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Syllabus

HNSC 3220: Food and Nutrition Literacy Education

(Fall 2025)

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COURSE DETAILS

Course Title & Number:	HNSC 3220 Food and Nutrition Literacy Education
Number of Credit Hours:	3.0
Class Times & Days of Week:	Tuesday & Thursday, 8:30 – 9:45 am
Location for classes/labs/tutorials:	This course will be blended (most classes will be taught in-person, but some lectures & other media will be available in UM Learn for viewing asynchronously). In-person classes are held in room 245 Ellis Building .
Pre-Requisites:	A grade of C or better in PSYC 1200 (or SOC 1200) and HNSC 2130 and HNSC 2140. May not be held with the former HNSC 3320.

Instructor Contact Information

Instructor(s) Name & Preferred Form of Address:	Jaspreet Kaur (she/her) Jaspreet, or Ms. Kaur
Office Location:	268 Ellis Building
Office Hours or Availability:	After class (if brief) or make appointment by UM email
Preferred Method of Communication - Email:	I will respond to your emails within 48 h, excluding holidays and weekends, JaspreetKaur@umanitoba.ca
Contact:	If you have questions or need to contact me about the course materials, attendance or personal issue. <ul style="list-style-type: none">• Use my UM email• UM policy states that all students must use their University of Manitoba email address for all correspondence• Include 'HNSC 3220' in the subject line• Use professional language, and proper grammar and spelling.

TRADITIONAL TERRITORY/LAND ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past and present, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration

EQUITY AND INCLUSION COMMITMENT

There are multiple ways to engage in this course to accommodate your personal circumstances and preferences. Where possible, you will be given the opportunity to make decisions about what and how you learn. I honor your identities (e.g., race, gender, sexual orientation, class, size, ability, etc.) and commit to interrupting any form of oppression based on these categories and amplifying under-represented voices.

COURSE DESCRIPTION AND GOALS

U of M Course Calendar Description

Students will develop a critical understanding of the influences on food and nutrition behaviours and how to positively impact these through evidence-informed food and nutrition literacy strategies.

General Course Description

Class Format: detailed class schedule is on pages 12-15

This class will cover theoretical and applied aspects of food and nutrition literacy education. The class will be blended (mostly in-person classes and some online learning) by viewing slides and accompanying video files in UM Learn, viewing documentaries, and completing course readings. The in-person classes will consist of further discussion of lecture slides (key topics); individual, small and large group discussions and activities. Please consult the detailed class schedule in this syllabus for more information. Evaluation will consist of a series of assignments (submitted in UM Learn) and one mid-term exam (complete in UM Learn). Students are expected to keep up with the assigned readings, answer questions and contribute to discussions using course readings, materials from other courses, and their own experiences. Regular attendance of in-person classes is encouraged to achieve maximum benefit from this course.

***Group Discussions/Activities:**

- Groups will not be pre-assigned: they will be randomly assigned during the class. You will be missing out on important course material if you do NOT attend the in-person classes.
- Groups will choose their own facilitators for each discussion/activity. Be prepared to take on this role, which involves guiding the group through the discussion/activity and reporting back to the class.
- Materials for the small group discussions/activities will be handed out in class.

Course Goals

Students will develop a critical understanding of the influences on food and nutrition behaviours and how to positively impact these through evidence-informed food and nutrition education strategies.

Course Learning Objectives

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

1. Describe food education, nutrition education, public health nutrition, health promotion and their relationship to each other.
2. Describe the concept of food and nutrition literacy, and related competencies for children and young adults.
3. Describe selected theories of teaching and learning and how they apply to food and nutrition literacy education.
4. Analyze influences on food choice at individual, community and societal levels, including those which may *promote* and *hinder* healthy eating.
5. Describe principles of cultural competency as related to food and nutrition literacy education.
6. Describe how nutrition misinformation is propagated on social media.
7. Apply principles for using social media in healthy eating promotion.
8. Describe where to find credible, evidence-based food and nutrition literacy resources.
9. Describe domains and levels of learning, and apply to learning outcomes for food and nutrition literacy education.
10. Incorporate an understanding of: i) determinants of food choice and healthy eating; ii) current food/nutrition knowledge and guidelines; and iii) theories of learning and teaching, into the development of food and nutrition literacy education strategies.

The Undergraduate Dietetics program is designed to meet the Integrated Competencies for Dietetic Education and Practice (ICDEP). ICDEP provides outcome-based standards for entry-to-practice dietetic educations and entry-level dietetic practice. Outcome-based standards focus on abilities possessed as a result of learning. The ability to perform a task to a specified standard, and in a way that is observable to others, is typically called a *Practice Competency (PC)*. *Performance Indicators (PIs)* describe abilities that are intended to be demonstrated within the program (i.e., pre-practice). Below is a list of PIs that will be assessed throughout this course.

PRACTICE COMPETENCIES	PERFORMANCE INDICATORS	Course Learning Objectives (CLO)
1. FOOD AND NUTRITION EXPERTISE: Dietitians integrate their food and nutrition expertise to support the health of individuals, communities and populations		
1.02 Apply understanding of food environments	a. Demonstrate knowledge of government policy in regulating food products in Canada	4
	c. Demonstrate awareness of Indigenous values and ways of knowing related to food environments	5

1.04 Apply understanding of dietary requirements and guidelines	c. Demonstrate understanding of current nutrition recommendations and dietary guidelines	8
1.05 Apply understanding of dietary practices	a. Demonstrate understanding of behavioural theories relevant to food choice and eating	3
	b. Demonstrate understanding of social aspects of food choice and eating	4
	c. Demonstrate understanding of psychological aspects of food choice and eating	4
	d. Demonstrate understanding of the impact of financial resources on food choice and eating	4
	e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices	4, 5
	f. Demonstrate awareness of the role of religion and culture in dietary practices	4, 5
	g. Demonstrate knowledge of trends in food consumption	4
1.07 Integrate population health promotion principles and practices	a. Demonstrate understanding of determinants of health, health equity, and social justice	4, 10
2. PROFESSIONALISM AND ETHICS: Dietitians use professional, ethical and client-centered approaches, to practice with integrity and accountability		
2.01 Practice within the context of Canadian diversity	a. Demonstrate knowledge of the diversity in Canadian society	5
	c. Demonstrate understanding of the impact of diverse attitudes and values on health	5
	d. Identify structures that impact health equity and social justice	4
2.02 Act ethically and with integrity	a. Treat others with respect	5
2.03 Practice in a manner that promotes cultural safety	a. Act with sensitivity and humility with regard to diverse cultural groups	5
	c. Demonstrate awareness of the ongoing impact of colonization / residential schools / intergenerational trauma / systemic racism on Indigenous peoples in Canada	5
	e. Act with awareness of how one's own biases, beliefs, behaviors, power and privilege may affect others	5
2.08 Manage time and workload	b. Meet deadlines	10

2.09 Employ an evidence informed approach to practice	a. Demonstrate knowledge of factors that inform decision making	6, 7, 8, 10
2.12 Maintain comprehensive and current knowledge relevant to practice	a. Use relevant terminology	1, 10
	b. Identify relevant sources of information	6, 7, 8, 10
3. COMMUNICATION AND COLLABORATION: Dietitians communicate effectively and collaborate with others to achieve practice goals		
3.01 Use appropriate communication approaches	a. Identify opportunities for and barriers to communication relevant to context	6, 7, 10
	b. Use communication approaches appropriate to context	6, 10
	c. Use language tailored to audience	6, 10
3.02 Use effective written communication skills	a. Write in a manner responsive to audience	6, 10
	b. Write clearly and in an organized fashion	6, 10
3.06 Engage in teamwork	a. Demonstrate knowledge of principles of teamwork and collaboration	10
	b. Contribute effectively to teamwork	10
4. MANAGEMENT AND LEADERSHIP: Dietitians use management skills and provide leadership to advance health, through food and nutrition		
4.02 Assess and enhance approaches to practice	b. Interpret and consolidate evidence to establish a course of action	4, 9, 10
	c. Plan the implementation of change	7, 9
4.04 Undertake knowledge translation	a. Identify food and nutrition knowledge relevant to others	6, 10
	b. Reframe knowledge into a format accessible to others	6, 10
4.05 Advocate for ongoing improvement of nutritional health and care	a. Identify opportunities for advocacy	1, 4
4.06 Foster learning in others	a. Demonstrate understanding of theories of teaching and learning	3, 9
	b. Identify opportunities for learning	2, 3, 4
	c. Assess learning needs and assets	2, 3, 10
	d. Develop learning outcomes	2, 9, 10
	e. Implement educational strategies	9, 10
	f. Evaluate achievement of learning outcomes	9, 10
	a. Demonstrate knowledge of the concept of food literacy	1, 2

4.07 Foster development of food literacy in others	b. Identify strategies to assist the development of food literacy	1, 2, 10
	c. Engage in activities to build food literacy	6, 7, 10
4.08 Foster development of food skills in others	a. Demonstrate understanding of factors that impact client ability to safely plan, access, select, store and prepare food that meets their needs	4
	c. Demonstrate awareness of the availability and preparation of foods specific to cultural groups	5
	d. Respond to the cultural foodways of client	5
	e. Identify strategies to assist in the development of food skills	2, 10
	f. Critically appraise food messaging and marketing	6, 7
	g. Interpret food label	8
	i. Engage with client in building food skills	10
5. NUTRITION CARE: Dietitians use the Nutrition Care Process to provide individualized care		
5.04 Implement nutrition intervention(s)	b. Provide nutrition education	7, 9, 10
6. POPULATION HEALTH PROMOTION: Dietitians assess food and nutrition needs with communities / populations, and collaborate in planning to promote health		
6.03 Develop food- and nutrition related community/ population health plan	a. Contribute to development of goals and objectives	3, 10
	b. Identify strategies to meet goals and objectives	3, 10
	c. Identify required resources and supports	10

Textbook, Readings, and Course Materials

Course Reading Package (“Required Readings for HNSC 3220 Nutrition Education and Dietary Change”) is available on UM Learn under Content. Required readings are identified in the Course Schedule Table in this syllabus (the Schedule also has links to a few on-line required readings which are not in the Course Reading Package).

Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Course Technology

Recording Class Lectures & Discussions: The course instructor and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or photo/video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of the course instructor, Ms. Jaspreet Kaur. Course materials (paper and digital) are for the participant's private study and research only.

UM Learn: UM Learn will be used for posting lecture slides, and other relevant course information. **CHECK THE COURSE ANNOUNCEMENT AREA ON UM Learn REGULARLY and TURN ON NOTIFICATIONS FROM THE DISCUSSION AREA (where I will answer questions from students).** For assistance with UM Learn, contact: IST Help and Solutions Centre | Email: support@umanitoba.ca | Phone: (204) 474-8600

Online Platforms: WebEx or another online platform may be used for this course. You will be notified of this before the applicable date.

Expectations

I expect you to follow these policies around Class Communication, Attendance, Academic Integrity, etc. outlined below (can also refer to [Section 2.5 ROASS](#)).

Class Communication:

I will be occasionally posting messages and additional information/materials on UM LEARN. Please check the site regularly. **Submit all assignments on UM LEARN unless otherwise instructed.**

Use your UM email address and my UM email address JaspreetKaur@umanitoba.ca (NOT UM Learn) for class communication: [University of Manitoba policy](#) states that all students must use their University of Manitoba email address for all correspondence.

Attend class regularly:

The class starts at 8:30 am sharp. Although 5-min late is tolerated, please do not be late for in-person classes since you will disturb the class and colleagues. Plan your transportation accordingly. Regular attendance is expected of all students during in-person classes. If you must miss a class, please notify the instructor as soon as possible by email. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations. A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.

NOTE: It is your responsibility to communicate with your instructor well in advance of tests/exams/assignment due dates, of any ongoing issues, OR immediately once an issue arises that *may* impact your ability to complete course work including tests.

Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Plagiarism and Cheating:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/ herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

Examinations: Personations

A student who arranges for another individual to undertake or write any nature of examination for and on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to discipline under the university's Student Discipline Bylaw, which could lead to suspension or expulsion from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a competitive or qualifying examination held at a university as an offence punishable by summary conviction. Section 362 of the code provides:

Everyone who falsely, with intent to gain advantage for him/herself or some other person, personates a candidate at a competitive or qualifying examination held under the authority of law or in connection with a university, college or school or who knowingly avails him/herself of the results of such personation is guilty of an offence punishable on summary conviction. 1953- 54,c.51, s.347.

Both the personator and the individual who avails him/herself of the personation could be found guilty. Summary conviction could result in a fine being levied or up to two years of imprisonment.

[1] University of Western Ontario, Academic Handbook, Issued 2009 03

Student Accessibility Services:

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services

520 University Centre

Phone: (204) 474-7423

Email: Student_accessibility@umanitoba.ca

Maintaining a Respectful Classroom Environment: The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. The University has a zero-tolerance policy on harassment, racism, bullying or any disruptive behaviour. This class will not tolerate any disruptive behaviors from the students or staff, "...behavior which persistently interferes with the academic or administrative activities of the university (and/or) which inhibits the ability of other students to learn and of the instructors to teach". (Inappropriate Disruptive Student Behavior, Section 2.1.2). Should you encounter such behaviour in your classes, you are within your rights to ask a student to leave the class, call Campus Security @ 204-474-9312.

You Can Expect Me To

I will treat you with respect and would appreciate the same courtesy in return. See [Respectful Work and Learning Environment Policy](#). I will also:

- Respond in a timely manner to queries or requests to meet (within 48 hours).
- Return graded assignments within two weeks of submission.
- Use a variety of teaching methods and relevant course materials to facilitate a stimulating learning environment.
- Be available for 10 minutes after the class time to discuss any brief questions or comments you may have, or by appointment.

CLASS SCHEDULE AND COURSE EVALUATION

HNSC 3220 Class Schedule (Fall 2025) **DUE dates for assignments highlighted in yellow!** This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students, but such changes are subject to [Section 2.8 of ROASS](#).

CLASS#	DATE	ON YOUR OWN: LECTURE SLIDES (in UM Learn) & READINGS (marked with star)	IN-PERSON CLASS: DISCUSSION & ACTIVITIES 8:30 am - BE THERE!!!
1	Thursday Sept 4	[Slides on UM Learn]	Course Introduction and welcome
2	Tuesday Sept 9	<p>VIEW LECTURE ON UM LEARN - TOPIC: Food & Nutrition Literacy</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Why home economics classes still matter. Renwick, K. (2018) ★ Cutting home economics? Now that's out to lunch. Renzetti, E. (2014) ★ Food literacy: A critical tool in a complex foodscape. Slater, J. (2017) ★ REQUIRED READING (not in reading package): Critical food literacy competencies for young adults. Slater, J. (2018): http://umanitoba.ca/faculties/afs/dept/fhns/media/UofM_FoodLiteracyReport_DIGITALwDATE.pdf 	
3	Thursday Sept 11	<p>VIEW VIDEO - TOPIC: Food & Nutrition Literacy</p> <p>1-Watch "The Kids' Menu" (Assignment #1-read instructions to see how to view)</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Overview of determinants of food choice and dietary change: Implications for nutrition education. Contento, I (2011). Nutrition education: Linking research, theory and practice (2nd ed). pp. 26-39. 	
DUE no class	Monday Sept 15	DUE 8:30 am - Assignment #1 [THE KIDS' MENU]	
4	Tuesday Sept 16		Assignment questions, food and nutrition (F&N) literacy
5	Thursday Sept 18	<p>VIEW LECTURE ON UM LEARN - TOPIC: Canada's Healthy Eating Strategy</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ REQUIRED READING (not in reading package): Canada's Healthy Eating Strategy: <ul style="list-style-type: none"> i. Nutrition Facts Table & List of Ingredients https://www.canada.ca/en/health-canada/services/food-labelling-changes.html?_ga=2.123181771.1796658230.1504725069-1191879540.1497452049#a4 ii. Canada's Food Guide https://food-guide.canada.ca/en/ 	

		<p>iii. Healthy Eating Recommendations https://food-guide.canada.ca/en/healthy-eating-recommendations/</p> <p>FOR REFERENCE ONLY: Canada's Dietary Guidelines https://food-guide.canada.ca/en/guidelines/</p>	
DUE no class	Monday Sept 22	DUE 8:30 am - Assignment #2A Due [PERSONAL DIETARY CHANGE]	
6	Tuesday Sept 23	<p>VIEW LECTURE ON UM LEARN - TOPIC: Digital Food and Nutrition Information</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Nutrition misinformation: How to identify fraud and misleading claims. Colorado State University (2013) Fact Sheet No. 9.350 ★ The art of the social media nutrition misinformer ★ Why we fell for clean eating 	
7	Thursday Sept 25		Social media and food & nutrition information
8	Tuesday Sept 30		Diet regimes & food shaming
DUE no class	Wednesday Oct 1	DUE 8:30 am - Assignment #2B Due [PERSONAL DIETARY CHANGE]	
9	Thursday Oct 2	<p>VIEW LECTURE ON UM LEARN - TOPIC: Cultural Competency</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Cultural competence for child and youth health professionals. Caring for Kids New to Canada. Canadian Paediatric Society (2018) ★ Culturally respectful relationships: Some terms and issues. Northern Health (n.d.) ★ Committed to cultural safety for Indigenous Peoples in the health care system. Northern health (2017) ★ Gifts from our relations: Indigenous original foods guide. National Indigenous Diabetes Association (2020) 	
DUE no class	Tuesday Oct 7	DUE 8:30 am - Assignment #3 Due [SOCIAL MEDIA READING RESPONSE]	
DUE no class	Thursday Oct 9	DUE 8:30 am Assignment# 2C Due [PERSONAL DIETARY CHANGE]	
10	Tuesday Oct 14		Canada's Food Guide and F&N literacy education

DUE no class	Wednesd ay Oct 15	DUE 8:30 am – Assignment #2D Due [PERSONAL DIETARY CHANGE]	
11	Thursday Oct 16 <i>I'll be in an International Symposium</i>	<p>VIEW LECTURE ON UM LEARN - TOPIC: Planning Food & Nutrition Literacy Education</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Planning learning. Holli & Beto (2014) in <i>Nutr Couns & Ed for Dietetics Professionals</i> (6th ed). ★ Bloom’s Taxonomy: The incredible teaching tool. (2017). ThoughtCo. ★ Educational taxonomies with examples, example questions and example activities ★ Applying Bloom’s Taxonomy in your classroom <p>VIEW LECTURE ON UM LEARN - TOPIC: Food & Nutrition Literacy Education with Adults</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <p>5 Principles for the teacher of adults. Deb Peterson (2017). About.Com Guide</p>	
DUE no class	Tuesday Oct 21	DUE 8:30 am – Assignment #4 Due [INSTAGRAM POST. Submit in UM Learn – Do Not send me a link to your Instagram feed!]	
DUE	Wednesd ay Oct 22	DUE 8:30 am – Assignment #2E Due [PERSONAL DIETARY CHANGE]	
12	Thursday Oct 23		Writing newsletters; F&N literacy workshop facilitation; Planning F&N literacy education with children
13	Tuesday Oct 28	<p>VIEW LECTURE ON UM LEARN - TOPIC: Food & Nutrition Literacy Education with Children</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Food literacy progression: A framework of food literacy development for children and youth from 2-18 years. Slater (2022). ★ REQUIRED READING (not in reading package): Effective approaches to increase food and nutrition knowledge in children and youth (2019). Nutrition Connections https://nutritionconnections.ca/resources/effective-education-strategies-to-increase-food-and-nutrition-knowledge-in-children-and-youth/ (download PDF) 	
14	Thursday Oct 30	8:30 AM - MIDTERM EXAM – UM LEARN	
			UM Learn: MIDTERM EXAM - 8:30 AM
15	Tuesday Nov 4	<p>VIEW LECTURE ON UM LEARN - TOPIC: Lesson Planning</p> <p>1-View lecture slides with audio</p>	

		<p>2-Read:</p> <ul style="list-style-type: none"> ★ Strategies for Effective Lesson Planning (2012). Milkova, S. Center for Research on Learning and Teaching, University of Michigan. ★ Guidelines for creating and implementing effective workshops (n.d.) 	
16	Thursday Nov 6		Writing learning objectives for F&N literacy education
	Nov 10 & 14	NO CLASSES: FALL READING WEEK/REMEMBRANCE DAY	
17	Tuesday Nov 18	<p>VIEW LECTURE ON UM LEARN - TOPIC: Food Skills Programming</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Cooking matters... Developing food skills. (2013). Algoma Public Health 	
18	Thursday Nov 20		Food skills programming; Recipes for food skills programming
DUE no class	Tuesday Nov 25	DUE 8:30 am - Assignment #5A Due [NEWSLETTER/BLOG]	
19	Thursday Nov 27	<p>VIEW LECTURE ON UM LEARN - TOPIC: Assessment & Evaluation of Food & Nutrition Education</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Tools for Formative assessment strategies ★ 13 Creative examples for informal assessments for the classroom <p>Evaluation tools for workplace wellness activities</p>	
19	Thursday Nov 27	Work on final assignment	
20	Tuesday Dec 2		Food literacy resources, final questions about lesson plans
DUE no class	Thursday Dec 4	DUE 8:30 am – Assignment# 5B Due [LESSON PLAN]	

Voluntary Withdrawal

November 18, 2025 is the Voluntary Withdrawal deadline for Fall term classes. Students who do not drop the course by the deadline will be assigned a final grade. The withdrawal courses will be recorded on official transcript. Refer to the [Registrar's Office](#) web page for more information.

ASSIGNMENTS & EXAM

- There are four assignments for the course. All assignment instructions are in UM Learn.
- Assignment #2 has five (5) parts, with five (5) due dates.
- Assignment #5 has two (2) parts with two (2) due dates, and is completed with a partner (pairs).
- All assignments have different formatting instructions – see instructions in UM Learn.
- Completed assignments are submitted through UM Learn.
- Always use complete sentences and legible formatting (e.g. headings, spacing, paragraphs).
- There is one mid-term exam; it is open book. **There is no final exam.**

Evaluation

Detailed instructions for all assignments are on UM Learn. All assignments are to be submitted through UM Learn unless otherwise specified.

ITEM	DATE DUE: all assignments are due by 8:30 am on the assigned date	VALUE (% of Final Grade)
NOTE: Marks are allocated for grammar, structure and formatting. However, if your work is exceptionally poor additional marks will be taken off.		
Assignment #1: The Kids' Menu – questions (Learning Outcomes #1,2,4)	Sept 15 (Monday)	4
Assignment #2: Personal Dietary Change (Learning Outcomes #1,3,4) <ul style="list-style-type: none"> • There are five parts to this assignment – note the due dates 	A: Sept 22 (Mon) B: Oct 1 (Wed) C: Oct 9 (Thurs) D: Oct 15 (Wed) E: Oct 22 (Wed)	15
Assignment #3: Social Media Readings – questions (Learning Outcomes #4,6,7,8)	Oct 7 (Tues)	4
Assignment #4: Food and Nutrition Education using Social Media: Instagram Post on Food Package Claims (Learning Outcomes #1,2,4,6,7)	Oct 21 (Tues)	15
Mid Term Exam: (Learning Outcomes #1,2,3,4,5,6,7,8,9) <ul style="list-style-type: none"> - Lecture materials, and readings - Cumulative from beginning of course up to and INCLUDING Nov. 4 - Multiple choice, short-answer and medium-answer 	Oct 30 (Thurs)	30
Assignment #5: Food and Nutrition Education Lesson: (Learning Outcomes #1,2,3,4,5,8,9,10) <ul style="list-style-type: none"> • There are two parts to this assignment – note the due dates for each 	A: Nov 25 (Tues) B: Dec 4 (Thurs)	32

Referencing Style

- Where references are required use American Psychological Association (APA) as outlined in the text: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC.

Grading

Letter Grade	Category	Percentage out of 100
A+	Exceptional	90-100
A	Excellent	80-89.9
B+	Very Good	75-79.9
B	Good	70-74.9
C+	Satisfactory	65-69.9
C	Adequate	60-64.9
D	Marginal	50-59.9
F	Failure	0-49.9

Assignment Submission and Feedback

Electronic copies of assignments must be submitted by 8:30 am on the due date, through UM Learn. See assignment instructions in UM Learn for details.

You will receive both formative (i.e., comments) and summative (i.e., grade) feedback on assignments, electronically. I will strive to have feedback provided within two weeks of submission.

DISAGREEMENT WITH ASSIGNMENT MARK PROCESS:

- Send an email to the instructor detailing where and why you feel you deserve more marks (i.e. how it was answered partly or fully correct).
- Make an appointment with me to go over the assignment in question. Bring the assignment with you.

Assignment Extension and Late Submission Policy

PLAN YOUR ASSIGNMENTS IN THE CONTEXT OF YOUR OTHER COURSES. No extensions granted except in extraordinary circumstances. Unexcused late assignments (including those submitted after the beginning of class on the due date) will be penalized with a 10% (out of total possible marks) reduction in mark for each day late (including weekend days). You can also submit assignments early.

Note¹: It is your responsibility to communicate with your instructor well in advance of assignment due dates, of any ongoing issues, OR immediately once an issue arises that may impact your ability to complete course work (including assignments and exams).

Note²: Medical notes are not required for illnesses. On September 1, 2022, the UM implemented a new policy called “Self-Declaration for Brief and Temporary Student Absences.” Please email an Academic Advisor to self-declare your illness in advance of the requirement, deadline or assessment and they will help address your situation. Please inform me as soon as possible if you will be missing a deadline due to illness.

UNIVERSITY SUPPORT OFFICES & POLICIES

Schedule “A” policies & supports:

Section (a) sample re: A list of academic supports available to Students, such as the Academic Learning Centre, Libraries, and other supports as may be appropriate:

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Section (b) sample re: A statement regarding mental health that includes referral information:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services (204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre (204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus (204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <https://umanitoba.ca/student-supports/health-wellness>

Katie.Kutryk@umanitoba.ca

469 University Centre (204) 295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

Section (c) sample: re: A notice with respect to copyright:

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

Section (d) sample: re: A statement directing the student to University and Unit policies, procedures, and supplemental information available on-line:

Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Student Discipline

http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour

http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: http://umanitoba.ca/admin/governance/governing_documents/community/230.html More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy https://umanitoba.ca/admin/governance/governing_documents/community/235.html

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre (204) 474 7423

student_advocacy@umanitoba.ca