

Counts towards the
Nutritional Sciences
major & minor!

UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Health Sciences

NUTR 241 [online]: WHY WE EAT WHAT WE EAT (WWE²): AN ECOLOGICAL APPROACH

8-week session: 6/28/21 - 8/21/21; 3 credits

| | | | |
|--|---|---------------|--|
| Instructor: | Lori Klos, Ph.D., R.D. | Email: | lklos@uwm.edu |
| Class format: | Fully online and asynchronous | | |
| Course website: | https://uwm.edu/canvas/ | | |
| Prerequisites: | None | | |
| General education requirements: | This course satisfies the UWM definition of a Social Science GER course. | | |
| Canvas assistance: | https://uwm.edu/canvas/students/?target=training | | |

Catalog Description

Examination of food choice and eating behavior using a multi-level, social ecological perspective. Nutrition and health implications will be discussed.

Course Description

Do you eat certain foods even though they don't taste very good? Do you eat differently when you're out to dinner with your immediate family compared to when you're on a first date? Do the "feds" influence what foods you end up putting on your plate? Do you eat differently as you learn more about food and nutrition? Would you purchase more fruits and vegetables if they were advertised with as much fervor and financial backing as McDonald's menu items? What types of foods would you buy if the nearest "big-box" supermarket was miles away from your home but a plethora of fast food restaurants were just around the corner?

As you contemplate the above questions, you will probably begin to realize how many factors influence the what, when, where, when, and why of an individual's food choices. In *Why we eat what we eat (WWE²)*, we are going to bring some of these influential factors to the forefront using a *social ecological* framework that incorporates five levels of influence (Figure 1). The term *ecology* is derived biology, describing the interplay between organisms and their environments. In this course, we will deal with the *human* organism and the *food* environment, explicitly examining how multiple levels of influence – from attitudes, beliefs and preferences; to social, political, and cultural factors – shape a person's food choice and eating behavior.

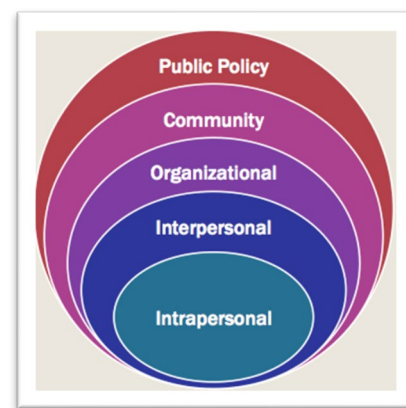


Figure 1. Social ecological model (McLeroy et al., 1988)

Student Learning Outcomes

Through active participation in NUTR 241 [online], you should be able to:

1. Describe major consumer trends in food choice and eating behavior in the U.S.
2. Describe the social ecological model (SEM) and each of the levels of influence, and how SEMs are useful when examining food choice and eating behavior.
3. Provide concrete examples of influences on food consumption practices for each level of the social ecological model, along with the underlying mechanisms and/or processes at work.

4. Begin to leverage the levels of the SEM to identify opportunities to improve the dietary practices of individuals and groups.
5. Implement an introductory-level quantitative research project (i.e., content analysis) to empirically examine a food choice/eating behavior-related topic of interest; appropriately analyze and interpret the findings based on the data collected.

Technical Competencies

This course will be conducted 100% online using Canvas. You will need to have the following basic computer competencies:

- Have a computer and a stable Internet connection on a regular basis.
- Understand basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- Able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- Must be able to use a Web browser to open Web pages, work with PDF files, and search the Internet.
- Must be able to use an e-mail program to send, receive, store, and retrieve messages.
- Must be able to download and install programs (and/or plugins, widgets, etc.) from the Internet.

Course Materials

Required and recommended readings will be assigned from various scientific and consumer publications and will be available for free on the course website. There are no required textbooks for this course.

Required videos

There are several online video clips that you'll be required to view throughout the semester. In addition, there are two documentary films that you will be required to watch as part of this course: *King Corn* (in its entirety; 2007 by Mosaic Films) and *The Meaning of Food* (approximately 1/3 of the film; 2005 by PBS Home Video). *King Corn* is available for online rental through Amazon.com (\$3.99 for 3-day viewing period) and *The Meaning of Food* will be made available through Canvas at no cost to you.

Course Delivery & Schedule

The 8-week course is structured into six "major" modules: one introductory module and five additional modules – one for each level of the social ecological model that we will be using in this course. Each major module contains two to three "mini-modules." Each module officially begins on Monday morning and "ends" at midnight the following Monday. Most major modules (2, 3, 4, 5, 6) are to be completed in one week. However, Module 1 (Introduction) contains a bit more material than the others, so you'll have two weeks to complete that module. There are deliverables due each week of the course so regular engagement will be necessary for success.

Each of the mini-modules will contain specific learning objectives that you will work toward achieving through careful study of the narrated lectures, PowerPoint slides with instructor notes, video clips, and activities (e.g., worksheets, readings). At the end of each major module, you'll complete an online quiz of your knowledge of that material.

All required readings are available on Canvas for each mini-module. Occasionally I will provide additional recommended readings and resources within certain mini-modules. Assignment due dates are listed in Canvas and in the “deliverables” column of the table below. Deliverables are almost always due on Mondays and Thursdays.

The course schedule and deadlines may be adjusted per the instructor’s discretion to fit the needs of the class. I may also change a required reading or two but will clearly let you know via Canvas.

| Module start date | Mini-module topic | Required readings & resources <i>These are the primary ones; additional readings/videos may be included in the Instructor notes within the PowerPoint files.</i> | Deliverables (due date) |
|--|---|---|--|
| 1. Introduction (6/28 – 7/12) | 1.1 Introduction to course | Sallis, J. F., & Owen, N. (2002). Ecological models of health behavior. In K. Glanz, B. K. Rimer & F. Marcus Lewis (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (3rd ed., pp. 462-484). San Francisco, CA: Jossey-Bass. Larson, N., & Story, M. (2009). A review of environmental influences on food choices. <i>Annals of Behavioral Medicine</i> , 38, S56-73. Watch: An introduction to the ecological model (Johns Hopkins University; 10 minutes) | Pre-course survey (7/1) Introduce yourself discussion post (7/1); response to peers (7/5) Meaning of food discussion post (7/1); response to peers (7/5) |
| | 1.2 Obesity in America: a social ecological perspective | Jackson, S., Llewellyn, C., & Smith, L. (2020). The obesity epidemic – nature via nurture: a narrative review of high-income countries. <i>SAGE Open Medicine</i> , 8, 1-11. Moss, M. (2013, February 20). The extraordinary science of addictive junk food. <i>New York Times [online]</i> . | Social ecological model practice worksheet (7/5) |
| | 1.3 What/where/how do Americans eat? Foodways in the U.S. | Food Insight. (2018, May 16). 2018 Food and Health Survey. <i>International Food Information Council Foundation</i> . Available online at https://www.foodinsight.org/2018-food-and-health-survey . Wang, D., Leung, C., Li, Y., Ding, E., Chiuve, S., Hu, F., & Willett, W. (2014). Trends in dietary quality among adults in the United States, 1999-2010. <i>JAMA Internal Medicine</i> , 174, 1587-1595. | Why you eat what you eat assignment (7/12) MODULE 1 QUIZ due 11:59pm on 7/12 |
| 1.A. Navigating scientific articles about food choice & eating behavior (7/12 - 7/19) | | Purdue University Libraries online tutorial “How to read a scientific paper” available at https://www.lib.purdue.edu/help/tutorials/scientific-paper Purugganan, M., & Hewitt, J. (2004). How to read a scientific article. <i>Cain Project in Engineering and Professional Communication</i> . Watch: Dr. Klos’s video tutorials on navigating and interpreting scientific articles (available via YouTube) Scully, M., et al. (2012). Association between food marketing exposure and adolescents’ food choice and eating behaviors. <i>Appetite</i> , 58, 1-5. | Concept check “quiz” (7/15) Navigating scientific articles assignment (7/19) |
| 2. Intrapersonal influences (7/19-7/26) | 2.1 Personal food likes and dislikes: the biology of taste | Wenner Moyer, M. (2012). Why is my kid such a picky eater? <i>Slate</i> . Available online at http://www.slate.com/articles/double_x/the_kids/2012/12/picky_eater_kids_their_eating_habits_might_be_your_fault_but_they_ll_survive.html WATCH: NOVA – The Science of Picky Eaters (~12 minutes). Available online at http://www.youtube.com/watch?v=mffc4hKBd2A | Food neophobia worksheet (7/22) |

| | | | |
|--|---|--|--|
| | | Dovey, T., Staples, P., Gibson, L., & Halford, J. (2008). Food neophobia and 'picky/fussy' eating in children: a review. <i>Appetite</i> , 50, 181-193. (focus on the sections about food neophobia rather than picky eating) | |
| | 2.2 Personal food likes and dislikes: beyond taste | Rozin P. & Fallon A. (1986). Acquisition of Likes and Dislikes for Foods. In: <i>Food and Nutrition Board. What Is America Eating?</i> (pp. 58-71). Washington, D.C.: National Academy Press. | Food likes and dislikes initial discussion post (7/22); response to peers (7/26) |
| | 2.3 We think we know but we have no idea: mindless eating | Roberto, C., Larsen, P., Agnew, H., Baik, j., & Brownell, K. (2010). Evaluating the impact of menu labeling on food choices and intake. <i>Am J Public Health</i> , 100, 312-318. | MODULE 2 QUIZ due by 11:59pm on 7/26 |
| 3. Interpersonal influences (7/26-8/2) | 3.1 Eating as a social action | Sobal J. (2000). Sociability and meals: Facilitation, commensality, and interaction. In: Meiselman, H. (ed). Dimensions of the meal. Gaithersburg, MD: ASPEN. p. 119-33. Wansink, B. (2004). Environmental factors that increase food intake and consumption volume among unknowing consumers. <i>Annual Review of Nutrition</i> , 24, 455-479. [focus on "Socializing influences meal duration and consumption norms, p. 462-3."] | "Ideal" meal discussion post (7/29); response to peers (8/2) |
| | 3.2 The family | Wansink, B. (2006). Nutritional gatekeepers and the 72% solution. <i>Journal of the American Dietetic Association</i> , 106, 1324-1327. Larson, N., Neumark-Sztainer, D., Hannan, P., & Story, M. (2007). Family meals during adolescence are associated with higher diet quality and healthful meal patterns during young adulthood. <i>Journal of the American Dietetic Association</i> , 107, 1502-1510. | Nutritional gatekeeper activity (7/29) MODULE 3 QUIZ due by 11:59pm on 8/2 |
| 4. Institutional and Organizational influences (8/2-8/9) | 4.1 Where we learn | Forthcoming; see Canvas for details | Where we learn worksheet (8/5) |
| | 4.2 Food advertising | Rudd Brief (2014, May). Trends in television food advertising to young people: 2013 Update. <i>Rudd Center for Food Policy and Obesity, Yale University</i> . WATCH: The Weight of the Nation: Children in Crisis – Chapter 2 (Food Marketing to Children). Available online at http://theweightofthenation.hbo.com/watch/main-films/Crisis | Food advertising content analysis (8/9) MODULE 4 QUIZ due by 11:59pm on 8/9 |
| 5. Community influences (8/9-8/16) | 5.1 Where we live | Mari Gallagher Research & Consulting Group. (2006). <i>Examining the impact of food deserts on public health in Chicago</i> . Chicago, IL. Larson, N., & Story, M. (2009). A review of environmental influences on food choices. <i>Annals of Behavioral Medicine</i> , 38, S56-73. Hughes, M. (2018, May 30). How fresh cucumbers, spinach are transforming impoverished Milwaukee neighborhoods. <i>Milwaukee Journal Sentinel</i> . Available online at https://www.jsonline.com/story/money/business/2018/05/30/urban-farming-brings-fresh-food-training-milwaukee-neighborhoods/602953002/ | Where you live activity (8/12) |
| | 5.2 Food & culture | WATCH: <i>The Meaning of Food: Food & Culture</i> Goyan Kittler, P., & Sucher, K. P. (2008). Food and culture. In <i>Food and Culture</i> (5th ed., pp. 1-36). Belmont, CA: Thomson Wadsworth. Choi, C. (2012, May 6). "Crab" chips, fruity Oreos? They're big overseas. Associated Press [online] http://news.yahoo.com/crab-chips-fruity-oreos-theyre-big-overseas-134754899.html | Cultural heritage "potluck" discussion post (8/12); response to peers (8/16) MODULE 5 QUIZ due by 11:59pm on 8/16 |

| | | | |
|------------------------------|---|---|--|
| 6. Public policy (8/16-8/21) | 6.1 Film – King Corn | WATCH: <i>King Corn</i> King Corn Discussion Guide (specifically the background information). | King Corn & public policy discussion (8/19); response to peers (8/21; last call 8/23) |
| | 6.2 The role of public policy in shaping the food environment | Sims, L. (1999). The dynamics of public policy. In A.L. Owen, P.L. Splett, & G.M. Owen (Eds.), <i>Nutrition in the Community</i> (pp. 116-141). New York: McGraw-Hill Additional required short articles and videos are embedded throughout the mini-module in the PowerPoint notes. | MODULE 6 QUIZ due by 11:59pm on 8/21 (last call 8/23) Extra credit (optional): Letter to future students (8/23) |

***Due dates for all activities and assignments are also specified on Canvas (the Calendar function is great!).**

Assessment

Module quizzes (35 points each)

Six major module-specific quizzes will evaluate your achievement of the learning objectives associated with each of the mini-modules within a major module. The quizzes will consist primarily of multiple choice, true/false, matching, and short-answer questions. Quizzes are generally not cumulative.

Quizzes will be 45-minutes in duration, administered via Canvas, and will be “open” for 4 days: between 12:01am on Friday through 11:59pm the following Monday. Your lowest quiz score of the semester will be dropped from your final grade calculation.

You are expected to complete the quizzes on your own although you may use your personal course materials to assist you. However, given the quiz time limit, you will not have time to look up the response to each question, so be sure and carefully study your materials before taking the module quizzes.

Once you begin taking the quiz, you have to finish within the allotted time. You will have one attempt to take the quiz so be sure to complete it in its entirety. Do not attempt to logout/login and resume the quiz at a later time because only your first attempt will be graded. Late quiz submissions will not be accepted so be sure to plan accordingly.

Major assignments (50 points each)

Why you eat what you eat (50 points). To become more familiar with thinking about the social ecological model levels of influence on food choice and eating behavior that we will be examining throughout the semester, you will keep a 3-day food journal using a log that will be provided to you. Along with documenting the foods and beverages you consume, you will also record individual, situational, and environmental factors that influenced your eating episodes. You will then respond to a series of guided reflection questions about your experience, integrating specific examples from your food journals.

Interpreting food choice research (50 points). To practice efficiently reading and interpreting scientific articles in the field of food choice and eating behavior, you will read one primary research article that relates to the topic of the course. You will apply your skills navigating this article and

gleaning relevant information from it to answer a series of questions about the content. You will also make inferences based on the data and interpret the findings for a lay audience.

Food advertising analysis (50 points). You will track the frequency with which you encounter food and beverage advertising, by keeping a food advertising log over a set period of time. You will summarize your findings and compare your results to other research in this area, as well as respond to reflection questions about food advertising.

More details about each assignment will be provided on Canvas.

Participation Activities (typically 10-15 points each)

Active participation in NUTR 241 [online] will be *objectively evaluated* via a variety of methods such as responses to [online] discussion prompts, worksheets, and short reflection papers. Participation assignments will be based on assigned readings, topics covered in the PowerPoint presentations, and/or your own observations and life experiences.

These lower stakes assignments are typically worth 10 or 15 points each. Almost all mini-modules will have one participation-related assignment associated with it. Due dates and submission details will be clearly specified on Canvas.

“Life Happens” passes

You are allocated 2 “Life Happens” passes which allow you to submit an assignment up to 2 days past the due date without explanation or penalty. They can be used for Major Assignments and certain Participation Activities (everything but the online discussion activities). It is your responsibility to notify me if you wish to use one of these passes for a particular assignment and get your work submitted within 48-hours to be eligible for full credit. After that period, no points will be awarded for that activity.

The “Life Happens” passes cannot be used for Module Quizzes or Discussion assignments.

Evaluation

Here is an overview of how points will be distributed across quizzes, major assignments, and participation activities.

| Major Module Quizzes | Points | Participation Activities | Points |
|---|---------------|--|---------------|
| 1. Introduction (3 mini-modules) | 35 | Pre-course survey | 5 |
| 2. Intrapersonal (3 mini-modules) | 35 | Online discussion: Introduce yourself! | 5 |
| 3. Interpersonal (2 mini-modules) | 35 | Online discussion: Meaning of food | 15 |
| 4. Organizational (2 mini-modules) | 35 | Social Ecological Model practice worksheet | 10 |
| 5. Community (2 mini-modules + film) | 35 | Concept check: navigating scientific articles | 10 |
| 6. Policy (1 mini-module + film) | 35 | Food neophobia worksheet | 10 |
| Total quiz points (5 best count) | 175 | Online discussion: Food likes and dislikes | 15 |
| | | Online discussion: "Ideal" meals vs. no meals at all | 15 |
| Major assignments | Points | Nutritional gatekeeper worksheet | 10 |
| Why you eat what you eat | 50 | Where you live worksheet | 10 |

| | | | |
|--------------------------------|------------|--|------------|
| Navigating scientific articles | 50 | Where you learn worksheet | 10 |
| Advertising analysis | 50 | Online discussion: Cultural heritage "potluck" | 15 |
| Total assignment points | 150 | Online discussion: King Corn & public policy | 15 |
| | | Total participation points | 145 |

| Evaluation Summary | Points |
|---------------------------|---------------|
| Quizzes | 175 |
| Assignments | 150 |
| Participation activities | <u>145</u> |
| Total points | 470 |

Final grades will be based on the percentage of points earned out of a possible 470 points:

| | | | |
|-----------|----|----------|----|
| 92 - 100% | A | 72 - 77% | C |
| 90 - 91% | A- | 70 - 71% | C- |
| 88 - 89% | B+ | 68 - 69% | D+ |
| 82 - 87% | B | 62 - 67% | D |
| 80 - 81% | B- | 60 - 61% | D- |
| 78 - 79% | C+ | ≤ 59% | F |

Percentages will be rounded to the nearest whole number to determine your letter grade.

Workload

This 8-week, 3-credit hour class equates to an investment of approximately 140 hours of your time. On a weekly basis, students should expect to spend about 10-12 hours carefully reviewing the PowerPoint slides (with instructor notes), required readings, and web-based content (e.g., video clips, films). Students may spend 2-4 (or more) hours each week reviewing the material to prepare for the six module quizzes that will require 30-60 minutes each. Students will likely spend 1-2 hours each week on participation-related activities. Additionally, students should expect to spend approximately 4 hours on the Why You Eat What You Eat assignment, 4-6 hours on the Advertising Analysis assignment, and 4-6 hours on the Interpreting Food Choice Research assignment.

Course Policies

1. Assignment due dates and late assignments: Module Quizzes and all course-related assignments are due at the time and date and in the manner specified on Canvas. Due to the number of students in the course and the short duration of the course, late assignment submissions will not be accepted unless using one of your two-2 day "Life Happens" passes (see p. 6 for specifics on these passes).

No penalty will be given if extreme circumstances (e.g., major illness, death in the family, etc.) arise, but documentation must be provided and deemed legitimate as evidence of such circumstances.

As this is a summer course, I understand that you may elect to take a vacation that conflicts with course-related due dates. If this is the case, you may have the option to submit your work *in advance* of the due date or just roll with a zero (it happens!) on that particular assignment.

Notify me via email *at least a week in advance* of such a scenario to learn about your options.

2. Attendance and tardiness: not applicable as this is an online asynchronous course.
3. Technical difficulties policy: This course is a fully online course and you are responsible for ensuring that you can access all course material on a regular basis. Additionally, certain technical abilities will be required such as uploading files and installing necessary plug-ins needed for watching videos and Flash animations.

If you have a problem with a personal computer or interrupted network connection, you are still responsible for submitting your work on time and in the manner specified. If you are submitting a “deliverable” (e.g., assignment, quiz) very close to the deadline, any technical problems with your computer or your internet connection that may lead to your missing the deadline will most likely result on your receiving a zero on that assignment. Thus, try not to create stress for yourself and plan to submit your work a day or so before the deadline when possible.

If you have questions specific to Canvas (or other computer-related questions), visit the following URL: <https://uwm.edu/canvas/students/?target=training>. Canvas provides 24 hour/7 day per week support for students.

4. Communication
 - a. Course announcements: The Canvas Announcements feature located on the KIN 574 Canvas homepage will be used to communicate course-related announcements. Be sure to check this on a consistent basis. Consider enabling the notifications feature so you are alerted to new announcements.
 - b. E-mail: As the UWM instructional environment is considered a professional setting, any written correspondence (e-mail or discussion board post) to your instructor *must be written in a professional manner*. More specifically, your communication should be composed clearly and thoughtfully; use formal, professional language; include a relevant subject heading/title (e.g., Question about Module 1 quiz); and use proper spelling, grammar, and punctuation. Correspondence that does not adhere to these guidelines will be returned with the request that it be revised and resubmitted.

In general, e-mail will be answered during standard business hours: 9am – 5pm Monday through Friday. *Do not assume* that e-mails sent outside of those hours, or on the weekends, will be returned until the resumption of standard business hours.

- c. Netiquette: Netiquette is online etiquette. It is important that all students in an online course be aware of proper online behavior and treat each other respectfully in all interactions including online discussions.
 - i. Here are my expectations regarding appropriate language for an educational environment:
 - Use complete sentences;
 - Use proper spelling and grammar;
 - Avoid overusing slang and uncommon abbreviations;
 - Do not use obscene or threatening language;
 - Do not disparage ideas that do not align with your own; consider asking questions and attempt to see things from another angle; respectful

disagreement and thoughtful discussion is of course welcome and encouraged.

- ii. Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette (<http://www.albion.com/netiquette/corerules.html>) by Virginia Shea.
5. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Do NOT do any of these things and life will be easier for the both of us. If you enroll in this course, you are indicating implicitly to the instructor that you have read, understand and accept the universities policies and procedures (see University Policies section of syllabus, #1) regarding academic integrity and dishonesty.

Should evidence of academic dishonesty or misconduct be observed, it may result in a 0 on the assignment, or other consequences in alignment with UWM's academic misconduct policy.

6. Academic Misconduct: We expect all UWM students to maintain a high standard of academic integrity. Plagiarism and cheating will not be tolerated. Resist any desire you might have to represent someone else's work for any of the "deliverables" in this class. Ignorance about what constitutes plagiarism or academic misconduct is not an acceptable excuse. If you have any questions, please ask me for clarification.

Academic misconduct violations are very serious and can include failing the course, suspension, or even dismissal from UWM. For more information on this topic, please visit the following link: <https://uwm.edu/deanofstudents/academic-misconduct/>

7. Special Accommodations: Students requiring accommodations should contact the Student Accessibility Center (<https://uwm.edu/arc/>) located in Mitchell Hall Room 112 to obtain documentation and share the appropriate documentation with me as soon as possible (e.g., first week of class or so).
8. Religious Observances: Students will be permitted to miss class or make up an academic requirement without penalty due to religious observances. You are required to notify the instructor *within the first three weeks of classes* if you expect there to be a class-related conflict so accommodations can be made.
9. University Policies: Details pertaining to specific UWM policies regarding students with disabilities, religious observances, students called to active military duty, incompletes, discriminatory conduct (such as sexual harassment), academic misconduct, complaint procedures, grade appeal procedure, and other information can be found on the Secretary of the University Website: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>
10. Academic Complaint and Appeal Procedures: Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students may direct complaints or appeal a grade to the head of the academic unit or department in which the course resides.

Social Science General Education Requirement

WWE² satisfies the definition of a *Social Science* GER course as active participation in the course should enhance your ability to:

- Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development.
 - Associated course content: WWE² examines human food choice and eating behavior using a social ecological perspective – a theoretical framework that aids in the understanding of how the human organism interacts with its environment. By applying this framework throughout the semester, we will examine five distinct levels of influence on human food choice and eating behavior: intrapersonal (e.g., identity and eating behavior, development of food preferences), interpersonal (e.g., family), institutional/organizational (e.g., schools, workplace), community (e.g., food deserts), and public policy (e.g., taxation of unhealthy foods).
 - Associated assessment: The *Why You Eat What You Eat* assignment and questions the module quizzes will evaluate your ability to recognize and apply the social ecological model to food choice and eating behavior contexts.

- Demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures.
 - Associated course content: A segment of the course is devoted to introducing the skill of reading and interpreting primary research articles related to influences on food choice and eating behavior. You will practice reading and gleaning important information from scientific research articles relevant to the course. Later in the course, you will also conduct a content analysis of food advertising, interpret your findings relative to previous research, and reflect on the findings.
 - Associated assessment: *Scientific articles quiz and Scientific articles worksheet; Food advertising analysis*.