

THE UNIVERSITY OF BRITISH COLUMBIA
FNH 200 - EXPLORING OUR FOOD

Team Poster Project Guideline

Due Date: March 25, 2011

The objectives of the team project are to enable students to delve deeper into a specific area of interest and to relate it to the topics explored in this course, and to provide experience in teamwork.

Each team will select a food commodity or an aspect of food science and technology that is of interest to the team. Interactions among team members leading to selection of the topic and development of the project can be initiated by electronic communication through the Vista Discussion tool. In this way, your teaching assistant and instructor may also monitor your progress and provide guidance to you.

You must have your project topic approved by **February 28, 2011**, but you are strongly encouraged to select a topic as soon as possible, since no more than two groups will be allowed to select the same topic for their project.

The poster presentation should be in the form of a presentation board(s), no larger than 100 cm in width and 150 cm in height. The poster can contain flow diagrams, examples of product labels, and other visual props, but must also include sufficient written commentary to ensure that the poster information is self-explanatory.

The poster must be submitted by Friday, March 25, 2011 at 1:30 pm. A penalty of 10% per day will be assessed for each day beyond the stated deadline.

The **posters** will be set up on Friday, March 25 and left on display during the week of March 28. The exact location of the display will be confirmed by mid-March. Groups should be prepared to provide explanations or answer questions from their Teaching Assistants about their **posters** during our regularly scheduled class times on **March 28 and 30**. You should also visit and view posters from other teams, and cast your vote on the poster that you LIKE the most along with your justification. There will be questions on the final exam related to the posters.

What will your teaching assistants and instructor look for in evaluating your group project (worth 15% of your total mark for this course)?

- Content (60%)
- Presentation (20%)
- Team Work Participation (15%) - Individual mark to be evaluated by teammates
- "Likeness" (5%) to be voted by all students

Suggested Poster Topics:

Again, the objectives of the team project are to enable students to delve deeper into a specific area of interest and to relate it to the topics explored in this course, and to provide experience in teamwork.

Each team should first explore food commodities or food topics that interest the whole team first. These include, but not are limited to:

- Allergy
- Breakfast cereal
- Chocolate
- Diet carbonated beverage
- *Escherichia coli*
- Freezing
- Gum
- HACCP
- Ice-cream
- Jerky
- Kimchi
- *Etc.*

Then, you can relate it to topics explored in FNH 200. Using chocolate as an example:

- Low fat chocolate (Lesson 3)
- Canadian and International chocolate standards (Lesson 4)
- Preservation of chocolate (Lessons 5 to 11)
- Foodborne diseases related to chocolate (Lesson 12)
- Functional chocolate (Lesson 13)
- Storage and packaging requirements of chocolate

There are hundreds of possible topics. However, in general, nutrition related topics are discouraged as they can be explored in other FNH courses. Please consult your teaching assistants before you finalize your topic.

Also, no more than two teams will be allowed to select the same topic for their project.

Evaluation:

What will your teaching assistants and instructor look for in evaluating your group project (worth 15% of your total mark for this course)?

- Content (60%)
- Presentation (20%)
- Team Work Participation (15%) - Individual mark to be evaluated by teammates
- “Likeness” (5%) to be voted by all students

The following rubrics will be used by your instructors, teaching assistants, teammates and classmates to evaluate your poster. These rubrics will be fine-tuned in consultancy with your teaching assistants near the end of the term to better reflect the performances of the whole class.

Content (60%):

Criteria	Excellent	Good	Adequate	Marginal	Are you sure you are submitting this?
Introduction	Posed thoughtful, creative questions that contribute to knowledge in a specific area		Posed focused questions that yield relevant information in a specific area.		Relied on teacher-generated questions or posed questions with little creativity
Organization	Information is very organized with well constructed paragraphs content follows a logical sequence which adds clarity to reader	Information is organized with well constructed paragraphs content flows nicely to add clarity to reader	Information is generally organized with only 1 or 2 problems separate ideas discussed in separate paragraphs content is generally clear to reader	2 or 3 problems with organization of information separate ideas are not discussed in separate paragraphs reader must reread at times for clarity	Information is disorganized gaps in content leave reader confused
Quality of Information	Information clearly relates to questions posed in the introduction 3 or 4 unique, creative supporting details and/or examples are used which add interest to reader	Information clearly relates to questions posed in the introduction 1 or 2 supporting details and/or examples are used to add interest	information clearly relates to the questions posed in the introduction 1 supporting detail and/or example provided	Information is not entirely related to questions posed in introduction no supporting details and/or examples provided	Information has little to do with the questions posed in the introduction no supporting details and/or examples provided

Graphics	Diagrams and illustrations are neat, accurate and clearly relate to the questions posed in the introduction they provide additional insight to the content	Diagrams and illustrations are accurate and clearly relate to the questions posed in the introduction they add interest to the content	Diagrams and illustrations are accurate and are related to the questions posed in the introduction	Diagrams and illustrations where present are neither neat nor entirely accurate they don't add much to the content	Diagrams and illustrations where present are neither neat nor accurate; and they don't appear to relate to the questions posed in the introduction
Summary	Highlights important information conclusions are logical and reasonable and clearly relate to the questions posed in the introduction	Highlights important information conclusions are reasonable and clearly relate to the questions posed in the introduction	Important points indicated conclusions are reasonable and relate to the questions posed in the introduction	Not all of the important points are identified there are some gaps in logic relating conclusions to the questions posed in the introduction	Important points not identified conclusion does not relate to questions posed in the introduction
Punctuation, Capitalization & Spelling	There are no grammatical, spelling or punctuation errors	There are 1 or 2 minor grammatical, spelling or punctuation errors	There are 3 or 4 minor errors in punctuation, grammar and/or spelling which do not break the flow for the reader	There are 1 or 2 major errors in punctuation, grammar and/or spelling which do interrupt the flow for the reader	There are a number of major errors in punctuation, grammar and/or spelling which make it difficult to read
Sources	All sources are accurately documented and in the desired format 3 or more sources were used	All sources are accurately documented and in the desired format 2 or 3 sources were used	All sources are accurately documented Only 1 or 2 sources were used	Attempt to document source used is not completely accurate Only 1 source was used	source used is not documented only 1 source was used

Rubric adapted from:

Regina Public Schools: <http://assessment.rbe.sk.ca/Rubrics/index.html>

Presentation (20%):

	Excellent	Good	Adequate	Are you sure you are submitting this?
Organization	Defined sections Clear headings Flows nicely to assist the reader without help Finished product	All present but unclear Must reread for clarity Some evidence of refinement	No heading, but sectioned Hard to follow, requires assistance Missing parts Obvious refinement required	Clutter, no definitive sections, all over the place Not all sections present
Creativity	Interesting, engaging, visually stimulating Aesthetically appealing use of colour, diagrams and text Interest, motivation, effort and time obviously present	Some use of colour, diagrams, etc. Will engage but will not stimulate	Very little use of colour or pictures but enough to engage and hold attention	Bland, no variability No use of colour or diagrams Boring to look at, does not catch your attention Interest, motivation, effort and time obviously absent
Readable	The poster is easily readable from 4 ft away.	The poster is readable from 4 ft away.	Some portions of the poster are not readable from 4 ft away.	Poster is difficult to read from 4 ft away.
Professional	Language used is appropriate for a 2 nd science course Poster contains all required information: Name of team members, Name of Project	Language used is appropriate for a 2 nd science course Poster is missing one required information	Language used is mostly appropriate for a 2 nd science course Poster is missing some required information	Language used is not appropriate for a 2 nd science course Poster is missing some required information
Poster Day Presentation	All members contributed and were passionate and knowledgeable Showed strong team spirit	One or two members were disengaged Some gap in knowledge Showed team spirit	One or two members were disengaged Major gap in knowledge Lack team spirit	Only one or two members appear to be knowledgeable No team spirit

Rubric adapted from:

Regina Public Schools: <http://assessment.rbe.sk.ca/Rubrics/index.html>

Purdue University, College of Engineering: <https://engineering.purdue.edu/EPICS/Resources/Forms/Documents/Poster%20Grading%20Rubric.pdf>

Team Work (15%):

The assessment process for the Teamwork is composed of two parts: peer and self-evaluation. Final mark will be adjusted when there is a large (>20%) discrepancy between the average grade from peers and self-evaluation.

Category	Excellent	Good	Satisfactory	Marginal
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Let others do the work.
Attitude	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Let others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

“LIKE” (5%):



Image from <flamesnation.ca>

Two parts:

- 1) most. 3 points: Each student will cast a vote on a poster he or she likes the
 - a. The poster with the highest number of vote will earn 3 points
 - b. The runners-up posters will earn 1 point.

- 2) 2 points: Students who vote and give clear justification will earn a point.
 Students whose vote provides thought-provoking and/or critical judgement will earn two points.