



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*2500 Introduction to Food Systems

COURSE OUTLINE – FALL 2025

1. CALENDAR DESCRIPTION

This course will explore the complexity and interconnectedness of our local, regional, and global food systems through six main themes: Economic, Environment/Ecology, Personal Health, Political, Culture, and Technology. By introducing students to the structure of the food system from field to fork, students will examine and reflect on how these themes relate to food production, processing, distribution, and consumption.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s): 4 credits
Co-Requisites(s): None
Restriction(s): None

2. COURSE DESCRIPTION

This course will explore the complexity and interconnectedness of our local, regional, and global food systems through six main themes: Economic, Environment/Ecology, Personal Health, Political, Culture, and Technology. By introducing students to the structure of the food system from field to fork, students will examine and reflect on how these themes relate to food production, processing, distribution, and consumption.

3. TIMETABLE

Lecture:
Location:
Final Exam: None

4. INSTRUCTIONAL SUPPORT

Course Instructor: Brian Lo, PhD, MPH, RD
Email: blo02@uoguelph.ca
Telephone: 519-824-4120 ext. 52419
Office: MINS215
Office Hours: By appointment

Teaching Assistant: Hannah Wriglesworth
Email: hwrighles@uoguelph.ca
Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

- The No-Nonsense Guide to World Food, 2nd Edition, by Wayne Roberts (about \$14 at the University of Guelph Bookstore).
- Additional required readings/pre-class preparations will be posted on CourseLink throughout the semester. There will be no additional costs to these.

Recommended Resource(s):

- None

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Describe the structure of the food chain from field to fork and understand the relationship between key stakeholders along the chain.
2. Identify the environmental, political, social, cultural, economic, and individual factors that impact the local, regional, and global food systems.
3. Identify the reciprocal impact of these food systems on the environment, politics, society, culture, economies, and personal health.
4. Describe the governance and complexity of food policy and how it impacts food sustainability, security, justice and equality.
5. Examine the issues and trends and analyze the pros and cons of technological interventions in creating sustainable food systems.

7. TEACHING AND LEARNING ACTIVITIES

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
1 Sept 9	Intro to Food Systems: Field to Fork	In-person	<p>7 to 7:45 pm: Course Introduction</p> <p>8 to 9 pm: Theme: Trace a food item through the chain</p> <p>9 to 9:50 pm: “Where does my food come from?” Assignment Introduction</p> <p>Required readings: Introduction & Chapter 1 - No-Nonsense Guide to World Food</p>	
2 Sept 16	Food Systems: Issues of Economics	In-person	<p>7 to 8 pm: Theme: Food Economics</p> <p><u>Guest Speaker:</u> Dr. Michael von Massow Professor, Food, Agricultural, and Resource Economics, University of Guelph</p> <p>8 to 9:50 pm: Where dose my food come from? work time/Q&A</p> <p>Required readings: Chapter 2 - No-Nonsense Guide to World Food</p>	

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
3 Sept 23	Food Systems: Issues of Environment and Ecology	In-person	<p>7 to 8 pm: Theme: Livestock production, food waste, food environment</p> <p><u>Guest speakers:</u> Thomas Brandstetter Manager of Policy & Issues Beef Farmers of Ontario</p> <p>Dr. Amar Laila Postdoctoral Research Fellow, Stockholm Resilience Centre, Stockholm University & University of Guelph</p> <p>8 to 9:50 pm: <u>In-class Activity 1:</u> Food environment</p> <p>In-class activity required reading:</p> <p>Sawyer AD et al. Dynamics of the complex food environment underlying dietary intake in low-income groups: a systems map of associations extracted from a systematic umbrella literature review. International Journal of Behavioral Nutrition and Physical Activity. 2021;18(1):1-21.*</p> <p>*Focus on the section <i>Sub-systems, goals and feedback loops</i></p>	In-class Activity 1

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
4 Sept 30	Food Systems: Issues of Environment and Ecology	In-person	<p>7 to 8:00 pm: Theme: Organic farming, aquaculture production</p> <p><u>Guest speakers:</u> Mike Smith Farm Coordinator, Guelph Centre for Urban Organic Farming, University of Guelph</p> <p>Dr. Marcia Chiasson Manager, Ontario Aquaculture Research Centre, University of Guelph</p> <p>8:15 to 9:50 pm: Writing Workshop – Reflection Papers</p>	Reflection 1 due Sunday (Oct 5) at 23:59pm

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
5 Oct 7	Food Systems: Issues of Personal Health	In-person	<p>7 to 8:30 pm:</p> <p>Theme: Plant-based diets, sports nutrition, food as medicine</p> <p><u>Guest speakers:</u></p> <p>Dr. Alison Duncan Professor, Department of Human Health Sciences, University of Guelph</p> <p>Jadyn Koehler PhD student, Department of Human Health Sciences, University of Guelph</p> <p>Jana Daher PhD student, Department of Family Relations & Applied Nutrition, University of Guelph</p> <p>8:30 to 9:50 pm:</p> <p><u>In-class Activity 2:</u> Food as Medicine</p> <p>In-class activity required readings: Food as medicine: translating the evidence. Nature Medicine. 2023;29:753–754. https://doi.org/10.1038/s41591-023-02330-7</p> <p>Can Food Act as Medicine? All You Need to Know by Jillian Kubala, MS RD https://www.healthline.com/nutrition/food-as-medicine</p> <p>Required readings: Chapter 3 - No-Nonsense Guide to World Food</p>	<p>In-class Activity 2</p> <p>“Where does my food come from?”</p> <p>Assignment due Wednesday (Oct 8) at 23:59pm</p>

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
6 Oct 21	Food Systems: Issues of Personal Health	Online	7 to 8 pm: Theme: Nutritional genomics, dairy products, father-focused childhood obesity prevention interventions <u>Guest speakers:</u> Paulina Morelli Master of Applied Nutrition Student, University of Guelph Hillary Lo PhD Student, Department of Nutrition, University of California, Davis Rasneet Kaur Undergraduate Student, Department of Family Relations & Applied Nutrition, University of Guelph 8 to 9:50 pm: Op-Ed work time/Q&A	Reflection 2 due Sunday (Oct 26) at 23:59pm
7 Oct 28	Food Systems: Issues of Technology	In-person	7 to 8 pm: <u>Guest speakers:</u> TBD 8 to 9:50 pm: Op-Ed work time/Q&A	

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
8 Nov 4	Food Systems: Issues of Local, Regional, and Global Politics	On your own & In-person	<p>Theme: Governance and policy, national emergency planning and response</p> <p>On your own: <u>Guest speaker recording:</u> Dr. Philip Loring Associate Professor, Department of Geography, Environment and Geomatics, University of Guelph</p> <p>7:00 to 9:50 pm: <u>In-class Activity 3:</u> Food response during emergencies/disaster planning for food systems</p> <p>Required readings: Chapters 4 & 5 - No-Nonsense Guide to World Food</p>	<p>In-class Activity 3</p> <p>Reflection 3 due Sunday (Nov 9) at 23:59pm</p>
9 Nov 11	Food Systems: Issues of Culture	In-person	<p>7 to 8:15 pm: Theme: Culture & “Healthy Eating”</p> <p><u>Guest speakers:</u> Dr. Gwen Chapman Former Provost and Vice-President (Academic), University of Guelph</p> <p>8:15 to 9:50 pm: <u>In-class Activity 4:</u> Op-ed Assignment Review/Introduction Course Review</p>	In-class Activity 4

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
10 Nov 18	Food Systems: Issues of Culture	In-person	<p>7 to 8:30 pm Theme: Justice issues and transformation, fathering</p> <p><u>Guest speakers:</u> Dr. Amar Laila Postdoctoral Research Fellow, Stockholm Resilience Centre, Stockholm University & University of Guelph</p> <p>Dr. Brian Lo Assistant Professor, Department of Family Relations & Applied Nutrition, University of Guelph</p> <p>8:30 to 9:50 pm: Op-ed work time/Q&A</p>	Reflection 4 due Sunday (Nov 24) at 23:59pm
11 Nov 25	Food Systems: Issues of Technology	Online	<p>7 to 8:30 pm: Theme: Dairy farming and technology</p> <p><u>Guest speakers:</u> Dairy Farmers of Canada</p> <p>8:30 to 9:50 pm: Op-ed work time/Q&A</p> <p>Required readings: Chapter 6 - No-Nonsense Guide to World Food</p>	

Week & Date	Topics	Format	Class Activities, Guest Speakers & Readings/Pre-class Preparations	Notes & Due Dates
12 Nov 27 (Thursday)	Food Systems: Issues of Local, Regional, and Global Politics	In-person	<p>Theme: Immigrant farm workers & immigration policies</p> <p>7 to 8 pm: <u>Guest speakers:</u> Gabriel Allahdua Author, Harvesting Freedom The Life of a Migrant Worker in Canada</p> <p>8:15 to 9:50 pm: <u>In-class Activity 4:</u> Migrant workers</p> <p>Required readings: Chapter 20 - Harvesting Freedom - The Life of a Migrant Worker in Canada</p> <p>In-class activity required readings: <u>Groups 1 – 8:</u> Holt-Giménez, E., & Harper, B. (2016). Food—Systems—Racism: From Mistreatment to Transformation. Food First: Institute for Food and Development Policy, 7.</p> <p><u>Groups 9 - 17:</u> Walia, H. (2010). Transient servitude: migrant labour in Canada and the apartheid of citizenship. Race & Class, 52(1), 71–84.</p> <p><u>Groups 18 - 25:</u> Bakan, A. B. (2019). Globalizing “Immobile” Worksites: Fast Food under Canada’s Temporary Foreign Worker Program. Unfree Labour?: Struggles of Migrant and Immigrant Workers in Canada, 71–86.</p>	<p>In-class Activity 5</p> <p>Reflection 5 due on Sunday (Nov 30) at 23:59pm</p> <p>Op-ed due on Monday (Dec 1) at 23:59pm</p>

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Where does my food come from? Assignment	1	Week 5 (Oct 8)	15%
5 in-class activities in groups (6% each)	1 – 5	Throughout the semester (Sept 23; Oct, 7; Nov 4, 11, 27)	30%
5 reflections (6% each)	1 – 5	Throughout the semester (Oct 5, 26; Nov 9, 24; Nov 30)	30%
Final Paper: Op-ed	1 – 5	Exam Week (Dec 1)	25%
Total:			100%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day of the full grade of the assigned work EXCEPT under documented grounds for compassionate consideration. Extension requests should be submitted well before submission deadlines.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

1. <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
2. <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Appendix:

For those students enrolled in the Area of Emphasis in Dietetics, the following table describes how various [Integrated Competencies for Dietetic Education and Practice \(2020\)](#) are covered and assessed in NUTR*2500 (Introduction to Food Systems).

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*2500
Nutrition and Food Expertise			
1.01 Apply understanding of food composition and food science	b. Demonstrate understanding of food preparation, processing and preservation	Knows how	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Field to Fork, Issues of Environment & Ecology, and Technology <u>Assessment:</u> <ul style="list-style-type: none">• In-class activity worksheets• Reflection papers• Where does my food come from? assignment
	e. Demonstrate understanding of microbes in food	Knows	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Personal Health <u>Assessment:</u> <ul style="list-style-type: none">• In-class activity worksheets• Reflection papers
1.02 Apply understanding of food environments	a. Demonstrate knowledge of government policy in regulating food products in Canada	Knows	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Field to Fork, Issues of Economics, Issues of Environment & Ecology, and Technology, Issues of Local, Regional, and Global Politics <u>Assessment:</u> <ul style="list-style-type: none">• In-class activity worksheets• Reflection papers

	b. Demonstrate understanding of factors affecting food systems in Canada	Knows how	<p><u>Content:</u> Weekly lectures throughout</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers • Where does my food come from? assignment • Op-ed assignment
	c. Demonstrate awareness of Indigenous values and ways of knowing related to food environments	Knows	<p><u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Culture</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
	d. Demonstrate understanding of factors affecting food security of Canadians	Knows how	<p><u>Content:</u> Weekly lectures throughout</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
	e. Demonstrate understanding of factors affecting food safety	Knows how	<p><u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Personal Health, Issues of Environment & Ecology, and Technology, Issues of Local, Regional, and Global Politics</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
	f. Demonstrate understanding of sustainable food systems	Knows how	<p><u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Economics, Issues of Environment & Ecology, and Technology, Issues of Local, Regional, and Global Politics</p>

			<u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
1.05 Apply understanding of dietary practices	g. Demonstrate knowledge of trends in food consumption	Knows	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Economics, Issues of Personal Health <u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
1.07 Integrate population health principles and practices	a. Demonstrate understanding of determinants of health, health equity, and social justice	Knows how	<u>Content:</u> Weekly lectures throughout <u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers • Op-ed assignment
	c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues	Knows how	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Environment & Ecology, Issues of Personal Health, Issues of Culture, Issues of Technology <u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers
1.08 Integrate quantity food provision principles and practices	a. Demonstrate understanding of food provision strategies that foster health in individuals, communities and population	Knows how	<u>Content:</u> Weekly lectures throughout <u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers • Op-ed assignment
	b. Demonstrate understanding of strategies that support sustainable food provision	Knows how	<u>Content:</u> Weekly lectures throughout <u>Assessment:</u> <ul style="list-style-type: none"> • In-class activity worksheets • Reflection papers

	c. Demonstrate knowledge of approaches to food marketing	Knows	<u>Content:</u> Food as Medicine in-class activity <u>Assessment:</u> <ul style="list-style-type: none"> In-class activity worksheets Reflection papers
	d. Demonstrate knowledge of food provision in emergency planning	Knows	<u>Content:</u> Emergency food planning lecture <u>Assessment:</u> <ul style="list-style-type: none"> Reflection papers
Professionalism and Ethics			
2.01 Practice within the context of Canadian diversity	d. Identify structures that impact health equity and social justice	Knows how	<u>Content:</u> Weekly lectures throughout; particularly lectures related to Issues of Culture, Issues of Local, Regional, and Global Politics <u>Assessment:</u> <ul style="list-style-type: none"> In-class activity worksheets Reflection papers
2.08 Manage time and workload	b. Meet deadlines	Shows how	<u>Content:</u> Students are required to complete assignments on-time <u>Assessment:</u> <ul style="list-style-type: none"> Where does my food come from? assignment Reflection papers Op-ed assignment
2.12 Maintain comprehensive and current knowledge relevant to practice	a. Use relevant terminology	Shows how	<u>Content:</u> Students are required to use appropriate terms and knowledge to complete assignments <u>Assessment:</u> <ul style="list-style-type: none"> Where does my food come from? assignment Reflection papers Op-ed assignment

	b. Identify relevant sources of information	Shows how	<p><u>Content:</u> Students are required to use relevant information learned in this course and additional information through their research to support their responses in assignments</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • In-class activity worksheets • Where does my food come from? assignment • Reflection papers • Op-ed assignment
	c. Critically appraise information relevant to practice	Shows how	<p><u>Content:</u> In the Op-ed Assignment, students are required to respond to a news article and share their opinions; their claims need to be supported by evidence.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Op-ed assignment
Communication & Collaboration			
3.02 Use effective written communication skills	a. Write in a manner responsive to audience	Shows how	<p><u>Content:</u> For the Op-ed Assignment, students are required to write in plain language for the general public.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Op-ed assignment
	b. Write clearly and in an organized fashion	Shows how	<p><u>Content:</u> Students are required to complete written assignments in a clear and organized manner.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Where does my food come from? assignment • In-class activity worksheets • Reflection papers • Op-ed assignment