

<b>Academic Year</b>	AY2022/23	<b>Semester</b>	1
<b>Course Coordinator</b>	Melanie Weingarten		
<b>Course Code</b>	CM5101		
<b>Course Title</b>	Food Chemistry and Nutrition		
<b>Pre-requisites</b>	(CM1031 and CM1051) or (CM1051 and CM9001/CM5000) or (BS1003 and CM1051) or (BS1005 and CM1031) or (BS1003 and BS1005) or CM1002 or CY1101 or by permission		
<b>No of AUs</b>	3 AUs		
<b>Contact Hours</b>	Lectures: 26 hours Experiments: 9 experiments taking a maximum of 3 hours for each experiment – total 27 hours		
<b>Proposal Date</b>	19 July 2022		

<b>Course Aims</b>
<p>This course aims to introduce the basic knowledge on the chemical composition of food ingredients and the chemical transformation of the three major components: 1) Fat and oil food products; (2) Proteins in food and (3) Carbohydrates in food. In addition, this course will introduce the basic science related to (4) Water content in food; (5) Food browning; (6) Natural food colorants and (7) Special topics related to recent food technologies. This course provides the basic laboratory skills related to food chemistry that are essential for food chemists working in industry and academia. Concepts and principles of food science and technology that are taught in lectures are closely link to the expertise of your daily life. In addition, problem-based learning will be utilized as an instructional strategy of active learning. Experience of the experimental techniques used in food chemistry will also be enhanced, and you will be trained in the safe handling of chemicals and instruments, and in the assessment of risks associated with experimental procedures.</p>
<b>Intended Learning Outcomes (ILO)</b>
<p>Upon the successful completion of this course, you (as a student) would be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the major components of oil and oil products; explain the modification and deterioration of fats; consider other nutritional factors and deduce the correlations between lipids, vegetable oils and triglycerides.</li> <li>2. Identify essential amino acids, limiting amino acids and protein-rich foods; explain the key steps in tofu and cheese production; deduce examples of proteins in food.</li> <li>3. Identify mono-, di- and polysaccharides; deduce examples of carbohydrates in food.</li> <li>4. Evaluate the chemical changes in food that occur during processing and storages.</li> <li>5. Explain how various food components can be valorized and play additional roles in Singapore's Food Story.</li> <li>6. Identify potential key challenges in Singapore's efforts towards agrifood, future food and sustainable food production.</li> <li>7. Explain on the operation techniques commonly used in isolation and chemical analysis of food ingredients.</li> <li>8. Work independently and, where required, in collaboration with other students to safely perform experiments from the laboratory manual.</li> <li>9. Follow detailed instructions in the laboratory manual to obtain desired experimental results.</li> <li>10. Operate state-of-the-art scientific laboratory equipment that is often used in industry.</li> <li>11. Analyze the data from your experiments to fit a theoretical model.</li> </ol>

12. Explain and discuss your experimental results using scientific literature.
13. Work independently to prepare a detailed written report of your experimental findings.
14. Keep an accurate laboratory notebook of your experimental results in a form that is understandable by a third party.
15. Assess the potential risks of an experimental procedure before the procedure is carried out.
16. Review the experimental procedures after the experiments to see if there are more potential risks and propose how these can be alleviated.
17. Connect the experiments conducted with the relevant theories.

### Course Content

#### Lectures

1. Introduction to food chemistry and nutrition
2. Water content in food
3. Fat and Oil Food Products
4. Carbohydrates in Food
5. Proteins in Food
6. Food Browning
7. Natural Food Colorants
8. Special Topics (related to recent technologies in food and nutrition)

#### Experiments

9. Determination of Moisture Content in Food
10. Fat Determination using Soxhlet extraction
11. Determination of Protein in Food by the Biuret Method and Coagulation of Protein
12. Fehling's Test for Reducing and Non-reducing Sugars
13. Ascorbic Acid in Cabbage
14. Non-Enzymatic Browning (The Maillard Reaction and Browning in Reconstituted Milk)
15. Enzymatic Discolouration of Fruit and Vegetable and Blanching Effectiveness in Vegetable
16. Oxidative Rancidity in Oil
17. Extraction and Identification of Artificial Colours

### Assessment (includes both continuous and summative assessment)

This is a graded course. There is a checklist of ALL the components of the assessments, including both individual and team assessments.

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
Continuous Assessment 1: Mid-term Test	1-3	Competence, Communication	10%	Individual	Point-based marking (not rubrics based)
Continuous Assessment 2: Oral Presentation	5-6	Competence, Communication	10%	Individual	See Appendix 1

Laboratory Experiments	1-17	Communication, Competence, Creativity	30%	Certain experiments may be performed as a team (15%) but reports must be prepared individually (15%)	See Appendix 2
Final Examination	1 - 17	Communication, Competence	50%	Individual	Point-based marking (not rubrics based)
Total			100%		

### Formative feedback

You will be given feedback in the following ways:

1. Through the marking of the midterm test and subsequent post-consultation.
2. Feedback will be provided to the students following the final exam.
3. Through consultation with the faculty member for the coursework section.
4. Through the graded lab reports.
5. Through consultation with the faculty member who designed the lab experiment.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lectures	Present the key ideas and important information which will be used to solve different types of problems.
Oral Presentation	Group presentation of a research article on agrifood, future foods or sustainable food production, with an emphasis on efforts to realize Singapore's "30-by-30" goals. The presentation ends with a Q&A session, and the Course Instructor will evaluate the students' performances and ask related questions to probe students' understanding on their selected topic.
Lab experiments	You will receive hands-on experience with necessary equipment during experiment sessions. The experiments will be conducted in a mixture of individually as well as part of a team. Proforma for the experiments are expected to be done individually so that you have complete knowledge of all theoretical aspects of the experiments. These experiments develop proficiency in problem solving skills and reinforce concepts that are covered in the lectures.

### Reading and References

1. Food Science & Nutrition  
Author: Sunetra Roday  
Publisher: Oxford Higher Education  
ISBN 978-0-19-568911-2

2. Essentials of Food Science 3rd  
Author: Elizabeth W. Christian; PH.D. Vaclavik Vickie A  
Publisher: Springer  
ISBN 978-0-387-69939-4

### Course Policies and Student Responsibilities

#### (1) Absenteeism

If you are sick unable to attend your class, you have to:

- Send an email to the instructor regarding the absence and the requests for a replacement class if necessary.
- Submit the original Medical Certificate<sup>ll</sup> to administrator.
- Attend the assigned replacement class (*subject to availability*).

\*The medical certificate mentioned above should be issued in Singapore by a medical practitioner registered with the Singapore Medical Association.

#### (2) Laboratory safety and punctuality

The instructors and chief TA of this module take a very serious stance on laboratory safety, punctuality, and academic integrity.

- Students who flaunt safety rules spelt out in the CM5101 laboratory manual will be barred from entering the laboratory.
- The laboratory sessions begin promptly at 2.30pm. A significant number of marks (up to 50%) will be deducted for students who are late for any of the laboratory sessions without a valid excuse. Students who arrive 20 minutes after the start of the lab session will **not** be allowed to enter the lab and will receive a grade of zero for that day's experiment.
- Hand-in your lab reports/pro-formas in time.

### Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Melanie Weingarten	21 Biopolis Way	--	melanie.weingarten@ntu.edu.sg

### Planned Weekly Schedule

<b>Week</b>	<b>Topic</b>	<b>Course LO</b>	<b>Readings/ Activities</b>
1	Course Introduction; Introduction to food chemistry and nutrition; Water Content in Food.	1-17	Lecture
2	Fat and Oil Food Products  Lab: Determination of Moisture Content in Food - Group A	1  7-17	Lecture  Laboratory experiment; Proforma provided
3	Fat and Oil Food Products  Lab: Determination of Moisture Content in Food - Group B	1  7-17	Lecture  Laboratory experiment; Proforma provided
4	Proteins in Food  Lab: Fehling's Test for Reducing and Non- reducing Sugars - Group A	2  7-17	Lecture  Laboratory experiment; Proforma provided
5	Carbohydrates in Food  Lab: Fehling's Test for Reducing and Non- reducing Sugars - Group B	3  7-17	Lecture  Laboratory experiment; Proforma provided
6	Carbohydrates in Food  Lab: Non-Enzymatic Browning (The Maillard Reaction and Browning in Reconstituted Milk) – Group A	3  7-17	Lecture  Laboratory experiment; Proforma provided
7	Continuous Assessment 1	1-3	Assessment
8	Food Browning  Lab: Non-Enzymatic Browning (The Maillard Reaction and Browning in Reconstituted Milk) – Group B	4  7-17	Lecture  Laboratory experiment; Proforma provided
9	Natural Food Colorants  Lab: Enzymatic Discoloration of Fruit and Vegetable and Blanching Effectiveness in Vegetable – Group A	4  7-17	Lecture  Laboratory experiment; Proforma provided
10	Continuous Assessment 2  Lab: Enzymatic Discoloration of Fruit and Vegetable and Blanching Effectiveness in Vegetable – Group B	5-6  7-17	Assessment  Laboratory experiment; Proforma provided
11	Make Up Lesson (if necessary)	1-6	Lecture
12	Special Topics 1	1-6	Lecture
13	Special Topics 1 Review on course contents	1-6 1-17	Lecture

## Appendix 1:

Assessment rubrics for oral presentation:

Your slideshow presentation in a professional setting will be assessed individually by the Course Instructor using the following criteria:

Category	Scoring Criteria
Organization (10%)	The presentation is appropriate for the topic and audience.
	Information is presented in a logical sequence.
	Presentation appropriately cites references used.
Content (30%)	Introduction captures attention; the problem is well defined and establishes a framework for the rest of the presentation.
	Technical terms are well-defined in language appropriate for the target audience.
	Presentation contains accurate information.
	Material included is relevant to the overall purpose.
	Appropriate amount of material is prepared, and points made reflect well their relative importance.
	There is an obvious conclusion summarizing the presentation.
Presentation (50%)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).
	Speaker uses a clear and audible voice.
	Delivery is poised, controlled, and smooth.
	Good language skills and pronunciation.
	Visual aids are well prepared, informative, effective, and not distracting.
	Length of presentation is within the assigned time limits.
	Content is presented in a clear and concise way.
Q & A (10%)	Able to answer questions in a way that reflects a good understanding of the topic(s).

Standards Levels of Achievement of the Criteria	Standards Levels of Achievement of the Criteria
A+ (85-100)	<b>OUTSTANDING</b> levels of these skills with ability extending significantly beyond the undergraduate level.
A (80-84)	<b>EXCELLENT</b> levels of these skills with some extension beyond the undergraduate level.
A- (75-79)	<b>GOOD</b> Levels of these skills, reliable and efficient.
B+ (70-74)	<b>SOUND</b> levels of these skills, generally satisfactory skills.
B (65-69)	<b>BASIC</b> level of these skills.
B- (60-64)	<b>LIMITED</b> level of these skills.
C+ to C (50-59)	<b>POOR</b> level of these skills.
D+ to D (40-49)	<b>MINIMAL</b> level of these skills.
F (0-39)	<b>ABSENT</b> , did not demonstrate these skills.

**Appendix 2:**

## Grading Criteria for Lab experiments and Proforma

The following guideline describes the criteria expected of the different levels of performance in this course.

	<b>Exceptional (81 – 100)</b>	<b>Good (61 – 80)</b>	<b>Acceptable (41 – 60)</b>	<b>Poor (0 – 40)</b>
<b>Safety</b>	Performed safety checks, followed the safety instructions carefully and supported others to do so.	Performed safety checks and followed the safety instructions carefully.	Performed safety checks but did not follow the safety instructions carefully.	Did not conduct safety checks. Did not realise the potential threats and hazards.
<b>Overall presentation</b>	Appropriate as a piece of scientific writing. Words were chosen carefully and appropriately. Sentence structure was clear and easy to follow. The proforma is free of spelling, punctuation, and grammatical errors.	Minimal awkward phrasing or word choices. Report is easy to read and constructed properly. Evidence of editing with less than three grammatical and/or spelling errors.	Many passages are phrased poorly, contained awkward word choices, or many long sentences. Narrative is disorganized in many places. Multiple grammatical and/or spelling errors.	Poorly organized narrative with frequent awkward phrases and poor word choices. Sentences are too long or short. Lacks cohesion, style and fluidity. Frequent spelling and grammatical errors.
<b>Results</b>	All figures, graphs, and tables are labelled with appropriate captions. All tables, figures, etc. are explicitly discussed when required. Relevant experimental data are referred to in answer to specific questions. Some scientific literature were referenced.	All figures, graphs, and tables are correctly drawn, but some have minor problems that could still be improved. All data and associated figures, etc. are mentioned when required. Most relevant data are presented in answer to specific questions.	Most figures, graphs, and tables are included, but some important or required features are missing. Certain obtained data are not mentioned when specifically required in answering questions. Captions are not descriptive or incomplete.	Figures, graphs, and tables are poorly constructed; have missing titles, captions or numbers. Certain obtained data are not mentioned when specifically required in answering questions. Important data missing or incorrectly interpreted.

## CBC Programme Learning Outcome

The Division of Chemistry and Biological Chemistry (CBC) offers an undergraduate degree major in Chemistry that satisfies the American Chemical Society (ACS) curricular guidelines and equips students with knowledge relevant to the industry. Graduates of the Division of Chemistry and Biological Chemistry should have the following key attributes:

### **1. Competence**

Graduates should be well-versed in the foundational and advanced concepts of chemical science, be able to evaluate chemistry-related information critically and independently, and be able to use complex reasoning to solve emergent chemical problems.

### **2. Creativity**

Graduates should be able to synthesize and integrate multiple ideas across the curriculum, and propose innovative solutions to emergent chemistry-related problems based on their training in chemistry.

### **3. Communication**

Graduates should be able to demonstrate clarity of thought, independent thinking, and sound scientific analysis and reasoning through written and oral reports to audiences with varying technical backgrounds. They should also be able to effectively engage other professional chemists in collaborative endeavours.

### **4. Character**

Graduates should be able to act in responsible ways and uphold the high ethical standards that the society expects of professional chemists.

### **5. Civic-mindedness**

Graduates should be aware of the impact of chemistry on society, and how chemistry can be applied to benefit mankind. They should also be aware of and uphold the best chemical safety practices.