Food Movies</i>

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	<p data-bbox="435 348 878 422">Nutrition Education and Behavior, 37:1, p.27-32</p>	

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4	<p>Module 4. Composition of Food <i>Students learn about the main nutrients and their chemical properties and functions.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 4.1 Intro to Food Composition [4:13] • 4.2 Water [6:49] • 4.3 Macronutrients: Carbohydrates [10:00] • 4.4 Macronutrients: Lipids [9:45] • 4.5 Macronutrients: Proteins [8:22] • 4.6 Micronutrients: Vitamins & Minerals [3:35] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Nutrition and Physical Fitness, A. H. Alger, 2022. <u>1.3 Nutrients and Other Compounds Found in Food</u> • Understanding Food: Principles and Preparation, 7th Ed., Amy Brown, Cengage, 2024. <ul style="list-style-type: none"> ◦ Chapter 3 (pp. 33-70) 	<ul style="list-style-type: none"> • Module 4 Quiz • Extra Credit Mid-Course Survey

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5	<p>Module 5. Food Safety (including guest lectures by Dr. Schneider) <i>Students learn about different types of food safety hazards and how to effectively control these hazards.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 5.1 Food Safety Overview [15:29] • 5.2 Food Safety Hazards [13:05] – Guest lecture by Dr. Keith Schneider • 5.3 Control of Food Safety Hazards [13:25] – Guest lecture by Dr. Keith Schneider • 5.4 Food Allergies [5:15] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Most Common Foodborne Illnesses, 2017. FDA & American Medical Association • Four Steps to Food Safety, 2024. CDC • Food Allergies, 2024. FDA 	<ul style="list-style-type: none"> • Module 5 Quiz • Module 5 Discussion <i>Food Safety Practices</i>

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6	<p>Module 6. Protein Foods</p> <p>Students learn about the unique chemical and biological properties of protein foods (meat, poultry, seafood, and eggs), and safe practices to handle them. Additionally, students explore the diverse array of protein-rich foods and cooking methods from around the world, gaining insights into international culinary traditions and global food cultures. Students also learn about the various functions of eggs in food production.</p> <p>Lectures</p> <ul style="list-style-type: none"> • 6.1 Meat [15:34] • 6.2 Poultry [9:07] • 6.3 Fish and Shellfish [14:07] • 6.4 Eggs [13:51] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Beef from Farm to Table, 2024. USDA. • Chicken from Farm to Table, 2024. USDA. • Selecting and Serving Fresh and Frozen Seafood Safely, 2024. FDA. • What You Need to Know about Egg Safety, 2024, FDA. 	<ul style="list-style-type: none"> • Module 6 Quiz • Extra Credit Video Quiz 1

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7	<p>Module 7. Vegetables and Fruits <i>Students learn about the nutritional, chemical, and biological properties of vegetables and fruits. Students also explore the diversity of vegetables and fruits available globally, discovering the various culinary uses and traditional preparations from different cultures around the world.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 7.1 Vegetables [16:48] • 7.2 Fruits [14:51] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Vegetables, USDA MyPlate, 2024. • Fruits, USDA MyPlate, 2024. • Fruit and Vegetable Safety, 2024. FoodSafety.gov. • Understanding Food: Principles and Preparation, 7th Ed., Amy Brown, Cengage, 2024. <ul style="list-style-type: none"> ◦ Chapter 13 (pp. 331-363) ◦ Chapter 14 (pp. 365-394) 	<ul style="list-style-type: none"> • Module 7 Quiz • Module 7 Discussion <i>Fruits Around the World</i>
8	<p>Module 8. Grains <i>Students learn to compare refined and whole grains and the role of gluten in baked products. Students also explore the wide variety of grains cultivated and consumed worldwide, gaining insight into foods across different cultures.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 8.1 Cereal 8:59] • 8.2 Flour [11:21] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Attack of the Gluten – American Chemical Society, M. Hill, 2012. • The Nutrition Source – Whole Grains, Harvard University, 2024. 	<ul style="list-style-type: none"> • Module 8 Quiz • Module 8 Assignment <i>Developing a Healthy Meal Plan using gAI</i>

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9	<p>Module 9. Milk and Dairy <i>Students learn about the unique chemical and biological properties of milk and dairy. Students are also introduced to basic processing steps for these food commodities.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 9.1 Milk [13:23] • 9.2 Cheese [12:40] • 9.3 Yogurt & Ice Cream [14:46] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Milk Facts – Fluid Milk Production • Milk Facts – Cheese Production • Milk Facts – Ice Cream Production 	<ul style="list-style-type: none"> • Module 9 Quiz • Final Project <i>My Food Adventure Digital Scrapbook</i>
10	<p>Module 10. Others: Fats, Oils, and Sweets <i>Students learn about the chemical properties of fats and oils and their melting points. Students will be introduced to different types of candies and the basic steps of candy-making.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 10.1 Fats and Oils [14:06] • 10.2 Candy & Chocolate [11:43] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Chemistry of Food and Cooking, Chapter 9.4 Fats and Oils. J Wittman. 2022. • The Sweet Science of Candymaking, American Chemical Society. T. Husband, 2014. • The Truth about Fats: The Good, The Bad, and The In-Between. Harvard Publishing, 2022. 	<ul style="list-style-type: none"> • Module 10 Quiz • Extra Credit Video Quiz 2 • Module 10 Discussion <i>Food Myths</i>
11	<p>Module 11. Food Security Issues – Challenges and Solutions (Guest lectures by Dr. Heather Stark) <i>Students explore current issues of food insecurity in the US and globally and investigate factors contributing to hunger,</i></p>	<ul style="list-style-type: none"> • Module 11 Assignment <i>Investigating Food Insecurity Issues</i>

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	<p><i>examine socioeconomic impacts, and analyze sustainable solutions.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 11.1 What is food security? [14:19] • 11.2 Food security issues in the US [10:47] • 11.3 Global food security issues [12:03] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Food Studies: Matter, Meaning, Movement – Perspective: Food Insecurity, M. Classens and M.A Martin, 2022. • Food Security Trends in 2024 and Beyond, B Andress, K Lee, H Ahmed, and J Dearborn. 2024. • Food Security in the US – Interactive Charts and Highlights, USDA Economic Research Service, 2024. 	<ul style="list-style-type: none"> • Extra Credit Online Proctoring Survey
12	<p>Module 12. Sustainable Food Systems (Guest lectures by Dr. Adam Watson)</p> <p><i>Students explore the principles of sustainable food systems on a global scale and learn about innovative practices from around the world aimed at promoting sustainability in food production, distribution, and consumption.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 12.1 Introduction to Sustainable Food Systems [12:09] • 12.2 Challenges in global food production [10:06] <p>Reading Assignments</p> <ul style="list-style-type: none"> • Sustainability. Harvard University, School of Public Health, 2024. • Plate and the Planet. Harvard University, School of Public Health, 2024. 	<p>Module 12 Discussion <i>What Can "We" Do?</i></p>

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	<ul style="list-style-type: none"> • Fast Facts - What are sustainable food systems? United Nations, Sustainable Development Goals, 2023. 	
13	<p>Module 13. Self-Reflection & Careers in Food Science and Human Nutrition (including guest lectures by Dr. Charlie Sims and Dr. Laura Acosta)</p> <p><i>In this module, you'll reflect on your learning experiences throughout the course. You'll get to review the knowledge you've gained, the skills you've honed, and the personal insights you've uncovered along the way. But that's not all! You will explore the fields of Food Science and Nutrition as academic disciplines and uncover the diverse career paths they offer.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 13.1 Food Science [7:43] – Guest lecture by Dr. Laura Acosta • 13.2 Nutrition and Dietetics [10:21] – Guest lecture by Dr. Charles Sims <p>Reading Assignments</p> <ul style="list-style-type: none"> • Careers in Food Science, Institute of Food Technologists (IFT), 2024. • Nutrition Jobs, NutritionED.org, 2024. 	