

NTR 365: Principles and Applications in Community Engagement
Fall 2020 | Unique Course Number: 52207
Department of Nutritional Sciences | University of Texas at Austin

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Time: Tues/Thurs: 9:30-11:00am
Location: Online - live Zoom lectures
In-person classes at UT Microfarm (outdoors)

Instructor's Office Hours: Online Zoom meetings by appointment
TA's Office Hours: Online Zoom meetings by appointment

Course Description: The overall goal of this course is to teach students how to implement gardening, cooking, and nutrition lessons within a school or community environment as a way to improve nutrition and health in youth and communities.

Course Objectives: Upon completion of this course, students will be able to:

1. List and apply effective communication and ethical practices when working with stakeholders in school and community settings.
2. Explain the origins of our contemporary food systems and analyze how built environments influence access and availability of healthy foods to underserved communities.
3. Describe existing evidence-based nutrition, gardening and cooking programs, examine the effects of these programs on health outcomes, and identify effective strategies/components implemented within these programs.
4. Identify medicinal properties of local plants (herbs, vegetables and fruit) and illustrate how food can be used as medicine.
5. List fundamental principles of food gardening and apply those skills in school and/or community gardens.
6. Identify and utilize appropriate gardening and nutrition curriculum for the community or school setting.
7. Apply classroom and behavior management strategies for teaching virtual lessons around gardening, nutrition, and cooking with elementary school students.
8. Investigate current city, state, and federal policies around school gardening, nutrition and farm to school efforts and formulate and disseminate new ideas that could support existing garden programs.
9. Describe and recommend best practices for building sustainable, long lasting garden and nutrition programs in school and community settings (such as strategic planning, building garden teams/committees, finding grants and other resources, soliciting community involvement, etc.).
10. Evaluate current gardening, nutrition, and cooking programs being implemented in community and school settings across the Greater Austin area.

Required Texts: Selected articles and editorials will be provided from leading nutrition and public health scientists.

Evaluative Criteria	Points Each	Total Points
Attendance	5 per "Zoom" day	90
Checks for Understanding (CFUs)	5	35
School Garden and Nutrition Social Media Posts	5	15
Built Environment Essay	10	10
Grocery Store Survey	10	10
Evaluation of School Garden Programs	20	20
Fieldwork Forms		
Classroom Observation/Needs Assessment	5	5
Peer Evaluation Forms	5	20
Preceptor Observation Logs	5	20
Self Reflection Form	5	20
Curriculum and Check-In	5	5
Food is Medicine Project	15	15
Semester Reflection	15	15
Final School Report	20	20
TOTAL		300

Grading Scale:

Points	Numerical Grade (%)	Letter Grade
291-300	97-100	A+
279-290	93-96.9	A
270-278	90-92.9	A-
261-269	87-89.9	B+
249-260	83-86.9	B
240-248	80-82.9	B-
231-239	77-79.9	C+
219-230	73-76.9	C
210-218	70-72.9	C-
180-209	60-69.9	D
0-179	0-59.9 (no credit)	F

Religious Holy Day, Disability, and Other Accommodations: By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. Should an assignment be due on one of these days, it must be submitted prior to your absence. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities. Visit <http://ddce.utexas.edu/disability/> or call (512) 471-6259. Please provide documentation from the SSD Office by the 4th class period for any disability-related accommodation you require.

“Classroom” Courtesy: Given the hybrid-online format of this course, it is tempting to multitask and allow yourself to be otherwise distracted during lectures. For your own benefit, please limit distractions in your environment and on your devices during class time. Disrespectful and disruptive behavior will not be tolerated during synchronous lectures or via electronic communications with the course instructor or your fellow students. Non-compliance with classroom policies will lead to your removal from the online class period, and a record of “absent” attendance for that day. Persistent offenses will lead to dismissal from the course and referral to the Office of the Dean of Students for counseling.

Academic Integrity: All students are expected to conduct themselves in an ethical manner and to have read and understood the sections of the *General Information Catalogue* on scholastic dishonesty. Penalties for instances of scholastic dishonesty in this course will be as outlined in the *General Information Catalogue*. The least severe penalty in this course shall be failure. Taking an article and using it as the basis for one’s original work by tweaking small components is not a satisfactory effort because it does not represent your original work. Questions or concerns about this issue can be addressed with the instructor. Absolute honesty must be practiced in all assignments and activities. Cheating in its various forms such as copying or sharing information on individually assigned projects or examinations, plagiarism or falsification of information or data will not be tolerated and may be grounds for dismissal from the class. Students are encouraged to become familiar with the University policy on academic honesty. Suspected violations of the policy will be reported to the Dean of Students and will appear on your official record.

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Electronic Course Management: Canvas is the online learning portal through which this course will be administered. Students will find lecture recordings, quizzes, supplementary readings, assignments, and this syllabus posted on Canvas. Grades will also be posted regularly on Canvas. E-mail is recognized as an official mode of university correspondence. Therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the University informed about changes to your email address. You can find UT Austin’s policies and instructions for updating your email address at: <http://www.utexas.edu/its/help/email/1564>. Please utilize email, Canvas messaging, online office hours, or separate, scheduled appointments as the main means of communicating with the course instructor and TA.

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have the instructor’s explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. Faculty are aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Course Policy and Procedures:

1. Students are expected to attend synchronous classes regularly, unless previously discussed with the course instructor. Attendance will be taken daily, and **if two or more classes are missed without advanced permission, points will be deducted from the class attendance portion of the grade.**
2. All students are expected to read the UT Student Handbook regarding plagiarism and its possible consequences.
3. Assignments are due by 11:59pm on the date listed on the course schedule below. For each day that an assignment is late past the due date, a minimum of 10% will be deducted from the final assignment grade.
4. Any **documented** personal or family emergency or health problem will be considered as an exception to the above policy.
5. Personal emergencies or serious health problems are the only reasons for granting an incomplete in the course. In general, a grade of incomplete will not be given in the course.
6. Grades will be posted on Canvas.
7. Questions regarding grades should initially be directed to the TA over email or online during the TA's office hours. If any questions need additional follow-up, they should be addressed with the instructor during online office hours.

Safety and Class Participation/Masks: We will all need to make some adjustments in order to benefit from our few in-person interactions (at the UT Microfarm/garden space) in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, all students are required to follow these important rules.

- *Every student must wear a cloth face-covering properly anytime we meet as a class - **including class meetings that are held outdoors** - and in all campus buildings at all times.*
- *Students are encouraged to participate in documented daily symptom screening.* This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

Information regarding safety protocols with and without symptoms can be found [here](#).

If a student is not wearing a cloth face-covering properly during class meetings (either indoors or outdoors), that student must leave the class meeting. If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the [procedures for obtaining an accommodation](#) by working with Services for Students with Disabilities.

COVID Caveats: To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program \(OHP\)](#) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

Participation in Fieldwork: As part of this class you will:

1. Plan and practice your virtual lessons with your team;
2. receive feedback from the course instructor and other members of the class regarding your virtual lessons; and
3. observe and learn from demonstration lessons.

Most topics and activities are covered in only one class session. Missing class means you will miss essential information and experiences.

A missed lesson in your elementary school is taken very seriously. The teachers you work with (“Preceptors”) have generously donated their classroom time for your lessons. As such, wasting this time will not be treated lightly. At the minimum, the lesson must be rescheduled. However, there may be more serious ramifications for missing lessons with your class. Such instances will be addressed on a case-by-case basis.

Interns (that’s you!) will be working with another student as their partner for the duration of this course. The workload for each lesson should be shared equally. If you are not in class, you are inconveniencing your partner by forcing them to work with you outside of class. If you miss a class, it is your responsibility to communicate with your partner about how to complete any upcoming assignments. Be a proactive and respectful teammate - don’t leave your partner guessing about why you are not in class, or how and when you will get together!

Professionalism for Fieldwork: When you are in the field (virtually or in person), either at your assigned elementary school classroom or in the school garden, you are a representative of the University of Texas. It is paramount that you behave with absolute professionalism, including respectful and courteous behavior to all school staff and students, dressing appropriately, being punctual, and adhering to any required check in/safety procedures as determined by your host school.

Class Assignments: The assignments that will be undertaken throughout the semester are detailed below:

- **Checks for Understanding (CFU)**
 - Objective: Responses to class presentations, articles, videos, and other materials.
 - Expectation: Students will attend class lectures, read assigned articles, watch videos and answer questions by posting on Canvas in a thorough yet concise way. Posts should be thoughtful and use complete sentences, proper punctuation, and contain critiques, suggestions, and other thoughts as appropriate.
 - Submission: Submit posts on Canvas by the deadlines outlined in the Course Schedule (below). CFUs will typically be due within **24 hours** of when they are assigned.
- **Built Environment Essay**
 - Objective: To examine internship host school sites by zip code and identify features in these built environments (using GoogleMaps) and food access indicators (using [USDA Food Access Atlas](#)) that are likely linked to access issues - either abundance or scarcity - of fresh and inexpensive produce.
 - Expectation: Students will apply critical thinking skills to identify factors in host school environments that influence access and availability of healthy foods.
 - Submission: Submit a 1-page summary identifying these built environment and food access features. List two areas for improvement and two healthy food assets in the school’s

neighborhood.

- **Evaluation of School Garden Programs**

- Objective: Students will work in school cohort teams and use established surveys to evaluate their host school's garden and garden programming. The goal is to identify perceived barriers and strategies employed by that school to maintain and sustain their physical gardens and gardening programming.
- Expectation: Student groups will communicate with school stakeholders and effectively collect data on the school gardens.
- Submission: Student groups will approach 4-6 teachers and 1-2 administrators to complete the online Qualtrics surveys.

- **Field Work Assignments**

- **Classroom Observation, Meeting Notes and Preceptor Needs Assessment:**

- Objective: Students will observe their preceptor in the virtual classroom, noting behavior management techniques, teaching style, and methods of keeping elementary students engaged in a virtual setting. Students will then meet with their preceptors to discuss logistics and goals for the program. If possible, students may also visit the physical garden at their school, noting seating arrangement and teaching area, plants that are growing, future maintenance issues, etc. In-person school garden visits are highly encouraged but not required.
- Expectations and Submission: Students will complete and submit worksheets to summarize their virtual classroom observations, meeting notes, and preceptor goals on Canvas.

- **Peer Observation Forms:**

- Objective: Students will work in pairs and evaluate one another while they teach.
- Expectations and Submission: Students will attend all virtual lessons and observe their partner teaching parts of the shared lesson. They will complete the evaluation form about their partner, share the completed form with their partner, and submit the completed form via Canvas.

- **Preceptor Observation Forms:**

- Objective: Preceptors will observe student lessons (live or pre-recorded) and complete a short observation form (via Google Forms) describing strengths and areas of improvement for both student interns, as well as an overall evaluation of the lesson.
- Expectations and Submission: Preceptors will have access to the observation form online prior to the start of each lesson. Preceptors will complete and submit the Google form within 72 hours of each lesson. Students should check the submission log to ensure their preceptor has met this 72-hour deadline, as well as review the feedback submitted by their preceptor.

- **Self Reflection Forms:**

- Objective: Reflect on the lesson that you taught, including barriers you encountered and if/how you overcame them, teaching strategies you employed, and any deviations/modifications that you made to the lesson plan.
- Expectations and Submission: Forms will have open-ended questions meant to guide

students as they think about their personal strengths and weaknesses when teaching.

- **Preceptor Curriculum and Check-In Worksheet:**
 - Objective: Before Thanksgiving break, meet with your Preceptor to revisit the Preceptor Needs Assessment and check in on their program goals. Make a plan for second semester's lessons, including creating a list of relevant garden/nutrition topics you will teach during second semester.
 - Expectations and Submission: Students will complete and submit a worksheet to summarize their Preceptor check-in notes and lesson topic ideas on Canvas.
- **Grocery Store Survey**
 - Objective: Evaluate a grocery store in a low-income neighborhood (preferably your host school's neighborhood) and assess the variety, freshness, and cost of produce sold in that store. Determine reasons why this grocery store may have lower availability of produce.
 - Expectation: Students will evaluate produce sold in a grocery store in a disadvantaged neighborhood and identify limitations of access and availability of produce.
 - Submission: Complete and submit the grocery store survey and short answer questions on Canvas.
- **School Garden and Nutrition Social Media Posts**
 - Objective: Working with your intern-partner and with input from your Preceptor, choose a social media platform (e.g. Twitter, Instagram, Facebook, classroom website, etc.) on which to share information about nutrition, the school garden, and your lesson topics with the school community and families. You and your partner will create appropriate posts for your Preceptor to publish on predetermined social media sites at the school/classroom. These posts will be updated three times during the semester so as to promote outdoor learning and nutrition information to families and to gain buy-in from teachers, staff, administration, and parents.
 - Expectation: Students will create social media updates with key words, descriptors, and images (where appropriate) to highlight their lessons, happenings in the school garden, and relevant nutritional advice.
 - Submission: Students will submit copies of their social media updates via Canvas.
- **Food is Medicine Project**
 - Objective: Identify and present to the class medicinal properties of an herb, vegetable or fruit.
 - Expectation: Students will work in groups of 2 or 3 to research an herb, vegetable or fruit that has evidence-based medicinal properties. Students may NOT work alone on this project. Each group will submit an electronic presentation and discuss their chosen topic during a 5-minute presentation to the class. Groups will also create a 1-page poster detailing the plant and its properties. Presentations should include:
 - Description: List the properties of the specific herb/vegetable/fruit chosen (including where/how it grows, medicinal properties, etc), 1-2 slides.
 - Uses/Science: Approximately 3 slides. Should provide a summary of the medicinal uses, doses, adverse effects, expected outcomes and research that has been completed on the topic.
 - Submission: Students should submit their poster and electronic presentation on Canvas and Google slides, respectively, and explain their chosen topic during a 5 minute presentation to the class.

- **Semester Reflection**

- Objective: Reflect on your experiences, growth as an educator, communication style with school stakeholders, behavior management skills with children, goals for second semester, areas of improvement, and instances where constructive feedback from preceptors and peers was incorporated into future lessons.
- Expectations and Submission: Students will write a *maximum* 2-page (single spaced, 1 inch margins) reflection essay to address the above topics. Essays should be submitted on Canvas as PDFs or Word documents.

- **Final School Report**

- Objective: Work with your school cohort to create a report that will be shared with school preceptors and administrators. The report should document progress/milestones in the garden including: number of students taught in intern-led lessons, total number of teachers utilizing garden/outdoor classroom, type and approximate amount of produce grown/harvested, lesson topics/subjects taught, maintenance workday/tasks completed, and photos of physical gardens, when possible.
- Expectations and Submission: Students will document all of the above criteria and synthesize this information into an easy-to-read report/presentation to share back with their host schools.

Course Schedule:

Date	Format	Lecture topic(s)	Classroom activities	Assignments
Thurs 8/27	Zoom	Module 1: Course Overview and Internship Logistics	Course format; Syllabus review activity; Classroom expectations; Course Modules; Integrating into Community and School Systems: Ethics and Communication, Professionalism	CFU: Public Health and Community Nutrition Survey
Tues 9/1	Zoom	Module 2: Food Systems Ethics of Consumerism	PPT lecture on Brief History of Food Systems	Assign: Ozer et al. article
Thurs 9/3	Zoom	Module 3: Built environments' influence on food environments	PPT: Built Environment and possible school site built environment activity	Assign: Built Environment Essay DUE: Ozer et al. article
Tues 9/8	Zoom	Module 4: Scientific research on existing evidence based gardening and cooking programs	PPT: Evidence-based garden programs Austin School Garden Project Discuss Ozer et al. article	Assign: Davis et al. article Assign: Evaluation of school garden programs CFU: Submit Schedules on Canvas
Thurs 9/10	Zoom	Module 5: Local, state, and federal policies around food production and consumption	PPT: Policy around Farming, Gardening, Federal Food Assistance Programs (e.g. USDA structure, Farm Bill), Local Area Programs, Farm to School Discuss Davis et al. article	DUE: Davis et al. article Assign: Final School Report
Tues 9/15	Zoom	Module 6: Effective Communication with School Stakeholders (Administration, parents, community members)	Partner assignment and contract PPT: How to Communicate Information and Gain Support Among School and Community Stakeholders Introduce SproUTing Teachers Program - Guests: Bonnie Martin / Katie Nikah	Assign: Schedule time to meet preceptor virtually, observe preceptor's classroom management, complete Preceptor Needs Assessment

Thurs 9/17	No class meeting	Use this extra day to meet with your Preceptor and observe their class	FIELDWORK	DUE: Built Environment Essay Assign: Grocery Store Survey
Tues 9/22	Zoom	Model Virtual Lesson #1 - Garden Rules/Respecting Nature	Participate in model lesson; work time to brainstorm possible changes	DUE: Classroom Observation, Meeting Notes and Preceptor Needs Assessment
Thurs 9/24	Zoom	Module 7: Facilitating Relationships, Virtual Classroom Management: Teaching, Communication, Engagement, Differentiation	Behavior management role-play PPT: Teaching skills, behavior management, virtual engagement with students First semester lesson overview	CFU: Complete 'Virtual Teaching Tips' video review questions on Canvas
Tues 9/29	No class meeting	Lesson 1: Garden Rules/Respecting Nature	FIELDWORK	Assign: Fieldwork #1 forms -Self Reflection -Peer Observation Form -Preceptor Observation Form
Thurs 10/1	No class meeting	Lesson 1: Garden Rules/Respecting Nature	FIELDWORK	
Tues 10/6	Zoom	Module 8: Science of Food Gardening Part 1	PPT: Plant Parts, Botany, Plant Families	Assign: Food is Medicine Project
Thurs 10/8	UT Microfarm	Garden Tour, demonstration of garden work and processes	Garden Tour; demo: maintenance of garden, how to water, weed, compost, plant seedlings/seeds, plant identification Fieldwork debrief	DUE: Fieldwork #1 forms DUE: Social Media Post #1
Tues 10/13	Zoom	Module 8: Science of Food Gardening Part 2	PPT: Seasonality, Integrated Pest Management, Soil Science, Companion Planting, Spacing; Introduce Food is Medicine Topic	Optional fieldwork: school cohorts create map and plant list for fall planting DUE: Grocery Store Survey
Thurs 10/15	UT Microfarm	Model Virtual Lesson #2: Planting <i>OR</i> Bug Hunt	Participate in model lesson; work time to brainstorm possible changes	

Tues 10/20	No class meeting	Lesson 2: Planting/Bug Hunt	FIELDWORK	Assign: Fieldwork #2 forms -Self Reflection -Peer Observation Form -Preceptor Observation Form
Thurs 10/22	No class meeting	Lesson 2: Planting/Bug Hunt	FIELDWORK	
Tues 10/27	Zoom	Model Virtual Lesson #3: Whole vs Processed Foods	Participate in model lesson; work time to brainstorm possible changes	DUE: Evaluation of School Garden Programs
Thurs 10/29	Zoom	Module 9: Access, Availability and Utilization	PPT: Organic vs. inorganic, Types of grocery/farmers' markets/food stores, Grocery store "Redlining"	DUE: Fieldwork #2 forms
Tues 11/3	No class meeting	Lesson 3: Whole vs. Processed Foods	FIELDWORK	Assign: Fieldwork #3 forms -Self Reflection -Peer Observation Form -Preceptor Observation Form
Thurs 11/5	No class meeting	Lesson 3: Whole vs. Processed Foods	FIELDWORK	
Tues 11/10	Zoom	Model Virtual Lesson #4: Sugar and Sugar Sweetened Beverages	Participate in model lesson; work time to brainstorm possible changes	Assign: Semester Reflection Assign: Preceptor & Curriculum Check-in worksheet
Thurs 11/12	Zoom	Food is Medicine	Student groups present Food is Medicine Presentations	DUE: Fieldwork #3 forms DUE: Social Media Post #2 DUE: Food is Medicine Project Assign: Read Austin/Portland School Garden Report
Tues 11/17	No class meeting	Lesson 4: Sugar and Sugar Sweetened Beverages	FIELDWORK	Assign: Fieldwork #4 forms -Self Reflection -Peer Observation Form -Preceptor Observation Form
Thurs 11/19	No class meeting	Lesson 4: Sugar and Sugar Sweetened Beverages	FIELDWORK	
Tues 11/24	No class meeting	Food/farming systems	Watch food/farming system video (from provided list)	CFU: Watch video, Canvas discussion board posts Assign: Burt et al. article

Tues 12/1	Zoom	Module 10: School Garden Sustainability Plans/Programs	PPT: Community resources and development; Discuss Burt et al. article and Austin /Portland School Garden Report	DUE: Fieldwork #4 forms DUE: Social Media Post #3 CFU: Create sustainability plan for school garden
Thurs 12/3	Zoom	Module 11: Facilitating Short Activities	Review Garden Taste Tests and No Prep Lessons	DUE: Preceptor & Curriculum Check-in worksheet CFU: No Prep Lesson Summary (in class) CFU: Public Health and Community Nutrition Survey
Thurs 12/10	No class meeting	NO final exam		DUE: Final School Report DUE: Semester Reflection

Important Dates:

- **Aug 26th:** Long session classes begin.
- **Aug 31st:** Last day of the official add/drop period.
- **Sept 11th:** Last day an undergraduate student may add a class except for rare and extenuating circumstances. Last day to drop a class for a possible refund.
- **Oct 29th:** Last day a student may change registration to or from the pass/fail or credit/no credit basis.
- **Nov 25-28th:** Thanksgiving holiday.
- **Nov 30-Dec 7th:** All classes continue remotely.
- **Dec 7th:** Last class day.