

FNH 342

Consumer Aspects of Food



Winter Term 1, 2014

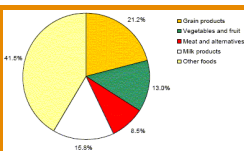
Section 001

About this Course



PURPOSE: This is a learner-centered, participatory seminar/lecture course in which you will conduct in-depth exploration of consumer aspects of food, both inside and outside of the classroom. In this course, the primary responsibility for your learning lies with you. You will engage in critical analysis and interpretation of assigned readings and self-selected topics, present your research to the class, and provide ongoing critical and constructive feedback to your classmates.

Quick Facts: Where, When, Access



CLASSES: Tuesdays & Thursdays, 2:00–3:30pm in McMillan 160. Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for your classmates and instructor by arriving on time, having read the assigned papers, and being prepared to discuss each week’s readings.

COURSE WEBSITE: Important correspondence for the course will be posted on the FNH 342 course website. For access, go to learning.ubc.ca/connect and use your CWL login.



Your Instructor & TAs

INSTRUCTOR: Dr. Gail Hammond
Office: FNH 214
Office hours: Wednesdays 12:00-13:00h,
at/after class, or by appointment.
Email: Gail.Hammond@ubc.ca Use your UBC
email account and include FNH 342 in
the subject line.



TEACHING ASSISTANTS:
Roselynn Verwoord (marking TA): rverwoor@uvic.ca
Nancy Chen (online TA): nnchen30@gmail.com
Michelle Chow (in-class TA): michellechow@hotmail.com
Contact time: Please use email to arrange a convenient place
and time to meet with a TA outside of class time.

Inside this Syllabus

About this Course	1
Quick Facts	1
Instructor and TAs	1
Course Objectives	2
Course Website	2
Course Materials	2
Course Format	2
Course Participation	3
Academic Integrity	3
Accommodation & Disabilities	3
Course Schedule	4
Student Support	4
Course Evaluation	5
Course Conduct	5

Course Objectives

FNH 342 is designed for you to achieve the following objectives. At the end of the course, you will be able to:

- Describe current food consumption trends in Canada and the types of data collected to monitor food consumption in Canada.
- Identify and discuss relationships between food consumption trends and demographic and lifestyle changes.
- Critically discuss psychological, socio-cultural, ethnic and social media factors that influence people's food choices.
- Reflect on how your own food consumption patterns are shaped by the “big picture” influences discussed in this course.
- Practice lifelong learning skills to continue learning about consumer aspects of foods from your own experiences as a food consumer and from the broader influences around you.

Course Website

Access to course materials will be in a Custom Course Materials package and class correspondence on the FNH 342 UBC Connect website. You are responsible for checking this website regularly (e.g., minimum 3-4 times a week) to be aware of any updates or changes to the course content, scheduling, or activities. To access the course website, go to elearning.ubc.ca/connect and log in using your CWL.



Course Materials

You will be responsible for **printing** your own copies of the weekly pre-assigned readings. You may find it easier to print out all of the articles at the start of the term. **It is important that you print, read and annotate the articles each week before class and arrive at class prepared to critically discuss them.**

Course Format

FNH 342 uses a mixed-mode format that includes:

- readings
- in-class and online discussions
- guest speakers
- presentations
- research posters

As *instructor*, I will be responsible for integrating instructional strategies that are conducive to collaborative and active learning and accommodate different learning styles; as a *student* you will be responsible for developing new knowledge by engaging in critical dialogue and research with your classmates; *together*, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

To be an active participant, you will need to prepare before arriving at class, actively engage with your classmates in class, and continue your learning outside of class. Build on your own knowledge base through critical dialogue – use this opportunity of investigating consumer aspects of food to build on your strengths, develop your learning styles, and advance the development of your critical thinking and lifelong learning skills. By committing to being prepared for each class, engaging in thoughtful and critical dialogue, and giving and receiving constructive feedback, you will be able to achieve the course objectives.

If you have suggestions for changes to the class format that will help you achieve the course objectives more effectively, feel free to propose your ideas at any time. During the course, I will ask you for ways that help to better develop your self-directed learning skills. In doing so, you will be asked to identify specific strategies that are useful to you in the context of this course and in your approach to life-long learning.

Course Participation

You will contribute to the class through active and meaningful participation, both in and out of class time.

- **In-class Participation (10):** This mark will be based on self-assessment, peer assessment from other members of your small group, and instructor/TA observations. Using a set of marking criteria, at the end of term you will be asked to confidentially provide a participation mark for yourself and each member of your group. The instructor and TA will use this feedback and their own observations to determine a class participation mark.
- **Online Discussion Postings (15):** For selected weeks throughout the term, your group will be required to engage with one other group in reflective online discussions about the week's topic. For each discussion, one student per group will be a *lead discussant* (**each student is required to be the lead discussant once during the term**). By **Friday noon** of each week, lead discussants will post a 500-750 word critical commentary on the week's topic by addressing key questions. By **midnight Sunday**, other group members will post a 200-400 word response, adding to the lead discussant's comments, and indicating what you agree with, where your opinion differs and/or where you see similarities or differences in how the two groups handled the topic. These responses may also comment on other group members' postings as well as (or instead of) the lead discussant's post. **Each student is required to post a minimum of four responses on different weeks over the course of the term.** The course TA or instructor will mark the postings using the rubric provided on the course website.
- **Online quiz (15):** The quiz will be open-book and completed online through the course website between **6:00pm, Tuesday October 14** and **10:00pm, Thursday October 16**. It will include multiple choice and short answer questions. Students are expected to complete the quiz independently of others. Once you start the quiz, you will need to complete it in one sitting within a set length of time.
- **Poster Assignment (20):** Groups of ~5 students will prepare a poster on a current food issue, commodity, product, or trend that is explored through a variety of lenses. The exploration may include consideration of nutritional, psychological and/or sociocultural issues, as well as more personal reflections, experiences and perspectives. Potential poster topics will be explored early in the term. Posters will be presented to the class on **November 25 and 27**. Every group member will be expected to participate in presenting a 10-minute critical analysis of their topic to their classmates, the course TA, and the instructor.
- **Final Exam (40):** The final exam will be open-book containing a combination of multiple-choice, medium and long answer questions based on course readings, lectures/presentations, class discussions, and personal reflections.



Academic Integrity

Any form of academic dishonesty will not be tolerated. Refer to the UBC Calendar to learn about UBC disciplinary actions for academic misconduct

(www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894).

The UBC Academic Integrity Resource Centre (<http://learningcommons.ubc.ca/get-study-help/academic-integrity/>) provides tips on avoiding plagiarism. FAQs

Accommodation & Disabilities

If you have special needs, please bring them to my attention before or at the first class of term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experience, UBC Access & Diversity (www.students.ubc.ca/access/index.cfm) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.



Course Schedule

A detailed course schedule is available on the course website.

Classes are held 1400h–1530h in MacMillan 160. The following schedule is tentative.

DATE (2014)	ACTIVITIES
Sept. 2	Imagine UBC – no class
Sept. 4	Orientation – introductions, course overview...
Sept. 9 & 11	Food Consumption Trends
Sept. 16 & 18	Perceptions of Healthy Eating
Sept. 23 & 25	Determinants of Food Choice
Sept. 30 & Oct. 2	Sociocultural Perspectives on Food Choice
Oct. 7 & 9	Food Work in the Family
Oct. 14 & 16	Food, Festival, Culture & Social Roles; Online Quiz begins Oct 14 @ 6pm and ends Oct. 16 @ 10:00pm
Oct. 21 & 23	Gender Aspects of Food Choice
Oct. 28 & Oct. 30	Social Media Influences on Food Choice Guest speaker: Jason Apple, Dennis Pang (tbc)
Nov. 4 & 6	Social Class, Income & Food
Nov. 11 & Nov. 13	No class: Remembrance Day Food and Ethnic Identity
Nov. 18 & 20	Regional & National Food Identity Potluck & Guest Speaker: Lenore Newman, CRC Chair–Food Security & The Environment (tbc)
Nov. 25 & Nov. 27	Group Poster Presentations Group Poster Presentations; Course Wrap up



Student Support

The UBC Learning Commons (<http://learningcommons.ubc.ca/>) is an online portal available to all students to help you achieve academic success. You can access peer tutoring and academic coaching, interactive workshops, study groups, tech tools, student-directed seminars, and many other academic resources at the website. The UBC Writing Centre (accessed through the UBC Learning Commons website) offers free academic writing tutor services for UBC students from September to April. You can make an appointment or drop into the Chapman Learning Commons in the Ike Barber Learning Centre for assistance with your writing. If you are looking to improve your writing skills, this is a valuable free resource to you as a UBC student. See the website for details.

The UBC Debate Society (<http://www.ubcdebate.com>) provides an opportunity to learn, practice and compete in different types of debate throughout the school year.

Course Evaluation

In-Class Attendance & Meaningful Participation	10%
Online Discussion Postings	15%
Online Quiz (ends October 16, 10pm)	15%
Poster Assignment (November 25, 27)	20%
Final Exam (tbd)	40%



Evaluation Criteria

Detailed criteria for each evaluation component are provided on the FNH 342 course website.

Course Conduct

Your attendance at all classes is expected and will enhance your likelihood of successfully completing the course. If you cannot attend a class, it is your responsibility to be accountable to your group and be informed of the content discussed in class. Successful completion of the course requires a strong academic performance, evidence of critical thinking, and sustained active participation in all learning activities. Appropriate conduct is expected of all students throughout the course. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- Arrive to class on time and prepared for meaningful participation in all aspects of class activities, including receiving and giving critical, constructive, and thoughtful feedback.
- Ask questions about issues that intrigue you or that you don't understand.
- Contribute similar or differing ideas that are focused on the issues.
- Employ good time management skills.
- Be respectful of diverse opinions.
- Use considerate language in class and online discussions.
- Turn off electronic devices when not being used for academic purposes.

Consider these questions as you complete the readings *before coming to class and during class discussions*:

- What do I agree and/or disagree with?
- Is there anything I don't understand?
- What is the key message from this reading?
- What is one quote, definition, model, study, or theory from the reading that summarizes the key message?
- How does the reading relate to a personal experience I have had?
- How does the reading relate to other readings in this course or other courses I am taking?

