FOOD 2004 Winter 2025
SCIENTIFIC COMMUNICATION IN FOOD SCIENCE

We, the people of the Faculty of Science at Carleton University, acknowledge that our campus is located on the traditional, unceded territories of the Algonquin Anishinabeg people. Miigwetch for your hospitality and stewardship of this territory and the teachings that come from it. We are grateful for this land, the air that we breathe, and the water that sustains us all as well as for the animals, plants and other living beings: these enable us to research, teach, mentor, support, study, and learn. We recognize our responsibility to our natural environment and to reconciliation with Indigenous peoples.

Course Instructor: Véronic Bézaire

How to address me: Véronic

Gender Pronouns: (she/her/hers)

Email: veronic.bezaire@carleton.ca

Office Location: Room 319, Steacie Building

Class Location: Please check Carleton Central for the room location

Class Times: Mondays and Wednesdays, 2:35 to 4:25PM

Best Ways to be in Touch: in class, via Brightspace email

Student Hours: as requested, by meeting

Prerequisites: Department/Unit: Second-year standing in Food Science or Chemistry

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Learning Outcomes and Topics Covered

We cultivate a safe and welcoming atmosphere where students feel comfortable taking risks and learning from making mistakes. We promote collaborative learning experiences that allow students to work together, share ideas, and learn from one another. By fostering teamwork and peer engagement, we create a community where diverse perspectives enrich the learning process.

Course level learning outcomes:

Apply principles of basic scientific writing and composition
 a. Use clear and precise word
 b. Formulate simple technical sentences
 c. Construct organized and coherent paragraphs
 d. Apply steps of the writing process to various types of writing

Critically evaluate literature for its ethical use
 a. Research and evaluate credibility of information sources
 b. Select appropriate reference for intended argument
 c. Apply proper principles of paraphrasing
 d. Use a reference manager tool

Adapt scientific writing to specific formats
 a. Describe and identify essential elements of each format
 b. Revise and correct excerpts of each format
 c. Select key issues to highlight/develop as a function of format
 d. Write scientific documents following specific format

Adapt scientific content to a non-scientific audience
 a. Extract main ideas/message from scientific document
 b. Translate main ideas/message for a non-scientific audience
 c. Tailor communication style to a non-scientific audience

Reflect on your learning and articulate your knowledge, skills, and competencies

Topics to be covered:

DATE	DAY	MODULE	TOPIC	ASSESSMENTS
JAN 06	MON	Basic scientific writing	LEC: Word choice, sentences	Plagiarism Certificate
JAN 08	WED		Practice exercises	
JAN 13	MON		LEC: Composition, paraphrasing	
JAN 15	WED		Practice exercises, Plagiarism Certificate	
JAN 20	MON	Scientific Research Paper	LEC: Scientific communications, tools	Scientific Research Paper
JAN 22	WED		Explanation of scientific paper	
JAN 27	MON		LEC: Scientific paper writing	
JAN 29	WED		Work on scientific paper	
FEB 03	MON		LEC: Scientific paper writing	
FEB 05	WED		Work on scientific paper	
FEB 10	MON	Presentations	LEC: Presentation, Reading article	Presentation Deck Poster
FEB 12	WED		Work on presentation	
FEB 24	MON		LEC: Poster	
FEB 26	WED		Work on presentation	
MAR 03	MON		Work on poster	
MAR 05	WED		Work on poster	
MAR 10	MON	Reviews	LEC: Scoping review process, search	Scoping Review Elevator Pitch
MAR 12	WED		Work on screening, data abstraction	
MAR 17	MON		LEC: Reading, critiquing literature	
MAR 19	WED		Work on scoping review	
MAR 24	MON		Work on scoping review	
MAR 26	WED		LEC: Elevator Pitch	
APR 31	MON		Work on elevator pitch	
APR 02	WED		Work on elevator pitch	

READING WEEK: February 17-21 2025

Assessments

Research about learning strongly suggests that the most important factor in learning is doing the work of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when people actively engage material on a consistent basis. The course and assessments were designed with these principles in mind.

There are different pieces to this course. Follow the class schedule in this document and the Brightspace calendar to help organize your time. Don't be shy to ask questions. We are in this together.

Grade Breakdown

COMPONENT	GRADE VALUE	DATE
IN-CLASS TASKS	10% (SAT/UNSAT)	Throughout
PLAGIARISM CERTIFICATE	5% (SAT/UNSAT)	SUN JAN 24 @10 PM
SCIENTIFIC RESEARCH PAPER	25%	SUN FEB 09 @10 PM
PRESENTATION DECK	15%	SUN MAR 02 @10 PM
POSTER	15%	SUN MAR 09 @ 10 PM
SCOPING REVIEW	25%	SUN MAR 30 @ 10 PM
ELEVATOR PITCH	5%	SUN APR 06 @ 10 PM

In-class tasks - Include group discussions, peer teaching, and individual work on your assignments during class time. The in-class tasks will encourage you to discuss and apply material from lecture notes. On a few occasions, in-class tasks will need to be completed prior to or after class. Submissions will not be done in Brightspace, but rather simply by completing activities during class time or by demonstrating participation. Each day will be graded as SAT/UNSAT. A total of 20 out 24 SAT are needed for the full 10% of your final grade. Come to class ready to work!

Plagiarism Certificate - Register for the plagiarism certification test here Indiana University Plagiarism Tutorials and Tests. Take and re-take the certification test until you obtain a passing grade. Submit your certificate (screen shot or pdf) in Brightspace. This will be evaluated as SAT/UNSAT.

Scientific Research Paper - From the protocol and raw data set, write the scientific research paper above using a pre-determined scientific format and style. Unique and essential elements for each section of the scientific research paper should be included. Complete the provided checklist as you review your work and submit it with your scientific research paper.

Presentation Deck - Use PowerPoint to organize and display the essential elements of your work in a short (10 slides) presentation slide deck for an audience of food analysts. Include unique and essential elements for each section of the presentation. Also complete the speaker notes for each slide using the template provided. Complete the checklist as you review your work. Submit two documents: your presentation (.pptx) and your speaker notes with checklist (.docx).

Poster - Use PowerPoint or BioRender to organize and display the essential elements of your work in a scientific poster format for an audience of biochemists. This is good practice for your Honours thesis course (FOOD/CHEM 4907/08). Include unique and essential elements for each section of the scientific poster. Complete the provided checklist as you review your work and submit it with your poster.

Scoping Review - Apply the principles of question formulation, searching and screening strategy, and data abstraction to write a scoping review for a scientific audience. You will be invited to join our team scoping review in [Covidence](#).

Elevator Pitch - Summarize and translate the findings of your scoping review for a non-scientific audience. Identify the key messages and tailor your style to the audience. Download and install the [Kaltura Personal Capture](#) app on your phone or tablet. Use Personal Capture to record yourself delivering your elevator pitch. Submit a link of your video on cuLearn. Maximum duration: 90 seconds.

Late and Missed Work Policies

Late Work
A 48h grace period is available for one assignment of your choice. Use it well. Once the 48h grade period as been used, a 20% deduction per 24h will be applied for up to 72h, after which a grade of zero will be assigned. For short term extenuating circumstances, please submit the [academic considerations form](#) for my review. The form may be declined.

Missed Work
Missing class on a given day results in an UNSAT for In-Class Tasks. Flexibility is built-in as 20 of 24 SAT are needed. In-Class Tasks aside, there are 6 assignments in this course. All 6 must be submitted for course completion.

Short-term (5 days or less): For short term extenuating circumstances, please submit the [academic considerations form](#) for my review. The form may be declined.

Long-term (> 5 days): For long term extenuating circumstanced, please submit the [longer-term accommodation](#) form for my review. The form may be declined.

Learning Material(s) and Other Course/Lab-Related Resources

Technology Checklist –
- An internet-enabled computer (laptop/desktop); available in class (213 Tory)

Websites/Applications –
- [Perusall](#) to annotate readings during In-Class Tasks. Perusall code: BEZAIRE-G6PWQ.
- [Indiana University Plagiarism Tutorials and Tests](#) at the end of Module 1.
- [Covidence](#) for the scoping review process in Module 4.
- [Kaltura Personal Capture](#) to record your Elevator Pitch in Module 4.

Textbook:
REQUIRED: Hofmann, Angelika H. *Writing in the Biological Sciences*. Oxford University Press, 4th Edition. Available to rent ($19.99 for 180 days) or buy ($35 to $59) through Brightspace.

Options exist for students who do not have access to these resources. Options include [financial aid from Carleton](#), inexpensive options for technology (Best Buy refurbished products, Kijiji), & single workspaces available for student use on campus.

Academic Accommodations and Regulations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes are outlined on the Academic Accommodations website (https://students.carleton.ca/course-outline/).

Statement on Chat GPT/Generative AI usage -
Students may use AI tools for sharing ideas, clarifying challenging concepts, or getting started on projects. Some acceptable uses include:

- Brainstorming ideas (e.g., generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup to find inspiration and related topics)

- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions)

- Providing definitions or explanations of complex concepts (e.g., using AI to explain a difficult theory, e.g., using Microsoft Word's Researcher tool to find relevant information)

It is necessary to document your use of AI in this course, using the following guidelines:

- Clearly identify and cite AI-generated text (e.g., 'The following paragraph was generated by ChatGPT/Microsoft Word's Researcher tool')

- Review, edit, and ensure accuracy and originality of final submissions

- AI-generated content should not exceed 30% of the total assignment length

This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support and can encourage students to critically assess and refine AI-generated material.

Statement on Academic Integrity

Students are expected to uphold the values of academic integrity, which include fairness, honesty, trust, and responsibility. Examples of actions that that compromise these values include but are not limited to plagiarism, accessing unauthorized sites for assignments or tests, unauthorized collaboration on assignments or exams, and using artificial intelligence tools such as ChatGPT when your assessment instructions say it is not permitted.

Misconduct in scholarly activity will not be tolerated and will result in consequences as outlined in Carleton University's Academic Integrity Policy. A list of standard sanctions in the Faculty of Science can be found here.

Additional details about this process can be found on the Faculty of Science Academic Integrity website.

Students are expected to familiarize themselves with and abide by Carleton University's Academic Integrity Policy.

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the 7 Rights and Responsibilities Policy for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Student Concerns

If a concern arises regarding this course, **your first point of contact is Véronic:** Email or drop in during student hours and I will do my best to address your concern. If I am unable to address your concern, the next points of contact are (in this order):

Note: You can also bring your concerns to Ombuds services.

| *Véronic Bézaire* (Your Professor) | → | *Sean Barry* (Department Chair) | → | Office of the Dean of Science (ODScience@carleton.ca) |