

ACKNOWLEDGMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Exploring Our Food	FNH 200	3 credits

PREREQUISITES

No prerequisites required

COREQUISITES

No corequisites required

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Azita Madadi Noei	The best way to reach me is via Canvas internal email. I will respond within 24 hours. If you email me late on Friday afternoon or on weekends please expect longer response time	217-2205 East Mall	Please contact me through Canvas internal mail (only) to make an appointment

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

You can read more about me in the introduction section of Canvas and also my faculty profile at the following link.

<http://mfs.landfood.ubc.ca/faculty-staff/dr-azita-madadi-noei/>

OTHER INSTRUCTIONAL STAFF

The course teaching will be assisted by Amir Amiri, Nilanga Aki Bandara, Abeera Irfan and Xanyar Mohammadi

COURSE STRUCTURE

You are responsible for reading the 13 lessons found in the 'Modules' section on Canvas. The lectures are based on these modules, providing additional elaboration on specific and more challenging topics. Lecture slides will be posted before each class. It's important to note that these slides serve as my teaching tools and may lack essential notes and extra information that I communicate during the lecture, making them potentially less useful or even meaningless without context. Therefore, please ensure to

complete the information by actively taking notes in class. Throughout the class, I will use questions and polls to assess your understanding.

Lessons: To access the lessons, click on “Modules” on the “Home page”. Each lesson includes a list of objectives and an overview of the topic, along with links to additional readings. It is advisable to review these lessons before attending class. For a detailed schedule, refer to the document named, “Tentative schedule and due dates” posted on the home page.

Lecture: Lectures, aligned with lessons, incorporate additional information, videos, and activities for clarity on crucial topics. These extra contents are testable through quizzes and exams. Obtain notes from peers if you miss a class to avoid missing important material.

Reading material and links: Throughout the course, extra reading materials and links are provided and embedded in the lessons. You need to review them and be able to answer the guiding questions and or complete activities.

Videos: Some videos will be shown in class or assigned for individual viewing, and they are subject to testing. Guiding questions will be provided. Certain videos are already integrated into the lessons posted on Canvas.

Discussion board: This tool, highly valued by students, is the main means of communication for course-related questions. In addition to providing opportunity to achieve your participation mark, you can contribute, aiding knowledge transfer and testing your understanding for potential bonus marks (see evaluation section). Some discussion boards are labeled as testable. Additionally, the board is a platform for posting new or controversial topics, allowing contributions for enhanced learning. Depending on the topic, specific discussion forums may open for voluntary contributions.

Group Placement:

After the add and drop period, locate your assigned group in the “People” section on Canvas. Look for a discussion board named after your TA and featuring a group number in the group section. The groups are on alphabetic order. This is your space to post and ask questions regarding assignments and to form study or assignment groups. Refer to the assignment section for additional details. Each group will be supervised and facilitated by a Teaching Assistant.

TENTATIVE SCHEDULE OF TOPICS

Please check the [posted schedule](#) on Canvas.

LEARNING OUTCOMES

The major objective of FNH 200 is to provide you with a fundamental understanding of food, and the science and technology related to food preservation and manufacture.

Upon completion of this course, you will be able to:

- Describe colloidal dispersions important to food quality and sensory perception

- Describe the role of chemical reactions, enzymes, and microorganisms in food spoilage, food preservation, and food-borne disease
- Describe food processing/preservation methods and packaging systems, including their application in the conversion of raw materials into food products
- Develop personal food selection and food handling habits that will minimize the risk of contracting a foodborne or water-borne disease
- Articulate a personal set of values related to your decisions pertaining to the selection of food products for both your personal and your family's consumption
- Demonstrate an ability to critically evaluate the validity of the information that commonly appears in newspapers, magazines, radio, and television

LEARNING ACTIVITIES

In this course, there are different activities that will help you to achieve the learning objectives. The activities are designed to cater to different learning styles, leading to the same objectives.

Pre-readings, embedded activities, and videos: Reading the modules before the lecture enhances your ability to absorb information, enabling you to ask more in-depth questions during class and contributing to overall learning.

Taking notes during lectures and watching videos: As an introductory course encompasses a broad range of information, it's impractical to condense it into PowerPoint slides. Taking notes is essential to capture all necessary information for successful completion of the course.

In-class participation: To maintain interactivity, I incorporate videos, demos, and provide questions or polls using **iClicker**. Your active involvement in these activities contributes to solidifying information gathered throughout the course, enhancing the overall learning experience.

Discussion boards: These activities are designed to help you provide your input and comment on selected topics. It also serves best for those who are more comfortable sharing their opinion in writing rather than in class.

Quizzes: These assessment tools aim to test your comprehension and provide insights into your standing in the course.

Assignments are Used to apply your gathered knowledge to real-world scenarios. This tool also offers the chance to work collaboratively, testing your teamwork skills. While teamwork is encouraged, you may choose to work individually on assignments.

LEARNING MATERIALS

All necessary readings and links are available on Canvas; there is no required textbook for this course. Ensure you have a standard computer or compatible electronic device for accessing Canvas and iClicker.

For exams, you'll need a functional electronic device to connect to Canvas and complete the exam. Any queries about login or accessing course material on Canvas can be addressed in the Help section on the

left-hand side menu bar of the course home page. If you are new to Canvas or have questions about its usage, please refer to the “Canvas Student Toolkit”. <http://students.canvas.ubc.ca/>

ASSESSMENTS OF LEARNING

GRADE BREAKDOWN

Assignments (2) - 16%

Quizzes (4) - 10%

Midterm Exam - 30%

Final Exam - 40%

Participation- 4%

Bonus mark- learning enhancement 1%

Bonus mark- quality control survey 0.5%

- **ASSIGNMENTS**

There will be two assignments in this course, accounting for a total of 16% of your marks. It's crucial to carefully read and adhere to the assignment instructions, as failure to comply may lead to disqualification or non-compliance penalties. Submit your written assignments using the Assignment Drop Box Tool by the specified deadline (refer to the schedule). Late submissions will incur a 25%-mark deduction for each day overdue. Ensure to proofread your assignment before submission.

ASSIGNMENT INSTRUCTION

You can opt to submit your assignments either individually or as part of a group, with a maximum of 4 students per group. The same criteria will apply to the assessment of both individual and group assignments. If you choose the group option, members should be from the same TA group, which will be formed after the add and drop period. We highly recommend collaborating in groups for both assignments, with a group size limit of up to 4 students

- **ACCESSING THE ASSIGNMENT**

On the course home page, click on “Course Assessment” and then choose the assignment.

Read the assignment information carefully and follow the instructions on the format and word limit and download the assignment PDF.

- **ASSIGNMENT-FORMAT**

ASSIGNMENT 1:

- On the top right corner of the assignment, write your name (and your group members if working in a group).
- You do not need to format an essay, but ensure the completeness of the requested information.

- Save your file as a text or doc file. The file name should be your last name and the initial of your first name (e.g., madadi-A.doc). If working in a group, the file name should include all members' names. Incorrectly formatted assignments will not be marked by your TA.
- All required information is provided in the course, but you may use other reliable sources, such as scientific and peer-reviewed resources, government, and educational institution websites, for bonus marks.

ASSIGNMENT 2:

- Feel free to express your creativity by creating an electronic poster or presentation slides.
 - Before submission, carefully read the instructions for Assignment 2 and review the marking rubric.
 - Save your file as a PPT or PDF for Assignment 2.
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- CITATION
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Throughout the assignment, you will utilize various sources (lessons, lecture notes, reading materials, video clips, provided links, etc.), so please ensure proper individual citation. This course undergoes regular updates and additions, so it's important to acknowledge all authors by citing their names. To access the complete list of authors, click on "Course Instructor and Authors" on the home page. Maintain both **in-text citations** and a **list of references**, as simply listing all resources at the end is insufficient to meet requirements. Follow APA style for citation; review the link provided for guidance. For additional information, consult with a librarian.

<https://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/>

<https://owl.english.purdue.edu/owl/resource/949/01/>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

- UPLOADING ASSIGNMENTS

In the assignment section, click on the file upload and attach your file using the 'Browse' button. If you are working as a group, only the submitting member should attach the assignment file—do not submit more than one file per group. Students are accountable for submitting the final and accurate version of their work and ensuring the successful upload of assignments.

Important:

Non-submitting members should mention the name of the group member who submitted the assignment on behalf of the group in the comment section. **Ensure to click the "submit" button.**

- REVIEWING THE MARKED ASSIGNMENT

- After your assignment marks are posted, you can access and review your assignment comments and point deductions by clicking on "Grades", selecting "Assignment" and then right-clicking to view feedback.

- Please be aware that assignments fall under the TA's jurisdiction, and any inquiries about marking should be directed to your TA. I will only intervene if the issue remains unresolved and will offer a second opinion
 - **QUIZZES**
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There will be five online quizzes in this course, and four of them will contribute to a total of 10% of your final grade. The lowest mark will be excluded. Each quiz will consist of 25 multiple-choice and/or 'True or False' questions covering the material from 2-3 lessons.

○ TAKING THE QUIZ

- You have 25 minutes to complete the quiz. Note: the completion time is calculated from when you click 'Begin quiz' to when you click 'Finish.'
- Once the time has expired, no more answers can be saved or submitted. Save all your answers before submitting the quiz.
- For Quiz 1, you have 3 attempts, and the highest mark will be considered. Subsequent quizzes can only be taken once.
- There will be no extensions after the quiz deadline. Therefore, ensure you can log in to the quiz on Canvas before the date of the first online quiz. Avoid attempting to complete the quiz a few hours/minutes before the deadline.

○ REVIEWING THE QUIZ RESULTS

The quiz mark will be visible after the quiz availability period. The board of FNH 200 instructors has decided not to release the entire quiz, as creating new and effective multiple-choice questions for each session is challenging, and sharing them would impact the fairness of the evaluation, defeating the purpose. Note that the quizzes are meant to help you monitor your progress in the course, so make effective use of them. Quiz reviews may be conducted in class or through appointments with the teaching team.

- **MIDTERM & FINAL EXAMINATIONS**

The midterm exam will cover lessons 1 to 4 and will be conducted **online via Zoom invigilation**. The final exam is cumulative and will be **in-person**, utilizing Canvas quizzes and the LockDown browser. Please review the technology requirements for the LockDown browser at <https://lthub.ubc.ca/guides/lockdown-browser-student-guide/>

The Midterm and Final Examinations will include a mix of fill-in-the-blank, matching, multiple-choice, and short-answer questions. Specific details about the exams and their format will be provided in class closer to the exam dates. The midterm will be **open book**, but copy/pasting or using non-course material is not allowed. For the final exam, a two-sided letter size or A4 memory aid is permitted, with a font size above 6 or handwritten in pen. Graphs and tables can be included. Further information will be available in the exam information section of the course Canvas.

- CLASS PARTICIPATION

Active participation is crucial for learning. To incentivize participation, 4% of the final mark is allocated to this activity. You can earn this by attending lectures and actively participating in online polls and discussions. Completing 5 out of around 13 discussion boards, along with regular in-class participation (90% or less than 3 missing lectures), will grant you the participation mark. If you miss more than 3 sessions, you need to complete an extra discussion board for each missed session to partially recover your participation mark. Guidelines for the discussions are provided on Canvas.

- DISCUSSION BOARD

The purpose of the discussion board is to enhance awareness of your learning, delve deeper into selected topics, and connect course material to your everyday world.

- Each discussion contribution should be between 200 and 500 words.
- Your discussion should address the question on the topic and include your opinion, explained in the context of personal experience. It should conclude by relating the topic to the course content.
- Discussions are graded based on completeness, judged by length (minimum 200 words and maximum 500 words), an appropriate response to the prompt, and punctuality. More than 2 discussion posts in the last hour of availability will not be considered.

- BONUS MARK

Throughout the term, there will be various opportunities to contribute to the enhancement of class learning. Students who actively contribute will be eligible for bonus marks, with two categories offering a potential total of 1.5%

- LEARNING (1%)

Eligibility for the bonus mark requires **completing any 5 of the following:**

- Answering specific questions during the lecture (excluding polls)
- Responding to other students' questions on the discussion board - I will acknowledge your correct contribution with a note
- Providing comments on posted videos regarding their quality and effectiveness in your overall learning process or suggesting improvements
- Engaging in the discussion forum beyond the required class participation.

- QUALITY CONTROL SURVEYS (0.5%)

After the midterm, a survey on teaching effectiveness will be posted on Canvas. The results will be utilized by the teaching team to enhance the quality of teaching practices. Please be aware that this survey is distinct from the course evaluation of teaching administered by the faculty towards the end of the term.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

MASK WEARING

Please note that as per the recent health order, wearing non-medical masks is not required. However, students are encouraged to monitor themselves for symptoms for respiratory illness. Please review the provided information. <https://srs.ubc.ca/covid-19/>

Other Course Policies

Academic honesty is a core value of scholarship. Cheating and plagiarism (including both presenting the work of others as your own and self-plagiarism) are serious academic offenses that are taken very seriously in the Faculty of Land & Food Systems. By registering for courses at UBC, students have initiated a contract with the university that they will abide by the rules of the institution. It is the student's responsibility to inform themselves of the University regulations. Definitions of Academic Misconduct and plagiarism can be found on the following websites:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959#10894>
<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

LEARNING RESOURCES

For more information, the following books are available through the UBC library

- Food Science. By N. N. Potter and J. H. Hotchkiss. Aspen Publishers Inc., Chapman & Hall, 5th edition, 1995, 1998. Available in Woodward Library
 - Essentials of Food Science. By V.A. Vaclavik and E. W. Christian (online)
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