Module II Assignment #3

In-depth analysis of current strategies used to address nutrient deficiencies in developing nations (15% of total grade).

**Students will learn about specific strategies currently used to address nutrient deficiencies.**

1. Ready to use therapeutic foods (RUTF) + Lipid based nutrient supplements (LNS)
2. Sustainable approaches + Water and sanitation: purification strategies and implications on malnutrition
3. Genetic modification for nutrient enhancement
4. Home Fortification
5. Wheat-soy blend (WSB) and corn-soy blend (CSB)

**Students will be divided into groups of 3, depending on their topic of interest. Each group will have to facilitate 1 full class (roughly 25 minutes each). This class should include the following:**

* + - * Class agenda (provided at the beginning of class)
			* 1 relevant reading provided beforehand (brief; 2 days in advance)
			* Visual aid + engaging activity
			* Handout with key points, relevant definitions (optional)
			* Information from reliable web pages or peer reviewed journal articles
			* References and citations APA style (PowerPoint and handout)

**Each group should include the following about their product when applicable.**

1. Discuss the importance of social and cultural dimensions in regions where this product is consumed and/or distributed.
2. Describe your product in detail: ingredients, bioavailability of nutrients, regulations. How can this product be improved? (Reliable source)
3. Has this product been beneficial for a specific or several regions? (Reliable source)
4. Discuss political, economic and ethical concerns related to this product.

Module II - Assignment 3 Grading Rubric

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| **Components** | **3 - Sophisticated** | **2 - Competent** | **1 - Not yet Competent** |
| **Group evaluation** |
| *Teambuilding*  | Team has energy and enthusiasm, each member has a clear role  | Team has energy, but roles are undefined | Team has no cohesion  |
| Organization | Clear agenda stated at the beginning of class. Overall clear, logical, organized, and within time guidelines. | Overall generally clear and well organized. A few minor points may be confusing. Class agenda was not clear. | Overall difficult to follow and understand. Pacing was too fast or too slow. Did not provide any agenda. |
| Use of Communication Aids/PowerPoint | Communication aids/PowerPoint enhances presentation. * The font on the visuals is readable.
* Effective slides with coherent and logical progression, covers all key points
* Details are minimized so that main points stand out.
 | Communication aids contribute to the quality of the presentation.* Font size is mostly readable
* For the most part slides are helpful understanding the speaker
* Some material is not supported by visual aids.
 | Communication aids are poorly prepared or used inappropriately.* Font size is too small to read
* Too much information is included in each slide
* Details or some unimportant information is highlighted, and may confuse the audience.
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| Resources | Reading is relevant to topic and was provided beforehand. Reliable and relevant references provided. | Reading is not entirely relevant OR was not provided 2 days in advance. References provided, some from unreliable sources. | Reading was not relevant and was not provided ahead of time. No references provided. |
| Group response | Generated opportunities for meaningful discussion by providing questions and/or materials. Successful engaging activity. | Generated opportunities for discussion, which at times deviated from main topic. Engaging activity off-topic. | Did not provide opportunities for discussion amongst the class. No engaging activity. |
| **Individual evaluation** |
| Style (individual) | It is not a reading of a paper. Speakers are comfortable in front of the group and can be heard by all. | Presenters seem slightly uncomfortable at times, and audience occasionally has trouble hearing them. Reading off of paper at times. | Presenters seem uncomfortable and can be heard only if listener is very attentive. Most of the information is read. |
| **Components** | **5 to 6 - Sophisticated** | **3 to 4 - Competent** | **1 to 2 - Not yet Competent** |
| Content/Individual comprehension | The student shows a thorough understanding of topic.  | The student shows a good understanding of the topic. | The student does not seem to understand the topic very well. |