UNIVERSITY OF WISCONSIN-MILWAUKEE
Department of Kinesiology, College of Health Sciences

NTUR 241 [online]: WHY WE EAT WHAT WE EAT (WWE²): AN ECOLOGICAL APPROACH
Summer 2018 (8-week session: 6/25/18 - 8/18/18); 3 credits

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Course Description

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.

Technical Competencies
This course will be conducted online through the Desire2Learn (D2L) system, and you will be required to meet basic computer competencies for success in an online course:

- 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. You can find tutorials in a variety of locations, including the Microsoft Training Page.
- 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.

**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.

**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 and recommended videos**

Aside from short, online video clips associated with many content modules, 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 ($2.99 for 3-day viewing period), and The Meaning of Food will be made available through D2L at no additional 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.” Most major modules (2, 3, 4, and 6) are to be completed in one week. However, Module 1 (Introduction) and Module 5 (Community) contain a bit more material than the others so you’ll have two weeks to complete each of those. Generally, each major module opens on Sunday morning (12:01am) and “ends” at midnight the following Saturday.
Each of the mini-modules will contain specific learning objectives that you will work toward achieving through careful study of the required readings, PowerPoint slides with instructor notes, and short video clips. At the end of each one or two week major module, you'll complete a D2L-based quiz of your knowledge of that material.

All required readings are available on the course D2L website under "Content" associated with each particular mini-module. Recommended readings (optional; not listed in this syllabus) are also available within each mini-module under "Interesting links and resources." Assignment due dates are listed on D2L. *The course schedule may be adjusted per the instructor's discretion to fit the needs of the class.*

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<table>
<thead>
<tr>
<th>Major module (Dates)</th>
<th>Mini-module</th>
<th>Required readings</th>
<th>Activities*, assignments*, &amp; quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Intrapersonal influences (7/16-7/22)</td>
<td>2.1 Personal food likes and dislikes: the biology of taste</td>
<td>Wenner Moyer, M. (2012). Why is my kid such a picky eater? <em>Slate</em>. Available online at <a href="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">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</a></td>
<td>Food neophobia activity</td>
</tr>
</tbody>
</table>
### 2.2 Personal food likes and dislikes: beyond taste


### 2.3 We think we know but we have no idea: mindless eating


### 3. Interpersonal influences (7/23-7/29)

#### 3.1 Eating as a social action


#### 3.2 The family


### 4. Institutional and Organizational influences (7/30-8/5)

#### 4.1 Where we learn


#### 4.2 Where we work


#### 4.3 Food advertising


Due dates for all activities and assignments are specified on D2L.

Assessment

Module quizzes (44% of final grade, 30-40 points each)
Six major module-specific quizzes will evaluate your attainment of the learning objectives associated with each of the mini-modules within the major module. The quizzes will consist primarily of multiple choice, true/false, matching, and short-answer questions. Quizzes are generally non-cumulative.

Quizzes will be administered online via D2L and will be “open” for 3 days: between 12:01am on Thursdays through 11:59pm on Saturdays. You will have a fixed amount of time – typically between 30-45 minutes – to complete each quiz (the specific time limit will be clearly indicated on D2L so you can plan accordingly). You are expected to complete the quizzes independently although you may use your notes to assist you. However, given the time frame allocated to each quiz, you will not have time to look up the response to each question, so be sure and carefully review 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. More details will be provided prior to each quiz but note that quizzes submitted after the deadline will not be accepted.
Major assignments (29% of final grade, 50-75 points each)

Why you eat what you eat (50 points). To become more accustomed to thinking about the 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 all 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 in order 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 your own views on food advertising.

More details about each assignment will be provided on D2L; late submissions will not be accepted.

Participation Activities (26% of final grade; 5-15 points each)
Active participation in NUTR 241 [online] will be objectively evaluated via a variety of methods such as responses to 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 experiences. These lower stakes assignments are worth up to 5, 10, or 15 points each depending upon the effort required. Almost all mini-modules will have one participation-related assignment associated with it. Due dates and submission details will be clearly specified on D2L, and late participation assignments will not be accepted.
Here is an overview of how points will be distributed across quizzes, assignments, and participation activities:

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Points</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (3 mini-modules)</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Intrapersonal (3 mini-modules)</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Interpersonal (2 mini-modules)</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>Organizational (3 mini-modules)</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Community (2 mini-modules + film)</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Policy (1 mini-module + film)</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total quiz points</strong></td>
<td><strong>225</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low-Stakes Participation Activities</th>
<th>Points</th>
<th>Mini-module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce yourself (discussion)</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Meaning of food (discussion)</td>
<td>15</td>
<td>1.1</td>
</tr>
<tr>
<td>Obesity in America brainstorm activity (worksheet)</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Social Ecological Model application (worksheet)</td>
<td>10</td>
<td>1.2</td>
</tr>
<tr>
<td>Scientific articles &quot;quiz&quot;</td>
<td>10</td>
<td>1.4</td>
</tr>
<tr>
<td>Food neophobia activity (worksheet)</td>
<td>10</td>
<td>2.1</td>
</tr>
<tr>
<td>Food likes and dislikes (survey &amp; discussion)</td>
<td>15</td>
<td>2.2</td>
</tr>
<tr>
<td>&quot;Ideal&quot; meals and no meals at all (discussion)</td>
<td>15</td>
<td>3.1</td>
</tr>
<tr>
<td>Nutritional gatekeeper (worksheet)</td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>Where we work reflection (worksheet)</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Where you live (worksheet)</td>
<td>15</td>
<td>5.1</td>
</tr>
<tr>
<td>Cultural heritage &quot;potluck&quot; (discussion)</td>
<td>15</td>
<td>5.2</td>
</tr>
<tr>
<td>King Corn &amp; public policy (discussion)</td>
<td>10</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Total assignment points</strong></td>
<td><strong>150</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total participation points</strong></td>
<td><strong>135</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Summary</th>
<th>Points</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>225</td>
<td>44%</td>
</tr>
<tr>
<td>Assignments</td>
<td>150</td>
<td>29%</td>
</tr>
<tr>
<td>Participation activities</td>
<td>135</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>510</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned based on the percentage of total possible points earned:

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

Borderline grades will be rounded to the nearest whole number.

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 D2L. Due to the number of students in the course and the short duration of the course, late work (including Module Quizzes) will not be accepted.

   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 by the instructor 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 accept a zero on that assignment. Notify your instructor via email at least a week in advance of such a scenario to learn about your options.

2. **Student responsibility/technical difficulties policy:** This course is an 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 installing necessary plug-ins and uploading files.

   If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

   If you 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. I strongly suggest not waiting until the last minute to submit your work.

   If you have questions specific to D2L (or other computer related questions), you can search for and request help from the UWM Help Desk at: https://uwm.cherwellondemand.com/CherwellPortal/CampusTechnology#0 or call (414) 229-4040 or (877) 381-3459.

3. **Communication:**
   a. **Course announcements:** All announcements related to the course will be distributed via D2L “News” feature located on the NUTR 241 D2L homepage and via email so be sure to check-in daily.

   b. **Discussion boards:** There are several discussion boards used in this course:
      i. **Course Q&A:** Use this discussion board to ask your questions relating to the course, deliverables, content, etc.
      ii. **Tech Support:** Use this to notify me of any problems with any of the tools we use. Questions specifically about D2L functionality should be addressed to the UWM Help Desk (contact information can be found on page 1 of the syllabus).
iii. **Water Cooler:** Use this forum to post anything you might be interested in or that
the other students in the class might be interested in. Use it as a virtual lounge or
break room.

iv. There will be several assignments utilizing the discussion board feature in D2L.
More details about these assignments will be posted in the relevant Modules.

c. **E-mail:** Please use my email for all private communication that can’t go on the discussion
board. If I believe that your question is better answered on the discussion board, I may
ask you to post it so that all members of the class can see my response. In general, e-mail
will be answered during **standard business hours** (9am – 4pm) Monday through Friday.

d. **Professional correspondence:** 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 articulately; 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.

e. **Netiquette:** Netiquette is online etiquette. It is important that all participants in an online
course be aware of proper online behavior, and treat each other respectfully.

   i. Use appropriate language for an educational environment:
      - Use complete sentences;
      - Use proper spelling and grammar;
      - Avoid slang and uncommon abbreviations;
      - Do not use obscene or threatening language;
      - Do not disparage ideas that do not align with your own; rather ask
        questions and attempt to see things from another angle; respectful
        disagreement is expected.

   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

4. **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. Certain assignments may be
submitted through software that can check for plagiarism. 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.

**University Policies**
1. **Academic Misconduct**: Academic misconduct is taken very seriously by the College of Health Sciences and the University of Wisconsin-Milwaukee. UWM defines misconduct as follows:
   a. “Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.” (Chapter UWS 14 and the UWM implementation provisions; Faculty Document 1686).
   b. Please see the following website [https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm](https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm) for more information on Academic Misconduct and how to avoid doing it.

2. **Religious Observances**: Students may request an adjustment to a due date if it conflicts with a religious observance. Requests must be submitted to me via email at least one-week in advance of the conflict.

3. **Special Accommodations**: Individuals with disabilities and/or health conditions that may affect full participation in this course must contact the instructor during the first week of the session. This information is confidential.

4. **For Other University Policies**: Please see: [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf)

**Social Science General Education Requirement**

WWE2 satisfies the definition of a Social Science GER course as active participation in the course should result in 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.