

FN 206 Introductory Foods – Spring 2019

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check our Canvas course site for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Deborah Tang

Office: CPS 240B

Virtual Office Hours: I have tentatively set aside Tuesdays from 5:00-6:00 p.m. as office hours. Please email me at least 24 hours in advance to schedule your appointment. If this time does not work for you, we may be able to determine another time that would be mutually convenient. Detailed information on accessing the Online Room is located within the Syllabus content area in Canvas under "Online (Virtual) Office Hours".

Office Telephone: (715)346-2749

E-mail: dtang@uwsp.edu (preferred method of contact)

Course Information

Course Description: Introduction to basic physical and chemical properties of foods; interaction and reaction of food in food preparation procedures; evaluation of prepared products.

Credits: 3

Prerequisite: By instructor consent.

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours between Mondays to Fridays. If you have not received a reply from me within 24 hours, please resend your email.
 - ***If you have a general course question (not confidential or personal in nature), please post it to the Muddiest Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours.

Textbook & Course Materials

Required Text: Brown, Amy. *Understanding Food – Principles & Preparation*. 3rd. Thomson Wadsworth, 2008.

ISBN-13: 978-0495107453 or ISBN-10: 049510745X

Textbook is available for purchase from www.amazon.com or for rent from UW-Stevens Point Text Rental. Refer to the document "Text Rental Information for Online Students" posted under the Student Resources section.

Additional Readings and Resources: Posted on Canvas

Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Visit with a Student Technology Tutor: <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu HYPERLINK
"https://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx"

Course Structure

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at www.uwsp.edu/canvas using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the "Help" menu within Canvas. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.

Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- download and upload documents to the learning management system (LMS)
- read the textbook
- read documents online
- view online videos
- complete lab experiments in your kitchen

- take photos of your ingredients and finished products using your cell phone
- upload short videos taken from your cell phone to the LMS
- participate in online discussions
- complete quizzes/tests online
- submit assignments online
- participate in synchronous meetings with the instructor using Collaborate Ultra, as needed
- feel free to post questions that are not of a personal nature, or reply to a peer's question(s) in our Muddiest Forum (under the General Questions Module)

Course Learning Objectives

Students will be able:

1. To integrate basic information needed for food selection and preparation.
2. To apply and demonstrate basic principles of food preparation for both quality and nutrient retention.
3. To evaluate food products based on established standards.
4. To apply acceptable food safety and sanitation procedures for handling food products.
5. To apply basic principles for modification of recipes for health, economic or cultural factors.
6. To identify culinary terms and techniques.

You will meet the outcomes listed above through a combination of the following activities in this course:

- Complete assigned readings from the textbook and other sources shared within Canvas.
- Take practice quizzes to test your understanding.
- Follow instructions to complete the lab assignments in your own kitchen.
- Participate in online discussions by sharing your own experiences as well as responding and providing feedback to others.

Topic Outline/Schedule

Important Note: Refer to the Canvas course calendar for specific due dates. Activity and assignment requirements will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Module	Topic	Readings and Activities	Due Date	Points for Graded Activities
Begin Here		Discussion Post: All About You	Jan 23	
1	Introduction	Chapter 4, pp. 78-86	Jan 23	

		<p>Appendix C, pp. 599-611 BH&G Cookbook, pp. 7-14 (Scanned document) Wisconsin Food Code Fact Sheets (4) Basic Technique: Mise en Place - link Video: More Essential Tools</p> <p>Quizlet – Matching Game for Equipment Quizlet – Dry & Moist Heat Cooking Methods</p> <p>Discussion Post – Tools of the Trade Discussion Reply Module 1 Weekly Quiz</p>	<p>Jan 23 Jan 24 Jan 27 Jan 25</p>	<p>5 5 5 (3 - post) (2 - reply) 15</p>
2	Sensory Evaluation, Measuring, Food Safety, and Recipe Conversions	<p>Chapters 1, 3; 4, pp. 87-90 Terms Used in Judging Food Products FAT TOM Videos on Food Safety (2) Video on Kitchen Math – Measuring Recipe Conversions Self-Guided PowerPoint</p> <p>Activity 1 – A Food Tasting Activity 2 – Culinary Terms</p> <p>Discussion Post – My Five Senses Discussion Reply</p> <p>Activity 3 – Recipe Conversions Assignment Module 2 Weekly Quiz</p>	<p>Jan 30 Jan 31 Jan 31 Jan 31 Feb 3 Feb 1 Feb 1</p>	<p>5 5 (3 – post) (2 – reply) 10 15</p>
3	Fruit	<p>Chapter 13, pp. 272-276, pp. 284-293 Video – Pear flower to young fruit Phytochemicals link Fruit Self-Guided PowerPoint Video – Homemade Strawberry Jam Video – How to shop for fruit Video – 7 Tips for Cleaning Fruits, Vegetables</p> <p>Lab Assignment 1 – Apples Discussion Post – My Apple Selections Discussion Reply Module 3 Weekly Quiz</p>	<p>Feb 6 Feb 7 Feb 7 Feb 10 Feb 8</p>	<p>10 5 (3 – post) (2 – reply) 15</p>
4	Vegetables and Knife Skills	<p>Chapter 12, pp. 245-251, 259-268 Knife Skills document Choose MyPlate link 2015 Dietary Guidelines link Video – Vegetables in Glorious Variety Video – Grains and Beans</p>	<p>Feb 13</p>	

		Vegetables Practice Quiz Lab Assignment 2 – Vegetables Cookery	Feb 13 Feb 14	5 10
		Discussion Post 4 – Veggie Tales Discussion Reply	Feb 14 Feb 17	5 (3 – post) (2 – reply)
		Module 4 Weekly Quiz	Feb 15	15
5	Starch and Pasta	Chapter 15, pp. 316 – 319, 326 – 333; Chapter 17, pp. 360 – 366 Starch, Pasta, and Cereal Grains Self-Guided PowerPoint Video – A Tasting of Culinary Science - Starch Video – Grains and Legumes	Feb 20	
		Starch Practice Quiz Lab Assignment 3 – Pasta	Feb 20 Feb 21	5 10
		Discussion Post 5 – All about Mac N Cheese Discussion Reply	Feb 21 Feb 24	5 (3 – post) (2 – reply)
		Module 5 Weekly Quiz	Feb 22	15
6	Salads and Dressings	Chapter 14, pp. 302-313; Chapter 21, pp. 421 – 422, pp. 426 – 430 MyPlate website Video – Nature and use of emulsifiers in food Video – Jamie Oliver’s Principles for Superb Salads Video – How to make homemade mayonnaise	Feb 27	
		Discussion Post 6 – Eating Greens Discussion Reply	Feb 28 Mar 3	5 (3 – post) (2 – reply)
		Module 6 Weekly Quiz	Mar 1	15
7	Eggs and Egg Substitutes	Chapter 11, pp. 224 – 242 Egg Structure Diagram Eggs & Egg Cookery Self-Guided PowerPoint Video – Eggs from the Classic to the Contemporary Video – Whipping egg whites to perfect peaks Video – How to whip and fold egg whites	Mar 6	
		Eggs Practice Quiz	Mar 6	5
		Lab Assignment 4 – Omelet Made to Order	Mar 7	10
		Discussion Post 7 – Eggcellent Cookery Discussion Reply	Mar 7 Mar 10	5 (3 – post) (2 – reply)

		Module 7 Weekly Quiz	Mar 8	15
8	Poultry and Seafood	Chapters 7, 8 Video – How to Bake Chicken Breast Fish & Shellfish Self-Guided PowerPoint Wisconsin Food Code Fact Sheets (2) Poultry and Seafood Practice Quiz Lab Assignment 5 – Chicken Cutlet Discussion Post 8 – Winner, Winner Chicken Dinner Discussion Reply Module 8 Weekly Quiz	Mar 13 Mar 13 Mar 14 Mar 14 Mar 17 Mar 15	 5 10 5 (3 – post) (2 – reply) 15
Spring Break March 18-22				
9	Stocks, Soups, and Sauces	Chapter 14, pp. 297 – 302; Chapter 17, pp. 366 – 372 Video – Sauces, From Beurre Blanc to Bechamel Video – Stocks and Broths, The Foundation Lab Assignment 6 – Cheese Sauce Discussion Post 9 – It’s So Cheesy Discussion Reply Module 9 Weekly Quiz	Mar 27 Mar 28 Mar 28 Mar 31 Mar 29	 10 5 (3 – post) (2 – reply) 15
10	Meat	Chapter 6, pp. 117 – 146 Meat Self-Guided PowerPoint Wisconsin Food Code Fact Sheets (2) Video – Pat LaFrieda Demonstrates How Meat is Graded and What to Look for When Choosing USDA Meat Video – Steak Tenderizing Experiment Meat Practice Quiz Lab Assignment 7 – Beef Stir-Fry Discussion Post 10 – Wokie Talkie Discussion Reply Module 10 Weekly Quiz	Apr 3 Apr 3 Apr 4 Apr 4 Apr 7 Apr 5	 5 10 5 (3 – post) (2 – reply) 15
11	Milk and Cheese	Chapter 9, pp. 187 – 204; Chapter 10, pp. 208 – 221 Video – The Cheese Queen Milk Practice Quiz	Apr 10 Apr 10	 5

		Lab Assignment 8 – Cheese Sampling and Evaluation	Apr 11	10
		Discussion Post 11 – Just Say Cheese Discussion Reply	Apr 11 Apr 14	5 (3 – post) (2 – reply)
		Module 11 Weekly Quiz	Apr 12	15
12	Yeast Breads	Chapter 16, pp. 338 – 340; Chapter 19, pp. 386 – 400 Video - Sponge Yeast Pre-ferment Video – Yeast Breads, Just the Facts. Breadworld reference	Apr 17	
		Yeast Breads Practice Quiz Lab Assignment 9 – Classic Dinner Rolls	Apr 17 Apr 18	5 10
		Discussion Post 12 – Keeping the Yeast Alive Discussion Reply	Apr 18 Apr 21	5 (3 – post) (2 – reply)
		Module 12 Weekly Quiz	Apr 19	15
13	Cakes	Chapter 22, pp. 444 – 454 Video – Mixing it Up – Methods for Cakes Video – How to Make Angel Food Cake	Apr 24	
		Lab Assignment 10 – Angel Food Cake	Apr 25	10
		Discussion Post 13 – Have Your Cake and Eat it Too Discussion Reply	Apr 25 Apr 28	5 (3 – post) (2 – reply)
		Module 13 Weekly Quiz	Apr 26	15
14	Quick Breads	Chapters 16, 18 Tips for Making Muffins and Quick Breads – link How to Make Muffins – link	May 1	
		Quick Breads Practice Quiz Lab Assignment 11 – Make-it-Mine Muffins	May 1 May 2	5 10
		Discussion Post 14 – So Many Muffins, So Little Time Discussion Reply	May 2 May 5	5 (3 – post) (2 – reply)
		Module 14 Weekly Quiz	May 3	15
15	Pastry and Beverages	Chapters 23, 26 Video – Blue Ribbon Winners – Pies and Biscuits	May 8	
		Lab Assignment 12 – Fruit Pie	May 9	10
		Discussion Post 15 – Mile High Fruit Pie	May 9	5 (3 – post)

		Discussion Reply	May 12	(2 – reply)
		Module 15 Weekly Quiz	May 10	15

Grading Policies

Graded Course Activities

Description	Points
10 Practice Quizzes	50
2 Graded Activities (1 – 5 points, 1- 10 points)	15
12 Lab Assignments (10 points each, drop the lowest score)	110
15 Discussion Posts (5 points each, drop the lowest score)	70
15 Module Quizzes (15 points each, drop the lowest score)	210
Total Points Possible	455

Participation

Students are expected to participate in all online activities as listed on the course calendar.

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the assignment due date except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Practice Quizzes

There is a practice quiz added to most units to help assess your understanding. Each quiz contains 5 multiple choice or fill in the blank questions. The deadline for taking a quiz is **Wednesday by 11:59 p.m.** for that week's content. You have unlimited attempts to take each quiz before the deadline and the highest score will be kept for your final grade.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and written instructor approval.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to the Canvas Grade Book. Click on the Grades link to view your points.

I will update the online grades each time a grading session has been complete—typically within 72 hours following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Please note that the correct answers for each weekly quiz will be available on the following Monday between 4:00 – 11:59 p.m.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

Course Policies

Netiquette Guidelines

Please refer to the Online Discussion Guidelines posted in the Begin Here section of the course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to complete assigned tasks, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has maintained regular contact with the course instructor about his/her situation. All incomplete course assignments must be completed by the last day of classes of the following semester.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu <mailto:datctr@uwsp.edu>

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity

in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. 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 who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.