

# Food Science and Technology 2200 Science of Food AU 2020

Tuesdays & Thursdays, 11:10AM - 12:30PM (synchronous through Zoom)

Course Format: Online

## Instructor:

Srilatha Kolluri

[kolluri.4@osu.edu](mailto:kolluri.4@osu.edu) (preferred contact)

Office phone: 614-292-7798

214C Howlett Hall

Office hours: By appointment through Zoom or by appointment for an in person meeting on campus. (Please email me preferred times and I will either send you a Zoom link or you can come to my office)

## Credit Hours:

**Pace of online activities:** This course is divided into **weekly modules** that are released at least one week ahead of time. All lectures and discussion activities will be conducted synchronously through Zoom at the class time. A Zoom link will be provided in the Carmen course page. All reading material that would be used in discussion and activities will be posted ahead of time.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Prerequisites:** Biology 1101 or 1113

## Textbooks/Readings:

All course material will be provided on Carmen. This course does not have a required text. The lectures will be conducted through CarmenZoom and accompanying slides will be posted as pdf file on Carmen. You can find them under the appropriate module for the week. The PDF's of the slides work well for easy note taking. In addition, readings are provided under the module "study guide" which will serve as text/study guide. Other readings will be assigned as appropriate in the weekly modules and will be used for in class discussion/ pop quizzes. Top Hat, a free OSU tool, will be used for in class

participation. You will need a student account in Top Hat. <https://resourcecenter.odee.osu.edu/top-hat> (Links to an external site.) gives you information on how to get started in Top Hat.

**Optional Readings:** You will also find latest food safety news in the page called **Food Safety News** under the resources module and serves as optional reading

**Additional Required Materials:** none

**Other Fees or Requirements:** none

### Course Description:

Food and nutrition in modern health; principles involved in digestion, metabolism and contribution of food to diseases processes, including food poisoning and the role of science, biotechnology and processing in meeting health and food needs.

### Goals:

- Be able to critically read/listen to popular press reports about food and nutrition or other biological phenomena and be able to identify probable misinformation.
- Know the factors important for microbial growth, major organisms that present a public health hazard with regards to food and to understand the positive role of microorganisms in food.
- Know the names and functions of the essential nutrients for humans as well as foods that are major contributors of these nutrients in their diets.
- Be aware of the relationships between diet and disease and the controversies surrounding these relationships

### Learning Outcomes:

#### *Course Learning Outcomes*

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

1. Understand and appreciate the significance of becoming more effective consumers of nutrition news.
2. Appreciate and value the content of this course in terms of relevancy and potential impact on their daily lives.
3. Value the impact of food science & technology in addressing particular disease states.
4. Understand the potential of science to address problems of the contemporary world.
5. Understand how advances in biology affect the food supply.

This course satisfies a GE science requirement as an additional science course. The College of Arts & Sciences has specified a set of educational goals and learning objectives. Courses in Natural and Biological Sciences foster an understanding of the principles, theories, and methods of modern science, the relationship between science and

technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world. As such, the course has the following GE learning objectives.

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

The content and the associated activities in this course focus on evaluating information on food and nutrition for an individual as well as the population using principles of modern science. The course attempts to address controversies surrounding food using science and explores how scientific innovations, technologies, practices and ingredients help in extending the shelf life of food and maintain the safety of our food supply.

#### Topic/Week Outcomes

1. Week Outcome (W1) Identify reliable sources of nutrition information? Identify what prompts us to eat and differentiate between hunger and appetite (L1)
2. Week Outcome (W2), differentiate between the dietary reference intakes and explain the process of digestion (L2)
3. Week Outcomes (W3) Explain the role of different macronutrients in contributing to or alleviating disease states (L2, L3)
4. Week Outcomes (W4) Explain the role of different macro and micronutrients in contributing to or alleviating disease states (L2, L3)
5. Week Outcomes (W5) Explain the role of different micronutrients in contributing to or alleviating disease states (L2, L3) and Review
6. Week Outcomes (W6) Exam 1 Explain the role of different micronutrients in contributing to or alleviating disease states (L2, L3)
7. Week Outcomes (W7) Explain the role of different micronutrients in contributing to or alleviating disease states (L2, L3) and Explain the current food label (L2)
8. Week Outcomes (W8) Apply the knowledge gained from macronutrients section to understand the principles of weight management (L1, L2, L3) and identify different eating disorders (L2)
9. Week Outcomes (W9) understand when or when not to use supplements, Differentiate between organic and natural foods (L1, and L2) Describe food allergens and understand how foods are labeled to educate consumers (L2, L3)
10. Week Outcomes (W10) Define terms in microbiology and explain how different food borne pathogens can cause diseases, the disease burden to the individual and community, Food Safety and safe food handling practices (L2, L3 and L5) Review
11. Week Outcomes (W11) Midterm 2 Describe the role of diet in causing or alleviating cancer (L2, L3, L4)
12. Week Outcomes (W12) Understand the science behind the creation of Genetically Modified Organisms, identify the different food and medical applications of the technology and understand the potential role it can play to solve the problems of world hunger (L2, L4 and L5)

13. Week Outcomes (W13) Describe the different food processing methods and compare the advantages and disadvantages of each (L2, L4 and L5)
14. Week Outcomes (W14) Describe the different food processing methods (L2, L4 and L5) , Describe how food additives are tested, (L2, L4 and L5)
15. Week Outcomes (W15) Describe how food additives are used in the food supply (L2, L4 and L5) and Review

### Course technology

For help with your password, university e-mail, [Carmen](#), or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- Ability to take and insert digital pictures into a document
- Use Microsoft Excel effectively
- Recording, editing, and uploading video

### Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested;

### Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation is found <https://ocio.osu.edu/kb04733>.

### Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## Course schedule

Week	Dates	Topics, Readings, Assignments, Deadlines	Associated Course Learning Outcomes	Associated week learning outcomes
1	8/25-8/29	Introduction; Syllabus, Nutrition information, Q1 (syllabus quiz) Why do we eat?	L1	W1
2	8/30-9/5	RDA, Digestion	L2	W2
3	9/6-9/12	Carbohydrates and Proteins <b>Photo journal (Food Chart Part 1) due</b>	L2, L3	W3
4	9/13-9/19	Lipids and Fat soluble vitamins <b>Critique 1 Due</b>	L2, L3	W4
5	9/20-9/26	Water soluble vitamins. (Quiz 2-5 due)	L2, L3	W5
6	9/27-10/3	MIDTERM 1 Minerals	L2, L3	W6
7	10/4-10/10	Minerals, Labeling	L1, L2	W7
8	10/11-10/17	Weight Management and Eating disorders	L1, L2, L3	W8
9	10/18-10/24	Supplements, Organic and Natural foods, Food allergies <b>Food chart (Part 2 and 3) Due</b>	L1, L2, L3, L4	W9
10	10/25-10/31	Microbiology and safe food handling and Review (Quiz 6-9 due)	L2, L3, L5	W10
11	11/1-11/7	MIDTERM 2 Diet and cancer, Phytochemicals	L2, L3, L4	W11
12	11/8-11/14	Biotechnology <b>Supermarket Savvy Due</b>	L2, L4, L5	W12
13	11/15-11/21	Food Processing and Preservation	L2, L4, L5	W13
14	11/22-11/28	Food processing and Preservation <b>Critique 2 due</b>	L2, L4, L5	W14
15	11/29-12/4	Food additives and Food additive testing, Review	L2, L4, L5	W15
	12/8	(Quizzes 10-12 due) <b>Final (online) 12 Noon</b>		

*A detailed lecture calendar with the exact due dates is available on the course page on Carmen*

### Instructor's policy on late or make work:

**All written assignments** must be submitted through Carmen course page. Unless there is an unforeseen catastrophe with the system, I will not accept any work through email. **It is your responsibility to make sure your assignment is submitted properly.**

The system is set to insert a 0 into your grade at the deadline if your assignment is missing. When the assignment is graded that will be removed, but a 25% point deduction will be levied at the deadline and will compound for each 24 hours late. **At 72 hours past the deadline, the deduction is 100%, therefore, past that point, no late work will be graded.**

Extensions on assignment due dates may be granted for **valid** and **documented** reasons, such as medical emergency or death in the family. **Documentation of the emergency will need to be presented in order to accept late work.**

### Evaluation:

#### Quizzes (online)

There will be 11 content quizzes (Assess L1-L5 depending on the quiz), each worth 5 points, 1 Syllabus & FAQ quiz worth 10 points and a GE survey/evaluation (optional) worth 10 points. When you finish the quiz, it will be instantly graded and the correct answers displayed. With each content quiz attempt, you will be presented with 5 random questions. You may take each content quiz up to 3 times. The highest score of the three attempts will be the one that is recorded as your grade.

The last quiz is an optional GE survey/evaluation that you will complete online and is worth 10 points. It is an opportunity to provide feedback concerning your experience in this class. It is anonymous and you automatically receive 10 points upon completion of the evaluation.

#### In-class participation

You may be asked to read an assigned reading and be prepared to discuss in the class (Assess L1-L5 depending on the reading). There will be pop-quizzes or case studies that you may have to reflect on during the class. The activities will be worth anywhere between 3-10 points each. Class participation is worth 75 points.

#### Examinations (online)

There will be three exams, each worth 80 points (Assess L1 through L5 depending on the exam). All exams will be approximately 50 mins and will be online. There are 40 multiple choice questions each worth 2 points. There is no

cumulative exam and each exam covers material in individual segments. Topics covered on quizzes 2-5 will be on Exam 1, 6-9 will be on exam 2 and 10-12 will be on Exam 3. Exams are closed book and notes are not permitted during an exam. No verbal or written communication with other students is permitted during an exam. You will be using Proctorio to take the exams.

### Assignments

There are four assignments. The Food Chart (Assesses L2) is worth 100 points . The supermarket savvy (SMS) (Assesses L2) is worth 45 points and each critique (Assesses L1) is worth 25 points. There may be an extra credit assignment assigned near the end of the semester.

1. All graded work in this course, which includes assignments, quizzes, participation questions, and exams, must be completed solely by the student and be their own, original work. Tutor assistance or assistance by others (including verbal and written communication) is not permitted to complete quizzes and exams. However, you may refer to your notes and course materials while taking the online quizzes. No outside assistance in the form of electronics (including the Apple watch or similar devices), notes, or verbal or written communication with others is permitted during an exam. You may work in student groups on the supermarket savvy. Please refer to the specific instructions for that assignment.

The Food Chart assignment requires you to document your food intake over 4 days as a photo journal, then conduct a nutrient analysis, and reflect on it (L2). If you are under the supervision of a medical provider for a reason that makes undertaking this assignment inappropriate, contact the instructor as soon as possible for an alternative.

Article Critiques require you to read a media article that is based on a published research article. Research articles are usually copyrighted, but you can access the published article and any other research articles that help you form an informed opinion through OSU libraries. The quality of your research and your ability to clearly articulate a view point based on scientific literature will determine your grade. A rubric with grading criteria will be provided.

### How your grade is calculated

**The maximum number of points that can be earned in this class is 575.** The OSU standard scale for percentages will be used.

<b>ASSIGNMENT OR CATEGORY</b>	<b>POINTS</b>
<b>Quizzes</b>	<b>65</b>
<b>In class participation</b>	<b>75</b>
<b>Exams (3)</b>	<b>240</b>
<b>Food Chart</b>	<b>100</b>

<b>Critiques (2)</b>	<b>50</b>
<b>Supermarket Savvy</b>	<b>45</b>
<b>Extra credit/GE evaluation survey*</b>	<b>*10</b>
<b>Total possible points</b>	<b>575</b>

See course schedule below for due dates.

### Grading Scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

### COURSE POLICIES

#### Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **3-4 weeks**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

#### Proctorio

Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with me to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.



Students will be given the opportunity and encouraged to take a sample practice quiz with Proctorio before an examination for credit is deployed. This will ensure that the entire class, including those with accessibility concerns, will be ready to use Proctorio or have an alternative in place.

### Attendance Policy:

Because this is an online synchronous course, your attendance is based on your online activity and in class participation. The following is a summary of everyone's expected participation:

- *Logging in:* **AT LEAST TWICE PER WEEK DURING CLASS TIMES**
- You are expected to finish any required readings weekly before the class time. **There are deadlines throughout** to ensure that you complete the course in a timely manner. Be sure you are logging in to the course in Carmen each week and attending class. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. In case of illness or emergency please provide documentation and I will either provide makeup assignments or excuse the in-class participation activities.
- *Office hours:* **OPTIONAL OR FLEXIBLE**  
If you would like to discuss an assignment with me, or feel that you need to talk to me in person rather than email, please contact me initially by email so that we can schedule a mutually amenable time to meet on campus or by Zoom. Zoom is preferable but I can also meet you in person.

### E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply. I respond to emails within 24 hrs.

#### DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.

- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

### DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office or by Zoom.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

### Exams:

You must complete the quizzes and final exams yourself, without any external help or communication. You will be using Proctorio for taking the exams, which are timed.

### Written assignments:

Your written assignments should be your own original work. In formal assignments, you should follow [APA](#) style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

### Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Falsifying research or results:

All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### UNIVERSITY POLICIES

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee

(Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.

### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Intellectual Property** (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

### Safety and health requirements:

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical

distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## Disability Services:

**The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
  - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
  - [MediaSite Accessibility Statement](#)
  - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)

## UNIVERSITY RESOURCES

### Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### Creating an environment free from harassment, discrimination, and sexual misconduct:

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

#### Grievances:

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

#### Content Warning:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes of eating disorders and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

#### Lyft Ride Smart at Ohio State:

[Lyft Ride Smart at Ohio State](#) offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be \$2 or less. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. When using ride sharing, remember to visually confirm vehicle info/descriptions in the company app and ask the driver to say who they are picking up.

*The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.*

Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
<p>Course Overview and Introduction</p> <p><a href="#">Standard 1 explanation</a></p>	<p>1.1 Instructions make clear how to get started and where to find various course components. <a href="#">Instructor</a> <a href="#">Credit Hours</a> <a href="#">Course Description</a> <a href="#">Course Schedule</a></p> <p>1.2 Learners are introduced to the purpose and structure of the course. <a href="#">Course Description</a> <a href="#">Goals</a></p> <p>1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. <a href="#">E-Mail Etiquette</a></p> <p>1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. <a href="#">UNIVERSITY POLICIES</a></p> <p>1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. <a href="#">Course technology</a> <a href="#">Technology Skills</a> <a href="#">Required Software</a></p> <p>1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated. <a href="#">Technical Skills</a> <a href="#">Required Equipment</a></p> <p>1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. <a href="#">Prerequisites</a> <a href="#">Technology Skills</a></p> <p>1.8 The self-introduction by the instructor is professional and is available online.</p> <p>1.9 Learners are asked to introduce themselves to the class.</p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>Learning Objectives (Competencies)</p>	<p>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. <a href="#">Learning Outcomes</a></p> <p>2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</p> <p>2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. <a href="#">Learning Outcomes</a></p> <p>2.4 The relationship between learning objectives or competencies and learning activities is clearly stated. <a href="#">Learning Outcomes</a> <a href="#">Outcomes</a></p> <p>2.5 The learning objectives or competencies are suited to the level of the course. <a href="#">Learning Outcomes</a></p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>
<p>Assessment and Measurement</p>	<p>3.1 The assessments measure the achievement of the stated learning objectives or competencies. <a href="#">Evaluation</a></p>	<p>3</p>



General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
	<p>32 The course grading policy is stated clearly at the beginning of the course. <a href="#">Late/Make Work Evaluation Grading Scale</a></p> <p>33 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. <a href="#">Evaluation</a></p> <p>34 The assessments used are sequenced, varied, and suited to the level of the course. <a href="#">Evaluation</a></p> <p>35 The course provides learners with multiple opportunities to track their learning progress with timely feedback. <a href="#">Outcomes Evaluation</a></p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p>
Instructional Materials	<p>41 The instructional materials contribute to the achievement of the stated learning objectives or competencies.</p> <p>42 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. <a href="#">Evaluation</a></p> <p>43 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. <a href="#">Textbooks/Readings Additional Required Materials</a></p> <p>44 The instructional materials represent up-to-date theory and practice in the discipline. <a href="#">Textbooks/Readings Optional Readings Additional Required Materials</a></p> <p>45 A variety of instructional materials is used in the course. <a href="#">Textbooks/Readings Optional Readings Additional Required Materials Course Schedule</a></p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>
Learning Activities and Learner Interaction	<p>51 The learning activities promote the achievement of the stated learning objectives or competencies.</p> <p>52 Learning activities provide opportunities for interaction that support active learning.</p> <p>53 The instructor's plan for interacting with learners during the course is clearly stated. <a href="#">Faculty feedback response time</a></p> <p>54 The requirements for learner interaction are clearly stated. <a href="#">Attendance Policy Communication Guidelines Tardiness Technology Devices Quizzes and exams Written assignments Reusing past work Falsifying research Collaboration peer-review Group projects</a></p>	<p>3</p> <p>3</p> <p>3</p> <p>2</p>
Course Technology	<p>61 The tools used in the course support the learning objectives or competencies.</p> <p>62 Course tools promote learner engagement and active learning.</p> <p>63 A variety of technology is used in the course. <a href="#">Technical Skills Technology Skills Technology Devices</a></p> <p>64 The course provides learners with information on protecting their data and privacy.</p>	<p>3</p> <p>3</p> <p>1</p> <p>1</p>

General Standards	Specific Review Standards Points: 3 = Essential (must have), 2 = Very Important, 1 = Important	Points
Learner Support	71 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. <a href="#">Course technology</a>	3
	72 Course instructions articulate or link to the institution's accessibility policies and services. <a href="#">Disability Services</a> <a href="#">Accessibility of course technology</a>	3
	73 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. <a href="#">Counseling and Consultation Services</a>	3
	74 Course instructions articulate or link to the institution's student services and resources that can help learners succeed. <a href="#">UNIVERSITY RESOURCES</a>	1
Accessibility* and Usability	81 Course navigation facilitates ease of use.	3
	82 The course design facilitates readability.	3
	83 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	84 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	85 Course multimedia facilitate ease of use.	2
	86 Vendor accessibility statements are provided for all technologies required in the course. <a href="#">Accessibility of course technology</a>	2

<a href="#">Academic integrity policy</a>	<a href="#">Communication guidelines</a>	<a href="#">Course Title</a>	<a href="#">Falsifying research</a>	<a href="#">Late or make work</a>	<a href="#">Prerequisites</a>	<a href="#">Textbooks/ Readings</a>
<a href="#">Academic Misconduct</a>	<a href="#">Copyright disclaimer</a>	<a href="#">Credit Hours</a>	<a href="#">Feedback and response time</a>	<a href="#">Learning Outcomes</a>	<a href="#">Quizzes and exams</a>	<a href="#">Title IX</a>
<a href="#">Accessibility of course technology</a>	<a href="#">Counseling and Consultation</a>	<a href="#">Department</a>	<a href="#">Goals</a>	<a href="#">Logging in</a>	<a href="#">Requesting accommodations</a>	<a href="#">Tone and civility</a>
<a href="#">Additional Required Materials</a>	<a href="#">Course Coordinator</a>	<a href="#">Disability Services</a>	<a href="#">Grading and feedback</a>	<a href="#">Meeting Dates and Location</a>	<a href="#">Required equipment</a>	<a href="#">Topic/Week Outcomes</a>
<a href="#">Attendance Policy</a>	<a href="#">Course Description</a>	<a href="#">Discussion board</a>	<a href="#">Grading Scale</a>	<a href="#">Number</a>	<a href="#">Required software</a>	<a href="#">Trigger Warning</a>
<a href="#">Backing up your work</a>	<a href="#">Course Format</a>	<a href="#">Diversity</a>	<a href="#">Grievances</a>	<a href="#">Off Campus Field Experiences</a>	<a href="#">Reusing past work</a>	<a href="#">University Escort Service</a>
<a href="#">Baseline technical skills</a>	<a href="#">Course Learning Outcomes</a>	<a href="#">E-mail</a>	<a href="#">Group projects</a>	<a href="#">Office hours and live sessions</a>	<a href="#">Tardiness</a>	<a href="#">UNIVERSITY POLICIES</a>
<a href="#">Carmen Access</a>	<a href="#">COURSE POLICIES</a>	<a href="#">E-Mail Etiquette</a>	<a href="#">How your grade is calculated</a>	<a href="#">Optional Readings</a>	<a href="#">Technology Devices</a>	<a href="#">UNIVERSITY RESOURCES</a>
<a href="#">Citing your sources</a>	<a href="#">Course Schedule</a>	<a href="#">Evaluation</a>	<a href="#">Include appendices</a>	<a href="#">Other Fees or Requirements</a>	<a href="#">Technology skills</a>	<a href="#">Writing style</a>
<a href="#">Collaboration and peer-review</a>	<a href="#">Course technology</a>	<a href="#">Exam proctoring</a>	<a href="#">Instructor</a>	<a href="#">Participating in discussion forums</a>	<a href="#">Term</a>	<a href="#">Written assignments</a>