



UNIVERSITY *of*
TASMANIA

School of Health Science

Faculty of Health

CXA100
FOOD STUDIES

Semester 2, 2016

Unit Outline

Ms Erin Jackson

Ms Sandra Murray

CONTACT DETAILS

Unit Co-Coordinator

Co-Coordinator: Ms Sandra Murray
Campus: Newnham campus, Launceston
Email: sandra.murray@utas.edu.au
Phone: (03) 6324 5493
Room location and number: C128
Consultation hours: Via email or as required

Co-Coordinator and Lecturer: Ms Erin Jackson
Campus: Newnham campus, Launceston
Email: erin.jackson@utas.edu.au
Phone: (03) 6324 5493
Room location and number: C128
Consultation hours: Via email or as required

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WHAT IS THE UNIT ABOUT?

Unit description*

This is a general nutrition unit which provides an overview of food and nutrition. It considers the influence of culture and ethnicity on food choice and explores the issues of food use from demographic, epidemiological and anthropological sources. It focuses on global and Australian food consumption trends as well as nutrition policy and health related issues. Students will explore contemporary issues in food production from a 'paddock to plate' perspective as well as food safety, food guidance systems and the relevance of food and nutrition throughout the life stages.

Learning in this unit will take place through a combination of pre-recorded lectures, face-to-face (and recorded) tutorials, on-line discussion using MyLO and readings.

Intended Learning Outcomes*

On completion of this unit, you will be able to:

1. Demonstrate and apply knowledge of historical, biological and social aspects of food and human nutrition including the:
 - Evolution of human nutrition
 - Cultural and social influences of food use and choice on health
 - Relationships between nutritional factors and the development of chronic conditions.
2. Identify and analyze emerging contemporary issues and trends associated with:
 - The development and sustainability of our food supply system and its relationship to health, nutrition, global food production, distribution and consumption
 - The relationships between the environmental, agricultural, economic, health, social and political factors that affect the provision of food.
3. Interpret food and nutrition information to make recommendations (based on evidence) to help the consumer.
4. Communicate in writing and through electronic media to different audiences (e.g. lecturer, peers).

Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback*

No alternations have been made to CXA100 Food Studies for Semester 2 2016.

Prior knowledge &/or skills

HSC Science, healthy studies, food studies or education studies within a relevant speciality. This unit is a prerequisite for CXA214 Community and Public Health Nutrition

HOW WILL I BE ASSESSED?*

Assessment schedule*

Assessment task	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1: Online examination (2 X 7.5% quizzes)	05/08/2016 16/09/2016	15%	1, 2, 3
Assessment Task 2: Food label assignment	26/08/2016	20%	2, 3
Assessment Task 3: Essay	07/10/2016	25%	1-4
Assessment Task 4: Final Examination – 2 hrs	Examination week	40%	1-4

Assessment details*

Assessment task 1 – Online Quizzes

Online examination (2 X 7.5% quizzes)	There will be 2 online quizzes throughout semester. Each quiz will comprise of 15 multiple choice questions which cover those topics already covered in lectures. You will be able to access each quiz using MyLO on the designated dates below.
Assessment criteria	Mark out of 15% (each quiz is worth 7.5%). Instructions will be provided on MyLO.
Links to unit's intended learning outcomes	1, 2, 3
Task length	You will be provided with 1 attempt for a period of 20 minutes
Date due	QUIZ 1 - Week 4 Mon 1 August – Fri 5 August QUIZ 2 - Week 9 Mon 12 September – Fri 16 September

Assessment task 2 – Food Label Assignment

<p>Developing a health promotion project plan</p>	<p>You are required to review 4 food labels using the below questions as a guide. Select 4 products that represent the Australian Guide To Healthy Eating (AGTHE) – each label must come from 4 out of 5 of the core food groups</p>
<p>Assessment criteria</p>	<p>Mark out of 25%</p> <p>You are expected to answer the following:</p> <ol style="list-style-type: none"> 1. <u>Describe</u> which core food group the product belongs to and how many serves are recommended from this group. 2. <u>Record</u> all the food nutrients and warnings from the food label and review the food label against the Food Standards Australia and New Zealand (FSANZ) label requirements. <ul style="list-style-type: none"> - Nutritional information from the label (per 100g) - Serving size - Information on storage/ use by date - Nutrient claims <p>If you pick fresh fruits and vegetables without a nutrition information panel you may use the following on-line database to help you - NUTTAB 2010 http://www.foodstandards.gov.au/.</p> 3. <u>Calculate the percentages of macronutrients</u> (carbohydrate, fat, protein) in each label, including workings of your calculations, and discuss your results. <ul style="list-style-type: none"> - According to the label this food contains X% of energy from carbohydrate, protein, fat etc. (do the calculations, tip: 1g of carbohydrate provides 17kJ). 4. For each food label <u>discuss 2 major health attributes or potential health detriments</u> of each food and / or its nutrients. If the food is detrimental to health, then you can choose 2 detriments and discuss these factors. <ul style="list-style-type: none"> - This information will not be on the label. You must <u>review the literature</u> to find out additional information. Look 'beyond' the label. - What else does the food provide or not provide in terms of health. - For example, “this food is a major source of X nutrient” (e.g. bread – glycaemic index, fibre) - Discuss <u>the most important</u> attributes/detriments.

	5. Use relevant literature including peer reviewed journal articles and websites, grey literature and government documents for your rationale and justification. Use appropriate references throughout.
Links to unit's intended learning outcomes	2, 3
Task length	2000 words (+/-10%) maximum (approx. 500 words per food label)
Date due	Week 7 Friday 26 th August at 5pm (submit via MyLO dropbox)

Assessment task 3 – Essay – Food Security and Food Systems

Developing a health promotion project plan	<p>Your task in this essay is to draw on the knowledge and understandings gained in this unit by discussing ONE of the topics listed below paying close attention to the Intended Learning Outcomes for this unit and the weekly topics discussed during semester. There are numerous aspects to each of these topics that could form the basis for your essay and you are encouraged to select ONE topic that is of professional and/or personal interest to you.</p> <p>This type of essay is a research paper and requires you to discuss a subject in depth. It also must cite credible sources that can support the information that you present. Therefore, students will need to use a range of sources to research their topic that are evidence-based. These include journal articles from the library databases and website. There are a number of steps that are necessary before you begin to write.</p> <p>First choose your topic</p> <p>Next choose an aspect of the topic that is broad, but specific enough so that you can cover the topic sufficiently and it also gives you enough room to write.</p> <p>Begin conducting the research and organizing it in a way that makes sense to you. This way you have all of the resource information so you can add it to a reference page later on.</p> <p>After you have gathered a fair amount of sources you can begin writing the paper.</p>
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	The body of the paper gives the context of your research. Start by using the essay template provided on MyLO as this will help you to structure your essay correctly.
Assessment criteria	<p>Mark out of 25%</p> <p>You should include the following in your essay:</p> <ol style="list-style-type: none"> 1. Introduction: begin with a brief introduction of the topic you have chosen and end with an overview of the way your essay content will be structured. 2. Body: present the results of your research findings. 3. Conclusion: summarise your key findings and link back to your introduction. In this section you should restate your initial topic and the aspect you focused your essay on. It should not be done with exactly the same wording, but it should include the basics of what the paper discussed. No new information should be introduced in this section. In this section you can state where a person could go for further reading. This will allow the interested party a more complete look at the subject. <p>Finally, make sure that you look at the paper with a critical eye and discuss the positives and negatives of the research you have completed for your essay.</p> <p>References must be cited in-text throughout your essay, as well as listed on a reference page at the end of your essay. Harvard style of referencing is preferred for Health Science and Exercise Science Students. Other students may use the reference style relevant to their specialty.</p> <p>Additional Information:</p> <ul style="list-style-type: none"> • Subheadings can be used to improve readability • The word count for the assignment must be provided on the Assignment Submission Sheet. • Must be in 12point font, double line spaced, with 3 cm margins on all sides. • All tables and figures presented in the assignment must have a number and title, refer to the source, and be referred to in the text of the assignment.
Links to unit's intended learning outcomes	1-4
Task length	1500 words (+/-10%) maximum
Date due	Week 12 Friday 7 th October at 5pm (submit via MyLO dropbox)

Final Exam

End of semester exam	This exam will consist of short and long answer questions and will be conducted during the university exam schedule. Exam questions will include content from lecture materials and MyLO discussion forum.
Assessment criteria	Marks will be awarded for each question
Links to unit's intended learning outcomes	1-4
Duration	2 hrs
Date	The final exam is conducted by the Student Centre in the formal examination period. See the Examinations and Results page on the University's website, or access your personal exams timetable by logging into the eStudent Centre - Personal Exams Timetable for specific date, time and location closer to the examination period.

How your final result is determined*

To be awarded a passing grade the following criteria must be met:

- Students must have attempted all assessment items listed in the assessment section of this unit outline
- Students must have achieved a minimum of 50% on assessment 4 (the final exam) or pass at the discretion of the Unit Coordinator.
- Students must have achieved a minimum aggregate mark of 50%.
- If a student fails an assessment task, you may, at the discretion of the Unit Coordinator, be asked to resubmit. Resubmissions may be awarded either a pass (50%) or fail only and must be resubmitted within 7 days.

Submission of assignments*

Assignments are to be submitted via 'Assignments' in MyLO before 5pm on the due date. Each assignment should be accompanied with a declaration "that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others, and that you have read the University statement" at the start of

the assignment. It is not mandated for a separate cover page to be submitted with the assignment as the student details will be recorded in 'Assignments' automatically as the assignment is uploaded. Results for assessments will be released to students no later than four weeks after the due date for that assessment.

Requests for extensions

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

Penalties*

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

Failure to complete an online assessment by the close of release dates may result in late penalties at the discretion of the unit co-ordinator.

Review of results and appeals

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning internal assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

Refer to the University website on policy and procedures regarding a review of assessment or an appeal. <http://www.utas.edu.au/registrar/student-complaints/faqs>

Academic referencing*

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is Harvard or APA.

The [University library provides information on presentation of assignments, including referencing styles](#) and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty module in your unit MyLO site of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the [Plagiarism and Academic Integrity](#) page on the University web site or the Academic Honesty module in your unit MyLO site.

Academic misconduct*

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that

range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in [Ordinance 9: Student Discipline](#) – Part 3 Academic Misconduct.

In addition to plagiarism, responsible and ethical conduct of research requires that all researchers have confidence in research undertaken and reported to peers. The falsification and fabrication of data are inconsistent with academic integrity.

Falsification of data refers to the selective modification of data collected in the conduct of experimental research, or the misrepresentation of processes or uncertainty during statistical analysis of the data. Falsification may also involve the selective omission, deletion, or suppression of data inconsistent with the research objectives.

Fabrication of data. This refers to the creation of records of research for which there is no basis in fact, with the intent to mislead or deceive. Please note that whilst ‘copying a colleague’s assignment and using it as your own’ is one form of plagiarism, there are numerous other forms. These include, cutting and pasting from articles found on the world wide web or from websites, or copying verbatim from articles/web pages (or paraphrasing same) without due reference to or indicating (by italics and/or indenting text) the fact that you are directly quoting another person’s work. Again, **when in doubt consult your unit coordinator, lecturer or tutor.**

Self-copying/Re-submission of assessment. It is inappropriate to copy your own work, in part or in whole, and submit it for assessment in more than one Unit of study at this, or another, University. Unless otherwise approved, all assessment tasks undertaken in a unit must be done within the enrolment period.

Group work. It is important that all group members make appropriate contributions to the required task. Copying from others, or contributing less, little or nothing to a group assignment and then claiming an equal share of the marks is not appropriate. When working as a member of a group or team, it is important to keep records of your own work. Even though you may have group discussions and work together – always write your own notes, and keep records what of you have personally contributed to any group assessment product/s.

Collusion. Protect your academic work. The intentional sharing of your work potentially allows others to copy your work and cheat and gain an academic

advantage. **In these circumstances, both YOU and the person that copied your work may be subject to allegations of academic misconduct.**

You are not permitted to collude during any summative online assessments – you must submit your own work in all online and written assessment tasks that contribute to your final marks in the unit.

WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website. If something is not working as it should, [contact the Service Desk](#) (Service.Desk@utas.edu.au, phone 6226 1818), or [Request IT Help Online](#).

Course Specific Technical Assistance

If you are having trouble accessing course content and assignment drop boxes, contact your unit coordinator. The School of Health Sciences also employs a number of Educational Technologists who may be able to help you.

Email: SNM.Support@utas.edu.au

Resources

Recommended reading

You will need the following text which can be purchased or is available in the reserve section of the University library:

Wahlqvist, M. 2011, Food and Nutrition – Food and Health Systems in Australia and New Zealand. 3rd edition, Allen & Unwin, Sydney

Optional readings

The below books are available on reserve in the University library. Other recommended reading will be made available on MyLO during semester.

Bryant, C et al, 2003, The Cultural Feast - An Introduction to Food and Society, 2nd Edition, Thomson Wadsworth, Canada

Germov, J & Williams, L. 2008, Sociology of Food and Nutrition: The Social Appetite. 3rd Edition. Victoria, Oxford University Press

Lawrence, G., Lyons, K., Wallinton, T., 2011, Food Security, Nutrition and Sustainability. EarthScan, London (e-book reader)

Sizer, F & Whitney, E. 2011, Nutrition Concepts and Controversies 12th Edition, USA, Wadsworth

Whitney, E & Rolfes, S. 2011, Understanding Nutrition. Australian and New Zealand Edition. Australia, Cengage Learning Australia

Equipment, materials, software, accounts

Computer hardware, software & digital media

If you are a student in any one of the courses offered by the School of Health Sciences you are able to use the Faculty of Health computer facilities which are located in Doo1 during times when it is not being used for tutorials. You will need a swipe card to access the room. Contact the School of Health Sciences Reception area for details.

You should also have access to the central computer facilities available in the library, cafeteria, student centre and learning hub areas. Computing resources on campus are limited.

Unit-specific software

For MyLO

To access MyLO from your own computer you will need suitable hardware and software. Check the resources at UConnect: <http://uconnect.utas.edu.au> for further information regarding hardware, software and browser set-up requirements.

Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements*

This unit is delivered at Newnham campus with face-to-face tutorials and pre-recorded lectures, supported by a dedicated MyLO site.

Pre-recorded lectures

These will be available on MyLO each week by **Thursday** morning for that week's tutorial.

You will be responsible for viewing the lecture and reviewing the reading materials each week **PRIOR** to attending the tutorial.

Face-to-face tutorials

A tutorial will be held each week, commencing in week 1. Tutorials will be recorded and made available on MyLO for online students. These tutorials will run for 2 hours on **Thursdays from 2-4pm** and will include a summary of that week's content and practical tasks relating to the content. There will also be opportunity to discuss assessment tasks within these tutorials.

Online discussion forum for distance students

For students studying this unit by distance you can participate in the tutorial environment either by listening to the recorded tutorial and/or participating in the online discussion which will follow the tutorials for that week. The online discussion will reflect the content from the tutorial.

Specific attendance/performance requirements*

As this unit is offered both online and face-to-face attendance at tutorials is not compulsory.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's [Work Health and Safety website](#) and policy.

Unit specific WHS information is available in the Work Health and Safety module on the Unit MyLO site.

Communication

Communication mechanism for students

The School of Health Sciences is committed to meeting students' needs as far as circumstances reasonably allow. The School of Health Sciences uses email as a primary communication tool - students are expected to check their UTAS email at least once a week to receive all communications.

Students should follow the three steps outlined below when concerns over their academic progress or personal issues that impact on study occur:

1. In the first instance, the Unit Coordinator is to be contacted.
2. Concerns that cannot be managed by the Unit Coordinator are normally referred to the Program Chair (Health Sciences).
3. Concerns that cannot be resolved through the first two steps will be referred to the Associate Head (Learning and Teaching) or the Head of School.

Student communication and Support Plan

The School of Health Sciences Student Communication and Support Plan (SCSP) provides a case management approach for the development of academic and pastoral support for students who have been identified as being at risk. The SCSP aims to

assist students to succeed in their course of study by developing academic study skills and maintaining wellbeing. For international students identified as being at risk, development of an SCSP forms part of the ESOS legislation for monitoring student progression and implementing a support plan for these students. Students who are identified as being academically at risk will be contacted and placed on a student communication and support plan.

Unit and Teaching feedback

The University of Tasmania, on a regular basis, evaluates its teaching and learning environment through eValuate. You will receive an email requesting you to complete an online unit feedback form at the end of the semester for this unit. You may also receive an email requesting your feedback for specific teaching staff. Teaching staff typically evaluate their teaching according to their performance management requirements.

You are strongly encouraged to complete these online forms to enable the University of Tasmania to continue to improve its learning and teaching.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including [Student Learning Support](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the [Library](#), [visit their website](#) for more information.

Unit schedule

WEEK	DATE	LECTURE TOPIC	ACTIVITY DURING FACE TO FACE SESSION	READINGS	LECTURER
1	Thursday 14/07/2016	Unit overview. Introduction to human nutrition.	Discuss Unit outline. Practical – the importance of referencing	Chap. 1, 2 & 3 – Wahlqvist 2011. Additional – see MyLO	Sandy Murray Erin Jackson
2	Thursday 21/07/2016	Nutrition, dietary guidelines and topical diets. Food intake measurement.	Practical session on the Australian Guide to Healthy Eating Intro to assessment task 2	Chap. 41, 42 & 44 – Wahlqvist 2011 Additional – see MyLO	Erin Jackson
3	Thursday 28/07/2016	Biology of food and food composition.	Practical session on food biology and composition	Chap. 14 to 21 - Wahlqvist 2011	Erin Jackson
4	Thursday 04/08/2016	Food labelling & food safety.	Practical session on how to read food labels Assessment 1 - quiz 1 due Fri 5 Aug 2016.	MyLO readings Chap. 9 & 10 - Wahlqvist 2011	Erin Jackson
5	Thursday 11/08/2016	Social approaches to understanding food, eating and nutrition.	Practical session on the social influences of nutrition	Chap. 3 – Wahlqvist 2011 Additional – see MyLO	Erin Jackson
6	Thursday 18/08/2016	Food security and nutrition with vulnerable and disadvantaged groups	Practical session on food security in at-risk groups	Chap. 4 & 7-Wahlqvist 2011 Additional – see MyLO	Erin Jackson
7	Thursday 25/08/2016	Food security and global issues in health & nutrition	Practical session on global issues in nutrition Assessment 2 - due Fri 26 Aug	Chap. 5 -Wahlqvist 2011 Additional – see MyLO	Erin Jackson
Mid-semester break (29 August-4 September)					
8	Thursday 8/09/2016	Food supply – emerging developments in food production	Practical session on food supply Intro to assessment task 3.	Chap. 6 & 8 -Wahlqvist 2011 Additional – see MyLO	Erin Jackson
9	Thursday 15/09/2016	Food supply – food and the environment	Practical session on food supply Assessment 1 - quiz 2 due Fri 16 Sep	Chap. 6 -Wahlqvist 2011 Additional – see MyLO	Erin Jackson
10	Thursday 22/09/2016	Food supply – retail stores, supermarkets and marketing food supply and consumption	Practical session on food supply	Chap. 6 -Wahlqvist 2011 Additional – see MyLO	Erin Jackson
11	Thursday 29/09/2016	Food, nutrition and disease	Practical session on nutrition and disease	Chap. 29 to 37 - Wahlqvist 2011 Additional – see MyLO	Erin Jackson
12	Thursday 06/10/2016	Nutrition for different life-stages	RECORDED TUTORIAL – no face-to-face tutorial due to Launceston Show Day Assessment 3 - due Fri 7 Oct	Chap. 22 to 27 - Wahlqvist 2011 Additional – see MyLO	Erin Jackson
13	Thursday 13/10/2016	Exam revision	Exam revision	Se Additional – see MyLO e MYLO	Erin Jackson



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Title:	CXA100 - Food Studies
Source:	http://www.utas.edu.au/health/community/open-health/uni-view/resources/courses/health-science/cxa-100-food-studies
Author:	Erin Jackson and Sandra Murray