FSHN/ANSC 101: Success Skills Development in Human Nutrition, Food, and Animal Sciences

Course Description:

Combination lecture-discussion course intended to provide majors in human nutrition, food science, and animal sciences with opportunities to learn about skill and competencies necessary to succeed in college and in the workplace. Students will also learn about various career opportunities in the field as well as go on field trips to career-related job sites. Open to all FSHN and ANSC majors; others by instructor approval. No pre-requisites.

Course Justification:

This course is intended to facilitate the student’s entry into the university community and the life of a college student so that he/she can optimize his/her experience. This course will have students learn about university resources, learn and practice success skills (listening, speaking, writing, taking notes, studying for exams, etc.). In particular, students need to be introduced to and reflect on personal values that are critical in their profession: attitude, integrity, time management, and passion. This course will also provide opportunities for students to listen and dialogue with professionals in the food science and human nutrition field as well as schedule field trips to some of the work sites of these professionals.
Justification for Course Proposal or Course Modification for FSHN/ANSC 101

Course: FSHN 101/ANSC 101 – Success skills development in Human Nutrition, Food, and Animal Sciences  
Status: New course proposal

1. **What is the course modification?**  
   This is a new course proposal. The course description is shown on the first page of the syllabus.

2. **Why is this course being requested or modified?**  
   Food Science and Human Nutrition faculty members in the department have felt the need to offer a one-credit introductory seminar course for all incoming students – to let them know about the program, type of jobs available after they graduate, expectations of the department, and about university resources for students.

3. **How will the content be organized?**  
   See attached sheet with course objectives, format, and course schedule.

4. **What other courses at UHM closely parallel the proposed course and in what way will the latter make a distinct contribution?**  
   This course does not parallel any other course at the University of Hawaii. It is specifically geared toward students pursuing a degree in food science or human nutrition.

5. **Where or how does the proposed course fit into the current and future curriculum?**  
   This course will be offered in the first year of the FSHN curriculum.

6. **Why is the number of credits and level justified? Explain the prerequisites and the absence thereof.**  
   Most first year introductory seminar courses are set at one credit without any pre-requisite courses. Since this course will involve discussion, speakers, and field trips, the duration will be 2 hours.

7. **How will the course assist students to achieve the critical skills and competencies expected of CTAHR graduates?**
   a. Written Communications: Students will be writing weekly journals and one reflective paper toward the end of the semester.
   b. Oral Communications: Students will be required to participate in small and large group discussions. Students will be required to formally present information and ideas to the class as part of group assignments.
   c. Analytical/Problem Solving skills: Students will be asked to read and critique information about personal characteristics: listening, time management, study skills, taking tests, etc.
   d. Personal Characteristics: See “c” above and “e” below.
   e. Human Relations skills: By taking the Myers Briggs Personality profile or other similar survey, students will find out about their personal characteristics, the dominant form by which they interact with people, and the way they do their work, students will become more familiar with their personality traits and how they interact with students.
   f. Business management Skills: None
   g. “Real World Experience:” Students will listen to speakers from their profession as well as visit worksites in their field of study.
h. Leadership Skills: Students will be required to work in groups and complete projects. I hand out 2 page information sheets on how to best participate in group projects, how to lead, and how to get work accomplished.

i. Computer Skills: Students will be required to tabulate data (excel) and write journals and reports (must be typewritten so students must use Word or Word Perfect)

j. Global Perspective: None

8. **How will students be evaluated?**
   Students will be evaluated on their journal writing, reflective paper, participation in group work, and on an individually written research paper.

9. **What are the minimum qualifications for teaching this course? Is a qualified instructor now available?**
   The minimum qualifications for teaching this course is for a faculty member to have an awareness of personal and learning resources available to students on and off campus and a network or knowledge of professionals in the field of food science and human nutrition who can be speakers and who can host a class visit at their worksite. Almost any faculty member in FSHN would be able to facilitate the instruction of this course.

10. **How will the course be financed, assuming no further cutbacks?**
    There will not be any need for additional funds for this course.

11. **Has the course been offered before? Is there a demand for it?**
    This course has not been offered on an experimental basis in the past. However, similar courses have been offered in other colleges as well as other universities. This course will be a requirement for all students in the Food Science program.

12. **Is the course cross-listed with another department?** No.
    This course is not cross listed with any other department.
Course Description:
This freshman/sophomore seminar is designed to assist students learn and practice techniques and skills that will help them be successful in college. Various topics critical to a student’s success will be introduced throughout the semester and include campus resources, goal setting, time management, values clarification, critical thinking, reflective writing, and listening. Students will be provided with opportunities to read, speak, write, and interact with other students about strategies for studying and taking exams, personal values, and critical reasoning. This course will also introduce students to various career pathways in food science and human nutrition.

Course Objectives:
1. To introduce the student to the programs in human nutrition, food, and animal sciences.
2. To help the student develop an understanding of the complex issues and difficulties facing them as they make a transition from high school or another two or four year college or university to the University of Hawaii.
3. To learn about campus resources available to support your career goals.
4. To introduce students to different careers in the food science, human nutrition, and animal science fields.
5. To assist the student to improve his/her skills in the following areas:
   a. Thinking and listening,
   b. Communicating information clearly and concisely orally and in writing
   c. Evaluating information from a variety of sources
   d. Working effectively in groups
   e. Coping with difficulties of college life

Course Format
1. This course will meet for 2 hours per week for one credit. The class members will engage in a variety of activities in class and out of class.
2. The student will be expected to read handouts and reflect (write) on written assignments and participate in large and small group discussions.
3. The student will be writing one reflective paper towards the end of the semester
4. The student will be responsible for formally presenting information and ideas to the class as part of your group assignments.

Course Grading
Grading will be based upon the following student performances:
1. Written work
   a. One reflection paper
   b. weekly journals
   c. 1 research paper (on the duties and responsibilities in a career you think you would like to pursue).
   d. Student portfolios
2. Oral presentation
   a. group presentation
   b. participation in group and class discussions
Classroom Policies

1. **Attendance.** Students are expected to attend all classes. This class will involve working with others so missing class will jeopardize the work of your group.

2. **Academic honesty.** You are expected to collaborate and work with others during group work and in group discussions. You are expected to be on your honor and not cheat, and to report cheating if you are aware of its occurrence. The University of Hawaii Policies on Academic Dishonesty is printed below. Please read and be familiar with the policy.

3. **Cheating or plagiarism.** Each student must perform his/her own work. You are not allowed to purchase reflective papers. If plagiarism is suspected and proven, you may receive “0” for the assignment or a failing grade (F) for the entire course.

4. **Late papers or missed work.** All work is due at the time indicated on the assignment syllabus. All homework will be collected at the beginning of class. **No late work will be accepted; this includes work that is late due to unexcused absences.**

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**Academic dishonesty (excerpted from UHM Student Conduct Code)**

“Because UHM is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

1. **Cheating** includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

2. **Plagiarism** includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or “drylabbing,” which includes obtaining and using experimental data and laboratory writeups from other sections of a course from previous terms.

3. **Disciplinary sanctions.** One or more of the following sanctions may be imposed whenever a student is found to have violated any of the rules contained in the Conduct Code: Warning, probation, restitution, rescission of grades, suspension, expulsion.”

Developed, Spring, 2008
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to class, assignment, and to other students</td>
<td>Myers Briggs ?</td>
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<td>Handout on careers</td>
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<td>Week 2</td>
<td>Career goals and objectives</td>
<td>Reading on Time management</td>
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<td>Week 3</td>
<td>Time management</td>
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<td>Week 4</td>
<td>University Resources: Library resources</td>
<td>Handout on personal problems faced by Students &amp; how to deal with them.</td>
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<td>Tour Hamilton Library</td>
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<td>Week 5</td>
<td>University Resources: Counseling and Testing Center,</td>
<td>Handout on Study skills</td>
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<td>University Health Services</td>
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<td>Week 6</td>
<td>Memory and taking notes</td>
<td>Handout on strategies for taking tests</td>
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<tr>
<td>Week 7</td>
<td>Study strategies and taking tests</td>
<td>Handout on listening</td>
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<td>Week 8</td>
<td>Communication: Listening and speaking exercises</td>
<td>Handout out on diff. careers</td>
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<td>Week 9</td>
<td>Careers in Human Nutrition, Food, or Animal Sciences</td>
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<td>Speaker 1</td>
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<td>Week 10</td>
<td>Tour of nutritionist workplace</td>
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<td>Week 11</td>
<td>Values clarification: Attitude, integrity and honesty</td>
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<tr>
<td>Week 12</td>
<td>Values clarification: passion, creativity, getting along with others</td>
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<td>Week 13</td>
<td>Careers in Human Nutrition, Food, or Animal Sciences</td>
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<td>Speaker 2</td>
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<td>Week 14</td>
<td>Tour of workplace</td>
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<td>Week 15</td>
<td>Summary and course evaluation</td>
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What is an academic journal? A journal is a place to practice writing and thinking (Use your class notes to refresh your memory). It differs from a diary in that it should not be merely a personal recording of the day's events. It differs from your class notes in that it should not be merely an objective recording of academic data. Think of your journal rather as a personal record of your educational experience in this class.

What to Write. First, write a very brief summary (no more than ¼ page) of the contents of the group discussion, reading material, newspaper articles, handouts, or experimental activities for the day (choose one). Then, record personal reactions to activities, responses, readings, etc. Make notes to yourself about ideas, theories, concepts, problems. Record your thoughts, feelings, moods, experiences. Use your journal to argue with the ideas and readings in the course and to argue with the instructors or guest speakers, express confusion, and explore possible solutions to problems raised in the course.

When to Write. Write a journal entry as soon as possible after a class session or after you have completed your reading assignment or designed an experiment. It is important to develop the habit of writing a journal entry even when you are not in an academic environment. Good ideas, questions, etc., don't always wait for convenient times for you to record them.

How to Write. You should write using whatever style that is comfortable. The point is to think on paper without worrying about the mechanics of writing. The quantity you write is as important as the quality. Your position or stance may be completely different from the instructor or the TA; however, that does not affect the grade you receive. Develop your thoughts as fully as possible. Also, there will be no docking of points for poor writing or grammar. However, there should be no spelling errors!

Mechanics.

1. Use a word processor and a separate sheet for each entry. You should have a minimum of one page per entry, double spaced with a minimum of a one inch margin on each side, top and bottom (more pages are acceptable). Title each entry.
2. Turn in your journal entries at the beginning of the class period of the following week. No journals will be accepted after the due date.
3. The instructor will read or make comments on your journal entries. None of the dialogue with you will affect how much your journal is "worth."
4. Each journal entry will receive a score of 1 – 3 based on a content statement and a reaction to that content issue (See Table below for grading criteria).
5. Store the returned journal entries in a 3-hole folder.
6. You are responsible for writing one journal per week for the period August 25 – December 5, 2009, with the exception of the week of the Thanksgiving holiday. This amounts to a total of 14 journal entries.

Final requirements for the journal. Re-read or skim over the journals you wrote for the past semester and look for trends, repeated comments by you or me, significant observations, etc. To complete your journal folder (1) put page numbers, (2) make a table of contents, (3) write an introduction to the journals (one page), and (4) write an evaluation of its worth to you (at least two pages). Compile all your semester entries together with your final requirements and turn your folder in on Wednesday morning, December 12, 2009. The final requirements will be worth 15% of of the journal grade while the number and quality of the individual journals themselves are worth 85%.

Table 1. Guidelines for evaluation of journal entries on content (presence of idea(s) developed through facts, examples, opinions, reasons, feelings, anecdotes, statistics, or explanations)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description of the writing that describe each score</th>
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<tr>
<td>3</td>
<td>Substantial, specific, and/or illustrative content demonstrating strong development &amp; fairly sophisticated ideas.</td>
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<tr>
<td>2</td>
<td>Sufficiently developed content with adequate elaboration or explanation</td>
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<tr>
<td>0 – 1</td>
<td>Limited, superficial, or minimal content with inadequate or no explanation or elaboration, or did not respond to assignment</td>
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Revised 10/23/07