



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### **NUTR\*3110 Food Security** **COURSE OUTLINE - WINTER 2022**

#### **1. CALENDAR DESCRIPTION**

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** 9.50 credits including NUTR\*2050

**Restriction(s):** Registration is limited to students registered in the B.A.Sc. AHN major

#### **2. COURSE DESCRIPTION**

The prevalence of food insecurity in Canada and selected industrialized and non-industrialized countries is examined. The course will review environmental, social, and other factors associated with food insecurity and take critical look at the effectiveness of programs and policies designed to improve food security. The course involves readings, a variety of speakers from in the field and discussions on programs and activities directed towards increasing food access for those who are food insecure.

#### **3. TIMETABLE**

**Lecture:** Mondays 7-9:50PM

**Location:** Virtually on Microsoft Teams and MACK 121 when in class

#### **Disclaimer**

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

The University will not require verification of illness (doctor's notes).

#### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor:** Dr. Lauren Sneyd

**Email:** [lsneyd@uoguelph.ca](mailto:lsneyd@uoguelph.ca)

**Office Hours:** Virtually. Please email me to arrange a time.

**TA:** Jana Daher  
**Email:** jdaher@uoguelph.ca

The University issued email address is considered an official means of communication with the student and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly. See Section I--Statement of Students' Academic Responsibilities for more information.

**If sending an email, please include NUTR 3110 in the subject line and the nature of your question/comment in the subject line of the e-mail.**

**If you have a question:**

Questions can be saved for class. Quite often if one student has a question someone has the same question and will benefit from hearing the answer. Dr. Sneyd will also be available to answer questions before and after each class and during office hours. If these routes do not work, questions can also be emailed to the course instructor if related to course content or TA if related to the placement activity. Discussions boards are also available on CourseLink to ask questions of classmates, the TA or Dr. Sneyd.

## **5. LEARNING RESOURCES**

**Required Resource(s):**

Please see the reading list in our teaching and learning activities.

## **6. LEARNING OUTCOMES**

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

**1. Literacy:**

Students are required to read scientific journal articles and position/policy papers on aspects of food security. They will communicate their understanding of food security issues in short answer written exercise, participation and discussion board in our virtual class, a literature review assignment for the community partner and a presentation to the community partner at the end of term.

**2. Global understanding:**

Students will acquire an understanding of the social, political, agricultural and economic influences on food security in Canada and selected industrialized and non-industrialized countries. They will gain knowledge of the various strategies used to combat food insecurity in selected countries.

**3. Moral maturity:**

Students will develop an enhanced awareness of society's obligations to its citizens around food

availability, access and utilization. In addition, they will appreciate that individuals and population groups classified as being “food insecure” are not personally responsible for their circumstances.

#### **4. Depth and breadth of understanding:**

Students will develop an in depth understanding of the forces that converge and lead to circumstances of both acute and chronic food insecurity, and the need to assess the effectiveness of programs and policies designed to improve food security. Through volunteer and other graded assignments and they will identify influences on food security, and the barriers faced by clients of specific programs locally.

#### **5. Independence of thought:**

Students are expected to be critical thinkers in reviewing published studies. Written assignments will give them an opportunity to demonstrate independence of thought.

#### **6. Love of learning:**

This course embraces intellectual curiosity. Students will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and to suggest improved strategies.

#### **Specific learning objectives:**

Students who successfully complete the course will:

1. Have an understanding of food security and the factors that undermine it in both industrialized and non-industrialized countries.
2. Be aware of the prevalence of food insecurity among different population groups.
3. Understand the nutritional consequences of food insecurity.
4. Be aware of the interaction of health, economic and agricultural policies in creating food security.
5. Be able to critique the effectiveness of various programs and interventions designed to improve food security.

### **7. TEACHING AND LEARNING ACTIVITIES**

The course involves readings, a variety of speakers from the field and discussions on programs and activities directed towards increasing food security and food access for those who are food insecure.

All materials for the course will be posted on CourseLink, including lecture PowerPoint slides when available, readings as links or document files and volunteer program information.

There are a number of speakers that will be invited to class and their slides will be posted on CourseLink with their permission. The material covered by guest speakers will be included in the course assignments.

It is assumed that **all** students are familiar with Pubmed and other library searches. If not, students are **strongly** advised to sign up for one of the library info sessions.

## **COURSE SCHEDULE AND READINGS**

**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 CourseLink.

### **WEEK 1 January 10**

Course Overview - Introductions, Review of Course Outline and Syllabus

Unpacking the world food economy: definitions and measurements of food security and insecurity

Dr. Sneyd will provide a high-level overview of the key food security and food system issues. This session will focus on approaches and perspectives on food security issues from an international perspective before we delve down to local issues.

Bene, C. 2020. Resilience of local food systems and links to food security – A review of some important concepts in the context of COVID-19 and other shocks. *Food Security* 12:805–822

Clapp, J. (2020). Chapter One: Unpacking the World Food Economy IN *Food* 3rd Edition. Polity Press. pp. 1-25.

Clapp et al. 2022. Viewpoint: The case for a six-dimensional food security framework. *Food Policy*. <https://www.sciencedirect.com/science/article/pii/S0306919221001445>

UN General Assembly. 2018. Implementation of the UN Decade of Action on Nutrition (2016-2025).

Optional:

Sundaram, Jomo, et al. 2019. Address Malnutrition, Not Just Food Security.

<http://www.ipsnews.net/2019/12/address-malnutrition-not-just-food-security/>

Food And Agriculture Organization. 2020. The State of Food Security and Nutrition in the World.

<https://www.fao.org/state-of-food-security-nutrition/en/>

FAO. Food Insecurity Indicators

<http://www.fao.org/economic/%20ess/ess-fs/ess-fadata/en/#.Xfphqy0ZNb4>

### **WEEK 2 January 17**

Families and Food in Hard Times

O'Connell, R. and Julie Brannen. 2021. *Families and Food in Hard Times: European Comparative Research*. London:UCL Press.

**Abstract:**

Food is fundamental to health and social participation, yet food poverty has increased in the global North. Adopting a realist ontology and taking a comparative case approach, *Families and Food in Hard Times* addresses the global problem of economic retrenchment and how those most affected are those with the least resources.

Based on research carried out with low-income families with children aged 11-15, this timely book examines food poverty in the UK, Portugal and Norway in the decade following the 2008 financial crisis. It examines the resources to which families have access in relation to public policies, local institutions and kinship and friendship networks, and how they intersect. Through 'thick description' of families' everyday lives, it explores the ways in which low income impacts upon practices of household food provisioning, the types of formal and informal support on which families draw to get by, the provision and role of school meals in children's lives, and the constraints upon families' social participation involving food.

Providing extensive and intensive knowledge concerning the conditions and experiences of low-income parents as they endeavour to feed their families, as well as children's perspectives of food and eating in the context of low income, the book also draws on the European social science literature on food and families to shed light on the causes and consequences of food poverty in austerity Europe.

Free download: <https://bit.ly/3aOnvrc>

Please read the Introduction and Chapter 2

\*We will be re-visiting this book throughout the semester. Please see below.

Ana Caroline B. Leme, Sophia Hou, Regina Mara Fisberg, Mauro Fisberg, Jess Haines. 2021. Adherence to food-based dietary guidelines: a systemic review of high-income and low- and middle-income countries. *Nutrients*, 2021, 13(3), 1038.

**WEEK 3 January 24**

Introduction to Placements! Meet the Executive Director from Chalmers to hear more about how our class will be assisting with the literature review CEL project.

**Guests:**

Vicki Olatundun, Executive Director, Chalmers, Guelph

Melissa Tanti, Community Engaged Scholarship Institute, University of Guelph

Brouwer et al. 2021. Reverse thinking: taking a healthy diet perspective towards food systems transformations. Food Security.

Nutritious Food Basket for Wellington Dufferin Guelph 2018. [https://www.wdgpulichealth.ca/sites/default/files/file-attachments/basic-page/bh.01.nov0718.r33\\_-\\_nutritious\\_food\\_basket\\_for\\_wdg\\_2018\\_with\\_appendices\\_access.pdf?utm\\_source=guelphmercury.com](https://www.wdgpulichealth.ca/sites/default/files/file-attachments/basic-page/bh.01.nov0718.r33_-_nutritious_food_basket_for_wdg_2018_with_appendices_access.pdf?utm_source=guelphmercury.com)

O'Connell, R. and Julie Brannen. 2021. Section 2 Household as resource unit. IN Families and Food in Hard Times: European Comparative Research. London:UCL Press.

<https://www.guelphtoday.com/local-news/seven-local-food-insecurity-initiatives-share-100000-4883230>

## **WEEK 4 January 31**

Food Security and the Right to Food

The 2020 edition of the Right to Food and Nutrition Watch – Not Our Menu: False Solutions to Hunger and Malnutrition – attempts to connect the dots surrounding the food that we eat.

The Watch's popular supplement, Plates of Injustices, makes these connections concrete. For instance, it links our consumption of cereal products to mass-produced and pesticide-laden monocrops such as corn and wheat that zap the soil's nutrients, pollute the air we breathe, and poison water bodies from where we source our food.

The site is here: Please check it out for our conversation for the next few weeks

<https://www.righttofoodandnutrition.org/not-our-menu-false-solutions-hunger-and-malnutrition>

Please download the PDF here: [https://www.righttofoodandnutrition.org/files/rftn\\_watch13-2021\\_eng\\_web.pdf](https://www.righttofoodandnutrition.org/files/rftn_watch13-2021_eng_web.pdf)

Fakhri, M. 2021. Interim report of the Special Rapporteur on the right to food, Michael Fakhri. UN General Assembly A 76/237.

Canada Case:

De Schutter, O. 2010. Report submitted by the Special Rapporteur on the Right to Food. UN General Assembly A/HRC/16/49. <http://www2.ohchr.org/english/issues/food/docs/A-HRC-16-49.pdf>

De Schutter, O. Special Rapporteur on the right to food: Visit to Canada from 6 to 16 May 2012 - End-of-mission statement. <http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12159>

And visit the links below for additional information:

<http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx>  
<http://www.srfood.org/>

### **WEEK 5 February 7**

Indigenous perspectives on food security

Guests:

Tracy On and Keri Howell

Settee, Pricilla and Shailesh Shukla. 2020. Synthesis: Revitalizing the Past, Nourishing the Present and Feeding the Future. IN Indigenous Food Systems: Concepts, Cases and Conversations. Toronto: Canadian Scholars.

Wilson, T and Shukla, S. 2020. Pathways to the revitalization of Indigenous food systems: Decolonizing diets through Indigenous-Focused food guides. Journal of Agriculture, Food Systems and Community Development. 9(4): 201-208.

### **WEEK 6 February 14**

Food Documentary

Please watch the documentary Gather (2020) in place of our class session on Teams. So instead of joining us on Teams please log into the library website and watch Gather from the link below:

<https://uoguelph.kanopy.com/video/gather>

(If the link is not working for you please go to the Omni website, search Kanopy and log in that way and search Gather it will be there.)

When watching take notes on how reclaiming food systems improves food security and health. Consider the various ways and actors and bring back health of communities, cultures and environments. Also make note of your favourite arguments or scenes presented in the documentary. Please post your thoughts and impressions to the discussion board.

### **READING WEEK No Class**

### **WEEK 7 February 28**

Ontario Dieticians in Public Health NEW Position Statement on Responses to Food Insecurity

Guests: Mary Ellen Prang, Registered Dietitian/Health Promotion Specialist

Healthy and Safe Communities, Public Health Services - Healthy Environments, City of Hamilton

Please read:

<https://www.odph.ca/odph-position-statement-on-responses-to-food-insecurity-1>

Mikkonen J, Raphael D. Social Determinants of Health. The Canadian Facts. Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28). Toronto (ON); York University School of Health Policy and Management; 2010.

[https://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](https://www.thecanadianfacts.org/The_Canadian_Facts.pdf)

Household Food Insecurity in Canada, 2017-2018. <https://proof.utoronto.ca/>

The Household Food Security Survey Module (HFSSM)

<https://www.canada.ca/en/health-canada/services/food-nutrition/food-nutrition-surveillance/health-nutrition-surveys/canadian-community-health-survey-cchs/household-food-insecurity-canada-overview/household-food-security-survey-module-hfssm-health-nutrition-surveys-health-canada.html>

## **WEEK 8 March 7**

Food systems and industrial food

Guest CESI graduate students to present findings from Chalmers interviews.

Vicki back for findings presentation and further engagements with groups on their research progress.

Clapp, J. (2012). Chapter Two: The Rise of a Global Industrial Food Market. IN Food. Polity Press. pp. 24-57.

Winson, A. (2014) Between Producers and Eaters: Shaping Mass Diets. IN Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating. Pp. 15-41. UBC Press.

Optional:

Patel, R. (2007) Introduction. IN Stuffed and Starved: The Hidden Battle for the World's Food System. Pp. 1-18. Harper Collins: Toronto.

Scaling Up Nutrition In Practice: The Contribution of Agriculture and Social Protection to Improving Nutrition. <https://scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf>

FAO. The State of Food Security and Nutrition in the World. 2019. Safeguarding Against Economic Slowdowns and Downturns. <http://www.fao.org/3/ca5162en/ca5162en.pdf>

## **WEEK 9 March 14**

What will we eat tomorrow?

O'Connell, R. and Julie Brannen. 2021. Chapter 3 The Study. IN Families and Food in Hard Times: European Comparative Research. London:UCL Press.

Viviero-Pol, J.V. et al. 2019. Introduction: The food as commons are coming.... IN Routledge Handbook of Food as Commons. London: Routledge.

Listen:

Nourishing: Matters to Chew On: Junk food, processed food and ultra-processed food and impacts on health and the environment 9 December 2020.

[https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnlDJ6wFztNQOZnWWygck\\_Hh1sAV4GcJEsQ2YiojMmljqt7iPARZyf-U](https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnlDJ6wFztNQOZnWWygck_Hh1sAV4GcJEsQ2YiojMmljqt7iPARZyf-U)

### **WEEK 10 March 21**

Which types of family are at risk of food insecurity?

Social dimensions of food poverty.

O'Connell, R. and Julie Brannen. 2021. Chapter 4 Which types of family are at risk of food insecurity?. IN Families and Food in Hard Times: European Comparative Research. London:UCL Press.

O'Connell, R. and Julie Brannen. 2021. Section 3. Social dimensions of food poverty. IN Families and Food in Hard Times: European Comparative Research. London:UCL Press.

Nutrition Transition

Popkin, B. M., C. Corvalan, and L. M. Grummer-strawn. 2019. Series Double Burden of Malnutrition 1 Dynamics of the double burden of malnutrition and the changing nutrition reality. The Lancet 6736 (19):1-10.

### **WEEK 11 March 28**

Justice and sustainability: The struggle for healthy diets

Clapp, J. (2020). Chapter Six: Justice and Sustainability in World Food IN Food 3rd Edition. Polity Press.

Mann, Alana. 2021. Resilience Through Resistance. IN Food in a Changing Climate, Emerald Publishing Limited.

A proposed Roadmap for Dieticians of Canada. Please click around and explore this site: [https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-\(SFS\)-that-Promote-Health.aspx](https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-(SFS)-that-Promote-Health.aspx)

Food Secure Canada. (2015) Resetting the Table- A People's Food Policy for Canada. <http://foodsecurecanada.org/sites/default/Siles/fsc-resetting2012-8half11-lowres-en.pdf>

Visit, and read Michael Pollan's website on Cooking

<http://michaelpollan.com/resources/cooking/>

Food Babe

<https://foodbabe.com>

## WEEK 12 April 4

Group Presentations and Wrap Up

Students present. Order of presentations to be announced.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Written reflection on food security	Literacy, Global Understanding, Depth & Breadth	February 1 11:59 PM	15%
Literature review for community placement with Chalmers	Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning	Multiple due dates (see below)	40% (see below)
Presentation of literature reviews to Chalmers	Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning	4 April during class	20%
Class participation (15%) and discussion board (10%)	Independence of Thought, Love of Learning	Throughout the term	25%
<b>Total:</b>			<b>100%</b>

### Written reflection on food security [15%]

- 1500 words, APA style, written assignment to be submitted to the electronic dropbox on courselink on February 1.

Articulate what you believe to be the principle food security challenge Canadians face. Please use evidence from the literature we have read to date and our class sessions to support your answer. Please consider your role as an aspiring dietitian, how do you want to contribute to overcoming food security challenges for populations. End with: what is one question you want to be able to answer by the end of this course in relation to food security.

This assignment will be evaluated using the following breakdown of points:

1) Articulate what you believe to be the principle food security challenge Canadians face. Please use evidence from the literature we have read to date and our class sessions to support your answer. (7 points)

- Look for three/five points on the challenges

- Evidence from the course - engage with the readings, lectures, key ideas, videos, arguments to some detail. Diversity of resources not drawing on one-three but more than five.

2) Please consider your role as an aspiring dietitian, how do you want to contribute to overcoming food security challenges for populations. (3 points)

-Did you answer the question? Is the answer a thoughtful engagement with the question or is the answer superficial? Did the student outline clear points as to HOW they will use the insights from the course to date?

3) End with: what is one question you want to be able to answer by the end of this course in relation to food security. (2.5 points)

- Is this a thoughtful question? The question should be a discussion question not a yes or no question. Does the question need a follow up to understand the context? Is it a multiple part question? If so this demonstrates thoughtful engagement with the reading material and engagement with the course/?

4) Style (2.5) referencing, citing, paragraphs, grammar, spelling, general writing style.

**Weekly discussion board contributions: reading reflections, questions and comments (10x1% for each reading contribution):**

Students will submit analytical reflections, questions and contribute to discussion (~200 words in length each) throughout the term. Each reflection should be based on the week's required readings and provide a 1) quick summary of the main ideas, theories, concepts, arguments or assumptions etc. from the readings 2) include a question that you would like to pose to the group to help guide our discussion 3) contribute to or begin a discussion on the reading in week's discussion board. Each student must make ten (10) contributions to the discussion board throughout the term (not all at one time). Each week the student chooses one of the three above to contribute to the discussion.

The discussion board will be there to draw on as we work to better understand food security. Each weekly contribution will be one point up to ten. The reflection will contribute to ongoing learning in the course. In week 12 each student will submit a final report to the Dropbox of their 10 weekly contributions and a 200 word summary that documents and records their contribution to the online discussion.

**Seminar participation (15% of the final course grade):**

It is crucial that students participate and contribute to class interaction. The participation component of the grade will evaluate your ability to participate and contribute to the weekly discussions in the seminar. Criteria for the evaluation of participation will include regular attendance, knowledge of assigned readings, and the ability to make relevant, substantive, and

original contributions to advance the discussion. As this course will be conducted in seminar format with a focus on the assigned readings it will entail intensive weekly discussions and may focus on in-class, active learning in small groups. We will be using the chat function in MS Teams for smaller virtual group discussions. Attendance and informed participation by all will be expected. Students are required to do the assigned readings before class. Individual contributions to seminar discussions and group activities will be evaluated on the performance scale:

Grade	Attendance	Participation/Discussion	Reading
14-15	Always	Excellent: leads debate; offers original analysis; uses assigned reading to back up arguments; offers valuable comments in virtually every seminar.	Clearly has done and understands virtually all of the reading; intelligently uses the course material in the seminar discussions.
12-13	Almost always	Good: thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
10-11	Frequent	Fair: has a basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
8-9	Occasional	Not good: remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
0-7	Rare	Poor: rarely speaks, and parrots other students when put on the spot to offer an opinion.	Little to no apparent familiarity with assigned material.

Students will submit a final report on their participation **DUE 8 April** and their contributions to the discussion board (200 words plus entries see above) and answer the following questions:

1) In the virtual classroom/break out groups and discussion board, I contributed to the class in the following ways:

2) My level of participation was:

High

Average

Low

Justify your rating:

3) To prepare for class, I:

4) Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, sought assistance with writing, researching, and/or statistical interpretation) provided feedback to other groups).

Your self assigned grade for participation \_\_\_/15

### **Literature review for community placement with Chalmers.**

#### **Food Security and Gender in the Local Community: Newcomer women to Canada building community and offering emergency food provision [40%]**

The purpose is to gain experience working with Chalmers, a local organization devoted to working with various population groups to alleviate circumstances of food insecurity. Chalmers has been awarded funding from the Food Futures grant to improve programming to new comers to Canada, specifically women. Chalmers needs our help! This year we are partnering with Chalmers to produce a literature review that will assist in the creation of programs for improving access to safe, affordable, and nutritious food in the region. Chalmers has specific themes they are interested in exploring (for example, topics could include: cooperatives as a response to food insecurity, different kinds of collectives as a response to food insecurity, gender and co-operatives, women's collectives, food security and migrants) and we will learn more about those themes in class. In consultation with the teaching assistant (TA), students will sign up for one group organized by theme. Details on the placements will be presented at the start of term. The TA is available to help with the sign up sheet.

Throughout the term we will have working sessions to prepare our review for Chalmers. In the breakaway chats/class discussion throughout the term the groups will plan:

- 1) The sharing of responsibilities and the individual responsibilities required for this exciting project.
- 2) The group will also plan a strategy for the review (who does what and how).
- 3) The group will discuss databases to search and also keywords for their searches taking care to not repeat the same searches.
- 4) The groups will plan the presentation and analysis of the findings (articles, reports and projects).
- 5) The groups will prepare their submission and final presentation to Chalmers!

### **Literature review**

The planning and writing of a literature review assignment takes time. We will be starting our class with information required for you to complete the review individually and as a group. We will

also have breakout time in various weeks throughout the term so you can work together and prepare something you are proud of to report to Chalmers. We are honoured as a class to take on this responsibility - Chalmers needs us! And during COVID-19 we can help the essential workers by doing the nitty-gritty work of preparing a knowledge product that will assist in policy and programming that aims to improve new Guelph residents have access to safe, affordable and nutritious foods.

The text below will be helpful for students as they consider the three cases presented in Section 2 of the text.

O'Connell, R. and Julie Brannen. 2021. Families and Food in Hard Times: European Comparative Research. London:UCL Press.

This assignment has three parts:

**1) Group dynamic reflection (5%) Due April 8:** Provide clear reason(s) on why you selected the specific theme you are working on. How did you contribute? How was the group dynamic? Any details to share about the research experience.

**2) Individual annotated bibliography (20%) Due February 18:** Students will divide the work by the questions posed in the document shared on CourseLink from Chalmers. Each student will review 8 KEY documents and create a final annotated bibliography. Decisions have to be made that **justifies** the student's choice of eight documents under their theme. For more information on preparing an annotated bibliography, please see:

<https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>

**3) Group literature review (15%) Due 4 April:** Here the group will create a professional document of the top sources to submit to Chalmers. Now that each group member has their top eight they have to pitch their findings to the group for some items to be included in the final submission. Not all eight may make it to the final submission but we will need a collection from each student for the final submission. This component will highlight the major findings and themes found in the literature that could assist in answering the questions presented to the group posed by Chalmers. The final literature review document will achieve the following goals:

- **Executive Summary:** Provide an executive summary (2000 words) of the groups main research findings. Include a clear approach of the group's research process. Please use these headings: background, methodology, highlights of findings, major themes, conclusions and recommendations). The executive summary will be a summary of the research and highlights of the main findings from the research endeavour. Please also consider including an evaluation plan. We will discuss this more in class. For an example of an executive summary, please see:

<https://www.cdc.gov/nccdphp/dch/pdfs/executive-summary-core-messages.pdf>

- **Annotated bibliography:** What are the sources chosen for the final report and why are they important? We will discuss this more in class.

<b>Total marks</b>	<b>Literature Review Rubric</b>
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/5	<p>Group dynamic reflection/Volunteer activity set-up</p> <ul style="list-style-type: none"> <li>• Connect with TA for group set-up</li> <li>• Be respectful while working with peers</li> <li>• Engaging attitude in small group sessions</li> <li>• Provide clear reason(s) on why you selected the specific theme you are working on. How did you contribute? How was the group dynamic?</li> <li>• <b>NOTE this is submitted separately</b> and is your opportunity to evaluate and let us know how your group worked together</li> </ul>
/20	<p><b>Annotated bibliography + written report</b></p> <p><b>Overview of approach to literature review by the individual</b></p> <ul style="list-style-type: none"> <li>• Provide a short description of the project your group is working on. What area are you working on under the theme?</li> <li>• Provide a clear approach to your individual research process</li> <li>• Include top eight favourite sources. Must have citation and a 300 word descriptive and evaluative paragraph that justifies why those sources are your choices for better understanding the theme or best for informing programming on the theme.</li> <li>• What does an annotated bibliography include?</li> <li>• an overview of the source's main discussion.</li> <li>• a summary of its thesis or argument.</li> <li>• a description of the usefulness of the source for your own research.</li> <li>• What is the research question? What is the argument? What are the key concepts? How was the research done? Why is the source important?</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• What was the main finding or takeaway from your collection of literature? Any findings or indicators stand out and are important to discuss? What are your favourite sources and why?</li> <li>• Support your findings on ways of improving community food security from the literature. Based on what you now know, what is a way forward for Chalmers?</li> </ul>

/15	<p><b>Part B: Group Review (top sources from the group) Overview of approach to literature review by the group</b></p> <ul style="list-style-type: none"> <li>• Executive summary: Report key findings and themes. Now, everyone in the group has 8 sources. That's a lot of citations! Now the group has to make decisions about the top citations that will be submitted in your final report to Chalmers (Dragon's Den). This takes creative and intellectual work by the group to make the call. Students have to discuss their sources and decide what are the top knowledge products for Chalmer's programs. This will involve making informed decisions about what to include and why.</li> <li>• Executive summary for the final report.</li> <li>• What did the group learn from the larger review? And key findings and indicators to present to Chalmers.</li> <li>• Top citations to be organized by sections of the themes explored</li> <li>• Clear justification and rationale for why those sources are important</li> </ul>
	<p><b>Paper Organization</b></p> <ul style="list-style-type: none"> <li>• Clear introduction, use of transitions and subtitles.</li> <li>• Formatting: double spacing, 12 point font, including title page with student name, ID number, course #, name of placement theme.</li> <li>• Paper is legible and easy to read; writing is clear and succinct.</li> <li>• All statements in the report are clearly referenced (APA style), including personal communications and list of references.</li> <li>• Free of spelling, punctuation and grammatical errors.</li> </ul>
Total /40	Due in Dropbox in CourseLink by 11:59 pm April 8.

**Group presentation [20%] Due: 5 April**

Working in groups, students are to complete a 10 minute presentation to Chalmers (plus 5 minutes for Q&As and discussion) providing background on the research experiences and key findings. The group has to **plan** their 10 minutes **and share responsibilities**. For example, the group plans the report and presentation and each student talks for one minute sharing the responsibilities.

The presentation must include the following:

- Background/overview on the research approach
- Summary of collective findings
- Primary focus on interventions and indicators and how they address current literature and current food security trends.
- A brief summary that can be shared with others, such as a handout or slides posted to CourseLink prior to the presentation. Additional details will be shared in class.

It is up to each group to decide who in the group presents and when. To alleviate concerns about uneven contributions by group members, within the presentation or handout very briefly articulate each group member's contribution towards the presentation.

Presentation slides and/or handouts must be posted on CourseLink under Student Presentations, by April 3 by 11:59PM at the latest. We will use the content uploaded for presentations, late uploads will be deducted points.

## **9. COURSE STATEMENTS**

### **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 EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### **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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

**Drop date:**

Students have until the last day of classes to drop courses without academic penalty. 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](http://www.uoguelph.ca/sas)

**Academic misconduct:**

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.

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

**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 Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate 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:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

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

**Online Behaviour**

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor