

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

<b>College</b>	Lehman College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	DFN 210
<b>Course Title</b>	Practical Food and Nutrition (nutrition for non-majors)
<b>Department(s)</b>	Health Promotion and Nutrition Sciences
<b>Discipline</b>	Dietetics, Foods, and Nutrition
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	Basic facts and principles of human nutrition throughout the life course are presented. Study includes the physiological and psychological factors of food intake related to health as we age. Emphasis is placed on the practical application of nutrition related to understanding food group plans, the Dietary Guidelines, and food assistance programs.
<b>Special Features (e.g., linked courses)</b>	N/A
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

**current course**     revision of current course     a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	<p><input checked="" type="checkbox"/> <b>Individual and Society</b></p> <p><input type="checkbox"/> Scientific World</p>
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## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>  |

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze the historical development of one or more non-U.S. societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>   |

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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|--|--|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>   |

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

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|--|--|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>   |

#### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Students in this course will be introduced to the practical aspects of human nutrition throughout the semester. We will review each topic (e.g. carbohydrates) weekly and consider different perspectives on consumption in course readings and discussions. This will be part of the weekly readings and course discussions. An example for the above topic: on a weekly low-stakes quiz, students will be asked to describe the difference between low, moderate, and high carbohydrate diets, incorporating both critiques and trends to enrich their assessments. They will be required to cite sources and provide APA style references. The weekly quizzes are designed to synthesize information from different course materials.

- Gather, interpret, and assess information from a variety of sources and points of view.

In this course, students delve into the practical application of human nutrition principles, emphasizing the assessment of dietary choices in real-world settings. Through a semester-long scaffolded assignment, students engage in a multifaceted exploration of eating within their selected community. Initially, students embark on a comprehensive examination of local food options, paying particular attention to accessibility and affordability of nutrient-rich foods through cost analyses. Subsequently, students synthesize their findings into a detailed report, integrating personal observational data with content from the course materials and their own research. This stage requires the analytical evaluation of opportunities for healthy eating within their selected neighborhoods. By navigating through these sequential steps, students refine their ability to scrutinize evidence systematically, discerning nuanced arguments and insights to inform their analyses effectively.

- Evaluate evidence and arguments critically or analytically.

One of the main learning objectives of the course is that students will be able to "Make decisions concerning nutrient claims, separating fact from fallacy." To this end, students will be creating three evidence-based infographics throughout the semester on different topics. Creating these challenges students to develop well-reasoned arguments both visually and verbally. By synthesizing data and information into concise visual representations, students learn to distill complex concepts into clear, persuasive messages. Creating the infographics involves selecting relevant evidence, analyzing its significance, and effectively communicating findings to support conclusions. Through this assignment, students cultivate critical thinking skills as they evaluate the credibility and relevance of different sources. They learn to construct compelling viewpoints that are grounded in evidence, fostering the ability to articulate short, coherent arguments visually. By engaging in the creation of evidence-based infographics, students not only demonstrate their understanding of the subject matter but also hone their capacity to present convincing arguments supported by empirical data, aligning with the learning outcome of producing well-reasoned arguments using evidence.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

The two main goals for the course are that students learn the fundamental concepts of human nutrition and understand the ways in which individuals' nutritional status is impacted by social determinants of health, cultural preferences, and federal food policy. The relationship between individuals and society, which is moderated and mediated by different factors is the overarching goal of the course. The three exams will test students' knowledge of these relationships using multiple choice and short answer

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

questions.	
One of the main aspects of this course is food insecurity, affordability, and access given that the Bronx generally has poor access to healthy foods and myriad health crises (including but not limited to poor nutritional status and high rates of diet-related disease). Students in this course will understand the structural causes of health disparities and diet-related disease and how those manifest in Bronx-area communities. Students will be required to explore this in the scaffolded neighborhood eating assessment and through infographics they make and share with each other.	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
Students in this course will be exposed to various federal, state, and local policies that have impacted the New York City food system. Food justice and sovereignty (including climate policy and action) are examples of trends that will be explored. Systemic racism and paternalism are examples of ideologies that will be explored. Students will discuss the impact of these trends and ideologies during their in-class presentations of the Neighborhood Eating Assessment assignment. Students will be required to articulate at least one potential solution to address an eating or health issue pertinent in the neighborhood they choose.	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

Herbert Lehman College, City University of New York  
Department of Health Promotion and Nutrition Science

**DFN 210: Practical Food and Nutrition (nutrition for non-majors)  
(Fall 2024)**

Basic facts and principles of human nutrition throughout the life course are presented. Study includes the physiological and psychological factors of food intake related to health as we age. Emphasis is placed on the practical application of nutrition related to understanding food group plans, the Dietary Guidelines, and food assistance programs.

**Class:** Location (3)  
**Prerequisite:** None  
**Instructor:** **Kate G. Burt, PhD, RDN**  
**Office hours:** 11-1pm Tuesdays and by appointment  
**Office location:** 421A  
**Contact:** Katherine.burt@lehman.cuny.edu

**Learning objectives:**

1. Make decisions concerning nutrient claims, separating fact from fallacy
2. Recognize the consequences of overnutrition, under-nutrition, and malnutrition
3. Apply the concepts of nutrition in personal food selection
4. Recognize and advocate the principles of nutrition that promote health and prevent disease throughout the life cycle

**Course materials:**

This is a zero-cost textbook course. We are using two OER textbooks combined with other freely accessible videos, podcasts, and others supplementary materials. You do not have to purchase any additional materials for this course.

1. Callahan A, Leonard H, Powell T. (2020). [Nutrition: Science and Everyday Application](#), v. 1.0. ISBN: 978-1-63635-003-5
2. Green S, Shallal K. (2020). [Nutrition Essentials](#). Gessinger A (ed). Maricopa Community Colleges.

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## Schedule

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<b>Date and Location</b>	<b>Agenda Items</b>
Class 1	<p><b>Topic:</b> Unit 1: Designing a Healthy Diet</p> <p><b>Readings due:</b></p> <ul style="list-style-type: none"><li>• Introduction and Unit 1 in <a href="#">Nutrition: Science and Everyday Application</a></li><li>• Burt, KG. (2022). <a href="#">Perspective: Food and Identity</a> in Food Studies: Matter, Meaning, Movement.</li></ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"><li>• Chapter 2: Nutrition and Your Health in <a href="#">Nutrition Essentials</a></li></ul> <p><b>To do for next class:</b></p>
Class 2	<p><b>Topic:</b> Unit 2: Nutrition Science and Information Literacy</p> <p><b>Readings due:</b></p> <ul style="list-style-type: none"><li>• Unit 2 in <a href="#">Nutrition: Science and Everyday Application</a></li></ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"><li>• Chapter 5: Food for All in <a href="#">Nutrition Essentials</a></li></ul>
Class 3	<p><b>Topic:</b> Unit 3: Molecules of Life: Photosynthesis, Digestion, and Metabolism</p> <p><b>Readings due:</b></p> <ul style="list-style-type: none"><li>• Unit 3 in <a href="#">Nutrition: Science and Everyday Application</a></li></ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"><li>• Chapter 6: Essential Nutrients and Chapter 7: The Process of Digestion and Absorption in <a href="#">Nutrition Essentials</a></li></ul>
Class 4	<p><b>Topic:</b> Unit 4: Carbohydrates</p> <p><b>Readings due:</b></p> <ul style="list-style-type: none"><li>• Unit 4 in <a href="#">Nutrition: Science and Everyday Application</a></li></ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"><li>• Chapter 8: Carbohydrates in <a href="#">Nutrition Essentials</a></li></ul> <p><b>To do for next class:</b></p> <ol style="list-style-type: none"><li>1. Market Tour Assignment</li></ol>
Class 5	<p><b>Topic:</b> Unit 5: Lipids</p> <p><b>Assignments due:</b></p> <ul style="list-style-type: none"><li>• Market Tour Assignment</li></ul> <p><b>Readings due:</b></p> <ul style="list-style-type: none"><li>• Unit 5 in <a href="#">Nutrition: Science and Everyday Application</a></li></ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"><li>• Chapter 19: Lipids in <a href="#">Nutrition Essentials</a></li></ul>
Class 6	<p><b>Topic:</b> Unit 6: Protein</p>

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	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Unit 6 in <a href="#">Nutrition: Science and Everyday Application</a></li> </ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"> <li>Chapter 10: Protein in <a href="#">Nutrition Essentials</a></li> </ul>
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Class 7	<b>EXAM #1</b>
Class 8	<b>Topic:</b> Energy Balance and Body Inclusivity

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	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Unit 7 in <a href="#">Nutrition: Science and Everyday Application</a></li> </ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"> <li>Chapter 3: Energy Needs, Obesity, and Disordered Eating in <a href="#">Nutrition Essentials</a></li> </ul> <p><b>To do for next class:</b></p>
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Class 9	<b>Topic:</b> Vitamins and Minerals
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	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Units 8 &amp; 9 in <a href="#">Nutrition: Science and Everyday Application</a></li> </ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"> <li>Chapter 13: Antioxidants and Phytochemicals in <a href="#">Nutrition Essentials</a></li> <li>Chapter 15: Water and Electrolytes in <a href="#">Nutrition Essentials</a></li> </ul>
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Class 10	<b>Topic:</b> Nutrition and Physical Activity
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	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Unit 10 in <a href="#">Nutrition: Science and Everyday Application</a></li> <li>Review this <a href="#">NYC Toolkit</a> – We are going to examine page 30 in class for market tour assignment</li> </ul> <p><b>To do for next class:</b></p> <ol style="list-style-type: none"> <li>Part 2 of the Neighborhood Eating Assessment</li> </ol>
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Class 11	<b>Topic:</b> Diet Trends & Issues
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	<p><b>Assignment due:</b></p> <ol style="list-style-type: none"> <li>Part 2 of the Neighborhood Eating Assessment</li> </ol> <p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Chapter 4: Diet Trends and Surgical Weight Loss in <a href="#">Nutrition Essentials</a></li> <li>Chapter 11: Food Allergies in <a href="#">Nutrition Essentials</a></li> </ul>
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Class 12	<b>EXAM #2</b>
Class 13	<b>Topic:</b> Nutrition Throughout the Lifespan: Children and Adolescents

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	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Unit 11, sections through adolescence in <a href="#">Nutrition: Science and Everyday Application</a></li> </ul> <p><b>Recommended resources:</b></p> <ul style="list-style-type: none"> <li>Chapters 16-20 in <a href="#">Nutrition Essentials</a></li> </ul>
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Class 14	<b>Topic:</b> Nutrition Throughout the Lifespan: Adults and Older Adults
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**Readings due:**

- Chapter 21: Nutrition through the lifecycle: young adulthood -middle age in [Nutrition Essentials](#)
- Unit 11, older adults section in [Nutrition: Science and Everyday Application](#)

**Recommended Resources:**

Chapter 22: Nutrition Throughout the lifecycle: Older Adults in [Nutrition Essentials](#)

**To do for next class:**

Neighborhood eating assessment presentations

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Class 15

**Topic:** Neighborhood Eating Assessment Presentations

**Assignment due:**

- Neighborhood Eating Assessments

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DATE

**EXAM #3**

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### Grading

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Grade	Assignments
Neighborhood Eating Assessment (40% of grade)	<p>Due: 3 due dates + presentation</p> <p>You will be assessing the practical approach needed to eat healthy in your neighborhood. In the <b>first</b> part of the assignment, you will walk around a selected neighborhood (with defined perimeters) and take pictures of the food retail outlets in that area. You may take images of the stores themselves, availability of foods, their prices, etc. 5 specific pictures are required, please see the assignment for details. You will write up your findings. (15%)</p> <p>In the <b>second</b> part of the assignment, you are going to compare the cost of the healthy meal. Ideally, you would compare the cost of acquiring the ingredients for this meal from at least two different stores/markets in a single neighborhood. You will also assess the neighborhood for other healthy qualities (farmers markets, green spaces for physical activity (see NYC Toolkit). (10%)</p> <p>In the <b>third</b> part of the assignment, you will assess the opportunities for healthy eating in the selected neighborhood and consider the “healthfulness” of the neighborhood. In-class presentations will summarize your findings. (5% for written assignment, 10% for presentation).</p>
Infographics (30% - make 3 at 10% each)	<p>Due: As completed</p> <p>Throughout the semester, you are required to select 3 topics and create infographics to capture the important information you learn through reading and in class. These are graded on a pass/revise/fail basis. You will have the opportunity to revise and resubmit them for full credit. You must complete 3 for full credit.</p>
Exams (30% of grade)	<p>Due: As indicated</p> <p>You will complete 3 exams throughout the semester, each worth 10% of your grade.</p>

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## **Course Policies: Attendance, Assignments, and Integrity**

### **Attendance Policy**

You are expected to complete work on a weekly basis. If we are meeting synchronously online, cameras are required to be turned on. This policy improves engagement and deepens the course discussions.

### **Assignments Policy**

All assignments are subject to a 10% late penalty if submitted within 1 week of the due date. If submitting an assignment more than a week late, it is subject to a 25% penalty. Exceptions are only made if discussed in advance of the due date.

### **Academic Integrity**

Cheating in all its forms is prohibited. The work you submit is to be your own or properly cited according to the course policies above. If you are suspected of or caught cheating, which includes using AI (e.g., ChatGPT) to complete course assignments, there will be implications for your grade. The complete text (including definitions and explanations of 'cheating' and 'plagiarism') of the CUNY Academic Integrity Policy and the Lehman College procedure for implementing that policy can be found [here](#).

To ensure the highest level of academic integrity, all DFN students must take the Indiana University plagiarism tutorial and pass the certification test [here](#). You will need to register to get a certificate. Print out the certificate, fill it out, sign it and submit it on Blackboard. No written assignments will be accepted prior to your completion of this tutorial.