

Syllabus Spring 2021

NFS 114 FS 103

Human Health in the Food System, 3 Credit Hours

Modality, Meeting Pattern, Location

We will meet remotely over MS Teams.

Mondays, you will have access to lectures, supporting materials, and required readings; you should complete this content on your own.

Wednesdays and Fridays, we will meet over MS Teams during the scheduled course time; 10:50-11:40 am EST.



Instructor, Contact Information, Office Hours

Contacting course TA and Dr. Farryl

Professor: Dr. Farryl Bertmann (she/her)

Email: fbertman@uvm.edu

Schedule remote meeting here: <https://calendly.com/drffarryl>

Contact me with issues related to:

- ACCESS accommodations
- Questions about how to apply course concepts to your lived experience, major, or career goals
- Questions about picking a major or minor in DNFS & NFS as well as the UVM MSD Program
- Any issue not covered by a TA

Teaching Assistant: Maya Moore (she/her)

Email: Maya.Moore@uvm.edu

Schedule remote meeting here: calendly.com/maya-moore-1

Contact me about issues related to:

- Excused absences from class (Subject Line: NFS 114 FS 103 Absence)
- Module Assessments (Subject line: NFS 114 FS 103 Assessments)
- Yellowdig posts (Subject line: NFS 114 FS 103 Yellowdig)
- Journal posts (Subject line: NFS 114 FS 103 Journal)
- Workshopping and Case Study Points (Subject line: NFS 114 FS 103 Workshopping and Case Study)
- Engagement Points (Subject line: NFS 114 FS 103 Engagement)
- Grades posted on Blackboard (Subject line: NFS 114 FS 103 Grade Question)

Class Technology: ETS Knowledge Base

Website: <https://www.uvm.edu/it/kb>

Contact: <https://www.uvm.edu/it/kb/submit-a-ticket/>

Contact ETS about issues related to:

- Technical issues related to Microsoft Teams (Channels, Polls, etc)
- Troubleshooting technology and understanding of classroom equipment
- Technical issues related to completing Blackboard (Bb) Assessments
- Technical issues related to completing Bb Yellowdig
- Technical issues related to completing Bb Wiki

Supporting your success is our priority; do not hesitate to schedule a meeting. We harvest our messages daily, but depending on the semester's ebb and flow, it could take more than 48 hours, especially on the weekend.

Technical support for students

Students, please read this technology checklist to make sure you are ready for classes.

<https://www.uvm.edu/it/kb/student-technology-resources/>

Students should contact the Helpline (802-656-2604) for support with technical issues.

Pre-requisites

NFS 043 or NFS 073

Course Description

Students preparing for careers in the area of food system science will gain competency for professional practice in the multifaceted and evolving intersection of nutrition, food systems, food security and human health outcomes.

This course will increase and refine the student's pre-professional experience in human health outcomes regarding food security, malnutrition, and dietary practices. The approach will explore political, economic, ecological, social, and cultural drivers influencing dietary choice and availability.

Course Learning Objectives

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

1. List, define and explain common terminology used to describe sustainable, resilient and healthy food systems in regards to human health.
2. Increase their ability to understand and successfully articulate how food security and malnutrition impact human health outcomes.
3. Increase their ability to link agricultural practices and distribution with human health outcomes.
4. Increase evidence-based information literacy in the areas of human health and food systems science.

5. Increase their ability to work collaboratively to apply skills and provide commentary on the concrete strengths and specific areas for improvement among peers.
6. Increase their professional cultural humility to better serve diverse population groups.

Teaching Philosophy:

Since beginning my voyage as a university instructor in 2002, the focus of my efforts has transitioned from the lecturer in front of the class to the facilitator on the side, encouraging students to become engaged and active in their learning experience. I believe the goal of teaching is to kindle in students the passion for life learning. I hope to transform students in a way that they become conscious and aware of the world around them. I want my students to seek opportunities to broaden and expand their knowledge anywhere, in any circumstance, whether it is taking a moment to focus on breathing when faced with a challenge to reading the nutrition label on the back of a package. I feel students are best prepared for their careers if they are engaged, curious, and willing to learn.

Within the classroom itself, I find the following most important, critical thinking skills, group cooperation, experiential engagement, cognitive engagement, holistic learning, scaffolding-based writing assignments, and progressiveness. I esteem to make my classroom inclusive and a multiple intelligence environment, honoring neurodiversity. Due to adverse physiological consequences of excessive corticosteroids, it is my conscious effort to make the course calm and welcoming. I find that learning is a function of the environment. Many students who are used to a traditional lecture are at first resistant to this situation. Through cooperative and active learning strategies, students can experience course material during related activities.

Beyond the facilitator role, I believe the most critical element in successful teaching is trust. To build confidence with my students, I must be clear, pragmatic, and transparent. I aspire to create lesson plans that state the learning objective, the activities that address the objective, and evaluation that not only encompasses the objective but is a direct reflection of its intent. Trust is also built on communication. This is the physical communication I express when I arrive prepared and focused on the daily activity, verbal communication of my expectations, and encouragement of learning. Finally, the written interface should be used to build trust and confirm expectations, whether that is my syllabus, feedback on an assignment, or email responses. A classroom where student-teacher and student-student trust is well established and well-tended, is in, my opinion, the key to a successful learning experience.

Modality description

We will meet remotely over MS Teams. Mondays, you will have access to lectures, supporting materials, and required readings; you should complete this content on your own. Wednesdays and Fridays, we will meet over MS Teams during the scheduled course time; 10:50-11:40 am EST. During our synchronous meetings, you will break off from the general MS Teams Channel into smaller MS Team Channels; I will prompt you. These small groups have been created randomly to ensure inclusion. Details about your group are available on our Blackboard course page.

Required Course Materials:

We will be using: MS Teams, MS Forms (sign in to all course MS products with your @uvm.edu email), Blackboard (Bb), Bb wiki, Bb Yellowdig, Bb Journal, UVM streaming (<https://streaming.uvm.edu/>), and you will need to have access to some form of voice recording (phones are acceptable).

Textbook: No textbook is required; all readings are provided.

Blackboard and MS Teams:

Our course Blackboard will contain all Module materials, including the course lectures, supporting materials, and assessment. You will have access to PDF readings over Blackboard.

Our remote course time together will be conducted over MS Team:

<https://www.uvm.edu/it/kb/article/teams/>

I have sent you a meeting request, please accept the meeting invitation.

Attendance Policy and Classroom Environment Expectations:

Attendance is flexible in the course; please note in-class activity and reflection policy outlined in this syllabus. You will have an opportunity to earn engagement points if you participate in our full MS Teams remote meetings. You earn these points by actively joining and remaining for the full session. MS Teams allows Dr. Farryl to monitor engagement, including when students join and when students leave. The first week of class will allow the student to practice signing into MS Teams and joining the course; engagement data will be collected starting week 2.

We strongly recommend that you consistently review the weekly Blackboard material before our remote class meeting. It is useful to fully watch the online lecture and record details in your notes, including confusing concepts or material needing more explanation. Leaving space in your notes for this purpose is helpful. You should always review your lecture notes as soon as possible after watching the lecture and before our remote synchronous meetings.

Attendance and illness/isolation/quarantine:

If you need to isolate or quarantine, Student Health Services will inform our Dean's office. You should contact our course TA to make arrangements to discuss missed work.

Dire Emergencies

These emergencies must be documented and are subject to my approval. In such emergencies, the student should contact me within twenty-four hours of the scheduled assessment/due date, unless it is physically impossible for her or him to do so, in which case the student should be prepared to document that impossibility. If you cannot provide documentation and/or you miss more than two major assignments due to dire emergencies, I would strongly encourage you to withdraw from the class. I recognize that we are currently in a pandemic. We are certainly willing to work with you if you are experiencing COVID-19 related illness or loss, you must however

communicate with me in a timely manner so I can provide this support and alert college student services to pursuit possible extensions.

Classroom Environment Expectations

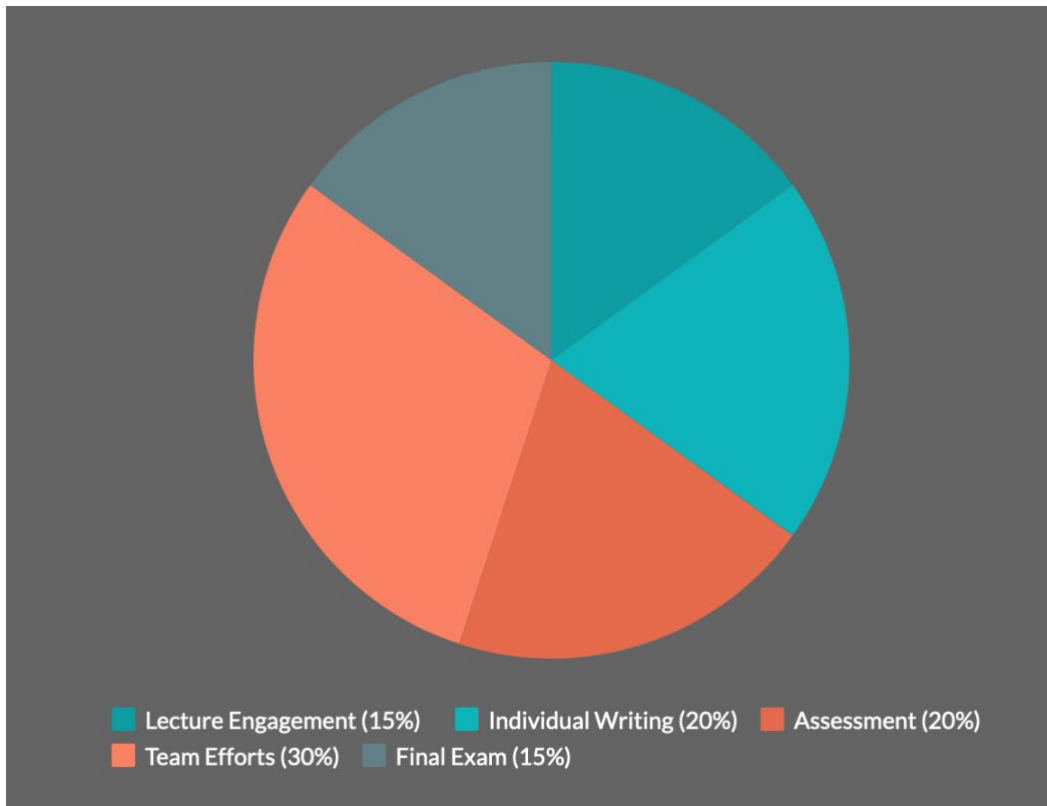
Silence your phones or any other form of technology before our remote synchronous class.

Texting, using Facebook and surfing the Internet during class is not conducive to learning. If this type of behavior becomes disruptive, please refer to the consequences listed below. You may think you can multitask during class; you can't. If you know you will be tempted to engage in these distracting activities during class; we suggest keeping other windows closed.

Consequences for disruptive behavior (distracting media use, distracting chatting, side texting, etc.) will result in the following:

1. Verbal warning from Dr. Farryl or the TA.
2. Dr. Farryl will email you and your academic advisor.
3. Dr. Farryl will issue an Academic Alert to the Dean's office accompanied by a 5% drop in your overall final grade.


Grading Criteria/Policies:



Evaluation

These are the grade cut-offs, I do not round up at the end of the semester.

A+: > 98.0%	A: 93.0-97.9%	A-: 92.9-90.0%
B+: 89.9-88.0%	B: 87.9-83.0%	B-: 82.9-80.0%
C+: 79.9-78.0%	C: 77.9-73.0%	C-: 72.9-70.0%
D+: 69.9-68.0%	D: 67.9-63.0%	D-: 62.9-60.0%
F: < 60.0%		



Final Exam

Lecture Engagement

- Peer-Engagement Grade
- Responding to Polls
- General MS Teams Log-on/Log-off Pattern
- Peer-Review

Individual Writing

- YellowDig
- Journal

Assessment

- Modular Quizzes

Team Efforts

- Wiki
- Podcast
- Workshopping
- Case Studies

The course grade is based on 5 weighted categories; Lecture Engagement (15%), Individual Writing (20%), Assessment (20%), Team Efforts (30%), and the Final Exam (15%); please see breakdown above. All components within a category are weighted proportionately.

Graded Work:

Assignment Due dates

Refer to the Important Dates graphic below. Most assignments are due Fridays by 4:30 pm EST, late assignments will be deducted 10% for each 24 hours beyond the due date; 10% will be deducted starting at the moment the due date passes; Journals & Yellowdig are the exception. Journals submitted after 4:30 pm EST on Fridays will still be accepted without penalty until 8:30 am EST on Saturday mornings. Yellowdig provides an automatic 20% buffer from week to week in case you have a week with less than 1,000 points. Yellowdig is due by 4:30 pm EST but will allow for last minute submission until 5:00 pm EST.

Life Happens

Dr. Farryl will drop one of your Modular Quizzes. For each of these assignment, I will **drop one missed, failed or the lowest listed grade on a module quiz**. Students do not need to provide excuses; this will automatically occur at the end of the **course** when Dr. Farryl calculates your final grade.

Recording Class Sessions:

Recording Teams Meetings and your video background.

Due to the nature of small group work in this course, only segments of our MS Teams Remote meeting will be recorded. I will alert you that we are recording the class meeting during these segments. To ensure equity and increase inclusion, you can turn off your video during recorded sessions. You should turn on your video during small team collaborations. If you are concerned about your office space, we strongly encourage you to use a virtual background.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. Suppose you are not willing to consent to have your voice recorded during class. In that case, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please make sure your meeting background is professional. If you have a background that does not resemble a professional setting, you should use the blur or virtual background function on Teams.

Research and Citation Help:

For help selecting research topics, finding information, citing sources, and more, ask a librarian. Although we're working remotely, we're eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Course Evaluation:

Please complete an evaluation of the course at its conclusion. Course evaluations are anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

COVID 19 Policy section:

General statement regarding potential changes during the semester:

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

Green and Gold Promise:

The Green and Gold Promise clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington.

The Code of Student Conduct outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Tips for Success:

Course-specific study/preparation tips

Here are a few resources for students on remote/online learning:

Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>

Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>

30-minute webinar on online learning success (Mar 2020):

https://www.youtube.com/watch?v=Xp_MYsqQyvE

Helpful resources other than the professor (e.g. Undergraduate/Graduate Writing Center, Supplemental Instruction, Learning Co-op tutors, supplemental course materials)

Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an

accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;
802-656-7753
access@uvm.edu
www.uvm.edu/access

Important UVM Policies

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. <https://www.uvm.edu/registrar/religious-holidays>

Academic Integrity:

The policy addresses plagiarism, fabrication, collusion, and cheating.
<https://www.uvm.edu/policies/student/acadintegrity.pdf>

Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy:
<https://www.uvm.edu/policies/student/gradeappeals.pdf>

Grading:

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

Code of Student Conduct:

<http://www.uvm.edu/policies/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://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing:

<https://www.uvm.edu/health>

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 <https://www.uvm.edu/studentaffairs>

Final Exam Policy:

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <https://www.uvm.edu/registrar/final-exams>

Alcohol and Cannabis Statement:

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can: Cause issues with attention, memory and concentration. Negatively impact the quality of how information is processed and ultimately stored, affect sleep patterns, which interferes with long-term memory formation.

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Discrimination, Harassment, Sexual Harassment or Sexual Misconduct

If a crime or other emergency is in progress, always call 9-1-1.

Dr. Farryl and the TA *are not* a confidential resource; we will, however, help you identify confidential resources including the Victim's Advocate

(<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>), CAPS

(<http://www.uvm.edu/~chwb/psych/>), and other health care providers (

<http://www.uvm.edu/~chwb/health/>) and licensed counselors who *are* confidential resources.

Travelogue:

Module	Topics
Module 1	Introduction to Human Health in the Food System Domestic Food Insecurity & Food Insecurity in Vermont Global Food Insecurity Malnutrition through the Life cycle
Module 2	Social and Economic Impacts on Health Outcomes & Marginalized Populations Gentrification and Health Cultural Impacts and Dual Burden Famine, Conflict and Forced Migration
Module 3	Impact of Agricultural Practices on Nutritional Profile Health Implications of Food and Water Distribution Exploring Sustainable Dietary Practices New Frameworks and Proposed Solutions
Module 4	Team Podcasts Final Thoughts

important dates

DATE*	UNIT	ASSIGNMENT
Fridays by 4:30 pm	Module 1-4	Yellowdig 1,000 points - weekly
Fridays by 4:30 pm	Module 1-3	Journal - weekly
In Class	Module 1-3	Workshopping & Case Studies
Feb 19 by 4:30 pm	Module 1	Wiki Personal Introduction
March 12 by 4:30 pm	Module 1	Module 1 Assessment
April 9 by 4:30 pm	Module 2	Module 2 Assessment
May 7 by 4:30 pm	Module 3	Module 3 Assessment
March 12 by 4:30 pm	Semester Project	Podcast Topic and Article
April 2 by 4:30 pm	Semester Project	Podcast Overview and Outline
April 23 by 4:30 pm	Semester Project	Podcast and Wiki Final
May 14 by 4:30 pm	Final Exam	Cumulative Module 1-4 Final Exam

*We are in a Global Pandemic, dates might change

