

**Framingham State University | PRDV 73627 Exploring Food: From the Ground Up**  
**1 credit online course**

**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.

**Instructor:** Jumana Saleh Whelan, MS, RDN, LDN | [jwhelan@framingham.edu](mailto:jwhelan@framingham.edu)

**Course Dates:** This is a 4-week on-line course beginning Monday, 10/2/2023 and ending Friday, 10/27/2023.

**Course Objectives:**

At the end of the course, students 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 – Standard 3: Nutrition**

1. Identify the connection between food served in the home with regional food production. (3.5)
2. Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups. (3.7)
3. Explain factors associated with a safe food supply (food handling, production, food storage, preparation techniques). (3.12)
4. Identify the effects of food preparation techniques on the nutritional value of the food. (3.17)
5. Identify how social and cultural messages about food and eating influence nutrition choices. (3.21)

**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 discussions

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.

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 10% of the total value of the project each day that it is late (i.e. 10 point assignment, due Monday, submitted Wednesday is automatically deducted 2 points). Assignments will not be accepted after 48 hours of the deadline, without prior approval from the instructor. In lieu of exams, 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:**

Online readings and resources include, but are not limited to:

- [Food and Agriculture Organization of the United Nations](#)
- [Team Nutrition Resource Catalog](#)
- [Massachusetts Agriculture in the Classroom](#)
- [Grain Chain](#)
- [Where \(in the World!\) Your Fruits and Vegetables Come from: An Interactive Finder](#)
- [Massachusetts Local Food Cooperative](#)
- [Sustainable Table Seafood Guide](#)
- [Massachusetts Farm to School Project](#)

**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%
- Assignments: 24%
- Research Projects: 24%
- Quiz: 6%
- Final project: 24%

	Points
Week 1:	
Student’s Intro Blog	5
Assignment: Teach Every Child About Food	10

	Points
Assignment: Benefits of Farm to School	10
Class Discussion Board	5
Week 2:	
Assignment: Farm to Plate	10
Quiz: Why Eat Local	10
Research: Impact of Food Literacy Programs	20
Class Discussion Board	5
Week 3:	
Research: Food Literacy Curriculum Resources	20
Assignment: Investigation of Food Literacy Advocates	10
Class Discussion Board	10
Week 4:	
Project: Food Literacy Program for <i>Your</i> School	40
Class Presentation/Discussion Board	10
<b>Total Points</b>	<b>165</b>

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
<p><b><u>Week #1 Topic:</u></b> Why is it important to teach children about where food comes from?</p> <p><b><u>Learning Objective:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the benefits of teaching children about agriculture and exposing them to a variety of foods.</li> </ol> <p><b><u>Readings, Assignments and Participation:</u></b></p> <ol style="list-style-type: none"> <li>a. Welcome and Introductions: Post an introduction in the Student Intro’s blog in Canvas and meet the instructor and each participant (5 points).</li> <li>b. Watch a set of videos that cover exposing children to where food comes from, then respond to prompts. (10 points).</li> <li>c. Read the fact sheet on Benefits of Farm to School, then identify at least four benefits of this program. (10 points)</li> <li>d. Complete online readings posted in Canvas and participate in class discussion exploring the benefits of increasing food literacy among children (5 points).</li> </ol>
<p><b><u>Week #2 Topic:</u></b> The Impact of Farm to School</p> <p><b><u>Learning Objectives:</u></b></p> <ol style="list-style-type: none"> <li>2. Identify the steps involved in the farm-to-plate process for conventional food items.</li> <li>3. Describe the importance of eating locally and the positive impacts of Farm to School programs around the country.</li> </ol> <p><b><u>Readings, Assignments and Participation:</u></b></p>

<b>Course Outline</b>
<ul style="list-style-type: none"> <li>e. 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. (10 points)</li> <li>f. Read PowerPoint 'Where and When Does Food Grow' posted in Canvas. Watch the short videos and complete short quiz: 'Why Eat Local'. (10 points)</li> <li>g. 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)</li> <li>h. In the class discussion board, post your assignment. Respond to two classmates and to anyone who responds to your post. (5 points)</li> </ul>
<p><b><u>Week #3 Topic:</u></b> Where can I look for support?</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>4. Explore online resources which support increasing food literacy among school-aged children.</li> </ul> <p><b><u>Readings, Assignments and Participation:</u></b></p> <ul style="list-style-type: none"> <li>i. 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. (20 points)</li> <li>j. 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. (10 points)</li> <li>k. 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)</li> </ul>
<p><b><u>Week #4 Topic:</u></b> Food Literacy Program Proposal for Your School</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>5. Develop and share a plan-of-action to integrate food literacy into your school and/or district based on the criteria provided.</li> </ul> <p><b><u>Readings, Assignments and Participation:</u></b></p> <ul style="list-style-type: none"> <li>a. 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)</li> <li>b. Review all students' proposals, and provide feedback based on what you have learned from the readings and resources explored in this course. (10 points)</li> </ul>

**Academic Honesty Policy:** Please refer to the FSU student handbook for the Academic Honesty policy posted for 2019-2020. All students are expected to generate materials and thoughts that are their own. You can access the student handbook online by clicking [HERE](#).

**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: [FSU Center for](#)

[Academic Support and Advising](#) or contact Dr. 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)