



COURSE OUTLINE: CUL0153 - GASTRO FOOD SUSTAIN

Prepared: Sarah Birkenhauer and Deron Tett

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CUL0153: GASTRONOMY AND FOOD SUSTAINABILITY
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W, 21S
Course Description:	Food is a critical and pleasurable part of society. In this course, students in the CICE Program, with the assistance of a Learning Specialist will study the social, historical and cultural connections between food and people and investigate the impact of food on lifestyle. Also, students will learn how agriculture, religion, history and environmental sustainability, influence the characteristics of a culture and its food. An important component of the course is focused on the health and wellness of customers in the food industry and how to offer menu options that highlight nutritious, ethically sourced, and sustainable products. Students will explore menu options that can meet the needs of a diverse society.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for one's own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding
Course Evaluation:	Passing Grade: 50%, D

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.																
Books and Required Resources:	The 10 Principles of Food Industry Sustainability by Cheryl J. Baldwin Publisher: Wiley ISBN: 9781118447734																
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes: <table border="1"> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. Recognize how food choices are, in part, culturally constructed and identify determinants that affect food choice.</td><td> 1.1 Define gastronomy and discuss major determinants of food choice. 1.2 Examine the history of haute and nouvelle cuisine, philosophies and contributions of influential chefs. 1.3 Discuss indigenous food identity and regional foods within Canada. 1.4 Discuss food availability and identify cultural components that impact consumption trends from a local, regional, national and global perspective. </td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>2. Recognize the value of practicing sustainable cooking.</td><td> 2.1 Define sustainability. 2.2 Examine the 10 principles of food industry sustainability. 2.3 Discuss how the food industry plays an instrumental role in environmental impact. 2.4 Review municipal planning strategies for sustainable practices within your community. </td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>3. Describe the impact of agriculture and the harvesting of animals, fish and seafood on the environment.</td><td> 3.1 Examine agriculture impact on the environment and identify sustainable opportunities. 3.2 Define urban agriculture, and identify the political, social, economic and environmental impact of implementation. 3.3 Explore ethical challenges in the production and harvesting of livestock, fish and seafood. 3.4 Identify sustainable local opportunities and services that can be utilized within the food industry. </td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>4. Define the food system and identify sustainable industry practices.</td><td> 4.1 Discuss the complex choices surrounding food systems and potential ethical challenges. 4.2 Identify approaches for more sustainable practices in food processing and packaging. 4.3 Discuss the food distribution process and identify opportunities for environmentally sound purchasing practices. 4.4 Assess the impact of food waste on the environment and identify sustainable waste management strategies. 4.5 Explore root-to-leaf and nose-to-tail opportunities. 4.6 Explain the benefits and complexities that are associated with sustainable consumption. </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Recognize how food choices are, in part, culturally constructed and identify determinants that affect food choice.	1.1 Define gastronomy and discuss major determinants of food choice. 1.2 Examine the history of haute and nouvelle cuisine, philosophies and contributions of influential chefs. 1.3 Discuss indigenous food identity and regional foods within Canada. 1.4 Discuss food availability and identify cultural components that impact consumption trends from a local, regional, national and global perspective.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Recognize the value of practicing sustainable cooking.	2.1 Define sustainability. 2.2 Examine the 10 principles of food industry sustainability. 2.3 Discuss how the food industry plays an instrumental role in environmental impact. 2.4 Review municipal planning strategies for sustainable practices within your community.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Describe the impact of agriculture and the harvesting of animals, fish and seafood on the environment.	3.1 Examine agriculture impact on the environment and identify sustainable opportunities. 3.2 Define urban agriculture, and identify the political, social, economic and environmental impact of implementation. 3.3 Explore ethical challenges in the production and harvesting of livestock, fish and seafood. 3.4 Identify sustainable local opportunities and services that can be utilized within the food industry.	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Define the food system and identify sustainable industry practices.	4.1 Discuss the complex choices surrounding food systems and potential ethical challenges. 4.2 Identify approaches for more sustainable practices in food processing and packaging. 4.3 Discuss the food distribution process and identify opportunities for environmentally sound purchasing practices. 4.4 Assess the impact of food waste on the environment and identify sustainable waste management strategies. 4.5 Explore root-to-leaf and nose-to-tail opportunities. 4.6 Explain the benefits and complexities that are associated with sustainable consumption.
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	15%
Final Assessment - Project	15%
Quizzes	10%
Test 1	20%
Test 2	20%
Test 3	20%

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.

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2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 18, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

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