Syllabus

HNSC 7110: Exploring inclusivity, diversity, equity and accessibility (IDEA) in nutrition epidemiology

(Winter 2023)
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COURSE DETAILS

Updated December 16, 2022
Course Title & Number: HNSC 7110 Exploring inclusivity, diversity, equity and accessibility (IDEA) in dietary assessment for nutrition epidemiology

Number of Credit Hours: 3.0

Class Times & Days of Week: TBD with students

Location for classes/labs/tutorials: TBD (in person)

Pre-Requisites: Graduate student in Human Nutritional Sciences or IIS Program

Instructor Contact Information

Instructor(s) Name & Preferred Form of Address: Dr. Joyce Slater, RD, PhD

Office Location: 409 Human Ecology Building

Office Hours or Availability: After class (if brief) or make appointment by email

Office Phone No. (204) 330-5998

Email: Joyce.Slater@umanitoba.ca

Contact: If you need to contact me to discuss an issue related to the course syllabus, assignments, exams, or attendance, please:

- Use my regular UM email NOT UM LEARN
- UM policy states that all students must use their University of Manitoba email address for all correspondence
- Please put HNSC 7110 in the subject line
- Use professional language, and proper grammar and spelling
- I will endeavor to respond within 24 hours but it may be up to 48 hours

Course Description

U of M Course Calendar Description
A critical study of select topics in dietary assessment for nutrition epidemiology research relating to inclusivity, diversity, equity and accessibility (IDEA). Aspects of both theory and methods will be examined.

General Course Description

Class Format:
The class will be run as a Socratic Seminar, a “collaborative intellectual dialogue facilitated with open-ended questions about a text” (National Paideia Center: www.paideia.org). Students are
expected to attend classes and participate in discussions of the week’s readings. Participation includes: providing responses to the questions posed by the instructor and students; contributing questions and ideas to discussions; posing alternate viewpoints; and bringing other material/information (e.g. news articles, current events, material from other courses) into the discussions. Each student will be responsible for leading the discussion for at least one Seminar during the course.

### Course Learning Objectives

Upon completion of this course, students should be able to:

- Critically review historical assumptions (theoretical and methodological) around IDEA in dietary assessment and nutrition epidemiology.
- Critically review current literature in IDEA and health epidemiology with a focus on nutrition epidemiology and identify gaps.
- Discuss how IDEA principles can be incorporated into dietary assessment/nutrition epidemiology research.
- Demonstrate an understanding of these issues through discussion with course participants (students and leaders).

### Textbook, Readings, and Course Materials

Reading materials available here: [https://drive.google.com/drive/folders/1xLCsNk-fwQtzhvYWUd7QjXMqWrhbxFp?usp=sharing](https://drive.google.com/drive/folders/1xLCsNk-fwQtzhvYWUd7QjXMqWrhbxFp?usp=sharing)

List of materials in Course Schedule below.

### Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at [http://umanitoba.ca/copyright/](http://umanitoba.ca/copyright/) or contact [um_copyright@umanitoba.ca](mailto:um_copyright@umanitoba.ca).

### Course Technology

#### Recording Class Lectures:

Dr. Slater and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or photo/video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Dr. Slater. Course materials (paper and digital) are for the participant’s private study and research only.

The course will be delivered in person, unless participants are required to self-isolate; in this case classes will be delivered remotely.

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Expectations

I expect you to follow these policies around Class Communication, Attendance, Academic Integrity, etc. outlined below (can also refer to Section 2.5 ROASS).

Class Communication:
I will also be occasionally posting messages and additional information/materials on UM LEARN. Please check the site regularly. Submit all assignments on UM LEARN unless otherwise instructed.

Use your UM email address and my UM email address (NOT UM Learn) for class communication: University of Manitoba policy states that all students must use their University of Manitoba email address for all correspondence: http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html.

Attend class regularly:
Regular attendance is expected of all students in all courses, as is participation in class discussions and group assignments. If you have to miss a class, please notify the instructor as soon as possible by email. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations. A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.

Academic Integrity:
Each student in this course is expected to abide by the University of Manitoba Academic Integrity principles. Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious disciplinary action. Visit the Academic Calendar, Student Advocacy, and Academic Integrity web pages for more information and support.

Plagiarism and Cheating:
Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written...
material, and materials or information from Internet sources. To provide adequate and correct
documentation is not only an indication of academic honesty but is also a courtesy which enables the
reader to consult these sources with ease. Failure to provide appropriate citations constitutes
plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper
written in whole or in part by someone other than him/herself, or copies the answer or answers of
another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when
this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to
penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different
course. This is called “duplicate submission” and represents a form of cheating because course
requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing
with Academic Integrity matters.

Examinations: Personations
A student who arranges for another individual to undertake or write any nature of examination for and
on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to
discipline under the university’s Student Discipline Bylaw, which could lead to suspension or ex-pulsion
from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a
competitive or qualifying examination held at a university as an offence punishable by summary
conviction. Section 362 of the code provides:
Everyone who falsely, with intent to gain advantage for him/herself or some other person, personates a
candidate at a competitive or qualifying examination held under the authority of law or in connection
with a university, college or school or who knowingly avails him/herself of the results of such
personation is guilty of an offence punishable on summary conviction. 1953-54,c.51, s.347.
Both the personator and the individual who avails him/herself of the personation could be found guilty.
Summary conviction could result in a fine being levied or up to two years of imprisonment.
[1] University of Western Ontario, Academic Handbook, Issued 2009 03

Student Accessibility Services:
The University of Manitoba is committed to providing an accessible academic community. Students
Accessibility Services (SAS) offers academic accommodation supports and services such as note-taking,
interpreting, assistive technology and exam accommodations. Students who have, or think they may
have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to
contact SAS to arrange a confidential consultation.
Student Accessibility Services
520 University Centre
Phone: (204) 474-7423
Email: Student_accessibility@umanitoba.ca

You Can Expect Me To
I will treat you with respect and would appreciate the same courtesy in return. See Respectful Work and
Learning Environment Policy. I will also:
•  Respond in a timely manner to queries or requests to meet (within 24-48 hours).

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• Return graded assignments within two weeks of submission.
• Use a variety of teaching methods and relevant course materials to facilitate a stimulating learning environment.
• Be available for 10 minutes prior to and after the class time to discuss any brief questions or comments you may have.
• Meet with you to discuss a mark; however, If you disagree with a mark, please follow the Disagreement with a Mark Process:
  1. Send an email to the grader-marker (if there is no grader-marker, to the instructor), detailing where and why you feel you deserve more marks (i.e. how it was answered partly or fully correct).
  2. Make an appointment to go over the assignment in question. Bring the assignment with you.

CLASS SCHEDULE AND COURSE EVALUATION

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students, but such changes are subject to Section 2.8 of ROASS.

Class Schedule:

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>READINGS ETC. (items not linked below are found here)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender &amp; sex <a href="https://cihr-irsc.gc.ca/e/48642.html">https://cihr-irsc.gc.ca/e/48642.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equity, diversity and inclusion are foundational research skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conducting accessible research: including people with disabilities in public health, epidemiological and outcome studies</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>A comprehensive review on dietary assessment methods in epidemiological research</td>
<td>Reflection paper &amp; discussion 8%</td>
</tr>
<tr>
<td></td>
<td>Strengthening research that answers nutrition questions of public health importance: Leveraging the experience of the USDA Nutrition Evidence Systematic Review Team</td>
<td></td>
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<tr>
<td></td>
<td>Holding no-one back: The Nutrition Equity Framework in theory and practice</td>
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<tr>
<td></td>
<td>Does Canada’s new food guide address the needs of Indigenous communities? <a href="https://canadianfeedthechildren.ca/the-feed/canadas-food-guide-indigenous/">https://canadianfeedthechildren.ca/the-feed/canadas-food-guide-indigenous/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My Food Guide, their Food Guide: diversity and personalization in Canada’s national dietary guidelines</td>
<td></td>
</tr>
</tbody>
</table>

Updated December 16, 2022
| Date       | Event                                                                                           | Notes                                           |
|-----------|-------------------------------------------------------------------------------------------------|                                                |
| February 20 | The whiteness of the Mediterranean Diet: a historical, socio-political and dietary analysis using Critical Race Theory  
Transgender and gender diverse nutrition, food, and eating research: Our origin story  
The need for IDEA in nutrition research: [https://www.youtube.com/watch?v=TQiw3Ho3VQY](https://www.youtube.com/watch?v=TQiw3Ho3VQY)  
The need to incorporate diversity, equity and inclusion: reflections from a national initiative measuring fruit and vegetable intake | Reflection paper & discussion 8% |
| March 6    | Gender analysis of food items selection for food frequency questionnaire development  
Investigating sex differences in the accuracy of dietary assessment methods to measure energy intake in adults: a systematic review and meta-analysis  
Use of the Spectroscopy-based Veggie Meter to objectively assess fruit and vegetable intake in low-income adults  
Measurement of fruit and vegetable intake incorporating a diversity, equity and inclusion lens. Comment on Di Noia et al. | Reflection paper & discussion 8% |
| March 20   | EATright IDEA Hub: [https://www.eatrightpro.org/practice/practice-resources/diversity-and-inclusion](https://www.eatrightpro.org/practice/practice-resources/diversity-and-inclusion) | Discussion |
| April 3    | Student Presentations                                                                             | Paper outline presentation 10%                 |
| April 10   | Wrapping Up                                                                                      |                                                |
| April 19   | Final Paper due                                                                                  | Final Paper 50%                               |
Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Category</th>
<th>Percentage out of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>80-89.9</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>75-79.9</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>70-74.9</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>65-69.9</td>
</tr>
<tr>
<td>C</td>
<td>Adequate</td>
<td>60-64.9</td>
</tr>
<tr>
<td>D</td>
<td>Marginal</td>
<td>50-59.9</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0-49.9</td>
</tr>
</tbody>
</table>

Voluntary Withdrawal

The final day to drop the class and receive a 100% refund is **January 20, 2023** and the last day to voluntarily withdraw (VW) with no refund is **March 22, 2023**. Student who do not drop the course by the VW deadline will be assigned a final grade. Courses that are dropped after **January 20, 2023** will be recorded on official transcripts. Please refer to the Registrar’s Office web page for more information. [https://umanitoba.ca/registrar](https://umanitoba.ca/registrar)

**ASSIGNMENTS**

The weekly seminars will focus on the readings that are listed by each date. Students are responsible for completing the assigned readings in advance of the seminar, and for participating in seminar discussions. There are eight Socratic Seminars: two led by Dr. Slater; six led by students.

1. **(40%) Purposeful Reading and Writing Response**³ (8% per set of readings x 5): **2 pages total.**

Reading and writing critically are essential skills for graduate and future academic work. Engaging in purposeful reading and writing allows you to read, reflect and write about the readings assigned for each class. For each set of readings/chapers do the following:

   a. Read all articles/chapters assigned for the week (don’t wait until the night before class!). As you read, **annotate** the articles/chapters to highlight important points or areas which you don’t understand or have questions.

   b. Choose and describe the **three most important aspects of the readings** for you (concepts, issues, factual information, etc.), justifying your choices (i.e. don’t just summarize). **(One double-spaced page)**

   c. Identify one to two aspects of the readings that you don’t understand and briefly discuss why these confusing aspects interfered with your general understanding of the readings. You may find more than two confusing aspects, but only choose the two most important ones. **(Half double-spaced page)**

   d. Pose **two questions about the readings** (don’t need to cover all the readings) which go beyond the content, and are different from the areas of confusion in b. above. Be

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³ Adapted from Van Gyn, G. (2013). The little assignment with the big impact: Reading, writing, critical reflection and meaningful discussion. Faculty Focus: Higher Ed Teaching Strategies from Magna Publications.
sure to annotate the readings in the sections related to your questions. Questions must be at the Interpretive and Evaluative levels. State the level of your question. Consult the resource “Discussion Using Socratic Seminar Method” at the end of this syllabus for guidance on how to structure questions. *(Half double-spaced page)*

e. Also consult these sites for additional ideas:
   - [https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips](https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips)
   - [https://mcgraw.princeton.edu/node/1271](https://mcgraw.princeton.edu/node/1271)

f. You do not need title pages (just put your name/student# and date in a header).

g. Email a copy to Dr. Slater the day before class. Keep a copy to help you with the Seminar discussion.

2. *(10%) GROUP PROJECT (2 students): Final paper outline presentation.* Your group will present a 10-slide outline of their final paper. Feedback will be provided by the instructor. Slides should identify the main issue/problem to be addressed; present the main categories/points that will be discussed; any relevant sub-categories with points supporting the main categories/points. A draft conclusion may be added. **Tips for writing a research paper outline:** [https://libguides.usc.edu/c.php?g=235034&p=1561769](https://libguides.usc.edu/c.php?g=235034&p=1561769)

3. *(50%) GROUP PROJECT (2 students): Final paper on how IDEA principles can be incorporated into dietary assessment/nutrition epidemiology research.* Review existing literature (from this course and elsewhere) on IDEA principles in dietary assessment/nutrition epidemiology research. Look for theoretical and methodological literature. Discuss how IDEA principles can be incorporated into dietary assessment/nutrition epidemiology research. Identify gaps and areas for further investigation. Write a 3500 word (excluding references) paper on the above that could be submitted for publication (identify a journal). **DUE: APRIL 19, 2022.**

   **Tips for writing your final paper:** [https://library.royalroads.ca/writing-centre/how-write-graduate-level-essay](https://library.royalroads.ca/writing-centre/how-write-graduate-level-essay)

**NOTES ON ASSIGNMENTS:**

- Purposeful Reading and Writing submissions do not need to be referenced, and do not need title pages (just put your name/student# and date in a header).

**Referencing Style**

- Written assignments should be double-spaced and written in 12 point Times New Roman font with 1-inch margins.
- It is strongly recommended that you use an electronic referencing program such as Mendeley (see UM Libraries: [https://libguides.lib.umanitoba.ca/citationmanagers/mendeley](https://libguides.lib.umanitoba.ca/citationmanagers/mendeley))
Assignment Submission and Feedback

Electronic copies of assignments must be submitted by the beginning of class on the due date, through UM Learn.

You will receive both formative (i.e., comments) and summative (i.e., grade) feedback on assignments, electronically. I will strive to have feedback provided within two weeks of submission.

DISAGREEMENT WITH ASSIGNMENT MARK:
If you disagree with a mark on an assignment, and wish to discuss it, please follow this process:
1. Send an email to Dr. Slater detailing where and why you feel you deserve more marks (i.e. how it was answered or addressed partly or fully correct).
2. Make an appointment to go over the assignment in question. Bring the assignment with you.

Assignment Extension and Late Submission Policy
No extensions granted except in extraordinary circumstances. Late assignments (including those submitted after the beginning of class on the due date) will be penalized with a 10% (out of total possible marks) reduction in mark for each day late (including weekend days). You can also submit assignments early.

UNIVERSITY SUPPORT OFFICES & POLICIES

Instructors shall provide to every student the information on university support offices and policies in Schedule “A” within the first week of classes, either through a paper copy and/or via the university’s student information system (i.e., Aurora, UM Learn, or such other university information system as may be approved by the university from time to time).

Schedule “A”

Section (a) sample re: A list of academic supports available to Students, such as the Academic Learning Centre, Libraries, and other supports as may be appropriate:

Writing and Learning Support
The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: http://umanitoba.ca/student/academiclearning/

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

University of Manitoba Libraries (UML)

Updated December 16, 2022
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: [http://bit.ly/WcEbA1](http://bit.ly/WcEbA1) or name: [http://bit.ly/1tJ0bB4](http://bit.ly/1tJ0bB4). In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: [http://bit.ly/1sXe6RA](http://bit.ly/1sXe6RA). When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

Section (b) sample: re: A statement regarding mental health that includes referral information:

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

**Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. **Student Counselling Centre:** [http://umanitoba.ca/student/counselling/index.html](http://umanitoba.ca/student/counselling/index.html)

474 University Centre or S207 Medical Services  
(204) 474-8592

**Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.  

520 University Centre  
(204) 474-7423

**University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.  

**University Health Service** [http://umanitoba.ca/student/health/](http://umanitoba.ca/student/health/)  
104 University Centre, Fort Garry Campus  
(204) 474-8411 (Business hours or after hours/urgent calls)

**Health and Wellness**

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.  

**Health and Wellness Educator** [http://umanitoba.ca/student/health-wellness/welcome.html](http://umanitoba.ca/student/health-wellness/welcome.html)
Section (c) sample: re: A notice with respect to copyright:

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

Section (d) sample: re: A statement directing the student to University and Unit policies, procedures, and supplemental information available on-line:

Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The Academic Calendar http://umanitoba.ca/student/records/academiccalendar.html is one important source of information. View the sections University Policies and Procedures and General Academic Regulations.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information including appeal deadline dates and the appeal form http://umanitoba.ca/registrar/
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support http://umanitoba.ca/academicintegrity/ View the Student Academic Misconduct procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/230.html
Student Discipline
http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour
http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience Sexual Assault or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The Sexual Assault policy may be found at:
  http://umanitoba.ca/admin/governance/governing_documents/community/230.html
  More information and resources can be found by reviewing the Sexual Assault site
  http://umanitoba.ca/student/sexual-assault/

- For information about rights and responsibilities regarding Intellectual Property view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site
http://umanitoba.ca/faculties/

Contact an Academic Advisor within our faculty/college or school for questions about your academic program and regulations http://umanitoba.ca/academic-advisors/

Student Advocacy
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

http://umanitoba.ca/student/advocacy/

520 University Centre
204 474 7423
student_advocacy@umanitoba.ca
Discussion using Socratic Seminar Method

Socratic Discussion: a text-based discussion in which an individual sets their own interpretations of the text alongside those of other participants. The aim is a mutual search for a clearer, wider and deeper understanding of the ideas, issues, and values in the text. It is shared inquiry, not debate; there is no opponent save the perplexity all persons face when they try to understand something that is both difficult and important.

-Walter Parker, PhD, University of Washington

Goals of Socratic Discussion:
1. Analysis and clarification of the readings
2. Critique of the readings
3. Connect to other readings and broader issues

Instructions for Students:
1. Read and study the assigned readings using the Purposeful Reading and Writing approach in Assignment 1 above. The readings have been carefully selected to stimulate in-depth discussion on complex public health nutrition issues for which there are not always clear, straightforward answers.

2. Create and write down 4 questions on each assigned reading, at the Interpretive and Evaluative levels. Annotate parts of the readings that relate to your questions. Bring to class. Here are some questions to stimulate your thinking about the readings:
   - What puzzles me is...
   - I’d like to talk with other students about...
   - I think the big ideas are...
   - I’m confused about...
   - Don’t you think this is similar to...
   - Do you agree that the big ideas seem to be...

3. Listen to the introduction by the discussion leader and consider the discussion question(s) or issue(s) they raise.

4. Participate in the discussion of the readings by contributing your thoughts, ideas, and questions. Be respectful of others’ contributions. Try to move beyond simply repeating what is written in the text (see goals below).

5. Discuss the issues raised, keeping to the subject of the readings, attempting -- preferably in this order -- to analyze, criticize, and connect:
   a) Analyze the readings to gain a deeper understanding of difficult concepts, examples, the author’s position, and the author’s arguments.
   b) Criticize the readings, articulating and defending personal opinions about the adequacy of the author’s presentation and arguments.
   c) Connect the issues you have analyzed and critiqued to previous readings or assignments.

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in order to discern broader themes, similar concepts, and comparable or contrasting opinions.

6. As you participate, make good use of the text, at times calling attention to specific passages relevant to the issue at hand (you may have highlighted these). When working with such a passage, allow time for others in the class to locate it and then read it aloud.

7. Direct your discussion points to the other students, not the professor.

8. Take brief notes of points and examples that deepen your understanding; opinions that differ from your own; and arguments that you find helpful, convincing, or worth trying to refute. These notes may be useful when you want to contribute to discussion, when you formulate study questions for subsequent classes, or when you write papers. Do not, however, allow note-taking to cause you to lose the thread of the discussion.

Table 1. Literal, Interpretive and Evaluative Questions

<table>
<thead>
<tr>
<th>a. Literal Questions</th>
<th>b. Interpretive Questions</th>
<th>c. Evaluative Questions</th>
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<tbody>
<tr>
<td>Literal questions can be used at the very beginning of a Seminar to ensure comprehension of the text. These are questions that can be answered directly from the text. The answers are contained within the text and are stated clearly. Sample literal questions might ask for an important text detail, fact, or quote.</td>
<td>The core of the Socratic Seminar is devoted to considering interpretive questions. These are questions that ask students to interpret the text. They should be genuine questions - ones that you are also interested in. No single right answer exists, but arguments can be made to support different positions. Students need to make their points using passages from the text to answer these questions. Sample interpretive questions might ask for the values evidenced by the author within the text, or might ask students to choose the most important word/sentence/paragraph and describe why it is the most important.</td>
<td>Evaluative questions are sometimes used at the very end of a Seminar, to allow students to share their own positions and opinions. Answers to evaluative questions rely on student’s own experiences, not on the text itself. Students will not need to cite particular passages to answer these questions. Sample evaluative questions might ask for student opinions about the author’s position, or how the ideas in the text relate to their own lives.</td>
</tr>
</tbody>
</table>
Table 2. Sample questions

<table>
<thead>
<tr>
<th>Sample questions to serve as the key question or interpret the text:</th>
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<tbody>
<tr>
<td>What is the main idea or underlying value in the text?</td>
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<tr>
<td>What is the author’s purpose or perspective?</td>
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<tr>
<td>What does (a particular phrase) mean?</td>
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<tr>
<td>What might be a good title for the text?</td>
</tr>
<tr>
<td>What is the most important word/sentence/paragraph?</td>
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<tr>
<td>Sample questions to move the discussion along:</td>
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<tr>
<td>Who has a different perspective?</td>
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<tr>
<td>Who has not yet had a chance to speak?</td>
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<td>Where do you find evidence for that in the text?</td>
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<tr>
<td>Can you clarify what you mean by that?</td>
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<tr>
<td>How does that relate to what (someone else) said?</td>
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<tr>
<td>Is there something in the text that is unclear to you?</td>
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<tr>
<td>Has anyone changed their mind?</td>
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<tr>
<td>Did the Seminar increase your understanding of.....?</td>
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<tr>
<td>Did the Seminar leave you with more questions? What about?</td>
</tr>
<tr>
<td>Sample questions to bring the discussion back to students in closing:</td>
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<tr>
<td>How do the ideas in the text relate to our lives? What do they mean for us personally?</td>
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<tr>
<td>Why is this material important?</td>
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<tr>
<td>Is it right that....? Do you agree with the author?</td>
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<tr>
<td>Sample closure/debriefing questions:</td>
</tr>
<tr>
<td>Do you feel like you understand the text at a deeper level?</td>
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<tr>
<td>How was the process for us? Did we adhere to our norms?</td>
</tr>
<tr>
<td>Did you achieve your goals to participate?</td>
</tr>
<tr>
<td>What was one thing you think differently after the Seminar?</td>
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</tbody>
</table>

Adapted from:

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