FScN 2002: Healthy Foods, Healthy Lives – Cooking on a student’s budget

Credits: 1
Time and Place Offered:
Mondays 3-6 pm OR Wednesdays 3:30-6:30 pm
126 McNear Hall, St Paul Campus

Chef Instructor Administrator Teaching Assistants
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Course Description
The goal of this course is to provide students with the basic skills and tools necessary to be comfortable & confident home cooks and knowledgeable about the preparation of nutritional and safely prepared foods. Each week’s labs will incorporate topics of food safety, basic nutrition, technique instruction, budgeting, time management, menu design, measuring, cooking methods, preservation, home preparation, organization and storage.

Student Learner Outcomes
1. Understand and be able to demonstrate basic cooking skills and confidence, and be able to troubleshoot and problem solve in the context of meal preparation.
2. Create weekly/monthly menus within a realistic food budget and a modest supply list
3. Demonstrate a working understanding of basic nutritional and food safety guidelines and the ability to design and prepare nutritionally balanced meals
4. Be able to adapt and design meals within a variety of constraints (including ingredients, budget, dietary restrictions, etc)
5. Successfully prepare (at home) at least 50% of meals consumed throughout the semester
REQUIRED COURSE TEXTS

- How to Cook Everything, Mark Bittman, 2008 (red hardcover)

COURSE READINGS & WEB RESOURCES
Each week, students will be assigned readings from the course textbook as well as nutrition, food safety, budgeting, meal planning and other relevant readings from peer reviewed journals and government health sites to enhance & support their experiential learning for that week.

- http://www.choosemyplate.gov/
- http://www.hsph.harvard.edu/nutritionsource/
- http://www1.extension.umn.edu/food-safety/

BUDGETING & PLANNING RESOURCES

- http://www.pepperplate.com/
- http://www.thekitchn.com/5-online-meal-and-menu-planning-tools-169221
- http://www.ourgroceries.com/overview
- http://get.ziplist.com/what-is-ziplist/#

LAB SCHEDULE-BASIC OUTLINE
The goal of the laboratory is for you to learn everything you need to know to become a comfortable, confident cook and knowledgeable about the preparation of healthy foods. We will begin with food safety and basic pantry preparation in Week 1 and general nutritional guidelines and principles in Week 2. From there we will move through a variety of kitchen related topics including terminology, equipment, techniques, budgeting and time management, cooking methods, strategies for improvising and utilizing available resources for home food preparation, including pantry planning, menu design, food preservation and storage. Nutrition and food safety principles will be woven throughout all of the course topics.
WK 1  9/8, 9/10  
THEME - Kitchen basics and food safety, knife techniques  
Stocking your kitchen/pantry, spices, equipment, cleanliness  
Demonstration of chopping, slicing, dicing and other basic techniques  
Introductions/get familiar with the Blog  
Format of class-cooking ‘teams’  
  • READINGS:  Class handouts  
  • RECIPES:  none  

WK 2  9/15, 9/17  
THEME - Nutrition basics, USDA My Plate guidelines  
Macronutrients, vitamins, minerals in relation to meal planning  
Dressings/sauces/condiments-how to build a repertoire to support creative cooking and to begin to use intuition (and formulas) for flavoring  
  • READINGS:  Bittman pp 1-11, 29-31, 76-78; see reading list for additional readings  
  • RECIPES:  Mayonnaise, p.41; pesto p.27; chutney p.38, salsa p.48; sesame ginger sauce (CUGL handout)  

***CHALLENGE RECIPE #1 DUE 9/21 ***

WK 3  9/22, 9/24  
QUIZ #1  
THEME – Food Safety, Season Extension, budget stretching  
Food Preservation-Pickling, freezing, blanching  
Vinegars, syrups  
  • READINGS:  see reading list  
  • RECIPES:  pickled vegetables p.228-9; marinated vegetables p.86; kimchi p.230; pickles (handout) and freezing  

WK 4  9/29, 10/1  
THEME – Food safety, Season extension, Budget stretching  
Food preservation – canning, jamming  
Hot water canning, poaching, syrups, condiments, jams-tomatoes, berries  
  • READINGS:  Bittman, p.377-380, see reading list for additional readings  
  • RECIPES:  jam and jelly p.51; poached fruit p.378; applesauce p.383, ketchup p.51-2, fruit syrups and vinegars (handout)  

WK 5  10/6, 10/8  
Due: Budgeting part 1  
THEME – Cross cultural wisdom through food, Cultural nutrition  
Ethnic & Traditional foods –different cultures/shared ingredients  
How other people eat-meats, vegetables, grains and dairy-past diets versus current diets  
  • READINGS:  see reading list for readings  
  • RECIPES:  Selections from “Hungry Planet”  

***CHALLENGE RECIPE #2 DUE 10/12***
WK 6  10/13, 10/15  **QUIZ #2**  
**THEME – Defining Whole Grains – what are they and what do they do?**  
Nutrition and quality in whole vs processed foods  
Whole grains in meals-brown rice, quinoa, polenta, oats  
- **READINGS:** Bittman, p.449-459, Basics of all grain sections in Bittman; see reading list for additional readings  
- **RECIPES:** polenta pizza p.480; fried rice p.468-9; granola p.821; wild rice pilaf p.494; quinoa salad (CUGL handout)

WK 7  10/20, 10/22  
**THEME – Health and Wellness**

WK 8  10.27, 10/29  **Due: Budgeting part 2**  
**THEME – Defining proteins – nutritional building blocks, good healthy fats, balanced eating**  
Meats, eggs, beans, cheese/dairy, soy  
- **READINGS:** Bittman, p.637-640, p.715-717, 405-41; see reading list for additional readings  
- **RECIPES:** roasted chicken p.644; meatballs/loaf p. 723; frittata p. 741; falafel p.521-2; crab cakes p.633; caprese salad p.101

***CHALLENGE RECIPE #3 DUE 11/2 ***

WK 9  11/3, 11/5  **QUIZ #3**  
**THEME – Doughs and baking, the magic of yeast**  
How making things from scratch we normally buy affects our budget, taste & nutrition  
Yeasted breads, sweetbreads, gluten-free alternatives  
- **READINGS:** Bittman, p.829-855; see reading list for additional readings  
- **RECIPES:** yeasted bread p.852 or variation; flatbread p.848; wontons p.102; socca p.116; ravioli p.544; muffins/scones (CUGL handout)

WK 10  11/10, 11/12  
**THEME – Soups and stocks, comfort foods**  
Appropriate foods for the weather  
Using all parts of foods for nutrition, sustainability & taste  
- **READINGS:** Bittman, p.121-2, 155-7; see reading list for additional readings  
- **RECIPES:** vegetable/chicken stock p.157-8; chicken soup p.128; lentil soup p. 138, fish chowder p.145; butternut squash chili (MPS handout)
WK 11  11/17, 11/19
THEME – Food & you, connecting community to eating is rarely without impact
Examine people and food at all points along the spectrum from farm to table
  • READINGS: see reading list
  • RECIPES: soba stir fry with tempeh p.555; real refried beans p.418; vegetable fritters p.99; classic lasagna p.533; shepherd’s pie (CUGL handout)

****STUDENTS SUBMIT TRADITIONAL/FAMILY RECIPES*** (EXTRA CREDIT)

***CHALLENGE RECIPE #4 DUE 11/23***

WK 12  11/24, 11/26  QUIZ #4, Due: Budgeting part 3
THEME – Seasonal celebrations
Holiday recipe sharing
  • READINGS: see reading list
  • RECIPES: student submitted recipes for class sharing

WK 13  12/2, 12/4
THEME – Student end of semester project presentations & cooking demos

WK 14  12/9, 12/11  FINAL REFLECTION
THEME – Field Trip to Cornercopia/Campus Club, A living relationship
  • READINGS: see reading list
  • GUESTS: Beth Jones & Courtney Tschida
EVALUATION CRITERIA

Attendance and Participation: Regular attendance is expected and critical to your success in this class. Students will receive participation credit both for being present and participating in discussions and food preparation. Attendance will be recorded for the 14 weeks. Each student is given one pass. All other absences must be approved by the instructor PRIOR to missing lab.

Home recipe blog assignments: Each week for 9 weeks students will be expected to cook one recipe of their own choosing from the required textbook.

GRADING CRITERIA FOR BLOGGED RECIPE HOMEWORK ASSIGNMENTS (6 pts):
Process photos (2-3): up to 2 pts
Recipe name, pg. number: 1 pt
Personal comments, reflection (required 4-5 sentences, no max limit): up to 3 pts
Points will be deducted, 1 pt per day the assignment is late.

Challenge assignments: 4 times throughout the semester, students will be challenged with a recipe to take home and modify with a given set of constraints (dietary adjustments, budgeting considerations, availability of ingredients etc). Students will be expected to complete each of the challenge recipes by their due date. Take at least 3 photos of the process and final product and upload to course blog. This will be submitted in place of your weekly blog post. Students will be expected to journal and reflect on their experience throughout the process and in particular to describe how they problem-solved issues and felt about the final product. They should be prepared to discuss these challenges in class as well.

Food budgeting & meal planning: Students in this class will document weekly food expenditures and develop shopping lists to support nutritionally balanced meals. Students will be given resources & online tools early in the semester to use to complete this assignment. Three sets of assignments will be due throughout the semester utilizing these different tools and asking students to reflect on the results of their work.

Final meal/recipe design and preparation: About half way through the semester students will be asked to choose a menu ‘theme’ (ethnic, gluten free, whole foods, vegetarian, etc) and begin to plan the execution of this menu including developing a shopping list, acquiring ingredients, preparing and serving the meal. The meal will need to be nutritionally adequate as well as aesthetically pleasing. Students will be expected to document this process with at least 5 photos and 2 paragraphs on the student blog, and to give a 5 minute presentation in class about this process.
GRADING BREAKDOWN

- **Attendance and participation:** 14 labs @ 5 pts per = 70
- **Reading content quizzes & final reflection:** 5 @ 10 points each = 50
- **Weekly cooking blog assignments:** 9 posts @ 6 points each = 54
- **Food budgeting & meal planning:** 3 parts @ 20 points each = 60
- **Challenge assignments:** 4 challenges @ 15 points each = 60
- **End of semester meal/project:** 50 points

**Total possible points:** 344

Assignment of final grades:
Grades of "A" through "F" will be assigned on the basis of percentage of points earned. In general, grades will be distributed as follows: "A"= 93-100%; "A-"= 90-92; "B+"= 87-89; "B"= 83-86; "B-"= 80-82; "C+"= 77-79; "C"= 73-76; "C-"= 70-72; "D+"= 67-69; "D"= 60-66; "F"= less than 60% of the total points. An “S” grade will be equivalent to a “C-”. The exact percentages of possible points required for each grade will be determined after all of the exams have been given and the marks for the entire class reviewed. The grades will not be curved.

**See policies below for further understanding of course expectations.**

COURSE POLICIES

Policy on Tests and Assignments:  All assignments will be due at the time and date stated in class. Exams will be given on the dates stated in class. Exams and assignments may be submitted late due to uncontrollable circumstances. Student is required to notify and discuss their circumstance with the instructor prior to missing the test or assignment. In these cases, documentation is expected.

**Exams:** Exams will include objective questions (short answer or multiple choice) and will also require explanation or analysis of the manner in which specific regulations would apply to certain products or situations. Exams must be completed during class. Make up exams will not be offered. If you have an illness or family emergency, contact the instructor and an alternative exam will be offered prior to the official exam time.

University of Minnesota Grading Policy Statement
A – Achievement that is outstanding relative to the level necessary to meet course requirements.
B – Achievement that is significantly above the level necessary to meet course requirements.
C – Achievement that meets the course requirements in every aspect.
D – Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S – Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the Instructor, but may be no lower than equivalent to a C-).
F (or N) – Represents failure (or no credit) and signifies that the work was either: 1) completed but at a level of achievement that is not worthy of credit; or 2) was not completed, and there was no agreement between the instructor and the student that the student would receive an “I” (see also I).
“I” – (Incomplete) Assigned at the discretion of the Instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. Requires a written agreement between the instructor and student.

**Student academic integrity and scholastic dishonesty**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action.

**The University Student Conduct Code** defines scholastic dishonesty as follows:

“Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.”

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course.

**Accommodations for Students with Disabilities**

Participants with special needs are strongly encouraged to talk to the instructor as soon as possible to gain maximum access to course information. All discussions will remain confidential. University policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services and their instructors to discuss their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612-626-1333 voice or TTY.

**Student Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [http://www.mentalhealth.umn.edu/](http://www.mentalhealth.umn.edu/).