FOS 2001 – MAN'S FOOD
Spring 2024
3 Credit Hours

Instructor:

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　　　　　　　　　　All other times — by appointment only

Primary General Education Designation:

Biological Sciences (B) (Note: A minimum grade of C is required for general education credit)

Course Description:

This course provides basic knowledge of two disciplines: Food Science and Nutrition. The course is designed for science and non-science individuals interested in the nutrition, biology, chemistry, engineering, and microbiology of food. Students will be introduced to various aspects of food, including its biology, chemistry, processing, safety, and nutrition. Students will learn about the unique properties of food including their chemical and biological characteristics, and how the processing of food affects its properties. Students will also learn how the consumption of food affects our health. Students will examine different food commodities and how their properties affect their safety and quality while learning a vocabulary of nutrition and food science terms that enable them to understand, discuss, and evaluate nutrition and food science topics.

Prerequisites:

None

Course Format:

This course is delivered 100% online. All students are expected to find and study the course content at https://ufl.instructure.com/courses/496304. The course is divided into 14 modules. Each module consists of video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module. For each module, there will be a short quiz, which covers the material for that specific module. In addition to quizzes, we have exams and assignments. For details, please refer to "Assessment Details".

It is your responsibility to take quizzes and exams on time and submit assignments by the due date. Grades will be posted on Canvas. If you notice any discrepancy, report it to the instructor immediately.

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 the outcomes of experiments.

Student 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, participation, and exams)**
2. Identify basic nutrient groups and determine, name foods which are a good source of each nutrient group, and explain how to select healthy and nutritious food **(B/Critical Thinking — assessed through exams, assignments, group discussion)**
3. Compare different food commodities and their distinct chemical and biological properties **(B/Content — assessed through quizzes, participation, and exams)**
4. Identify and explain practices to keep food safe during preparation and cooking (Course-specific — assessed through quizzes, exams, and assignments)
5. Analyze how nutrition and food science are integrated with biological and chemical principles, and find and explain examples **(B/Critical Thinking and Communications — assessed through assignments and group discussion)**
6. Examine career choices in food science and nutrition (Course-specific — assessed through participation and assignments)
7. Assess current issues in scientific reporting on nutrition and food science research, survey and develop scientific reports in nutrition and food science **(B/Communications — assessed through assignments and group discussion)**

Textbook (Required in full):

"Understanding Food: Principles and Preparation", 6th Ed., Amy Brown, Cengage, 2019. (E-book available through UF All Access).

Keep in mind that UF All Access allows access to the e-book for one term. So, if you prefer keeping the textbook beyond the term or prefer a hard copy textbook, you can opt out of UF AllAccess and purchase the hard copy from any bookstore. A textbook is required only for reading assignments.

Other supplementary reading materials and videos are provided through the Canvas course page.

Materials and Supplies Feeds: N/A

Grading:

Assessment	Weight
Quizzes (12) (two lowest grades dropped)	20%
Exams (4)	35%
Assignments (2)	25%
Group discussion (3)	15%
Participation (pop-up quizzes during video lectures)	5%
Total	**100%**[*]

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[*] Extra-credit activity will be added toward final grade as additional 2%.

Grading scale[a,b]:

Passing grade	A	A−	B+	B	B−	C+	C	C−	D+	D	D−	E
Course Average %	100% to 94%	<94% to 90%	<90% to 87%	<87% to 84%	<84% to 80%	<80% to 77%	<77% to 74%	<74% to 70%	<70% to 67%	<67% to 64%	<64% to 60%	<60

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[a] 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. Further information on UF's grading policy is available at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies

[b] Please note I do not round up grades. Requests to do so will not be considered.

Instruction Method:

All lectures are asynchronously delivered online. Students are expected to find the course materials on the Canvas course page. The course is divided into 14 modules. Each week, students will get access to a new module page that contains materials for the given week. Each page consists of a link to video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module.

The best way to study the course materials in each module is to begin with the learning goals. It will help you understand the important learning points for that specific module. Next, watch the video lecture. I recommend you print out the presentation handout before the lecture and take notes while you join. Presentation slides show a simple summary of what is being explained in the lecture. Many more details are explained in the lecture, and it will be helpful to take notes while you watch the video.

Then, read the assigned reading materials or watch the videos that are posted as supplementary materials (if any). These materials will provide details, support the lecture, and expand your scope of learning.

Assessment Details:

There are 12 weekly quizzes, 4 exams, 2 assignments, and 3 group discussions in this course. Additionally, there are pop-up questions during the video lectures to assess your participation. Throughout the semester, several optional activities for extra credit will also be given. It is assumed you will **complete all work independently** except group discussion. Any unauthorized collaboration will be considered a violation of the student honor code and be subject to SCCR.

1) *Module assessment quizzes (20%):*
   There are **12** assessment quizzes (including one syllabus review quiz), and each quiz covers the lecture contents and reading materials (except the first quiz that covers the syllabus). The quizzes should be taken online via Canvas. The questions will be multiple choice, True/False questions, matching, or short essay questions randomly selected from a question pool (10 questions for each quiz — 6–7 questions directly from lectures, and 3–4 questions from reading assignments; except Syllabus quiz that you have 15 quiz questions about content in the syllabus). Each quiz will be timed and **proctored by Honorlock** and should be completed **in 10 minutes (except the syllabus quiz)**. You will have **2 attempts** for each quiz, and the higher grades will be used as your final grade. The quizzes are **open-note,** so you can use notes for the quiz which include class notes, **printed** lecture handouts, or your handwritten notes; however, you will not be able to get access to any electronic materials during the quiz since your browser will be locked down. **Any kind of electronic device (including smartphone, tablet, 2nd computer, e-notes) nor textbook is strictly prohibited** (I know some of you use hard copy, but to be fair to those using e-books, I will not allow textbooks of any form). If you have taken any notes electronically and like to use them for quizzes, then you must print them out or create your own notes (I like to save trees, but sorry, no other options here!).

   All quizzes will be open on Wednesday and close on Sunday (it will be closed at 11:59 pm on Sun), and they must be taken within this 5-day period. You must watch the lecture for the covered module before taking the quiz. Out of 12 quizzes, I will drop the two lowest grades and count the other 10 quizzes towards your final grade. There is **no makeup or due extension** for missed quizzes unless the absence was excused by the instructor (and this is why I am dropping the two lowest grades). There is no quiz in the exam week. For details, please refer to the course outline.

2) *Exams (35%):*
   There are **4** exams. Each exam covers multiple modules (but non-cumulative) and contains multiple choice, True/False questions, matching, or short essay questions randomly selected from a question pool (35–45 questions for each exam — approximately 80–85% of questions are directly from lectures, and 15–20% questions are from reading assignments). Exams are **open-note** tests and, as quizzes, only printed notes will be allowed. All exams should be taken online via Canvas and will be **proctored by Honorlock.** Each exam will be timed and should be completed in **45 minutes (35 minutes for Exam 4).** Exams will be open on Wednesday and should be taken by Sunday (it will be closed at 11:59 pm on Sunday). Taking an exam late with a penalty is NOT allowed, and any make-up or schedule change must be discussed with the instructor in advance. For details on the exam schedule, please refer to the course outline.

IMPORTANT TESTING RULES: READ CAREFULLY

Testing Rules are 1) Only printed or hand-written notes will be allowed for exams. Both quizzes and exams are open-note, and students can use printed or hand-written notes for testing. It is students' responsibility to prepare or printe notes for testing in advance. **2) Use of electronic devices (phone, tablet, laptop) is prohibited** (other than the computer you are using for the exam) during the exam. Honorlock detects the use of secondary electronic device and will flag your exam. Use of the electronic device is serious violation of student honor code and will be treated as such, potentially resulting in failing grade and other more serious consequences such as a course failing grade. **3) You should find a quiet place to take the exam with minimal background noice.** Presence of other people in the same room is not allowed and will be considered as testing violation. Unless you received the accommodation through DRC, use of headphone or noise from TV, radio, or other music streaming service is prohibited. **4) Make sure you look ahead at your computer screen.** Frequently looking away from your computer screen will flag your testing as a suspicious activity as it looks like you are using unauthorized materials. Also always stay in the camera frame. Adjust your camera so your entire face will appear in the camera frame. **5) Technical glitches can happen.** If it ever happens to you, complete testing if you can. Then notify me by sending me an email. If Honorlock kicks you out of testing, try to refresh and keep on taking the test. You can always contact Honorlock Customer Help during testing through live chat.

Honorlock Information

Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7, and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install. When you are ready to take the test, log into Canvas, go to your course, and click on your exam. 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 exam 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)

3) Assignments (25%):

There are 2 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. You will have approximately 2 weeks to complete each assignment. Detailed instruction and grading rubric for each assignment will be provided on the course website in Canvas, and the grade and feedback will be posted within 2 weeks from the due. To summarize what each assignment is about:

    a. *Assignment 1 (Meal Analysis):* In this multi-part assignment, you will have an opportunity to analyze your diet and compare it to what is recommended for you (based on your physical characteristics). This assignment has 4 components. (1) Get your dietary recommendation using MyPlate Plan; (2) Record your own diet for a day; (3) Analyze your diet and find a way to improve it further; and (4) Design a single day diet based on the recommendation and your improvement plan. This assignment will be written as a report of 7–8 pages. You must complete all 4 components to get full credit. You can find detailed instructions and grading rubric in Canvas.

    b. *Assignment 2 (Product Development Idea):* In this multi-part assignment, you will choose a food product that is currently available on the market and develop an idea to create a new product idea based on this product of choice by revisiting different product development concepts discussed in Module 12 (line extension, repositioning, form/shape changing, reformulation, and re-packaging). This assignment has 3 components. (1) Choose any processed food product and research the product for its ingredients, labeling, unique characteristics including packaging, form, color, and flavor, and its healthy benefits, if any; (2) Take a picture of the product including its Principal Display Panel and Information Panel and study its labeling carefully; and (3) Develop a new product using food product development principles discussed in Module 12, including line extension, reformulation, repositioning, new packaging, and creating a new form. This assignment will be written as a report of up to 7 pages including all 3 components. You must complete all 3 components to get full credit. You can find detailed instructions and grading rubric in Canvas.

4) Group Discussion (15%):

Since this is an asynchronous online course, students have limited interaction with their peers. To increase peer interaction and engagement, students will be required to participate in a group discussion using Perusall. Each group will be asked to read a posted article and have a virtual discussion on a given topic through Perusall by posting a question or post-lesson reflection and responding to a peer's posting. Your participation will be graded based on your contributions within Perusall. Effective annotations deeply engage points in the articles, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusion. Detailed instruction for each group discussion will be provided on the course website in Canvas. As it is critical that students share their thoughts in an interactive manner, there is **no due extension in Group Discussion**. All citations must be posted in the given time window. **Late submissions will not be graded.**

5) **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. All PlayPosit pop-up questions are **due on Sunday (11:59 pm)** of the week when the module opens. As each module opens on Monday, you must watch videos and answer Pop-up questions by Sunday of the week.

6) **Activities for extra credits (2% 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 simply given to improve your grade. Detailed instructions for each activity will be provided on the course website in Canvas. These optional activities must be submitted on time and **will NOT be extended for any reason**. Extra credit will be reflected in your grade in Week 13.

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

Make-Up Exam Policy (For Quiz and Exam only):
Open and closing dates for quizzes/exams and due dates for assignments/discussions are listed below in the course outline. It is your responsibility to take quizzes/exams and submit assignments/discussion posts by the due date. Since both quizzes and exams are administered with a multi-day time window (Wed–Sun), you already have flexibility in your scheduling and thus I offer make-up on a limited basis.

There is **no make-up for quizzes** (instead, I will drop the two lowest grades). If you miss any, a 0 grade from missing will be dropped as your lowest. **For exams**, make-ups will be considered **for legitimate reasons or under extenuating circumstances only with proper documentation***. Acceptable reasons include illness, serious family emergencies, jury duties, and participation in official university activities (e.g. athletic competition). Make-up exam requests must be made **prior to the scheduled exam date whenever possible or within 2 days from the scheduled exam**. Any request made after 2 days will not be honored (except medical emergency with proper documentation as proof).

Keep in mind there is **no make-up for extra-credit activity**.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

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* Medical excuses or any sensitive information should be addressed through Disability Resource Center (DRC) or Dean of Students Office. Please do NOT send any sensitive/medical information directly to the instructor. If you have any question or concern, talk to the instructor.

Late Submission and Due Extension Policy (For Assignments only and PlayPosit pop-up questions):

For assignments, you can request due extension **for legitimate reasons or under extenuating circumstances only with proper documentation** (see footnote above). Due extension request must be made **prior to the scheduled exam date whenever possible or within 2 days from the due**, and depending on the situation, 1–7 days of extension will be given. Any request made after 2 days of the due will not be honored (except for medical emergencies — see footnote above)

If the arrangement for due extension is not made for assignments, a **late penalty of 10% deduction each day** will be automatically applied. For PlayPosit pop-up questions (Participation), due extension is not allowed; however, you can submit answers with a **late penalty of 10% deduction each day late penalty of 10% deduction each day after the due.**

There is **no due extension nor late submission for discussion and extra-credit assignments**.

Course Communication:

Important announcements related to the course will be made through **Canvas Announcements**. If you do not want to miss any announcements, please ensure that your Canvas profile is set to receive notifications. This way, any announcement created will be <u>delivered to your Gatorlink email</u>.

In this course, I mostly communicate with students via Canvas announcements and 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)** in the subject line of your emails. While TAs and I do our best to reply to your emails as quickly as possible, please allow 48 hours (excluding the weekends and holidays) to receive a reply.

Students will have multiple channels to communicate with the instructor and TAs:

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

Netiquette:

All members of the class are expected to conduct themselves in a professional and respectful manner and follow rules of common courtesy in all email messages, group discussions, and posts in the course Q&A forum. Please read the Netiquette Guide for Online Courses for details.

- Don't say things that you would not say in a face-to-face environment
- Be open to opinions and ideas that differ from yours.

Tentative Course Outline:

Week (Dates)	Module/Topic	Students' required activities, exams, quizzes[1]
1 **(January 8)**	**Course Introduction** *Students are introduced to the key tools and technology used in this online course and learn course and UF policies related to the course.* Lecture: • Course Introduction [14:10] Reading assignment: • Course syllabus	• **Discussion 1: Introduce yourself (Due: January 22)** • Syllabus Quiz (January 8–19) • EC2: Honorlock quiz (January 8–19)
2 **(January 15)**	**Module 1. Importance of Food Selection** *Students are introduced to the factors affecting food choices and learn about basic nutrition terms and dietary reference values and how to assess their diet adequacy.* Lecture: • 1.1 Food Selection Criteria [8:36] • 1.2 Nutritional Assessment [7:48] • 1.3 Nutrition Reference Values [10:50] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. Chapter 1 (pp. 1–19) • Module 2. Nutrition Assessment and Classification, Nutrition Assessment, Counseling, and Support (NACS), 2nd version, 2016 • DRI Dietary Reference Intakes: Applications in Dietary Assessment. Chapter 1. Introduction and Background. Institute of Medicine (US). Washington (DC), National Academic Press, 2000 (https://www.ncbi.nlm.nih.gov/books/NBK222871/).	• Module 1 Quiz (January 17–21)
3 **(January 22)**	**Module 2. Composition of Food** *Students learn about main nutrients and their chemical properties and functions.* Lecture: • 2.1 Intro to Food Composition [4:43] • 2.2 Water [8:00] • 2.3 Macronutrients: Carbohydrates [11:28] • 2.4 Macronutrients: Lipids [9:48] • 2.5 Macronutrients: Proteins [8:32] • 2.6 Micronutrients: Vitamins & Minerals [3:09] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. Chapter 3 (pp. 27–60)	• Module 2 Quiz (January 24-28)

4 (January 29)	**Module 3. Dietary Guidance and Assessment** *Students are introduced to food guidance systems and tools for personal dietary assessment and learn how to understand nutrition information on food labels.* Lecture: • 3.1 Food Guidance Systems [13:31] • 3.2 Food Guide & Dietary Assessment [9:48] • 3.3 Food Labeling [12:53] Reading assignment: • Dietary Guidelines for Americans 2020–2025, Executive Summary (2020, USDA) • Facts: New and Improved Nutrition Facts Labels (2018, FDA) – uploaded in Dropbox Key Changes of Nutrition Facts Label (2018, FDA) • The Food Label and You (2011, FDA) [28:47] (https://www.youtube.com/watch?v=MYIAdd2Z9Mc)	• **Exam 1 (modules 1–3; January 31 – February 4)** • **Assignment 1. Meal Analysis (Due: February 12)**
5 (February 5)	**Module 4. Food Safety** (including guest lectures by Dr. Schneider) *Students learn about different types of food safety hazards and how to effectively control these hazards.* Lecture: • 4.1 Food Safety Overview [14:28] • 4.2 Food Safety Hazards [13:05] – Guest lecture by Dr. Schneider • 4.3 Control of Food Safety Hazards [13:25] – Guest lecture by Dr. Schneider • 4.4 Food Allergies [4:32] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. Chapter 4 (pp. 61–90) • Most Common Foodborne Illnesses (FDA & American Medical Association) • (Video) Food Safety in Seconds – FDA, 2018 (1:16) at https://www.youtube.com/watch?v=iguM_pqetzo • (Video) How Does Cross-Contamination Happen? – USDA Food Safety, 2015 (3:11) at https://www.youtube.com/watch?v=Xm_X5LJmrbw	• Module 4 Quiz (February 7-11) • **Discussion 2: Food Safety (Due: February 12)**

| 6
(February 12) | **Module 5. Meat and Poultry**

Students learn about the unique chemical and biological properties of meat and poultry, and safe practices to handle them.

Lecture:
• 5.1 Meat [17:06]
• 5.2 Poultry [8:31]

Reading assignment:
• Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019.
   o Chapter 7 (pp. 131–144 and 149–162) – You can skip "Cuts of Meat" (pp. 144–149)
   o Chapter 8 (pp. 163–174)
• Beef from Farm to Table (USDA) at https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/meat/beef-farm-table
• Chicken from Farm to Table (USDA) at https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/poultry/chicken-farm-table | • Module 5 Quiz (February 14-18) |
| 7
(February 19) | **Module 6. Fish and Eggs**

Students learn about the chemical and biological properties of seafood and their processing methods. Students also learn about the various functions of eggs in food production.

Lecture:
• 6.1 Fish and Shellfish [14:53]
• 6.2 Eggs [13:40]

Reading assignment:
• Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019.
   o Chapter 9 (pp. 177–186, 193–196)
   o Chapter 12 (pp. 236–244, 251–255)
• Seafood safety (2022, FDA) at https://www.fda.gov/food/buy-store-serve-safe-food/selecting-and-serving-fresh-and-frozen-seafood-safely | • Module 6 Quiz (February 21-25)
• EC[2]: Video quiz I (February 19–25) |

8 **(February 26)**	**Module 7. Milk and Dairy** *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.* Lecture: • 7.1 Milk [14:57] • 7.2 Cheese [12:04] • 7.3 Yogurt & Ice Cream [14:49] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. • Chapter 10 (pp. 197–217) • Chapter 11 (pp. 218–235) • Chapter 26 (pp.505–517)	• **Exam 2 (modules 4–7; February 28–March 3)**

9
(March 4)
	Module 8. Vegetables and Fruits
	
	Students learn about the nutrition, chemical, and biological properties of vegetables and fruits.
	
	Lecture:
	• 8.1 Vegetables [18:12]
	• 8.2 Fruits [15:07]
	
	Reading assignment:
	• Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019.
	   o Chapter 13 (pp. 256–263, 273–283)
	   o Chapter 14 (pp. 284–289, 298–309)
		• Module 8 Quiz (March 6-10)

10 **(March 11)**	**Spring Break**	

11
(March 18)
	Module 9. Grains
	
	Students learn to compare refined and whole grains and the role of gluten in baked products.
	
	Lecture:
	• 9.1 Cereal Grains [9:34]
	• 9.2 Flour [10:38]
	
	Reading assignment:
	• Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019.
	   o Chapter 16 (pp. 326–330, 338–345)
	   o Chapter 17 (pp. 346–367)
		• Module 9 Quiz (March 20-24)
		• **Discussion 3: Food Myths (Due: March 25)**

12 **(March 25)**	**Module 10. Fats and Oils** *Students learn about the chemical properties of fats and oils and their melting points.* Lecture: • 10.1 Fats and Oils [14:28] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. ○ Chapter 22 (pp. 428–441, 446–451)	• Module 10 Quiz (March 27-31) • EC^2: Video quiz II (March 25–31)
13 **(April 1)**	**Module 11. Sweets** *Students will be to different types of candies and the basic steps of candy-making.* Lecture: • 11.1 Candy & Chocolate [12:41] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. ○ Chapter 25 (pp. 489–504)	• **Exam 3 (modules 8–11; April 3-7)**
14 **(April 8)**	**Module 12. Food Product Development** (Guest lecture by Dr. Renee Goodrich-Schneider) *Students will learn about the main steps of developing a new food product and what each step is about.* Lecture: • 12.1 Value-added Food Products [18:18] • 12.2 Product Development Process [18:49] Reading assignment: • Food Product Innovation: A background paper, 2006. Food and Agriculture Organization of the United Nations. • Introduction to Food Product Development, Iowa State University Digital Press (https://iastate.pressbooks.pub/foodproductdevelopment/chapter/chapter-1/)	• Module 12 Quiz (April 10-14) • **Assignment 2. Develop your product idea (Due April 22)**
15 **(April 15)**	**Module 13. Food Processing** (Guest lectures by Dr. Andrew MacIntosh) *Students are introduced to different processing techniques and learn about the basic principles of each technique.* Lecture: • 13.1 Food Processing – Part I [24:53] • 13.2 Food Processing – Part II [21:15] Reading assignment: • Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019. ○ Chapter 28 (pp. 540–554)	• Module 13 Quiz (April 17-21)

| 16 (April 22) | **Module 14. Careers in Food Science and Nutrition** (Guest lectures by Dr. Charlie Sims and Dr. Laura Acosta)

Students learn about nutrition and food science as an academic discipline and different career choices under these two disciplines.

Lecture:
• 14.1 Food Science [7:43]
• 14.2 Nutrition and Dietetics [10:21]

Reading assignment:
• Understanding Food: Principles and Preparation, 6th Ed., Amy Brown, Cengage, 2019.
   o Chapter 30 (pp. 570–585) | • **Exam 4 (modules 12–14; April 24-28)** |

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[1] Details on each requirement are shown in the table below.

[2] EC: Extra-credit activity which is optional.

Quiz, Exam, Assignment, and Discussion Schedule:

Type	Materials Covered	Opening Date / Posting Date	Closing Date / Submission Due
Syllabus Quiz	Syllabus	January 8	January 21
Assessment Quiz*	Module 1	January 17	January 21
	Module 2	January 24	January 28
	Module 4	February 7	February 11
	Module 5	February 14	February 18
	Module 6	February 21	February 25
	Module 8	March 6	March 10
	Module 9	March 20	March 24
	Module 10	March 27	March 31
	Module 12	April 10	April 14
	Module 13	April 17	April 21
Exam 1	Module 1–3	January 31	February 4
Exam 2	Module 4–7	February 28	March 3
Exam 3	Module 8–11	April 3	April 7
Exam 4	Module 12–14	April 24	April 28

Assignment 1	Module 1–3	January 29	February 12
Assignment 2	Module 1–13	April 8	April 22
Discussion 1: Self-introduction	N/A	January 8	January 22
Discussion 2: Food Safety	Module 4	February 5	February 12
Discussion 3: Food Myths	Module 1–9	March 18	March 25
Extra credit: Honorlock quiz	N/A	January 8	January 21
Extra credit: Video quiz I	Module 6	February 19	February 25
Extra credit: Video quiz II	Module 10	March 25	March 31

* *No module assessement quiz on the exam week*

Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and then can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold 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 https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Use of generative AI tools such as ChatGPT is allowed with limitations. 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 of or deny the request within 48 hrs with the additional requirements for the use of AI tool(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%) grade.

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.

Accommodation for Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Security and Privacy:
Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

This course offers pre-recorded video lectures so there will not be any recording of class sessions.

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - Privacy Policy
  - Accessibility
- Zoom
  - Privacy Policy
  - Accessibility
- Honorlock
  - Privacy Policy
  - Accessibility

Campus Resources for Students:

Health and Wellness:

- U Matter, We Care: 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.
- Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- University Police Department: Visit https://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; https://ufhealth.org/emergency-room-trauma-center.
- Whole Gator (available through Campus Resources Tab in Canvas): Visit https://one.uf.edu/whole-gator/topics

Academic Resources:

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail athelpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services; https://career.ufl.edu/.
- Library Support: various ways to receive assistance with respect to using the libraries or finding resources; https://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring; https://teachingcenter.ufl.edu/
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers; https://writing.ufl.edu/writing-studio/
- Student Complaints:
  - On-Campus: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
  - Online Students: https://distance.ufl.edu/student-complaint-process/