# Course Description:

An examination of the benefits and strategies for integrating food literacy education into the school day with a focus on the development of a meaningful, realistic, and sustainable food literacy initiative. Food literacy is defined as the understanding of where food comes from, starting from its agricultural roots up to the process of reaching the table. Students explore where food comes from in our contemporary society. Through research, discussions, and application, students will develop a plan-of-action for implementing a food literacy initiative into their school and/or district.

Course Credit:1 Credit

Format:4-week online asynchronous

Course Dates: Monday, March 25, 2024, through Friday, April 19, 2024.

Instructor: Catherine Wickham, PhD, RDN, CDN [cwickham@framingham.edu](mailto:cwickham@framingham.edu)

# Course Objectives:

At the end of the course, participants will be able to:

1. Identify the benefits of teaching children about agriculture and exposing them to a variety of foods.
2. Identify the steps involved in the farm-to-plate process for conventional food items.
3. Describe the importance of eating locally and the positive impacts of Farm to School programs around the country.
4. Explore online resources which support increasing food literacy among school-aged children.
5. Develop and share a plan-of-action to integrate food literacy into their school and/or district based on the criteria provided.

## Massachusetts Comprehensive Health Curriculum Framework

* Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions. [5.1.NE.5]
* Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, ways students’ families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to nutrition-related decisions. [2.1.NE.6]
* Describe common safe food storage and preparation practices. [12.2.NE.3]
* Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard’s Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices. [8.7.NE.3]
* Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today’s society.  [8.7.NE.2]
* Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [12.2 NE.1]

# Course Expectations and Requirements:

You will need a computer with a reliable internet connection. This course uses FSU Canvas, which requires the most recent version of your web browser. This is an online course and is NOT self-paced. Students are expected to work online each week to complete readings, assignments, and discussion according to the course deadlines. The course begins on a Monday, so new “weeks” in the course will begin each Monday. The due date for all materials from the previous week will be Sunday nights by midnight. The syllabus is subject to change, check Canvas for announcements.

This is an online asynchronous course and is **not self-paced**. Weekly course modules will run Monday through Sunday except for Week 4 which ends on Friday. Please allow 4-6 hours/week to do the work for the first three weeks and 8-10 hours in the last week. Active participation and constructive peer-to-peer feedback are essential for the course to run smoothly and effectively. Regular participation is crucial to the success of the student and the quality of discussion. Thoughtful responses, reflections, and constructive comments are expected. Late assignments interfere with the online community learning. Assignments must be submitted on-time.

Late submissions will lose 5% of the total value of the project each day that it is late without the approval of the instructor. Note that simply emailing the instructor that the assignment will be late does not constitute approval. Assignments will not be accepted after 48 hours of the deadline, without prior approval from the instructor. In lieu of a final exam, students will be expected to complete a final project to be submitted during the last week of the class.

Students are expected to treat their classmates with respect. Comments and class discussions should remain on topic, with appropriate language used at all times. Additionally, the personal information (e- mail addresses, photos, etc.) of other students may not be used or shared outside of the class.

# Course Materials:

No textbook is required. Online readings and resources include, but are not limited to:

* [Food and Agriculture Organization of the United Nations](http://www.fao.org/nutrition/education/food-dietary-guidelines/home/en/)
* [Team Nutrition Resource Catalog](http://www.fns.usda.gov/tn/team-nutrition-resource-catalog)
* [Massachusetts Agriculture in the Classroom](http://www.aginclassroom.org/)
* [Grain Chain](https://www.grainchain.com/teachers)
* [Where (in the World!) Your Fruits and Vegetables Come from: An Interactive Finder](http://www.scientificamerican.com/article/graphic-science-where-in-the-world-your-fruits-vegetables-come-from-interactive/#stories)
* [Massachusetts Local Food Cooperative](http://www.masslocalfood.org/faqs/#whyeatlocal)
* [Sustainable Table Seafood Guide](http://www.sustainabletable.org/seasonalfoodguide/)
* [Massachusetts Farm to School Project](http://www.massfarmtoschool.org/resources/farmtoschoolnetwork/)

# Grading Criteria:

Points are allotted for each assignment in the chart below. Total points earned / possible total points = percentage (grade). Final letter grade is based upon the FSU official grading scale. See course expectations for information on late submissions for both assignments and posts to discussion board.

Discussion Boards: 22%

Activities: 24%

Assignments & Research: 24%

Quiz: 6%

Final project: 24%

|  | **Points** |
| --- | --- |
| **Week 1:**   * Student’s Intro Blog * Activity 1: Teach Every Child About Food Submission * Activity 2: Benefits of Farm to School Submission * Class Discussion Board – Food Literacy | 5  10  10  5 |
| **Week 2:**   * Activity 3: Farm to Plate Worksheet * Quiz: Why Eat Local * Research Assignment – Research a Farm to School Program * Class Discussion Board – Impacts of Food Literacy | 10  10  20  5 |
| **Week 3:**   * Assignment 1: How to receive support * Assignment 2: Investigation of Food Literacy Resources * Class Discussion Board – Where can I look for support? | 10  20  10 |
| **Week 4:**   * Project: Food Literacy Program for Your School Class * Discussion Board Presentation of Project | 40  10 |
| **Total Points** | 165 |

## The following scale will be used to determine final letter grades (based on 100%):

| **Points** | **Grade** | **Points** | **Grade** |
| --- | --- | --- | --- |
| 94 – 100 | A | 80 – 82 | B- |
| 90 – 93 | A- | 77 – 79 | C+ |
| 87 – 89 | B+ | 73 – 76 | C |
| 83 – 86 | B | 70 – 72 | C- |

| **Course Outline** |
| --- |
| **Week #1 Topic:**  Why is it important to teach children about where food comes from?  **Course Objectives:**  Identify the benefits of teaching children about agriculture and exposing them to a variety of foods.  **Readings, Assignments and Participation:**   * Welcome and Introductions: Post an introduction in the Student Intro’s blog in Canvas and meet the instructor and each participant (5 points). * Watch a set of videos that cover exposing children to where food comes from, then respond to prompts. (Activity 1 - 10 points). * Read the fact sheet on Benefits of Farm to School, then identify at least four benefits of this program. (Activity 2 - 10 points) * Complete online readings posted in Canvas and participate in class discussion exploring the   benefits of increasing food literacy among children (5 points). |
| **Week #2 Topic:**  The Impact of Farm to School  **Course Objectives:**  Identify the steps involved in the farm-to-plate process for conventional food items.  Describe the importance of eating locally and the positive impacts of Farm to School programs around the country.  **Readings, Assignments and Participation:**   * Explore the process of farm to plate for common food products, such as canned tomato sauce, using the ‘Farm to Plate’ assignment posted in Canvas. Consider the steps we take for granted and how children can learn to appreciate foods by understanding where they come from. (Activity 3 - 10 points) * Read PowerPoint ‘Where and When Does Food Grow’ posted in Canvas. Watch the short videos and complete short quiz: ‘Why Eat Local’. (10 points) * Research an existing Farm to School or food literacy program in the U.S. and identify the positive impacts, as well as challenges, according to assignment instructions. (20 points) * In the class discussion board, post your assignment. Respond to two classmates and to anyone who responds to your post. (5 points) |
| **Week #3 Topic:**  Where can I look for support?  **Course Objectives:**  Explore online resources which support increasing food literacy among school-aged children.  **Readings, Assignments and Participation:**   * After reading the articles posted in Canvas, identify food literacy supporters and sponsors. Describe the steps needed to receive support and/or funding in your school. (Assignment 1 - 10 points) * Investigate the food literacy and agriculture resources, for educators, including curriculum, posted in Canvas. Using the assignment instructions, plan at least two activities which would enhance food literacy among students in your school. (Assignment 2 - 20 points) * Using the class discussion board prompt, respond with solutions to the barriers in creating a food literacy initiative at your school. Read and respond to at least two of your classmates and to anyone who responds to your post. (10 points) |
| **Week #4 Topic:**  Food Literacy Program Proposal for Your School  **Course Objectives:**  Develop and share a plan-of-action to integrate food literacy into your school and/or district based on the criteria provided.  **Readings, Assignments and Participation:**   * Create and professionally present in Canvas your final food literacy proposal based on the project guidelines and identify: what objectives does your event/class aim to achieve; when and where will it take place, who will you collaborate with, how will you receive funding and/or support, how will you ensure sustainability of the initiative? (40 points) * Review all students’ proposals, and provide feedback based on what you have learned from the readings and resources explored in this course. (10 points) |

# Academic Honesty

Students are expected to maintain high standards of academic honesty and scholarly practice as stated in the [University’s Academic Honesty Policy](https://www.framingham.edu/academics/registrar/academic-policies/index#academic-honest-policy). Students are expected to complete work on their own unless assigned a group project. Additionally, students should not share answers from exams or use AI to generate submitted answers or text.

# Accommodation Statement for Special Needs Students

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the [website](https://www.framingham.edu/academics/center-for-academic-success-and-achievement/index) at or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [**lbridges@framingham.edu**](mailto:lbridges@framingham.edu).

# FSU Notice of Non-Discrimination and Diversity

Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. The University is dedicated to providing educational, working, and living environments that value the diverse backgrounds of all people.   Furthermore, the Massachusetts Civil Rights Act ("MCRA," [M.G.L. c. 12, §§ 11H](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter12/Section11H), [11I](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter12/Section11I), [11J](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter12/Section11J)) protects the rights of all residents of and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights.

# My Commitment to Cultivate an Antiracist Classroom

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone’s potential.

# U.S. Copyright Law – regarding Canvas course site

This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.