Course Syllabus

✎ Edit

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Syllabus   Schedule and Due Dates

SFS/SOS/AGB 216: The Sustainable Plate

Class Number:

Credit Hours: 3

Semester & Year:

Prerequisite: None

Instructor Information

Instructor: Emily Holleran, ALM

Office Hours: To be announced

Canvas Inbox

All student/instructor communication **must** be directed through the Canvas Inbox. This ensures the security, privacy, and record of the communication. Note: You must have your primary Canvas email address set as your asurite@asu.edu, not firstname.lastname@asu.edu or a personal email account.
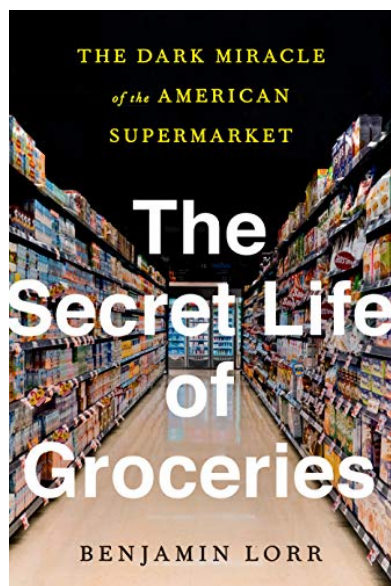
Course Communication Policy: Three Before Me

This course uses a "three-before-me" policy regarding student/instructor communications. When course-related questions arise, please check these three sources for an answer before emailing the instructor with your question:

1. Course Syllabus
2. Canvas Announcements
3. Community Forum: This is a discussion forum in Canvas used for general questions about the course. You are encouraged to respond to your classmates' questions and comments.

Course Textbook and Materials

Required Textbook(s)

Lorr, B. (2020). The Secret Life of Groceries: The Dark Miracle of the American Supermarket. Avery, an Imprint of Beguin Random House Books. ISBN: 978-0553459395

Additional Course Technology

Yellowdig

This course uses Yellowdig for online discussion.

New York Times

Note that ASU offers all students a free subscription to the New York Times. Navigate to **Free Digital Access to News and Films** ⤷ **(https://nytimesineducation.com/access-nyt/arizona-state-university-main-campus-tempe-az/%20)** to activate your free, digital New York Times group pass.

Computer Requirements

A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in online courses. While you will be able to access course content with mobile devices, you must use a computer for some assessments.

This course requires a computer with Internet access and the following:

- Web browsers (**Chrome** ⤷ **(https://www.google.com/chrome/)** , **Microsoft Edge** ⤷ **(https://support.microsoft.com/en-us/microsoft-edge)** , **Mozilla Firefox** ⤷ **(https://www.mozilla.org/en-US/firefox/new/)** , or **Safari** ⤷ **(http://www.apple.com/safari/)**)
- **Adobe Acrobat Reader** ⤷ **(https://get.adobe.com/reader/)** (free)
- A webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (**Microsoft 365** ⤷ **(https://asu.secure.force.com/kb/articles/FAQ/How-do-I-get-Microsoft-Office-365)** is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream video

See **Technology and time; Important factors for ASU Online students** ⤴
(https://asuonline.asu.edu/newsroom/online-learning-tips/technology-and-time-important-factors-asu-online-students/)
for additional information.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Course Information

Course Workload Expectations

This online class is 135 credit hours over 7.5 weeks. You should **plan to spend approximately 18 hours per week** reviewing class materials and completing activities and assessments.

Course Description

In this class, we examine food systems from the perspective of eaters (or "consumers"). How do dietary choices affect human health *and* planetary health? How do dietary choices in one place affect people who live in other parts of the world, and the communities they live in? We begin by analyzing the US government MyPlate.gov recommendations for daily nutrition as well as dietary guidance from other countries. How well does government-issued dietary guidance relate to sustainability goals? We then explore the plate by diving into the various food groups: fruits and vegetables, grains, protein, and dairy. From the vantage point of the grocery store, we learn about food marketing and supply chains that that bring some products to the shelf and not others. We explore what causes us to choose certain foods to eat and consider what the most promising ways are of redirecting these choices to better align with sustainability goals.

Throughout the course, we discuss the future of food and how to create a sustainable food system. While the course focuses on US food systems, much of what we learn is applicable globally.

Course Outcomes

After completing this course, students will be able to:

- Explain and defend with evidence your own ideas about what constitutes a sustainable diet.
- Compare the justification, roles, and metrics of dietary guidelines issued by governments and determine the extent to which sustainability concerns have been present therein.
- Explain up-to-date sustainability considerations most relevant to each of the basic food groups, including human health, environmental, and ethical implications.
- Describe the history of the modern U.S. grocery stores and food supply chains, their current innerworkings, and the ways that the supermarket system affects food system sustainability.
- Be familiar with key tools, resources, and organizations for research on the food and agriculture sector (note: these TROs are in addition to those explored in SFS 215)

Student Success

- Set aside time each day to review assigned reading and viewing material for each Module.

- Plan to spend approximately 18 hours on course materials and activities each week.
- Participate in discussions, activities, and group assignments.
- Allow enough time to complete and revise assignments before due dates.
- Communicate with the instructor and TA proactively regarding any questions you have regarding assignments or material - attend office hours!
- Read all course announcements.

Assignment Information and Policies

Assessment Weights

Assessment weighting

Assessment	% of Grade
Participation in Yellowdig	15%
Reading Journals	20%
Quizzes	20%
Final Project	20%
Grocery Store Short Paper	10%
Video Presentation	15%
Total	100%

Assessment Descriptions

Participation in Yellowdig

Every week, you should aim to earn 1000 points on Yellowdig by creating posts and responding to your classmates' posts.

Reading Journals

Reading journals are a significant part of this course and will involve small group discussions. In most modules, you will be required to submit a **video** journal entry discussing the assigned readings from The Secret Life of Groceries. Your follow-up discussion with your group members may be typed or recorded.

Quizzes

Each module will have a quiz that covers topics in the video lectures and readings.

Grocery Store Short Paper

There is one short paper due in Module 2 that requires a visit to a local grocery store.

Video Presentation

A short (5-7 minute) video presentation that concisely summarizes a topic, details the resources provided, and offers an analysis of the issue is due in Module 4.

Final Project

The final project will reflect what you've learned over the course and synthesize information using the sources provided.

Generative AI Policy

In this course, ***use of Generative AI is permitted under some circumstances, with attribution and explanation.*** See below for details. I also strongly suggest you review **this guide from the ASU library** ⤷ **(https://libguides.asu.edu/c.php?g=1311696&p=9700102)** on citing and using AI for coursework. If at any point you have questions about what is permitted, contact the instructor to discuss *before* submitting work.

Generative AI is <u>not</u> permitted for:

- Weekly reading journal responses for *The Secret Life of Groceries*
- Yellowdig posts and responses
- Any part of the weekly quizzes

These assignments are designed to help me assess your in-progress thinking and learning, ongoing mastery of course material, and the breadth and depth of your understanding. I want to know your *own* thoughts and ideas here, unfiltered through AI. For these assignments, use of generative AI tools will be considered a violation of the **ASU Academic Integrity Policy** ⤷ **(https://provost.asu.edu/academic-integrity/policy)** , and students may be sanctioned for confirmed, non-allowable use of AI in this course.

With attribution and explanation, generative AI *is* permitted for:

- The short grocery store response paper, the video presentation, and the final project.
- However, only to assist with logically organizing the research you have conducted or to assist in refining YOUR writing. **Do not** rely on AI for the research, initial writing, or image creation.

If you choose to employ generative AI as you prepare either of these assignments, be aware that you must also include an additional "AI transparency statement" at the end of your assignment that explains precisely how you used AI. The AI statement must include a brief description of why you used AI, which AI service you used, your prompt/input, the raw response received, and an explanation of how and why you used/edited it. Any submitted course assignment not explicitly identified as having used generative AI will be assumed to be your original work.

Submitting Assignments

All assignments, *unless otherwise announced*, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email (unless asked to do so).

Assignments and assessments will not be due on observed holidays; however, due to the accelerated nature of online courses, students should not count on taking time off from studying and working on coursework due to holidays.

Write all submissions in a word processing program to ensure that you are submitting a high quality written piece, with care to grammar and messaging. Submit the assignment in the requested format per the assignment

directions.

Late or Missed Assignments Policy

All assignments are due at the listed date and time based on Arizona Standard Time. Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Weekly Yellowdig participation cannot be submitted late. Other late assignments are subject to a **10% deduction** per day they are late.

Due to the accelerated nature of this course, assignments more than three days late without prior communication **will not be accepted**. However, **in the case of severe, documented emergencies**, exceptions may be made at the instructor's discretion if notified beforehand.

Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an **accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html)** or to accommodate a missed assignment **due to University-sanctioned activities. (http://www.asu.edu/aad/manuals/acd/acd304-02.html)**

Grading Scale

This course will be graded on an A-E plus/minus scale.

Grading Scale

%	Grade
97 to 100%	A+
93 to < 97%	A
90 to < 93%	A-
87 to < 90%	B+
83 to < 87%	B
80 to < 83%	B-
77 to < 80%	C+
70 to < 77%	C
60 to < 70%	D
Below 60%	E = Failing, participated in class EN = Failing, never participated EU = Failing, insufficient participation in class and did not complete XE - Academic dishonesty

Arizona State University Policies, Standards, and Expectations

ASU Online Course Policies

Consult **ASU Online Course Policies** ⬆ **(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html)** for information on course time commitment, drop/add dates and withdrawals, photo ID, grade appeals, netiquette,

prohibition of harassment, student conduct and academic integrity, Title IX, disability accommodations, inclusion, mental health, course evaluation, trigger warning, academic affairs manual and more.

Add/Drop/Withdrawals Deadline

ASU's **Academic Calendar** ⬧ **(https://students.asu.edu/academic-calendar)** contains important dates by which you can add or drop this course without penalty called "Last Day to Drop/Add Without College Approval". After this date, if you choose to withdraw from the course, you may do so by the "Course Withdrawal Deadline," but will receive a 'W' on your official transcript. Consult with your advisor and notify your instructor if you have questions about **Drop/Add and Withdrawal** ⬧ **(https://students.asu.edu/drop-add)** .

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School of Sustainability per the **University Policy for Student Appeal Procedures on Grades** ⬧ **(https://catalog.asu.edu/appeal)** . Undergraduate students, please see additional instructions for **undergraduate College of Global Futures courses** ⬧ **(https://collegeofglobalfutures.asu.edu/student-life/advising/undergraduate-policies-proceedures-and-forms/)** . Graduate student grade appeals are initiated within the school offering the course (please email **CGF@asu.edu (mailto:CGF@asu.edu)** for more information about initiating a grade appeal for a graduate course in the College of Global Futures).

Tutoring

ASU offers a variety of support services from the University Academic Success Programs (UASP). If you're looking for specific support in writing or other academic assistance, please contact UASP via any of the following methods:

- Website: **https://tutoring.asu.edu/** ⬧ **(https://tutoring.asu.edu/)**
- Call: 1-480-965-9072

Attendance and Absences

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [**ACD 304-02** ⬧ **(http://www.asu.edu/aad/manuals/acd/acd304-02.html)**]; (2) religious holidays [**ACD 304-04** ⬧ **(http://www.asu.edu/aad/manuals/acd/acd304-04.html)** ; a list can be found here **https://eoss.asu.edu/cora/holidays** ⬧ **(https://eoss.asu.edu/cora/holidays)**]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by Canvas messenger at least 5 days before the expected absence.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible through the Canvas Inbox.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Community of Care

As Sun Devils, we take care of ourselves, each other and our community. For up-to-date information about helping to maintain the health of our community, please visit ASU's **Live Well @ ASU: Wellness and Community Care During COVID-19** ➪ **(https://wellness.asu.edu/community-of-care-coming-to-campus)** .

Discrimination, Harassment, and Retaliation

ACD-401 Prohibition against Discrimination, Harassment, and Retaliation ➪ **(http://www.asu.edu/aad/manuals/acd/acd401.html)** , prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at **https://sexualviolenceprevention.asu.edu/faqs** ➪ **(https://sexualviolenceprevention.asu.edu/faqs)** .

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, **https://eoss.asu.edu/counseling** ➪ **(https://eoss.asu.edu/counseling)** is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, **https://goto.asuonline.asu.edu/success/online-resources.html** ➪ **(https://goto.asuonline.asu.edu/success/online-resources.html)** .

Disruptive Student Behavior

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per the **SSM 201-10 Instructor Withdrawal of a Student for Disruptive Classroom Behavior** ➪ **(http://www.asu.edu/aad/manuals/ssm/ssm201-10.html)** and **SSM 104–02 Handling Disruptive, Threatening, or Violent Individuals on Campus** ➪ **(http://www.asu.edu/aad/manuals/ssm/ssm104-02.html)** policies.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Prohibition of Commercial Note Taking Services

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see **ACD 304-06 Commercial Note Taking Services** ⤷ **(http://www.asu.edu/aad/manuals/acd/acd304-06.html)** for more information).

Plagiarism Statement

From ASU's Writing Programs: "Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph — even an idea stated in your own words — from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The consequences are severe including failure for the assignment, probable failure for the course, disciplinary referral to the dean and possible expulsion from the university. Academic integrity is expected of every individual: **https://provost.asu.edu/academicintegrity** ⤷ **(https://provost.asu.edu/academicintegrity)** ."

Student Code of Conduct and Academic Integrity

Students have the responsibility to understand and follow ASU's **Student Code of Conduct** ⤷ **(https://eoss.asu.edu/dos/srr/codeofconduct)** and **Academic Integrity Policy** ⤷ **(https://provost.asu.edu/academic-integrity)** . You may face ethical decisions during your time as a student. If you're not sure whether or not something is permitted, it is your responsibility to ask questions or find out by doing more research using the links above. Any violations in this course are subject to sanctions and will be reported to the School of Sustainability and the college or school of your major.

The Office of Student Rights and Responsibilities accepts **incident reports** ⤷ **(https://eoss.asu.edu/dos/srr/filingreport)** from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity (also known as cheating, copying others' work, uploading your work online to encourage cheating by others, or even reusing your own work) falls under the Student Code of Conduct. Possible sanctions for violations include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), suspension, and expulsion.

Beware that some websites promote themselves as tutoring and educational resource sites, but may actually be sites that put you at risk for an academic integrity violation if you are using the services to submit work that is not your own or gain knowledge of what to expect on a quiz or exam.

Important: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

Accessibility

All students should have equal technology opportunities in the classroom. For information about the resources offered by ASU and the technologies commonly used in ASU Online courses, consult the following resource: **ASU Online Student Accessibility** ⤷ **(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html)** .

Students with Disabilities

All students requesting accommodations for disabilities must work with the **ASU Student Accessibility and Inclusive Learning Services** 🔗 **(https://eoss.asu.edu/accessibility)** , the central location for establishing eligibility and obtaining services and accommodations for qualified students with disabilities.

You may contact the ASU Student Accessibility and Inclusive Learning Services at (480) 965-1234 or email directly at **student.accessibility@asu.edu (mailto:student.accessibility@asu.edu)** .

Inclusion Statement

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

We welcome and respect individuals with all kinds of visible and nonvisible differences. We highly value the strengths and benefits of the diversity that students bring with them.

[*The topics that we're covering in this class are sometimes socially challenging or politically charged. I challenge you to base the discussions on the disciplinary content in the course instead of your personal political/religious/spiritual beliefs, to ensure the conversations are useful to the instructional goals. I ask that you engage in discussion with respect, care and empathy for the other members in the classroom.*]

Additional Information and Resources

- **College of Global Futures** 🔗 **(https://collegeofglobalfutures.asu.edu/)** – this course is offered through the College of Global Futures at Arizona State University. Questions about the course should first be addressed with the instructor.
- **Career Services** 🔗 **(https://eoss.asu.edu/cs)** – offers assistance to students in choosing their major, setting career goals, interviewing and job hunting strategies. Students pursuing a degree program through the School of Sustainability also have access to a **sustainability career advisor** 🔗 **(https://schoolofsustainability.asu.edu/careers/career-advising/)** .
- **Counseling Services** 🔗 **(https://eoss.asu.edu/counseling)** – professional counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7 between campus locations and EMPACT's 24-hour ASU-dedicated crisis hotline.
- **Financial Aid and Scholarship Services** 🔗 **(https://students.asu.edu/financialaid)** – offers information and applications for student funding such as grants, loans, scholarships and student employment.
- **GPA Calculator** 🔗 **(https://students.asu.edu/gpa-calculator)** – students can use this calculator to project their GPA.
- **Libraries** 🔗 **(https://lib.asu.edu/)** - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.
- **Tutoring and Writing Centers** 🔗 **(https://tutoring.asu.edu/)** – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, writing support, and supplemental instruction

- **Contact Arizona State University** ⤷ **(https://contact.asu.edu/)** – provides frequently asked question resources and contact information for new questions.

Technical Support Contact Information

If you are experiencing technical issues, visit the **My ASU** ⤷ **(https://my.asu.edu)** "Service Center" tab for immediate support, to review answers to frequently asked questions, or to submit a request for service.

The number for immediate assistance is 1-855-278-5080 with staff available 24 hours/day, 7 days/week to help direct your call. Also see **ASU's Contact Us** ⤷ **(https://contact.asu.edu)** page. Known issues and system outages will be shared on **ASU's System Health** ⤷ **(https://uto.asu.edu/system-health)** site.

Students also have access to several **computing sites** ⤷ **(https://ucc.asu.edu/sites/hours-and-locations/tempe-locations/)** .

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.