Overview

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.

Goals

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

Materials

iClicker Plus Student Remote (Blue Box)
A portable laptop or tablet with access to Blackboard and the ability to take and upload images.
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 their ability to peer-review assignments and provide written commentary on the concrete strengths and specific areas for improvement of their team discussion.
5. Increase their professional and technical writing skills in the area of human health outcomes.
6. Increase their professional cultural competency to better serve diverse population groups.
7. Explore and evaluate Government and Non-Government human nutrition programs through the papers.

Evaluation
The course grade is based on five components; lecture engagement, assessment, presentation, writing, and final report.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighted Categories</th>
<th>Weighted Grades</th>
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</thead>
<tbody>
<tr>
<td>In-Class Activities</td>
<td>Lecture Engagement</td>
<td>15%</td>
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<tr>
<td>In-Class Reflections</td>
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<tr>
<td>Modular Quizzes</td>
<td>Assessments</td>
<td>15%</td>
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<tr>
<td>Team Lead Discussion</td>
<td>Presentation</td>
<td>25%</td>
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<tr>
<td>Team Wiki</td>
<td>Writing</td>
<td>20%</td>
</tr>
<tr>
<td>Final Team Wiki</td>
<td>Final Report</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Grades
The grade cut-offs are as follows; please note, I do not round up at the end of the semester as it may be influenced by bias:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</table>
| 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% |
No Late Assignments

No make-ups for in-class activities and reflections. In-Class Activities are due at the time requested in class, no late submissions. In-Class Reflections are due in class on the last day of the Module, no late submissions. Module Blackboard quizzes close by midnight ET on the deadline listed. Team Wikis are due by midnight Eastern Time on the deadline listed. Team Lead Discussion material is due at the beginning of class on the scheduled class period. The Final Team Wiki is due by 1:30 pm ET on May 10, 2019 submitted electronically on Blackboard; THERE ARE NO EXCEPTIONS ON THE FINAL REPORT DEADLINE (THIS IS YOUR FINAL).

Life Happens

At the end of the semester, there will be an OPTIONAL Cumulative Module BB Quiz. The top three Module BB quizzes will be used to calculate your grade.

Dire Emergencies

These emergencies must be documented and are subject to my approval. This is reserved for true dire emergencies such as hospital admissions for you or your direct family members, and memorial services. 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 one major assignment due to dire emergencies, I would strongly encourage you to withdraw from the class.

Classroom Expectations

We expect you to come to class on time, stay for the whole class, refrain from side conversations, and be courteous to Dr. Farryl, the TA and your fellow students.

Silence your phones or any other form of technology before 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 your computer closed and using a notebook and pen or pencil to take notes.

Take care of your basic needs before class; students who walk in and out of lecture distract peers. You are welcome to stand on the side of the lecture hall or in the back during lecture.

Consequences for disruptive behavior (distracting media use, walking in and out of class, side conversations, 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.
An outline of class lectures is posted on the course website on the day of the class. The notes will help you follow along in class, but they are FAR FROM complete. You must be in class to get the full material.

If you miss lectures, you are responsible for finding out what you missed from a fellow student. The TA and Dr. Farryl do not provide class notes.

**Attendance incentive:**

Attendance is optional in the course, please note in-class activity and reflection policy outlined above. You will have an opportunity to earn up to a 3% increase in your overall grade if you participate in iClickers. You earn these points by actively using your registered iClicker. Dr. Farryl will ask iClicker questions during some lectures, these iClicker questions will count towards Attendance. It is your responsibility to use your iClicker, ensure the iClicker is working every lecture, check your battery regularly, and remain engaged and present during class; DO NOT ASK FOR ADDITIONAL OR MISSING POINTS. You may NOT use an iClicker registered to another student; if we see you using two iClickers, we will take them and require out-of-class follow-up. The first week of class will provide the student with an opportunity to practice using their iClicker; attendance data will be collected starting week 2.

**Breakdown of Attendance incentive:**

Participate in 90% or more of the collected iClicker data throughout the semester= 3% increase in final grade

Participate in 80% to 89.9% of the collected iClicker data throughout the semester= 2% increase in final grade

Participate in 70% to 79.9% of the collected iClicker data throughout the semester= 1% increase in final grade

Participate in 69.9% or less of the collected iClicker data throughout the semester= 0% increase in final grade

**Tips for Success in NFS 114:**

Students should consistently read the appropriate weekly reading(s) before coming to class. It is also useful to review the section after the lecture and record details in your notes which were confusing or need more explanation. Leaving space in your notes for this purpose is helpful. You should always review your lecture notes as soon as possible after class.

The course TA should be the first person you contact with questions about the course material. If you want to meet with your TA, please e-mail her from your UVM e-mail account with at least two available dates/times.
Other Important Information

Office Hours
Office hours are held twice a week. Please complete the following link to schedule an appointment: https://calendly.com/drfarryl
You are welcome to complete this form as often as you need an appointment. Appointments will take place in 253 MLS Carrigan Wing.

Contacting course TA and Dr. Farryl

Our preferred mode of communication outside of class is a face-to-face meeting or email (fbertman@uvm.edu). If you would like to sit down with us, please arrange an appointment (see above). You may reach the course TA Maya Moore by email: (Maya.Moore@uvm.edu).

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

http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/

Student Learning Accommodations

In keeping with University policy, any student with a documented disability interested in accommodations should contact Student Accessibility Services, the Office of Disability Services on campus. Student Accessibility Services works with students to create reasonable and appropriate accommodations via an accommodation letter to their professors as early as possible each semester. Contact Student Accessibility Services: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; www.uvm.edu/access UVM’s policy on disability certification and student support: www.uvm.edu/~uvmppg/ppg/student/disability.pdf

Athletic-Academic Conflicts

Student athletes, I strongly recommend that you participate in the iClicker data collection. We will use this data to report your lecture attendance to the athletic department.

Students participating in intercollegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their University academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution that permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter.

Religious Holidays

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 class, 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.
Course Material

The course content is protected by Copyright and is the property of the professor. While students are encouraged to take notes for their own use, and to study with others in the course, selling the notes either privately or through a “service” is prohibited and is in fact a violation of Copyright law. The best way to get something out of the class, to learn the most, and to get your money’s worth is to show up and participate. Relying on notes taken by other people and “sold” may be extremely risky business if the notes do not actually reflect the content of the class.

Academic Integrity

The policy addresses plagiarism, fabrication, collusion, and cheating.

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:

www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf

University Grading Policy

For information on grading and GPA calculation, go to www.uvm.edu/academics/catalogue and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities

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

UVM Writing Center

The University offers a Writing Center in 105 Bailey/Howe Library. The center can help make writing less stressful by providing students with a tutor and writing resources.

Make an appointment:
http://www.uvm.edu/wid/writingcenter/?Page=tutorsandschedule.html&SM=submenu5.html
Resources for writing: http://www.uvm.edu/wid/writingcenter/tutortips/scienceproftips.html
Classroom Safety

The following provides resources for classroom/campus safety: http://www.uvm.edu/~police/

Dr. Farryl strongly recommends that you register for CatAlert: http://www.uvm.edu/~emergncy/?Page=catalert.html

We live, learn and work in an incredible community, the following is an additional resource; one we all hope will be completely unnecessary: https://www.youtube.com/watch?v=5VswejU2Do

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.

Final exam policy

The University final exam policy outlines expectations during final exams and explains timing and process of the examination period. http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/
## Class Schedule:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/14-2/8</td>
<td>1</td>
<td><em>Introduction to Human Health</em></td>
<td>In-class activities &amp; In-class reflections</td>
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<td><em>Domestic Food Insecurity</em></td>
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<td><em>Global Food Insecurity</em></td>
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<td><em>Malnutrition through the Life cycle</em></td>
<td>Module 1 BB Quiz – 11:59 pm 2/15</td>
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<td>Outline of Team Wiki – 11:59 pm 2/15</td>
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<tr>
<td>2/11-3/8</td>
<td>2</td>
<td><em>Famine, Conflict and Forced Migration</em></td>
<td>In-class activities &amp; In-class reflections</td>
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<td><em>Social and Economic Impacts on Health</em></td>
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<td><em>Outcomes &amp; Marginalized Populations</em></td>
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<td><em>Cultural Impacts and Over-nutrition</em></td>
<td>Full draft of Team Wiki - 11:59 pm 3/8</td>
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<td><em>Government and Non-Government Roles in</em></td>
<td>Module 2 BB Quiz – 11:59 pm 3/15</td>
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<td><em>Human Health</em></td>
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<td>3/11-3/15</td>
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<td>Spring Break</td>
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<tr>
<td>3/18-4/12</td>
<td>3</td>
<td><em>Impact of Agricultural Practices on</em></td>
<td>In-class activities &amp; In-class reflections</td>
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<td><em>Nutritional Profile</em></td>
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<td><em>Permaculture and Human Health</em></td>
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<td><em>Exploring Sustainable Dietary Practices</em></td>
<td>Submit Team Articles- 11:59 pm 4/5</td>
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<td><em>Food Deserts, Food Oasis, and Food Hubs</em></td>
<td>Module 3 BB Quiz - 11:59 pm 4/19</td>
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<tr>
<td>4/15-5/3</td>
<td>4</td>
<td><em>Team-Lead Discussions</em></td>
<td>Peer-review</td>
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<td><em>Team-Lead Discussions</em></td>
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<td><em>Team-Lead Discussions &amp; Course Round-up</em></td>
<td>Peer-review</td>
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<td>Optional Cumulative Module BB Quiz</td>
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<td>- 11:59 pm 5/3</td>
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<tr>
<td>5/10</td>
<td></td>
<td><strong>Final Submission: Team Wiki - NO EXCEPTIONS</strong></td>
<td>Due by 1:30 pm ET on May 10, 2019, completed electronically on Blackboard</td>
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