

13-124

LSC: App-3/27/14
UWUCC: App-4/8/14
Senate: App-4/29/14

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE II. DEPARTMENT COURSE

Department Contact Person: Nicole Dann-Payne Phone: (724) 357-3283

Course Number/Title: FDNT 470 "Human Food Consumption Patterns"

- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Nicole Dann-Payne

Department Chairperson Kathryn Johnson

College Dean Walter Brycki

Director of Liberal Studies J. H. P. [Signature] Gail Sedist 4/8/14

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Liberal Studies
MAR 12 2014
Received

Received
FEB 06 2014
Liberal Studies

STATEMENT OF DEPARTMENTAL RESPONSIBILITY

Three faculty members have attended the IUP writing intensive workshop and are in the process of applying for writing intensive status. Several of these faculty members are involved in the development of the FDNT 470 "Human Food Consumption Patterns" and have formed a committee. If a faculty who has not attended the workshop is scheduled to teach this course, materials will be shared. On a yearly basis the faculty will discuss FDNT 470 and make sure that all who teach or may teach the course follow the syllabus of record for writing intensive. Furthermore, the Department of Food and Nutrition has made a commitment of working together with IUP's Writing Across the Curriculum to develop a customized writing plan for the department.

WRITING SUMMARY—FDNT 470 “Human Food Consumption Patterns”

FDNT 470 Human Food Consumption Patterns is proposed for identification as a “W” course. The course is taught every spring, but is not listed as a Liberal Studies Elective. Most students in the class are sophomores and juniors. The students will be predominately from food and nutrition. Class size is limited to 30. The course will count towards a food and nutrition major or minor.

There are four types of writing that occur in this course:

WRITING TO ENHANCE COMPREHENSION AND STIMULATE CRITICAL THINKING

After listening to a lecture or discussion, students will critically evaluate and explain the key concept(s) of the lecture. Students will bring a notecard to each class and will write 3 to 5 questions during class that are related to the content of the lecture and discussion. To promote affective and cognitive critical thinking skills, students will be instructed to create open-ended questions versus questions that can be answered with a simple “Yes,” “No”, or one or two words. The notecard questions will be shared during class to stimulate class discussion and provide a springboard for reflective writing. As a result of this notecard writing activity, students will develop a better understanding of the various factors that influence food behaviors and consumption patterns in other cultures, and gain insight into their own cultural practices. This writing activity will occur on a weekly or bi-weekly basis and notecards will be collected. The instructor will review the notecards to make sure that all questions were addressed in the lecture or assignments. In-class writing will contribute to the participation grade, which constitutes 5% of the student’s final grade.

WRITING TO SUPPORT READING

Students will read one supplemental book from a department-approved list and will be required to keep a double-entry journal. Students will have the option of selecting literature that relates to one of the following: recent food movements, the food system, food taboos, and ethnic and regional food preferences. Readings and journal entries will lead to monthly class discussions where students will recall key points and share their understanding and evaluation of the text as it relates to the course and themselves. After each monthly class discussion, students will be asked to write a brief one-minute essay in their journal to summarize key points taken from the class discussion. Following the final class discussion of the text, students will write an in-class one-page paper summarizing the key concepts and relationship to the course overall. The instructor will be available to provide immediate feedback as students complete their in-class paper.

The objectives of the double-entry journal, one-minute essays, and in-class paper are to encourage comprehension of the key points of the text, while promoting critical thinking, cultural competency and a better understanding of their own cultural practices. Students will be required to submit their journals every three weeks. Journal entries, essays and the in-class paper will be graded on a basic scale of 0-3, monitoring for student progress and learning and will constitute 20% of the student’s final grade.

WRITING TO SUPPORT COMMUNICATION

Forming groups of two, students will research and present on a cultural group of their choosing based on the text and guidance from the instructor. Each student will be responsible for writing interim reports and a final research paper, whereas the oral presentation will be a group effort. Students will use current texts, journal articles, and may choose to interview an individual who identifies himself or herself as a part of that cultural group. Using these resources, students will summarize the latest, relevant findings regarding food and cultural practices of the group that is researched.

Interim Reports

Students will submit two interim reports, two to three pages each, discussing and summarizing progress on their findings. For each report, students will be required to address specific questions and topic areas related to food and culture. In addition, they will compare and contrast their own culture to the culture they have researched. The reports will achieve a number of objectives. They will enhance the students' knowledge and understanding of a cultural group, allow students to gain cultural competency, and assist students in the development of an insightful final paper and oral presentation for the class. Interim reports will be graded on a scale of 0-3 based on content, with each report constituting 5% of the final grade.

Final Research Paper

The final research paper requires students to synthesize concepts from the two interim reports and to apply their knowledge of the cultural facts to insights about influences on food practices and beliefs. Students will submit a rough draft of their final paper and will be provided with instructor comments and feedback for revision prior to submitting the final, edited version. The length of the final paper is six to eight pages, and will be graded on content and writing. The final paper will constitute 15% of the student's final grade.

Oral Presentation

Based on the research, interim reports and final research paper, students will work in teams of two to complete an oral presentation. The oral presentation will provide public speaking experience and an opportunity to translate the written to the spoken word. The oral presentation will be graded separately as 10% of the final grade.

WRITING FOR EVALUATION

Course examinations for this course will consist of a midterm and final. Students may be presented with short-answer essay questions that allow students to analyze, evaluate, and explain relationships or concepts, such as comparing and contrasting different cultures. Students will be graded on demonstration of clear and well-organized responses; however students will not be expected to provide fully edited prose. The short answer essay questions will be worth 25% of each examination and examinations will constitute 40% of the student's final grade.

Summary Chart for Writing Assignments

A. Writing Assignments

| Assignment Title | # of Assignments | # of total pages | Graded (Yes/No) | Opportunity for Revision (Yes/No) | Written Assignment represents what % of final course grade |
|---|------------------|----------------------|-------------------|-----------------------------------|--|
| Short in-class writing Notecard Questions and responses | 7-14 | 3-7 | Yes | No | 5 |
| Supplemental Text Writing Assignments Journal entries One-minute essays Summary paper | 5 3 1 | Variable 1-2 1 | Yes Yes Yes | No No No | 20 |
| Cultural Nutrition Project Interim reports Final research paper | 2 1 | 4-6 6-8 | Yes Yes | No Yes | 10 15 |
| Totals | Approx. 20 | Approx. 20 | N/A | N/A | 50% |

B. Examinations

| Exams | Approx. % of exam that is essay or short answer | Anticipated # of pages for essay or short answer, or approx. word count | Exam constitutes what % of final course grade |
|---------------|---|---|---|
| Midterm | 25 | 1 | 20 |
| Final | 25 | 1 | 20 |
| Totals | 50 | 2 | 40 |

FDNT 470- Human Food Consumption Patterns
 Spring 2014 (*tentative syllabus*)

| | |
|----------------------|---|
| Instructor: | Nicole Dann-Payne, MS, RD, LDN |
| Meeting Time/Class : | FDNT 470-001: TH 8:00-9:15 AM, Ackerman 116 |
| Office Location: | Ackerman- Room 117 B |
| Office Phone: | 724-357-3283 <i>OR</i> 724-357-4440 (leave message with department secretary) |
| E-mail: | <u>Dann.Payne@iup.edu</u> *PREFERRED METHOD of CONTACT* |
| Office Hours: | Monday: 10:00-11:00 AM, Wednesday: 10:00- 12:00 PM Tuesday & Thursday: 9:30- 10:00 AM (<i>Tue & Thur. afternoons at Punxsutawney campus</i>) OR By Appointment |

I. Catalog Description:

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be discussed.

Credit Hours: 3 credits

This course is in the approval process to become a Writing Intensive course. The Dean's office has agreed that students who take this course in the spring of 2014 will have completed a Writing Intensive course. Students should note this on their curriculum sheet in their undergraduate handbook.

II. Course Objectives: *Students will be able to:*

1. Describe religious beliefs, economic, family traditions, political, social and historical meanings of food and food-related behaviors of other cultures and the way these patterns influence food consumption patterns among each other.
2. Summarize the relevant research and latest findings regarding food practices of various cultural groups.
3. Demonstrate understanding and appreciation of the extent to which foods and food choices contribute to cultural identity.
4. Explain recent food movements which bring into focus new linkages between what we eat and who we are.
5. Develop writing skills in order to synthesize knowledge and ideas about cultural competency, to document knowledge acquisition, and for personal reflection.

III. Course Outline:

1. Introduction to food and culture: Why do we eat what we eat and the meaning of food
2. Intercultural communication
3. History of our food habits
4. Traditional health beliefs and practices

5. Food and Religion & Food taboos and superstitions
6. Food behaviorism: Psychology , gender, and food habits
7. Agriculture, US food production systems, and food consumerism
8. Regional foods and health concerns
9. Food politics, Social and Global Issues: Obesity, food insecurity, and famine

IV. Evaluation Methods:

| | |
|-------------|---|
| 40% | 2 Exams: Midterm and Final (<i>EACH worth 100 points</i>) |
| 25% | <i>Cultural Nutrition Project- Research Reports and Final Paper (125 points)</i> |
| 10% | <i>Cultural Nutrition Project- Oral Presentation (50 points)</i> |
| 20% | Supplemental text writing assignments: double entry journal, one-minute essays, summary paper (<i>100 points</i>) |
| 5% | Short in-class Writing and Class Participation* (<i>25 points</i>) (<i>See below</i>) |
| <hr/> | |
| 100% | (500 POINTS) |

***Short In-Class Writing & Class Participation:**

Student's class participation grade will be based on the following, but not limited to:

- Quizzes- developed from class lectures and assigned textbook chapters or readings
- Participation in small group work or whole class discussions
- Assignments, reflections, and activity work provided in class
- Homework assignments
- Video worksheets/questions

| <u>Grading Scale:</u> | <u>Percentages (%)</u> | <u>Letter Grade</u> |
|-----------------------|------------------------|---------------------|
| | 90 and above | A |
| | 80- 89.9 | B |
| | 70- 79.9 | C |
| | 60- 69.9 | D |
| | 59.9 and below | F |

It is ***your responsibility to keep track of your grades*** throughout the semester. Grades will be posted in D2L. Any graded work returned to you through the course should be kept until the end of the semester. You must provide evidence of your work when disputing a particular grade in question.

V. Required Texts/Resources/Materials:

- Kittler, P.G., Sucher, K.P., Nahikian-Nelms, M. (2012). *Food and Culture* (6th Ed.). Belmont, CA: Wadsworth, Cengage Learning.
- **ONE** of the following supplemental texts:
 - Patel, Raj. (2012). *Stuffed and Starved: The hidden battle for the world food system (revised and expanded Ed.)*. Melville House.
 - Pollan, Michael. (2007). *The Omnivore's Dilemma; A natural history of four meals*. Penguin.
 - Gottlieb, R., & Joshi, A. (2013). *Food Justice (Food, health, and the environment)*. MIT Press.
- 3X5 inch notecards, a spiral bound notebook for in class writing and journaling, and a printer with ink or enough money on I-Card to print course materials.

- **Internet/D2L Access- EVERY DAY!** I will post all course materials on D2L and will communicate via IUP e-mail regularly. Items on D2L include, but are not limited to: Student PowerPoints, out of class assignments, activities, homework, quizzes and grades. You still **MUST** come to class. The PowerPoints posted on Moodle will **NOT** be the same as the PowerPoint in class. The PowerPoint posted on-line will have fill-in-the-blanks and missing material for you to take notes **DURING CLASS**. However, note taking should be minimal, since the material will be provided to you on-line. PowerPoints will be posted on-line at least 1 to 2 days before presented in class. Therefore, students should check D2L at least daily.

Recommended, but NOT required:

- Goody, C.M. & Drago, L (Ed.). (2010). *Cultural Food Practices*. American Dietetic Association, Diabetes Care and Education Dietetic Practice Group.
- Anderson, E.N. (2005). *Everyone Eats: Understanding Food and Culture*. New York, NY: New York University Press.

VI. Course Policies:

1. Make-up Work (Exams, Assignments, Homework etc.):

ONLY under the following circumstances may students make-up work:

-Illness

-Medical or Family Emergency

In either case, you are **required** to submit **proof**, such as a physician's excuse or documentation from a funeral home. **Students MUST phone/e-mail notification PRIOR to the absence**. If it is an emergency please contact the department secretary to leave a message 724-357-4440 or e-mail me as soon as possible. Students will be allowed 10 days (ex. from the date of the signed physician's excuse) to make up missed work if they have contacted me prior to their absence and have required proof of their absence.

In-class activities and attendance points: In order to receive full credit for both of these, **YOU MUST be PRESENT** for the ENTIRE class period! If you come in late, you may not earn full credit! **You will NOT be able to make these points up without proof of an absence** (see above).

Late Assignments: Late work will **NOT be accepted** and students will earn a zero. You are responsible for ALL material presented in class. *Please take the time now to find a classmate, exchange contact information so you can get copies of notes and handouts if you are absent.*

2. Attendance Policy:

The University expects all students to attend class. I expect you to come to class on time and on a regular basis. I will not be taking a daily attendance. However, there will be many days where in-class activities, such as discussions, videos and quizzes may be assigned, which will count towards your final grade. If you are absent or plan to be absent, I expect to be **notified ahead of time**, via e-mail/ phone or in person. Please see above for making up any missed assignments or exams.

YOU WILL NOT SUCCEED IN THIS CLASS IF YOU DO NOT REGULARLY ATTEND!

3. Professionalism:

- **Arrive ON TIME!** The door will shut and in some cases lock when class begins. It's very distracting to both the instructor and your peers when you come to class late. You are also expected to stay for the ENTIRE class!
- **NO ELECTRONIC DEVICES** (cell phones, I Pods, PDAs, laptops, etc.) **ALLOWED.** These devices should be turned **OFF (SILENT)** and put away before class begins. If you are caught using any of these devices during class, you will be asked to leave. It is very disrespectful to the instructor and distracting to your peers to use these devices during class.
- **Disruptive Behavior will NOT be tolerated-** Any actions that disturb and distract from the learning process, such as talking, playing with an electronic device, writing notes back and forth, walking in and out of the class. If you perform any of these disruptive behaviors, you will be asked to leave the class and may receive a zero for attendance or in class activity.
- **Proper e-mail etiquette-** Use proper etiquette when writing e-mails! Address me as Mrs. Dann-Payne; write "*FDNT 470 Section__*" in the subject line; sign off using your full name and double check for spelling errors. It is also University policy that you use your IUP I-mail account when communicating. I will not open an e-mail that is a yahoo, hotmail, gmail, Comcast, etc. You should check your I-mail daily. I will be communicating with you via IUP e-mail. If you are experiencing difficulties with your I-mail account, please contact IT support ASAP.

4. Cheating/Plagiarism:

See the student handbook (IUP Undergraduate Catalog) for more information on University policies and the Academic Integrity Policy and Procedures at <http://www.iup.edu/registrar/catalog/default.aspx> Click on the PDF- go to page 32 "Academic Integrity Policy and Procedures" I expect you to read this section and fully understand the policy, types of violations, and consequences.

I do NOT tolerate cheating or plagiarism! If you are caught cheating or plagiarizing in any way, such as but not limited to an assignment, quiz, exam, you will receive an "F" for that given task, and CAN result in an "F" for the final semester grade. If a student is caught allowing another student to cheat or copy off of him/her their grade will also result in an "F." Complete your own work! Unless otherwise specified in class, you are to work on assignments, quizzes, exams, etc. on YOUR OWN!

5. Disability Support Services:

For students with documented disabilities, such as psychological, learning, physical, hearing, and vision the Disability Support Services (DSS) can accommodate and arrange services to meet students learning needs. If you have a documented disability, you should contact the Disability Support Services in order to provide me with a letter so that I can serve your needs. It is the student's responsibility to contact DSS, not the instructor's.

The Disability Support Services is a part of The Advising and Testing Center
216 Pratt Hall, (724)-357-4067. Please see the following link for more information:
<http://www.iup.edu/disabilitysupport/default.aspx>

6. Instructor Absence/Class Cancellation:

IF, I am in some way unable to make it to class there WILL be an on-line assignment/activity posted on D2L to make up for missed class. This assignment will count towards your final grade. If I cannot make it to class for whatever reason, I will contact you via your IUP email account. Please check your IUP e-mail account daily!

FDNT 470- Tentative Schedule*Subject to Change*

| DATE- WEEK OF | TOPICS & ACTIVITIES |
|------------------|---|
| January 21 & 23 | Syllabus and Assignment explanations <i>"Get to know you activity"</i> |
| | VIDEO: PBS 3-part series, <i>The Meaning of Food</i> |
| January 28 & 30 | READINGS: <i>Textbook Chapter 1: Food and Culture pg.1-34</i> VIDEO: <i>The Meaning of Food</i> LESSON TOPIC: <i>Why do we eat what we eat?</i> |
| February 4 & 6 | READINGS: <i>Textbook Chapter 3: Intercultural communication pg.55-78</i> Continue Chapter 1 Lesson LESSON TOPIC: <i>Intercultural Communication</i> *DUE : <ul style="list-style-type: none"> • <u>Homework Assignment # 1: Food & Cultural Identity- Tue. Feb. 4 IN CLASS</u> • <u>Double-Entry Journal- Thursday, Feb. 6</u> |
| February 11 & 13 | Continue Intercultural Communication Lesson LESSON TOPIC: <i>History & Food Habits</i> *DUE : <ul style="list-style-type: none"> • <u>'Intercultural Com.' Homework- DUE Tuesday, Feb. 11- IN CLASS</u> • <u>Cultural Nutrition Project- Interim Report #1- Thursday, Feb. 13</u> |
| February 18 & 20 | READINGS: <i>Chapter 2: Traditional Health Beliefs and Practices pg. 35-52</i> LESSON TOPIC: <i>Food, Health & Traditional Medicine</i> |
| February 25 & 27 | Continue Chapter 2 Lesson & Begin Chapter 4 Lesson *DUE : <ul style="list-style-type: none"> • <u>Double-Entry Journal- Thursday, Feb. 27</u> |
| March 4 & 6 | READINGS: <i>Textbook Chapter 4: Food and Religion pg. 79-101</i> LESSON TOPIC: <i>Food & Religion</i> <i>And Food & Society- Festivals, Taboos & Superstitions</i> * DUE: <ul style="list-style-type: none"> • <u>Cultural Nutrition Project- Interim Report #2- Thursday, March 6</u> |
| March 11 & 13 | Thursday, March 13- MIDTERM EXAM (100 points) |
| March 17-21 | NO CLASSES- Spring Break! |

| | |
|--|--|
| | <i>(Midterm grades due by March 24. Students view on March 25)</i> |
| March 25 & 27 | <p>LESSON TOPIC: <i>Food behaviorism- Psychology, Gender & Food Habits</i></p> <p>LESSON TOPIC: <i>Agriculture & US Food Production Systems "Food Consumerism, Politics & You" AND Regional Foods & Health Concerns</i></p> <p>READINGS: <i>Textbook Chapter 15: Regional Americans pg. 459</i></p> |
| April 1 & 3 | <p>LESSON TOPIC: <i>Food Politics & Social Issues (ex. Breastfeeding and obesity)</i></p> <p>*DUE :</p> <ul style="list-style-type: none"> • <u>Double-Entry Journal- Thursday, April 3</u> • <u>Cultural Nutrition Project- Rough Draft Paper DUE- Thursday, April 3</u> |
| April 8 & 10 | <p>LESSON TOPIC: <i>Food Politics & Global Issues: Hunger, Famine & Food Insecurity</i></p> <p><u>*Presentations- Cultural Nutrition Project- Thursday, April 10</u></p> |
| April 15 & 17 | <u>*Presentations- Cultural Nutrition Project- Tuesday, April 15 & Thursday, April 17</u> |
| April 22 & 24 | <p><i>Tuesday, April 22- Out of Class Assignment (Ms. Dann running the Boston Marathon)</i></p> <p><u>*Presentations- Cultural Nutrition Project- Thursday, April 24</u></p> |
| April 29 & May 1 | <p>LESSON TOPIC: <i>The Future of Food</i></p> <p>*DUE :</p> <ul style="list-style-type: none"> • <u>FINAL Double-Entry Journal- Tuesday, April 29</u> • <u>Cultural Nutrition Project- FINAL Paper DUE- Thursday, May 1</u> |
| FINAL EXAMS Tuesday, May 6- Friday, May 9 | <u>*FINAL EXAM:</u> Tuesday, May 6 at 8:00-10:00 AM |

FDNT 470- Double-Entry Journal Assignment

PURPOSE: Students will utilize a double entry journal as a tool to practice and enhance writing to support reading and writing to learn.

DIRECTIONS: Students will select one supplemental book from the department-approved list and keep a double-entry journal. Literature must relate to one of the following: recent food movements, the food system, food taboos, and ethnic and regional food preferences.

Utilizing a spiral bound notebook, students will create a table on each page as shown below. As shown in the example, the journal is divided into two columns. In the left-hand column, students will record critical facts and key points from the text. In the right-hand column, students will record personal responses related to the information they presented in the left-hand column; students should include their own personal comments, reflections, connections, questions, and insights.

| Facts & Quotes (include page numbers) | Personal Response: Reflections, Insights |
|--|---|
| | |
| | |

Journals will be collected every three weeks.

During the class period, on the date the journals are due, students will form small discussion groups to discuss their findings and personal interpretations of the text. After each in-class group discussion, students will be asked to write a one-minute essay in their journal reflecting on points shared and discussed among the group regarding the text. Following the final in-class group discussion, students will write a final one-page summary paper, reflecting on the entire text and making connections to the course.

GRADING CRITERIA:

Double-Entry Journals and in-class writing, including one-minute essays and the final summary paper will constitute 20% of the student's final grade and will be graded on a scale of 0 – 3 points:

3 – Thoughtful reflections and interpretations written about the facts. Entries demonstrate understanding of the connections between the reading and the course materials.

2 – Little reflection or personal interpretation of material. Few connections made between the reading and course materials.

1 – Reiteration of facts with no connections or personal interpretation of the reading and course materials.

0 – No journal entries were completed

FDNT 470- Cultural Nutrition Project

PURPOSE: Students will practice writing and oral communication skills by researching how resources and culture influence food practices within a particular country or culture. Each student will execute and enhance the above noted skills through two interim research reports, leading to a final paper and in pairs, provide an oral presentation of their findings.

DIRECTIONS:

1. During the first week of class, students will select both a partner and a country or culture to investigate. A presentation date will also be determined.
2. Students will submit interim report #1 by the fourth week of class. The research report should be two to three pages in length. Students will investigate the following concepts for the first research report:
 - ***GEOGRAPHY/NATURAL RESOURCES:*** Where is the country located? How does geography and climate influence foods consumed? How do natural resources and politics influence food choices?
 - ***HISTORY:*** What historical issues (ex. Wars, plagues, blights, etc.) have affected what this country eats and how food is consumed? Is there value placed on particular or special foods due to historical events?
 - ***RELIGION:*** What are common or major religions within the country and how is food used for religious practices? Is fasting practiced?
 - ***HEALTH BELIEFS/PRACTICES:*** What are the traditional health beliefs and practices? Is food used as medicine? What are common health problems or diseases? What is health care like? Who makes health care decisions?
3. Three weeks later, students will submit their second interim report, which again should be about two to three pages in length. Students will investigate the following concepts for the second research report:
 - ***CORE FOODS:*** What animals, crops, beverages, and plants are commonly consumed in this country and *why* are they consumed. What are the “core” foods? What foods are considered inedible? What foods are main exports?
 - ***MEALS:*** Discuss what is considered a ‘meal’, how many meals are served per day? Are there special rules for meals/meal time? Who eats first? Who prepares food? What foods can go together? What are common etiquette/custom rules?
 - ***CELEBRATIONS/FESTIVALS:*** How is food used during celebrations? (ex. Holidays, births, deaths, marriages). Are there common food taboos or superstitions?
 - ***TRADITIONAL RECIPE & MODIFICATION:*** What is a common or traditional recipe for this area? Describe how to make healthy modifications to this recipe. ***OPTIONAL:*** Students may wish to prepare a sample to share with the class during their oral presentation.

4. Two to three weeks following the submission of the second interim research report, students will submit a rough draft paper that summarizes their findings and discusses the predominant factors that influence the culture's food practices. They will also provide insights into their own food practices and beliefs. This summary paper should be about six to eight pages in length. Students will receive comments from the instructor and will be allowed to revise and resubmit the paper prior to the end of the semester.
5. Finally, students will report and present their findings to the class. Presentation length should be 15 to 20 minutes in length. Students may use PowerPoint, transparencies, outline, demonstration, food models, and *brief* video clips (*less than 3 minutes in length*).

INTERIM REPORT EVALUATION

Each interim report is to be two to three typed pages that covers specific topic areas as described above.

Each report should consist of 6-8 paragraphs. In addition to an introductory paragraph, please devote one descriptive paragraph for each of the four topic areas. The final paragraph of the report should compare and contrast the culture you are researching with your own culture. Each report contributes 5% to your final grade (*total of 10%*).

Each interim report will be evaluated on content based on a scale of 0 – 3:

3 – Thorough reporting on all four areas with introductory and comparison paragraph included.

2 – All four topic areas covered; however, no comparison paragraph was included.

1—Report covers fewer than the four topic areas.

0 – No report completed.

FINAL REPORT EVALUATION

The final research report should include a cohesive summary of the topic areas from both of the interim reports, and a reflection about how the various factors influence the food practices and beliefs of the culture that students researched. Students should draw on the class discussions and readings throughout the semester to make connections and substantiate ideas. The final report should be 6-8 typed, double-spaced pages. The report will constitute 15% of the student's final grade. Both content and writing will be evaluated according to the rating scale shown below.

| | Low- 2 points | 4 points | Middle- 6 points | 8 points | High- 10 points |
|---|---|-----------------|--|-----------------|---|
| Ideas <i>Description of topic areas and reflection</i> | Not all topic areas included; no reflection | | All topic areas included, some reflection | | All topic areas included, insightful reflection showing an understanding of factors influencing food practices of the culture |
| Organization <i>Reflection flows naturally from topic discussion</i> | Confusing and challenging to follow ideas | | <i>Most</i> ideas flow from one topic to the next, may need to better clarify ideas. | | Ideas are well organized, flowing naturally from one topic to the next |
| Synthesis <i>Class discussions, readings and activities used to create a reflection that illustrates an understanding of the culture researched</i> | Reiteration of facts about culture | | Some attempts made to connect facts about the culture with class discussions | | Strong connections and insights demonstrated linking research of the culture, class discussions, and readings. |
| Mechanics <i>Spelling and Grammar</i> | | | | | |

Summary: How the Proposal for FDNT 470, “Human Consumption Patterns” meets the requirements of Writing across the Curriculum Required Course Content

- *Writing assignments designed to enhance students’ ability to write.*
 - Students will write 3-5 open questions that are related to the content of lectures and discussions.
 - Students will keep a double-entry journal addressing supplemental literature that relates to recent food movements, the food system, food taboos, and ethnic and regional food preferences.
 - Each month, students will summarize in one-minute essays the key points from class discussions on the supplemental literature.
 - After class discussions on the supplemental literature are completed, students will write an in-class one-page paper summarizing key concepts. The instructor can provide immediate feedback as students complete the paper.
 - Students will submit two interim reports, two to three pages each, discussing and summarizing progress on their research of a cultural group of their choosing. The interim reports will lead to a final edited research paper.

- *Guidance to students in conceptualizing, organizing, and presenting written material, giving attention to both the process and product of writing.*
 - For the interim research reports, students will be provided with specific questions and topic areas that will guide the content and organization of the reports.
 - Exams will include short-answer essay questions that will be graded on demonstration of clear and well-organized responses.

- *Writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision) AND at least one assignment that requires students to produce a finished, edited document.*
 - Students will synthesize concepts from the two interim reports and submit a rough draft of their final research paper. The instructor will provide comments and feedback for revision prior to submission of the final, edited version.

- Approximately 20 writing assignments will total 20 pages of writing which constitutes 50% of the student’s grade.

Summary: How the Proposal for FDNT 470, “Human Consumption Patterns” meets the requirements Common Learning Objectives

- *Students should be able to effectively communicate in writing, respond critically and analytically to materials and sources relevant to the course, and discuss/critique his or her writing.*

- A specific course objective addresses writing skills. Students will be using writing assignments to demonstrate their understanding and interpretations of food-related behaviors of specific cultures. Students will discuss and share their journal entries with fellow students in group discussions related to the supplemental literature. Students will also have many opportunities to respond to frequent instructor feedback on in-class and out-of-class assignments.

Subject: Fwd: Re: FDNT 470 - Writing Intensive Proposal?
From: "Mary E. Williams" <mew@iup.edu>
Date: 1/22/2014 12:06 PM
To: "Tate Roumm, Teresa Ann" <Teresa.Tate@iup.edu>

Teresa,

Here is the proposal ... I will let you print so that you can ask Dolores to sign and enter into our tracking system. Once signed it should be sent priority to David Pistole, Liberals Studies Office 101 Stabley. Thanks, MARY

----- Original Message -----

Subject: Re: FDNT 470 - Writing Intensive Proposal?
Date: Wed, 22 Jan 2014 11:32:22 -0500
From: Nicole V Dann-Payne <n.v.dann@iup.edu>
To: Mary E. Williams <mew@iup.edu>
CC: Rita M. Johnson <Rita.Johnson@iup.edu>, Karen <lemaster@iup.edu>

Hi Dr. Williams,

Attached is a copy of the Writing Intensive proposal that was sent to Dean Correia and the, 'Summary for writing across the curriculum' that was requested by Dean Correia.

Nicole

Nicole Dann-Payne, MS, RD, LDN
Instructor and Sports Nutrition Services Coordinator
Indiana University of Pennsylvania
Department of Food & Nutrition

Office: Room 117B Ackerman (Main Campus) & Punxsutawney: Room 213
E-mail: Dann.Payne@iup.edu
Phone: (724) 357-3283

Spring 2014 Office Hours:

Main Campus: M: 10:00-11:00 AM, T&TH: 9:30-10:00 AM, W: 10:00-12:00 PM
Punxsutawney: Tue- 1:45-2:15 PM & Thur- 11:45-12:15 PM

On Wed, 22 Jan 2014 11:07:21 -0500

"Rita M. Johnson" <Rita.Johnson@iup.edu> wrote:

>

> With this email, that I ccing Nicole, I am requesting that Nicole
> send you the entire proposal that was sent to the Dean. It will
> contain the additional information that he wanted.

>

>

> Rita M. Johnson, PhD, RDN, CSSD, LDN
> Chair and Associate Professor
> Department of Food and Nutrition

> 911 South Drive, Ackerman 102
> Indiana, PA 15705-1087
>
> Rita.Johnson@iup.edu
> Office Location: Ackerman 101
> 724-357-3007 (Department fax)
> 724-357-3281 (Rita's office)
> 724-357-4440 (Department office)
>
> Spring 2014 Office Hours
> Monday, Wednesday, Friday - 3:30 - 4:30
> Tuesday - 10:00 - 12:00
> Please see Mrs. Karen Lemasters in ACK 102 if another appointment
>time is needed.

> On Wed, 22 Jan 2014 11:01:43 -0500
> "Mary E. Williams" <mew@iup.edu> wrote:

>> Hi Rita,
>> In reference to your emails below,
>>what was the additional document that
>>Mark C requested (he is out of town
>>and we don't want to bother him with
>>this question at this time). If you
>>can tell me what was added to the
>>proposal, we will see if it's here
>>and forward to LS Committee. Mary
>>

>> Dr. Mary Elizabeth Williams
>> Dean's Associate for Academic
>>Affairs
>> College of Health & Human Services
>> Professor Nursing & Allied Health
>>Professions
>> Indiana University of Pennsylvania
>> Zink 216
>> 1190 Maple St.
>> Indiana, PA 15705
>> 724 357-2560
>> mary.e.williams@iup.edu
>> mew@iup.edu

>> On 1/21/2014 5:46 PM, Rita M.
>>Johnson wrote:
>>> The FDNT 470 proposal proposal was
>>>sent the Dean, revised based upon his
>>>request, and re-sent last semester.
>>> Below is a copy of the email that I
>>>sent last week. I have not heard
>>>anything.
>>>
>>> If there is anything that you can
>>>find out, I would certainly
>>>appreciate it.
>>>
>>> Thanks.
>>>
>>> PS I will follow through with your

>>>recommendations for Jacob Douglas.
>>> His GPA is 2.88; I don't think that
>>>20 credits is for him.
>>>
>>>
>>> Rita M. Johnson, PhD, RDN, CSSD, LDN
>>> Chair and Associate Professor
>>> Department of Food and Nutrition
>>> 911 South Drive, Ackerman 102
>>> Indiana, PA 15705-1087
>>>
>>> Rita.Johnson@iup.edu
>>> Office Location: Ackerman 101
>>> 724-357-3007 (Department fax)
>>> 724-357-3281 (Rita's office)
>>> 724-357-4440 (Department office)
>>>
>>> Spring 2014 Office Hours
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>>>4:30
>>> Tuesday - 10:00 - 12:00
>>> Please see Mrs. Karen Lemasters in
>>>ACK 102 if another appointment time
>>>is needed.
>>>
>>>
>>>
>>>
>>>
>>>
>>>
>>> --- the forwarded message follows
>>>---
>>
>
>

— Attachments: —

| | |
|--|---------|
| FDNT 470 Writing Intensive Proposal.docx | 37.7 KB |
| Summary for writing across the curriculum.docx | 16.1 KB |



March 3rd, 2014

Dr. David Pistole
Director of Liberal Studies
103 Stabley
Indiana University of PA
Indiana, PA 15705

Dear Dr. Pistole:

I am writing in support of Ms. Nicole Dann-Payne's proposal to request that FDNT 470, *Human Food Consumption Patterns*, be approved for designation as a Writing Intensive course in the Department of Food and Nutrition. This course is currently being taught by Ms. Dann-Payne, but any faculty who may be assigned to teach FDNT 470 are expected to adhere to criteria for the course, as well as writing intensive guidelines. As the department Chair, I verify that I will monitor the class and ensure the continuity of teaching the course according to writing intensive criteria by meeting with faculty who teach those courses and providing sample syllabi and writing assignments.

Thank you, and if you need additional information please contact me at rjohnson@iup.edu or 724-357-4440.

Respectfully,

A handwritten signature in cursive script that reads "Rita Johnson".

Rita Johnson, PhD, RD
Department Chair and Associate Professor