

Cooking for Health

Meeting Day/Time: Tuesday or Thursday 4:30-6:30

Location: 231 Marsh Life Sciences

Credits: 1

Instructor: Amy Finley, with Dr. Amy Trubek and Dr. Lizzy Pope

Office:

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Office Hours: by appointment

Teaching Assistant: Olivia May

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Course Description: This course introduces students to different strategies and important concepts involved in developing a lifetime practice of cooking balanced, healthy meals. The course will consider nutrition holistically, focusing on how to prepare balanced, well-rounded meals and empowering students to feel confident in the kitchen while integrating the concepts learned in Introduction to Nutrition. Students are introduced to these strategies and concepts in the same way as everyday Americans – through the process of meal preparation.

Course Objectives:

The students will be able do the following:

- Plan and confidently prepare dishes based around the major classes of foods (carbohydrates, proteins, fats).
- Identify the following food agency skills: mise en place, backwards sequence, sensory analysis.
- Demonstrate an ability to use those food agency skills while making a dish.
- Describe the effects that techniques and styles of food preparation have on the nutritional content of food.
- Demonstrate a working knowledge of how to read, analyze and adapt recipes.
- Identify and analyze sensory components of food.
- Increase self-efficacy in healthy meal preparation.
- Practice proper and safe food handling in a kitchen laboratory.

Cooking for Health: Expectations

- All the **online elements** of the course need to be completed **before** the weekly experiential learning class in the foods lab. All readings and videos must be read or watched completely before class. If you don't understand a reading or video, bring in a question or list of questions. We will have a review at the beginning of each experiential learning session.

- You are expected to commit to both the in-person labs and on-line lectures. **Attendance is mandatory for all weekly lab experiences unless you are sick.** We will provide you with equivalent active learning experiences to make up a lab experience if you are unable to come to lab.

Class Conduct:

Course Evaluation and Expectations:

I expect professional standards of behavior in the classroom.

- Cell phones should be turned off for the entire class period except when related to class activities (e.g. photos of dishes, checking recipe, etc.).
- Chronic tardiness is not acceptable.
- In case of a campus emergency, the instructor will be notified via the classroom computer, and the instructor will notify students of the emergency.
- Do not disrupt other students and the class flow by getting up and leaving unless absolutely necessary.

Class Code: ***All class participants are expected to adhere to the academic honesty policies of the University of Vermont. Additionally, the University prohibits discrimination and unlawful harassment. Please see the University of Vermont Code and Student Handbook available on the UVM website.***

All assignments need to satisfy the standards of academic integrity. *Plagiarism* (not attributing other people's ideas, arguments or phrases properly) and *cheating* will result in a failing grade. ***Offences against the Code of Academic Integrity are deemed serious and insult the integrity of the entire academic community. Any suspected deliberate violations of this code are taken very seriously and will be forwarded to the Center for Student Ethics & Standards for further investigation.***

Religious Holidays: The official policy for excused absences is due to a religious holiday is as follows: Students have the right to practice the religion of their choice. Each semester students should **submit in writing to their instructors by the end of the second full week of classes** their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; <http://www.uvm.edu/access>

UVM's policy on disability certification and student support:

<http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf>

Academic Integrity: The policy addresses plagiarism, fabrication, collusion, and cheating.

<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

Grade Appeals: If you would like to contest a grade, please follow the procedures outlined in this policy: <http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>

Grading: For information on grading and GPA calculation, go to

<http://www.uvm.edu/academics/catalogue> and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities:

<http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf>

FERPA Rights Disclosure: The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

Promoting Health & Safety: The University of Vermont's number one priority is to support a healthy and safe community.

Center for Health and Wellbeing <http://www.uvm.edu/~chwb/> Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340 C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <http://www.uvm.edu/~saffairs/>

Readings and Videos:

- *Effect of Cooking Methods on Vitamins in Food Science and Biotechnology*
- *Blog Essays on Cooking and Nutrition*
- <https://www.nbcnews.com/better/health/7-food-pairings-will-increase-nutrient-absorption-ncna889181>

Videos:

- All required videos will be found on Blackboard.

Course Assessments:

Quizzes = 10%

Weekly Engagement and Participation = 60%

(Discussion posts, sensory analyses and lab reflection, mise en place/sequence, lab participation)

Final Meal, Product Identification and Sensory Analysis = 10%

Scavenger Hunt Meal= 20%

Class Schedule		Assignments & Due Dates
<p>Pre-lab week</p> <p>Getting ready for the Foods Lab experience</p>	<p>A. Introduction B. Food Agency</p>	<p>Due by Friday, September 25</p> <ul style="list-style-type: none"> • Watch the Introduction to Food Agency • Review the syllabus • Discussion post #1: Introduction and comment on food agency
<p>Week 1:</p> <p>Carbohydrate</p>	<p>Module 1:</p> <p>A. Mise en Place B. Knife Skills C. Food Safety D. Carbohydrates</p> <p><i>Recipe 1: Warm Couscous, Roasted Tomato and Herb Salad</i></p>	<p>Before Lab Session</p> <ul style="list-style-type: none"> • Watch Cooking Introduction video • Do reading and watch video on mise en place • Watch starch video • On Line Quiz on Food Safety • Review Recipe packet <p>In Lab:</p> <ul style="list-style-type: none"> • Introduction to Lab procedures: Group mise en place • Class intros • Active Cooking • Shared Sensory Analysis <p>Everyone: Due 3 Days After Class:</p> <ul style="list-style-type: none"> • Post Lab Work: Lab Reflections
<p>Week 2:</p> <p>Protein</p>	<p>Module 2:</p> <p>A. Knife Skills B. Mise En Place C. Sensory Analysis D. Protein</p> <p><i>Recipe 2: Scrambled Eggs with Chopped Herbs or Chickpea Fritters</i></p>	<p>Everyone Before Class</p> <ul style="list-style-type: none"> • Mise en Place drawing • Watch video on Sensory Analysis • Discussion post about your sensory preferences <p>In Lab:</p> <ul style="list-style-type: none"> • Product ID • Partner Discussion of Mise En Place

		<ul style="list-style-type: none"> • Active Cooking <p>Everyone Due 3 Days After Class:</p> <p>Post Lab Work: Sensory Analysis and Lab Reflection</p>
<p>Week 3:</p> <p>Lipids</p>	<p>Module 3:</p> <p>A. Lipids B. Mise En Place C. Sensory Analysis D. Whole Product Utilization</p> <p><i>Recipe 3: Mayonnaise with Crudite, Vegetable Stock</i></p>	<p>Everyone Before Class</p> <ul style="list-style-type: none"> • Pre Lab Work: Mise en Place drawing • Watch Video on Fats and Oils • Review Final Scavenger Hunt Project and post an idea or question on discussion board <p>In Lab:</p> <ul style="list-style-type: none"> • Product ID quiz • Group Backward Sequence <p>Everyone Due on 3 Days After Class</p> <ul style="list-style-type: none"> • Post Lab Work: Sensory analysis and lab reflection
<p>Week 4:</p> <p>Vitamins</p>	<p>Module 4:</p> <p>A. Heat Transfer through Liquid B. Vitamin Retention C. Backward sequence</p> <p><i>Recipe 4: Three Sisters Stew</i></p>	<p>Everyone Before Lab:</p> <ul style="list-style-type: none"> • Read Cooking and Nutrient articles • Post Question and comment on Discussion board • Pre Lab Work: Mise en Place Drawing and Backwards Sequence <p>In Lab:</p> <ul style="list-style-type: none"> • Product Identification • Pair discussion of backward sequence • Active Cooking <p>Everyone Due 3 Days after Class:</p> <ul style="list-style-type: none"> • Post Lab Work: Sensory analysis and lab reflection

<p>Week 5:</p> <p>Minerals</p>	<p>Module 5:</p> <p>A. Bioavailability and food combinations</p> <p>B. Backward Sequence</p> <p><i>Recipe: Sweet Potato and Black Bean Tacos with Salsa</i></p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Discussion post: an 'aha' moment from Introduction to Nutrition and Cooking for Health • Read about maximizing nutrient absorption • Pre Lab Work: Backward sequence <p>Everyone In Class:</p> <ul style="list-style-type: none"> • Product Identification • Pair work <p>Everyone Due 3 Days After Class:</p> <ul style="list-style-type: none"> • Post Lab Work: Sensory analysis and lab reflection
<p>Week 6:</p> <p>Review and Application</p>	<p>Module 3:</p> <p>A. Product ID</p> <p>B. Scavenger Hunt</p> <p>C. Meal Preparation</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Work on scavenger hunt meal • Pre-Lab Work: Review Vocabulary and Definitions <p>Everyone In Class:</p> <ul style="list-style-type: none"> • Product and Equipment Identification Final • Final Dish Backwards Sequence • In-class Sensory Exercise <p>Everyone Due by 11/7:</p> <p>Scavenger Hunt Meal: Annotated</p>