Note: Before completing this form, please carefully read the accompanying instructions.

1. Seminar Title:

   What’s on the Table: The Science and Culture of Plants as Food

2. Relation of the seminar to the mission of the Honors College:

   Activities such as reflection, discussion, experiential learning, and service learning will engage and prepare student leaders. By providing innovative opportunities and a multi-disciplinary environment, students will increase their knowledge of the relationship between plants and food choices. This will ultimately support students’ understanding of quality of life and...

3. Course description ((it is important to write a clear and interesting description for students))

   XXXX, XXX, XXX. Honors Seminar: What’s on the Table?: The Science and Culture of Plants as Food (3) (WI*) (FC: SC) (S) RP: An introductory course in biology or nutrition science. An introduction to the scientific study of the relationships that exist between people and our food plants, both plant and nutrition science, and the social and economic implications of our food choices. Selected readings will be taken from the modern research in plant science, ecology, and human nutrition as well as the popular press.

4. Faculty member(s) who will be teaching the course and departmental affiliation(s).

   Claudia L. Jolls, Ph.D., Associate Professor of Biology
   Elizabeth Wall-Bassett, Ph.D., R.D., Assistant Professor of Nutrition Science

5. Approval from Unit: Please attach letter of support from direct supervisor.

   Dr. Jeffrey S. McKinnon, Chair of Biology (separate attachment) for Jolls
   Dr. Will Forsythe, Chair of Nutrition Science (emailed separately) for Wall-Bassett

6. Is this seminar suitable to receive foundations credits?

   ___ X ___ Yes   ___ No

   If yes, please check appropriate area:

   ___ Fine Arts   ___ Humanities   ___ Social Sciences   ___ X ___ Natural Sciences

7. Will this seminar include a laboratory component? (Honors does have a laboratory course number available)

   ___ Yes   ___ X ___ No
8. Explain how the faculty member(s) is academically credentialed within the discipline(s) being covered in the seminar?

| Jolls | has a B.S. in Botany (*magna cum laude*) from the University of Michigan and a Ph.D. in Biology from the Department of Environmental, Population, and Organismic Biology, University of Colorado. She has taught biology for University of Colorado, the University of Michigan, and ECU for nearly three decades, including development and teaching of undergraduate/graduate courses in ecology and plant science that integrate natural sciences, humanities (ethic), and social sciences (geographic information systems, conservation biology. She has directed or served on 4 doctoral, 28 master's theses, and 57 undergraduate research projects including 7 REU students at three institutions. Jolls has contributed to the North Carolina Center for the Advancement of Teachers, NSF ITEST DUE-0934788 “TechMath: Real World Math, Technology, and Business Connections,” and NSF DUE “Mathematics and Science Education Noyce Scholars Program”. Her three decades of service in education, recruitment, and retention includes nomination for University of North Carolina (UNC) Board of Governors Excellence in Teaching Award (2009, 2010), receipt of UNC Board of Governors Distinguished Professor for Teaching (2003) and ECU Outstanding Advisor Award (1999), an ECU Fellowship in Academic Administration, as Association of Southeastern Biologists President, Faculty for the 21st Century-Project Kaleidoscope, and as a technical reviewer for more than two dozen journals and five granting agencies. |
| Wall-Bassett | has B.S. degrees in Biology with an emphasis in Horticulture, and in Economics from Western Carolina University, and a M.S. degree in Plant and Environmental Sciences and Ph.D. in Food Technology from Clemson University. She has teaching, research, and personal interests in food systems and food security. Wall-Bassett has worked with >5 students on independent study, study abroad, or Undergraduate Research and Creative Activity (URCA) projects to investigate food security through scholarship of engagement/service learning. She has served in national and state organizations for sustainable food systems, including the SC Food Policy Council, Delegate for Food Security, Nutrition, and Sustainable Development, Society for Nutrition Education Division of Sustainable Food Systems, NC Community Garden Partnership. She works locally with partners such as the community shelter, soup kitchen, intergenerational center, churches, Council on Aging, and nutrition and physical activity professionals. She was the recipient of the 2009 NC Dietetic Assn. Recognized Young dietician of the Year Award, and 2010 WCU Young Alumnus Award. She teaches Nutrition Sciences courses to undergraduates and graduate students. |

9. Has the faculty member(s) previously taught an honors seminar? (list title, where):

| Yes, Spring 2013, Wall-Bassett and Jolls, HNRS 2014: What’s on the Table? The Science and Culture of Plants as Food |

10. Did the faculty member(s) attend a workshop to develop honors courses?

(*this information is for use by the college in assessment; it is not a requirement for selection*)

| Yes | ❌No |

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11. Some, but not all Honors Seminars, are Service-Learning courses. If this course involves service-learning, you may want to have the Service-Learning Advisory Committee approve Service-Learning (SL) Credit for the course.

Will this course incorporate service-learning?

___ X ___ Yes    ____ No

If yes, has the course been approved by the Service-Learning Advisory Committee?

____ ____ Yes    __ X __ No; we will not yet apply for Service-Learning credit

12. The Honors College encourages innovative approaches to the delivery of seminars. Some instructors have incorporated guest speakers, field experiences and other events or activities. If you decide to use any special events or speakers that require additional funding, a budget outlining projected costs and potential sources of funding must be submitted along with the course proposal. The College has limited funding available to assist with such expenditures.

Will this seminar require additional funding as a prerequisite to be offered?

___ X ___ Yes    ____ No

If yes, what is the total amount required as indicated on the attached budget?

Field trip to working farm on final exam day, Strawberries on 903, required rental of a university transit bus; purchased basic food ingredients for Experiential Learning: Preparing a New Plant Food (College of Human Ecology, Golden Corral Culinary Kitchen)

______<$150.00____

13. Syllabus

(a) Catalog Description

XXXX, XXX, XXX. Honors Seminar: What’s on the Table? The Science and Culture of Plants as Food (3) (WI*) (FC: SC) (S) RP: An introductory course in biology or nutrition science. An introduction to the scientific study of the relationships that exist between people and our food plants, both plant and nutrition science, and the social and economic implications of our food choices. Extensive or selected readings taken from the modern research in plant science, ecology, and human nutrition as well as the popular press.

Extended Course Description (optional):

In this course, we examine the science and aspects of the social science of food, including ethnobotany (the relationships between people and their food plants), plant evolution and human history, as well as the environmental, economical, and social issues associated with the food system. We explore the journey of food from the field to our table today and through history, using technical and popular articles, as well as web-based resources and film. Together we will participate in experiential and service learning in classroom and community settings, including preparation of a plant as food new to the student, community gardens, food banks, and restaurants, to investigate the processes and influences on our personal food choices, the environment, local and global communities, and our health.
Honors College Course Proposal Form for Spring 2015 Seminars

(b) Learning Objectives

Lessons Learned from Spring 2013:
Responses from alumni (N=16), mix of second semester freshman and upperclass students, SPOTS survey:
Refocus emphasis on a technical research paper. Students come from a diverse array of majors and interests (biology, nutrition science, theater arts, history, political science) have limited experience and the writing and research process needs to be gradual and incorporate more hands-on instruction in literature research, its use, and writing skills. Students also mentioned the possibility of an exam given the extensive nature of scientific information, related to both plant and nutrition science. We noted that the students were generally more comfortable with their oral than written presentation skills and we want to capitalize on that. We want to encourage and support more group work, including team building, dynamics, discussion, and leadership. To this end, we have developed a smaller, more specific list of appropriate topics associated with a position paper that might be presented in the public press or at a talk to a general audience.

(Using Anderson and Krathwohl 2001 revision of Bloom's Taxonomy 1956)


Upon completion of this course, students will be able to:
1. Identify and describe the relationships between plants as food and human influences using several historical examples. (REMEMBER, UNDERSTAND)
2. Define, compare and contrast the scientific basis of plants as food and human nutrition, and the impact of food choices on food sustainability, environmental sustainability, and social justice. (REMEMBER, ANALYZE)
3. Articulate the student’s role, as part of the global community, in working towards food sustainability, environmental sustainability, and social justice. (APPLY)
4. Identify controversies associated with pesticides and herbicide use. (UNDERSTAND)
5. Identify the role of government in food production and food regulation. (UNDERSTAND)
6. Explain the economic, health and environmental costs of obesity. (UNDERSTAND)
7. Demonstrate global interdependence by researching the path of a food or food product from natural origin, through its evolution and human plant breeding, from technology to the table. (APPLY)
8. Construct and explore new plant food recipes, evaluate the availability and nutritional value of plant-based meals (CREATE, EVALUATE)
9. Construct a split-entry journals including reading assignment summaries, food diaries, and personal reflections (CREATE).

(c) Textbooks/Readings

Textbooks

Required:
Edelstein, S. 21014. Food Science: An Ecological Approach, Jones & Bartlett, Burlington, MA. 554 pp. ISBN 9781449694777 (working with publisher on a smaller course pack, spiral bound or e-book)

Recommended; choose one:
Honors College Course Proposal Form for Spring 2015 Seminars


**Shorter Readings (provided by instructors):**


**How to Understand and Use the Food Label:**

[http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm](http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm)


**What We Eat in America:** [http://www.ars.usda.gov/main/site_main.htm?modecode=12-35-50-00](http://www.ars.usda.gov/main/site_main.htm?modecode=12-35-50-00)

**Instructor Presented Films:**


**Course Content Outline**
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 13, 15 Jan | Introduction to the course; Go over SL expectations and presentation guidelines  
| 2    | 20, 22 Jan | Conducting Literature Reviews (library visit)  
Why We Eat What We Eat  
What are the basic nutritional needs of humans? How can we meet these needs through our diet?  
Nutritional Assessment (recalls, food frequencies, diet histories, food labels) | The Food Label; Dietary Guidelines  
What We Eat in America                                                              | Sign up for topic; WA #1: reviewing 5 articles                                      |
| 3    | 27, 29 Jan | Experiential Learning: Community Needs Assessment and Service Learning | "                                                                      | WA #4; Introduction section due                                  |
| 4    | 3, 5 Feb  | Introduction to Agricultural Science and Sustainability, GMOs  
Go over Research Paper guidelines and how to write the Introduction section | Nestle 2012;                                                              | WA #3: Grocery Store Botany                                      |
| 5    | 10, 12 Feb | What are costs and benefits of the typical modern US diet ("Western diet")?  
What are alternatives to the Western diet and their strengths/limitations? | “Super Size Me” online/reserve                                               | Sign up for SL; WA #2                                      |
| 6    | 17, 19 Feb | Nutritional Social Justice and Food  
Growing Power\(^*\)  
Tobler et al. 2011; De Tavernier 2012  
\(^*\)Growing Power = Tobler et al. 2011; De Tavernier 2012 | WA #5: Rate Your Plate                                                      |                                                  |
| 7    | 24, 26 Feb | Experiential Learning: Preparing a New Plant Food  
(College of Human Ecology, Golden Corral Culinary Kitchen) | WA #6 meetings with instructors to discuss writing and SL                   |                                                  |
### Week | Dates | Topic | Readings | Assignments
--- | --- | --- | --- | ---
8 | 3, 5, Mar | Experiential Learning: Preparing a New Plant Food (College of Human Ecology, Golden Corral Culinary Kitchen) | — | WA#7; Revision of Introduction section and Discussion section due
9 | 10, 12, Mar | SPRING BREAK | — | —
10 | 17, 19 Mar | 21 March-presentation consults | — | WA #8
11 | 24, 26 Mar | 26 March- presentation consults | “To Market, to Market to Buy a Fat Pig” | Writing Center visits
12 | 31 Mar, 2 Apr | Experiential Learning: Farmer’s Market Challenge | Discussion revision and conclusions DUE | —
13 | 7, 9 Apr | Nutritional Social Justice | “Food Inc.” | WA #9
14 | 14, 16 Apr | Presentations Preparations; Topic and Service Learning Presentations | — | WA #10;
15 | 21, 23 Apr | Presentations Preparations; Topic and Service Learning Presentations | — | —
16 | 30 Apr- 7 May | — | TBD: Final Exam Time | —

**(c) Course Assignments and Grading Plan, (f) Assessment Plan for Learning/Foundations Goals**

**Evaluation**

1. Reflection on Readings and Food Journal and Brief Writing Assignments
   - 10 @ 10 points each 100 points
   - To assess ability to grasp and use content, application of course concepts to experiential learning, evaluation of course readings and films based on scientific content in lecture

2. Exam on biological and nutrition science content 50 points

3. Position Paper or Article for the Popular Press
   - (First Draft) 25 points
   - (Final Draft) 50 points

4. Presentation 50 points

5. Attendance and Participation 25 points
Honors College Course Proposal Form for Spring 2015 Seminars

Grading Scale (bottom of scale out of 300 pts.)

- A → ≥282
- A- → 270-281
- B+ → 261-269
- B → 249-260
- B- → 240-248
- C+ → 231-239
- C → 219-230
- C- → 210-218
- D+ → 201-209
- D → 189-200
- D- → 180-288
- F → < 180

This is a Writing Intensive Course, Model 4: WI Courses Emphasizing a Combination of Writing Approaches

We will use a combination of academic, professional, and reflective (writing to learn) writing, including 30 pages of journal writing in combination with 10-12 total pages of edited academic or professional writing.

A brief description of assignments is provided below; however, detailed information and requirements will be provided on Blackboard and discussed in class.

• **Readings**
  
  Every student is responsible for the content of text readings related to the course topics. Readings should assist in understanding of lecture topics, as well as quality fulfillment of assignments. Students are expected to complete readings assigned before the class in which the material will be discussed. Reflections and Food Journals may be called for unannounced to confirm reading assignments have been summarized before class.

• **Brief Writing Assignments: Reflection on Readings and Food Journaling**
  
  Writings not to exceed 3 pages nor 10 total assignments during the course of the semester are designed to develop knowledge and new insights based on lecture, films, readings, and discussions in class. Additional brief writings are designed to help students progress in development of the position paper.

• **Position Paper (Draft and Revision, Each 10-12 Pages)**
  
  Each student will present a position paper suitable for an article in the popular press in draft and then revised version, based on instructor comments. The work will identify and describe some aspect of the ethnobotanical, historical, economic, and/or social aspect of a plant food or of a course-related topic (e.g. genetically modified organisms; nutritional assessment, food, and health; conventional vs. sustainable production of a plant food crop; nutritional social justice; food insecurity; alternatives to the “Western” diet). The paper will give background using peer-reviewed scientific literature, present controversies, identify knowledge gaps, and evaluate alternative views substantiated by good science. The paper will be presented as a manuscript for submission, double-spaced, 1” margins, 12 pt font, including a literature cited section of at least 10 peer-reviewed sources. Students will be ask to develop a position on in issue after presenting all sides of the argument using published resources. Revisions will be submitted with the edited first draft to confirm attention to comments.

• **Reflection and Food Journal**
  
  Students will be required to keep a journal on activities throughout the course. Journal writing will include a split-entry journal in which students summarize a reading assignment on one side of the page and write a personal response to the reading on the other side of the page. Writing prompts will be provided and students should address these prompts in a narrative format. At the conclusion of the course, the reflection and food journal will

Comment [1]: By the way, the WI model is updated for fall 2014. You can address this now or wait and the committee will mention it and then it will need to be revised. Go to the Faculty Senate site and you will see a link to updated WI stuff.
Honors College Course Proposal Form for Spring 2015 Seminars

have at least 10 total pages. Journals will be checked periodically by the instructors. Reflection journals are worth a maximum of 50 points.

• **SERVICE LEARNING**

Although definitions of service-learning vary, common threads include the notion of community partnership/collaboration, experiential learning, the importance of student reflection, and interdisciplinary inquiry. Service-learning is not volunteering. It involves the engagement in a service activity that relates directly to course content, and learning of course content is directly enhanced by the service-learning experience. The service-learning component is intended to enrich the lives of students by: (a) providing real-world experience to make course content relevant, and (b) enabling students to complete projects that maybe incorporated in a professional portfolio, resume and/or publication. Through participation in the service-learning component as it is integrated with course content, students should be able to articulate educated viewpoints and propose plans of action. During this course, students will engage in at least one service learning experience by working with a food system organization for a minimum of 8 contact hours. Sign-up for topics will begin on the first day of class and will be awarded on a first-come first-served basis. Service-learning will be graded on the quality of the service provided by the student, the student's ability to articulate the relationship between content in class and the service-learning experience, and professional behavior. Service-learning experiences will be discussed during the class seminars. Service learning is worth a maximum of 50 points.

• **SERVICE LEARNING COMPONENT IN PRESENTATIONS**

Each student will present a 10 minute presentation during the course of the semester. The presentation will be evaluated on content, clarity, delivery, and participation by self-assessment, partner assessment, class assessment, and instructor assessment. Sign-up for topics will begin on the first day of class and will be awarded on a first-come first-served basis. Students should demonstrate general understanding of the topic and application to the class material. The class presentation will include Powerpoint slides made available to fellow classmates (turned into instructor by 5 pm on Sunday evening before the presentation day). The topic presentation is worth 50 points.

• **ATTENDANCE AND PARTICIPATION**

Attendance and participation is required and will be taken during each class session. Your attendance and participation is essential to your success in this course and to the development of our course community. It is not acceptable behavior to cause you to miss class meetings or to have trouble accessing Blackboard. You are responsible for all material that is discussed or assigned during the class even if you are absent. If you miss a class session or have problems accessing Blackboard, it is your responsibility to get that information from another student or to contact the professor immediately. If you are absent from any class session, you will not be allowed to submit classwork assignments for that day and you will receive an automatic grade of “0” for that assignment. Make-up work will only be given with an official university excuse. If you are on a recognized collegiate athletic team and you will miss class due to sports related activities, please make sure we receive those dates during the first two weeks of the semester in order for you to receive accommodation.

Students should contact the instructor immediately if circumstances arise which cause you to miss class meetings or to have trouble accessing Blackboard. You are responsible for all material that is discussed or assigned during the class even if you are absent. If you miss a class session or have problems accessing Blackboard, it is your responsibility to get that information from another student or to contact the professor immediately. If you are absent from any class session, you will not be allowed to submit classwork assignments for that day and you will receive an automatic grade of “0” for that assignment. Make-up work will only be given with an official university excuse. If you are on a recognized collegiate athletic team and you will miss class due to sports related activities, please make sure we receive those dates during the first two weeks of the semester in order for you to receive accommodation.
Honors College Course Proposal Form for Spring 2015 Seminars

• **DUE DATES AND LATE PENALTIES**
  All assignments are due by the designated times and dates listed on the syllabus unless otherwise specified by the instructor. Any assignment handed in after class has started is considered late and will not be graded. Computer or printer problems are not acceptable excuses for missed work. Students may e-mail questions concerning assignments to the professor directly or through Blackboard, although assignments cannot be accepted when submitted through e-mail without prior instructor approval. No exams or assignments will be accepted late unless we have given prior approval for doing so. Exams will only be given during scheduled exam times. For students who arrive to class late for an exam or assignment, no extra time can be allowed. Make-up work will only be given with an official university excuse. Reporting extenuating circumstances within one week of missed assignments is the responsibility of the student. No further consideration can be given after lapsed time.

• **COMMUNICATION**
  Students may meet with the instructor in-person during office hours or through a scheduled appointment. Students may also contact the instructor by email, through Blackboard, or by phone. Responses should be expected during business hours within 48 hrs or by the following business day if received after 2 pm on Friday. Tone and language of emails should be professional, respectful, and courteous.

• **ACADEMIC INTEGRITY**
  East Carolina University is committed to fostering a vibrant community of scholars. Academic integrity is a fundamental component of achieving this goal. All ECU students are expected to complete their academic work honestly. We cannot tolerate attempts nor acts of cheating, plagiarism, or falsification. If we become aware of a potential academic integrity violation, we will confer with the student following the procedures outlined in the Student Handbook, which can be found at [http://www.ecu.edu/studenthandbook](http://www.ecu.edu/studenthandbook). Should we determine that an academic integrity violation has taken place, we reserve the right to assign a grade penalty up to and including an “F” in the course. The Academic Integrity Policy including definitions and procedures may be found at [http://www.ecu.edu/studenthandbook/policies](http://www.ecu.edu/studenthandbook/policies). Should it come to our attention that a student has had a prior academic integrity violation, or if there are other aggravating circumstances, we reserve the right to refer the case directly to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The Academic Integrity Board may assign a grade penalty and/or any other sanction allowed under the Student Code of Conduct, up to and including expulsion from the University system.

• **CAVEAT**
  This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students’ or university needs. We may revise this syllabus if the need arises. Advance notification will be provided to you.

**AVAILABLE SUPPORT SERVICES AND RESOURCES**

• **DISABILITIES STATEMENT**
  East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)).

• **WEATHER UPDATE**
  In the event of a weather or other emergency, information about the status of classes at ECU is available the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website ([http://www.ecu.edu/alert](http://www.ecu.edu/alert)).

**Innovative instructional or assessment techniques planned for the course:**
  This course proposes alternatives along with traditional exams using writing to learn instead, as daily assignments associated with readings and upon prompts from instructors. We will incorporate integration of oral and written knowledge and its presentation, and well as service learning.
Honors College Course Proposal Form for Spring 2015 Seminars

(h) Foundation Objectives; (i) Explicit Statement of How the Foundations Goals are Being Addressed in the Course

Basic Sciences Foundations Outcomes

Goal 1. Students will learn the subject matter of at least one core discipline in the Basic Sciences.

In this class, students will learn the properties and processes of at least two basic components of the natural world, basic botany (plant science), aspects of agriculture, biochemistry, environmental science, and sustainability, and the relationship between food biochemistry and human health (nutrition science). Students will learn how scientific knowledge is constructed using examples from the primary literature and how that knowledge also is presented to the public using secondary sources in the popular press and literature. Scholarly reflection in the writing to learn reflections, construction of a research summarizing the technical and scientific aspects of a topic, and oral presentation of this topic will demonstrate scientific knowledge (Goal 2 below), evaluation of the limits of data and science, as well as consideration the scientific, economic, historical, social and often ethical and moral dimensions of interactions between humans and our food (Goal 3 below). Students will work to understand how biologists use written and spoken communications to evaluate and share knowledge in the discipline and develop interdisciplinary connections between the plant and human sciences.

Goal 2. Students will learn the research methodology, principles, and concepts required to understand and conduct undergraduate-level research in a basic science.

Students will learn the principles and concepts required to understand and conduct undergraduate-level research drawing on both primary field research methods that are commonly conducted in the sciences as well as secondary textual research methods common to popular treatments of food choices in literature and other media (films). Students will learn to identify a problem, learn and critique the ways that plant and nutrition scientists evaluate food, assess our food choices and their impacts on human health as well as larger societal issues. Students will learn how to collect, organize, and analyze the scientific information controversies associated with food choices and nutrition, and how to present the results to scientists and non-scientists.

Goal 3. Students will learn about the discipline’s contribution to general knowledge.

Students will be prompted to think of science as a way of knowing while also being something that people do, subject to human values and limitations. Students will discover that “Basic Science never stands apart from the social and cultural context in which it is practiced. It both conditions and is condition by society and culture” http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/liberalartsfoundation.htm. Reading, other media, and experiential learning in gardens, kitchens, grocery stores, public outreach and service activities related to plants as food and their production will enable students to make connections among other academic disciplines as well as in the non-academic world, showing how our food choices impact the individual and human populations at large.
March 27, 2014

Dear Colleagues,

I am writing in support of Dr. Claudia L. Jolls and her honors seminar course proposal with Dr. Beth Wall-Bassett, “What’s on the Table: The Science and Culture of Plants as Food”. Dr. Jolls is an outstanding and award-winning educator. She is a well-respected authority on plant ecology and related topics and a broadly informed and interested scholar. She is exceedingly well qualified to teach this interdisciplinary course and I give her my unqualified endorsement. If awarded, Dr. Jean-Luc Scemama, Director of Undergraduate Studies, and I shall work with the Honors College to allow partial course buyout to enable Dr. Jolls to team teach this course with Dr. Wall-Bassett.

Please do not hesitate to contact me if I can provide any additional information.

Sincerely,

Jeffrey S. McKinnon, Professor and Chair
252-328-5258
mckinnonj@ecu.edu
Honors Seminar
What’s on the Table: The Science and Culture of Plants as Food

Syllabus

Catalog Description

HNRS 2014. Honors Seminar: What’s on the Table? The Science and Culture of Plants as Food (3) (WI*) (FC: SC) (S) RP: An introductory course in biology or nutrition science. An introduction to the scientific study of the relationships that exist between people and our food plants, both plant and nutrition science, and the social and economic implications of our food choices. Extensive or selected readings taken from the modern research in plant science, ecology, and human nutrition as well as the popular press.

In this course, we examine the science and aspects of the social science of food, including ethnobotany (the relationships between people and their food plants), plant ecology, evolution and human history, as well as the environmental, economical, and social issues associated with the food system. We explore the journey of food from the field to our table today and through history, using technical and popular articles, as well as web-based resources and film. Together we will participate in experiential and service learning in classroom and community settings, including preparation of a plant as food new to the student, community gardens, food banks, and restaurants, to investigate the processes and influences on our personal food choices, the environment, local and global communities, and our health.

Course Objectives

(using Anderson and Krathwohl 2001 revision of Bloom’s Taxonomy 1956)


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

1. Identify and describe the relationships between plants as food and human influences using several historical examples. (REMEMBER, UNDERSTAND)
2. Define, compare and contrast the scientific basis of plants as food and human nutrition, and the impact of food choices on food sustainability, environmental sustainability, and social justice. (REMEMBER, ANALYZE)
3. Articulate the student’s role, as part of the global community, in working towards food sustainability, environmental sustainability, and social justice. (APPLY)
4. Identify controversies associated with pesticides and herbicide use. (UNDERSTAND)
5. Identify the role of government in food production and food regulation. (UNDERSTAND)
6. Explain the economic, health and environmental costs of obesity. (UNDERSTAND)
7. Demonstrate global interdependence by researching the path of a food or food product from natural origin, through its evolution and human plant breeding, from technology to the table. (APPLY)
8. Construct and explore new plant food recipes, evaluate the availability and nutritional value of plant-based meals (CREATE, EVALUATE)
9. Construct a split-entry journals including reading assignment summaries, food diaries, and personal reflections (CREATE).

Textbooks/Readings

Textbooks

Required:

(working with publisher on a smaller course pack, spiral bound or e-book)

Recommended; choose one:

Shorter Readings (provided by instructors):


Drs. Jolls and Wall-Bassett

What’ on the Table: The Science and Culture of Plants as Food


To Market, to Market to Buy a Fat Pig’. 2007. WQED and Rick Sebak
http://www.pbs.org/food/shows/to-market-to-market-to-buy-a-fat-pig/


How to Understand and Use the Food Label: http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm


What We Eat in America: http://www.ars.usda.gov/main/site_main.htm?modecode=12-35-50-00

Instructor Presented Films:

“To Market, to Market to Buy a Fat Pig”. 2007. WQED and Rick Sebak
http://www.pbs.org/food/shows/to-market-to-market-to-buy-a-fat-pig/


CONDUCT, ATTENDANCE AND PARTICIPATION

East Carolina University is committed to providing each student with a rich, distinctive educational experience. We all agree to adhere to all ECU policies including the Student Code of Conduct http://www.ecu.edu/PRR/11/30/01. To this end, students who do not follow reasonable standards of behavior in the classroom, or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “drop” according to university policy, and are eligible for a tuition refund as specified in the current tuition refund policy (ECU Faculty Manual, Part VI. Academic Information, Section I.Y.).

Timely attendance and participation are required and will be monitored during each class session. Your attendance and participation is essential to your success in this course and to the development of our course community. To provide a quality teaching and learning environment, students who do not follow reasonable standards of behavior (including lack of participation, late attendance, cell phone disruption, texting, emailing during class, etc) in the classroom or other academic setting may be removed from class for the day or entirely from the course by the instructor following appropriate notice. Students removed from class for the day will not be permitted to turn in graded classwork assignments.

You are responsible for all material that is discussed or assigned during the class even if you are absent. If you miss a class session or have problems accessing Blackboard, it is your responsibility to get that information from another student or to contact the professor immediately. Students should contact the instructor immediately if circumstances arise which cause you to miss class meetings or to have trouble accessing Blackboard. If you are absent from any class session, you will not be allowed to submit classwork assignments for that day and you will receive an automatic grade of “0” for that assignment.

Make-up work can only be given with an official university excuse. Students on recognized collegiate athletic team who will miss class due to sports-related activities: inform instructors during the first two weeks of the semester for accommodation.

This is a Writing Intensive Course, Model 4: WI Courses Emphasizing a Combination of Writing Approaches

We will use a combination of academic, professional, and reflective (writing to learn) writing, including 10-15 pages of journal writing in combination with 15-18 total pages of edited academic or professional writing.
Honors Seminar
Drs. Jolls and Wall-Bassett
Spring 2015

What’s on the Table: The Science and Culture of Plants as Food
Detailed information and requirements will be provided on Blackboard and discussed in class; here is a brief overview.

**Course Assignments and Grading Plan, Assessment Assessment Plan for Learning/Foundations Goals**

**Evaluation**

1. Reflection on Readings and Food Journal and Brief Writing Assignments
   - 10 @ 10 points each
   - 100 points
   To assess ability to grasp and use content, application of course concepts to experiential learning, evaluation of course readings and films based on scientific content in lecture

2. Exam on biological and nutrition science content
   - 50 points

3. Position Paper or Article for the Popular Press
   - (First Draft) 25 points
   - (Final Draft) 50 points

4. Presentation
   - 50 points

5. Attendance and Participation
   - 25 points

**Grading Scale (bottom of scale out of 300 pts.)**

- A $\rightarrow$ $\geq 282$
- A- $\rightarrow$ 270-281
- B+ $\rightarrow$ 261-269
- B $\rightarrow$ 249-260
- B- $\rightarrow$ 240-248
- C+ $\rightarrow$ 231-239
- C $\rightarrow$ 219-230
- C- $\rightarrow$ 210-218
- D+ $\rightarrow$ 201-209
- D $\rightarrow$ 189-200
- D- $\rightarrow$ 180-288
- F $\rightarrow$ < 180
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13, 15 Jan</td>
<td>Introduction to the course; Go over SL expectations and presentation guidelines</td>
<td>Pollan 2002, 2007; Gussow 2006</td>
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<td>CLJ/EWB</td>
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<tr>
<td></td>
<td></td>
<td>What is a plant? What grows where? Origins of agriculture and geography of food</td>
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<tr>
<td>2</td>
<td>20, 22 Jan</td>
<td>Conducting Literature Reviews (library visit)</td>
<td>Why We Eat What We Eat What are the basic nutritional needs of humans? How can we meet these needs through our diet? Nutritional Assessment (recalls, food frequencies, diet histories, food labels)</td>
<td>The Food Label; Dietary Guidelines</td>
<td>Sign up for topic; WA #1: reviewing 5 articles</td>
</tr>
<tr>
<td>3</td>
<td>27, 29 Jan</td>
<td>Experiential Learning: Community Needs Assessment and Service Learning;</td>
<td>“</td>
<td>WA #4; Introduction section due</td>
<td>EWB</td>
</tr>
<tr>
<td>4</td>
<td>3, 5 Feb</td>
<td>Introduction to Agricultural Science and Sustainability, GMOs Go over Research Paper guidelines and how to write the Introduction section</td>
<td>Nestle 2012</td>
<td>WA #3: Grocery Store Botany</td>
<td>CLJ</td>
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<tr>
<td>5</td>
<td>10, 12 Feb</td>
<td>What are costs and benefits of the typical modern US diet (Western diet)? What are alternatives to the Western diet and their strengths/limitations?</td>
<td>“Super Size Me” online/reserve</td>
<td>Sign up for SL; WA #2</td>
<td>EWB; CLJ</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
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<td></td>
<td>Nutritional Social Justice and Food</td>
<td>Growing Power” Tobler et al. 2011; DeVuermang 2012</td>
<td>WA #5: Rate Your Plate</td>
<td>EWB</td>
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<td>6</td>
<td>17, 19, Feb</td>
<td></td>
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<tr>
<td>7</td>
<td>24, 26, Feb</td>
<td>Experiential Learning: Preparing a New Plant Food (College of Human</td>
<td></td>
<td>WA #6 meetings with instructors to discuss writing and SL</td>
<td>EWB &amp;</td>
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<td></td>
<td></td>
<td>Ecology, Golden Corral Culinary Kitchen)</td>
<td></td>
<td></td>
<td>CLJ</td>
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<td></td>
<td>The Science of What and Why We Eat</td>
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<tr>
<td>1</td>
<td>15, 17 Jan</td>
<td>Intro, What is a plant?; Why We Eat What We Eat</td>
<td>Pollan 2002, 2007; What We Eat in America</td>
<td>CLJ &amp; EWB</td>
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<tr>
<td>2</td>
<td>22, 24 Jan</td>
<td>Basic Botany; Origins of agriculture; What grows where? The geography of food</td>
<td>Pollan 2002, 2007</td>
<td>WA #1</td>
<td>CLJ</td>
</tr>
<tr>
<td>3</td>
<td>29, 31 Jan</td>
<td>Film; Experiential Learning: Community Needs Assessment</td>
<td>“Growing Power”</td>
<td>WA #2</td>
<td>EWB</td>
</tr>
<tr>
<td>4</td>
<td>5, 7 Feb</td>
<td>What and what not to eat: medicinal and poisonous plants</td>
<td>TBD</td>
<td>WA #3: Grocery Store Botany</td>
<td>CLJ</td>
</tr>
<tr>
<td>5</td>
<td>12, 14 Feb</td>
<td>What are the basic nutritional needs of humans? How can we meet these needs through our diet?</td>
<td>Dietary Guidelines</td>
<td>WA #4</td>
<td>EWB</td>
</tr>
<tr>
<td>6</td>
<td>19, 21 Feb</td>
<td>Nutritional Assessment (recalls, food frequencies, diet histories, food labels)</td>
<td>The Food Label</td>
<td>WA #5: Rate Your Plate</td>
<td>EWB</td>
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<tr>
<td>7</td>
<td>26, 28 Feb</td>
<td>Experiential Learning: Preparing a New Plant Food (College of Human</td>
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<td>WA #6</td>
<td>EWB</td>
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<td>Ecology, Golden Corral Culinary Kitchen)</td>
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<td>8</td>
<td>5, 7 Mar</td>
<td>Film; What are costs and benefits of the typical modern US diet (Western diet)?</td>
<td>“Fast Food Nation” or “Super Size Me”</td>
<td>WA#7; Draft Research Paper DUE (digital on Bb and hard copies in class)</td>
<td>EWB &amp; CLJ</td>
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<tr>
<td>9</td>
<td>12, 14 Mar</td>
<td>What We Eat: Historical, Economic and Anthropological Underpinnings of Our Food Choices</td>
<td></td>
<td>SPRING BREAK</td>
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</tbody>
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Honors Seminar

What’ on the Table: The Science and Culture of Plants as Food

Drs. Jolls and Wall-Bassett

What are the ethical and ecological implications of our food choices? 21 March-paper consults Tobler et al. 2011; De Tavernier 2012

WA #8

10 19, 21 Mar

Spring 2015

11 26 or 28 Mar

What We Eat: Impacts of Our Food Choices

CLJ

CLJ & EWB

What We Eat: Impacts of Our Food Choices

Introduction to Agricultural Science and Sustainability Gussow 2006 2nd Research Paper revision DUE CLJ

WA #9

12 2, 4 Apr

13 9, 11 Apr

14 16, 18 Apr

15 23, 25 Apr

16 Thursday 9 May

GMOs; Film-Nutritional Social Justice Nestle 2012; “Food Inc.” WA #10; Final Research Paper DUE CLJ & EWB

Film; Food Insecurity “Fresh: New Thinking About What We’re Eating”

Film; Food Insecurity

Presentations Preparations; Topic and Service Learning Presentations

2-4:30 p.m.: Final Exam Time

READINGS
Every student is responsible for the content of text readings related to the course topics. Readings should assist in understanding of lecture topics, as well as quality fulfillment of assignments. Students are expected to complete readings assigned before the class in which the material will be discussed. Reflections and Food Journals may be called for, unannounced, to confirm reading assignments have been summarized before class.

BRIEF WRITING ASSIGNMENTS, REFLECTION, AND FOOD JOURNAL
Writings not to exceed 3 pages nor 10 total assignments during the course of the semester are designed to develop knowledge and new insights based on lecture, films, readings, and discussions in class. Additional brief writings are designed to help students progress in development of the position paper.

POSITION PAPER (DRAFT AND REVISION. EACH 10-12 PAGES)
Each student will present a position paper suitable for an article in the popular press in draft and then revised version, based on instructor comments. The work will identify and describe some aspect of the ethnobotanical, historical, economic, and/or social aspect of a plant food or of a course-related topic (e.g. genetically modified organisms; nutritional assessment, food, and health; conventional vs. sustainable production of a plant food crop; nutritional social justice; food insecurity; alternatives to the “Western” diet). The paper will give background using peer-reviewed scientific literature, present controversies, identify knowledge gaps, and evaluate alternative views substantiated by good science. The paper will be presented as a manuscript for submission, double-spaced, 1” margins, 12 pt font, including a literature cited section of at least 10 peer-reviewed sources. Students will be ask to develop a position on in issue after presenting all sides of the argument using published resources. Revisions will be submitted with the edited first draft to confirm attention to comments.

REFLECTION AND FOOD JOURNAL
Students will be required to keep a journal on activities throughout the course. Journal writing will include a split-entry journal in which students summarize a reading assignment on one side of the page and write a personal response to the reading on the other side of the page. Writing prompts will be provided and students should address these prompts in a narrative format. At the conclusion of the course, the reflection and food journal will have at least 10 total pages.Journals will be checked periodically by the instructors. Reflection journals are worth a maximum of 50 points.
PRESENTATIONS
Each student will contribute to a 10-15 minute group presentation (2-3 members) on their topic of interest (ethnobotanical, historical, economic, and/or social aspect of a plant food or of a course-related topic) and their service learning experience. The presentation will be evaluated on content, clarity, delivery, and participation by self-assessment, partner assessment for any team work, class assessment, and instructor assessment. Sign-up for topics will begin on the first week of classes and will be awarded on a first-come first-served basis. Students should demonstrate general understanding of the topic and application to the class material. The class presentation will include Powerpoint slides made available to fellow classmates (turned into instructor by **5 pm on Sunday** evening before the presentation day).

SERVICE LEARNING
Although definitions of service-learning vary, common threads include the notion of community partnership/collaboration, experiential learning, the importance of student reflection, and interdisciplinary inquiry. Service-learning is not volunteering. It involves the engagement in a service activity that relates directly to course content, and learning of course content is directly enhanced by the service-learning experience. The service-learning component is intended to enrich the lives of students by: (a) providing real-world experience to make course content relevant, and (b) enabling students to complete projects that maybe incorporated in a professional portfolio, resume and/or publication. Through participation in the service-learning component as it is integrated with course content, students should be able to articulate educated viewpoints and propose plans of action. During this course, students will engage in at least one service learning experience by working with a food system organization for a minimum of 8 contact hours. Sign-up for topics will begin on the first day of class and will be awarded on a first-come first-served basis. Service-learning will be graded on the quality of the service provided by the student, the student's ability to articulate the relationship between content in class and the service- learning experience, and professional behavior. Service-learning experiences will be discussed during the class seminars. Service learning is worth a maximum of 50 points.

SERVICE LEARNING COMPONENT IN PRESENTATIONS
Each student will present a 10 minute presentation during the course of the semester. The presentation will be evaluated on content, clarity, delivery, and participation by self-assessment, partner assessment, class assessment, and instructor assessment. Sign-up for topics will begin on the first day of class and will be awarded on a first-come first-served basis. Students should demonstrate general understanding of the topic and application to the class material. The class presentation will include Powerpoint slides made available to fellow classmates (turned into instructor by **5 pm on Sunday** evening before the presentation day). The topic presentation is worth 50 points.

ATTENDANCE AND PARTICIPATION
Attendance and participation is required and will be taken during each class session. Your attendance and participation is essential to your success in this course and to the development of our course community. ur assumption is that since you have chosen to be in this course, you will handle your presence in the course responsibly and courteously. East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior (including lack of participation, late attendance, cell phone disruption, texting, emailing during class, etc) in the classroom or other academic setting may be removed from class for the day or entirely from the course by the instructor following appropriate notice. Students removed from class for the day will not be permitted to turn in graded classwork assignments. If a student is removed entirely from the course under this policy, they will receive a grade of “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

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DUE DATES AND LATE PENALTIES
All assignments are due by the designated times and dates posted on Bb and presented in class unless otherwise specified by the instructors. Any assignment handed in after class has started is considered late and regrettably will not be graded. Computer or printer problems are not acceptable excuses for missed work. No exams or assignments will be accepted late
need arises. Advance notification will be provided to you.

Occasionally however, we will continue to provide instruction to those that are able to continue."

**COMMUNICATION**

Students may meet with the instructor in-person during office hours or through a scheduled appointment. Students may also contact the instructor by email, through Blackboard, or by phone. Responses should be expected during business hours within 48 hrs or by the following business day if received after 2 pm on Friday. Please use tone and language in emails that are professional, respectful, and courteous.

**EDUCATION RIGHTS AND PRIVACY**

Family Educational Rights and Privacy Act of 1974, also known as FERPA or the Buckley Amendment, is a federal statute that limits and guides university employees from communicating with a parent, absent student consent, regarding a student’s ‘academic performance and social conduct. In accordance with the Family Educational Rights & Privacy Act of 1974 (FERPA) guidelines, we as instructors adhere to East Carolina University policy [http://www.ecu.edu/cs-acad/registrar/FERPA.cfm](http://www.ecu.edu/cs-acad/registrar/FERPA.cfm).

**ACADEMIC INTEGRITY**

East Carolina University is committed to fostering a vibrant community of scholars. Academic integrity is a fundamental component of achieving this goal. All ECU students are expected to complete their academic work honestly without attempts nor acts of cheating, plagiarism, or falsification; we can tolerate no less. If we become aware of a potential academic integrity violation, we will confer with the student following the procedures outlined in the Student Handbook, which can be found at [http://www.ecu.edu/studenthandbook](http://www.ecu.edu/studenthandbook). Should we determine that an academic integrity violation has taken place, we reserve the right to assign penalty up to and including an ‘F’ in the course. The Academic Integrity Policy may be found at: [http://www.ecu.edu/studenthandbook/policies](http://www.ecu.edu/studenthandbook/policies) and [http://www.ecu.edu/cs-acad/eai/DEStudentIntegrity.cfm](http://www.ecu.edu/cs-acad/eai/DEStudentIntegrity.cfm). Should it come to our attention that a student has had a prior academic integrity violation, or if there are other aggravating circumstances, we reserve the right to refer the case directly to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The minimum grade penalty that we will assign is an F for the assignment/course. If we learn that you have had a prior academic integrity violation or if there are other aggravating circumstances, we will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that you committed an academic integrity violation, you may be assigned a grade penalty and/or any other sanction allowed under the Student Code of Conduct, up to and including suspension or expulsion from the University system.

**AVAILABLE SUPPORT SERVICES AND RESOURCES**

- **SAMPLE STARFISH**
  
  We care about your success in our course and may use Starfish (an early alert and connection tool online) to keep you informed of your performance. Through Starfish, we will be able to send you a “kudos” (reflecting positive work performance), raise “flags” (indicating poor work performance), and/or send attendance-related warnings. These notifications are sent to your ECU email account and a copy of the email is sent to your academic advisor. If you should receive a Starfish notification regarding this course and have questions, please make an appointment to see one of us or visit us during our posted office hours. You can find a student’s guide to Starfish at [http://www.ecu.edu/advising/retentioninitiatives.cfm](http://www.ecu.edu/advising/retentioninitiatives.cfm).

- **DISABILITIES STATEMENT**
  
  East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)). [http://www.ecu.edu/cs%2Dstudentlife/dss/](http://www.ecu.edu/cs%2Dstudentlife/dss/).

- **WEATHER UPDATE**
  
  In the event of a weather or other emergency, information about the status of classes at ECU is available the ECU emergency information hotline (252-328-0062) and on the ECU emergency alert website ([http://www.ecu.edu/alert](http://www.ecu.edu/alert)). In the event that face-to-face classes are suspended due to a pandemic or other catastrophe, we will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from us and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. We realize that some of you may be affected by the event and not able to participate; however, we will continue to provide instruction to those that are able to continue.”

**CAVEAT**

Occasionally, it may be necessary to revise this syllabus to meet students’ or university needs. We may revise this syllabus if the need arises. Advance notification will be provided to you.