

Delta State University
College of Education
Division of Family and Consumer Sciences
Spring 2014

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Virtual Office Hours: Tuesday & Thursday from 1:00 to 2:00 pm
Dr. Roach will be available at these times through e-mail or by cell.

Course Description

FCS 345: General Nutrition CRN # 16872

A scientific approach to learning about the nutritional requirements of the body, including specific food selections to meet specific individual needs. Lecture 3 hours.

Prerequisite: CHE 201 or permission of instructor.

General Course Objectives (Goal)

Upon completion of the course, the student should be able to demonstrate basic nutritional knowledge and use that knowledge to promote better health personally and in the community.

General Education Competencies

Upon completion of the course, the student should demonstrate in the following General Education Competencies:

- GE 1: Critical and Creative Thinking
- GE 2: Communication
- GE 4: Inquiry and Technology
- GE 5: Self
- GE 7: Cultural Awareness
- GE 8: Perspectives
- GE 9: Cross-disciplinary Appreciation
- GE 10: Values

Specific Objectives

Upon completion of the course, the student should be able to:

1. Demonstrate knowledge of the principles of nutrition. (GE 1, 5, 8, 1 & 10)
2. Describe the processes of digestion, absorption, and metabolism of nutrients in the body, particularly the relationship of nutrition and exercise to weight control. (GE 1,2,4,5 & 9)
3. Identify the role of nutrition in the growth and development of individuals and apply knowledge of nutrition needs of individuals and groups from conception until old age. (GE 1, 4, 8 & 10)
4. Evaluate materials and resources, identify sources of valid nutrition information and learn to recognize nutrition quackery. (GE 1, 4 & 10)
5. Identify socio-cultural and psychological factors that influence food availability, food habits

and nutrition education. (GE 4, 7, 8, 9 & 10)

6. Evaluate personal food habits and, if warranted, indicate appropriate and realistic changes needed in the management of resources to improve those food habits. (GE 1, 2, 5, 8, 10)

Text

Whitney, E. and Rollfes, S. (2013). *Understanding Nutrition 13th ed.* Thomson-Wadsworth.

Activities and Requirements

In order to gain the most knowledge and practical information from the course, the student should read the assigned chapters from the text, complete the self-study portion of each chapter, complete online assignments and study questions, and complete all quizzes and exams. Additionally, the student should contact the instructor when additional information or clarification is needed.

Quizzes

Quizzes will be available on Canvas from 8:00am until 11:59 pm on the announced dates on Syllabus (Tentative Schedule). Each quiz may be **taken only 1 time.** Reminder e-mails will be sent out.

Assignments

The student will complete 4 assignments from the Assignments page (tentative schedule for submission of assignments and study questions is found on the syllabus). Each assignment includes several questions that should be answered in a comprehensive manner, using information from the text, recommended websites and any additional research completed by the student. There is not a minimum length required for each answer, however **1-2-sentence answers are insufficient and will not receive the maximum number of points. Skipping some of the questions will result in a reduction of points, as will the use of slang, poor grammar, and incomplete sentences. You may find it helpful to “bullet” or number the answers.**

Assignments are due throughout the semester, and the student should check the due dates on the Assignments link on the course homepage.

To submit assignments, follow the instructions. If you have any problems with this process, click on HELP button at the top of the page and follow the instructions in the Student Guide or call 846-4444 or go to the computer lab on the 2nd floor of Ewing Hall for individual help. When the assignment has been graded, the grade will be posted in the grade book and accessed from the Grades button.

Participation

Each week a new discussion question will be posted in the Discussion Forum (which can be found under the Discussions link) on Sunday. Students are required to post a primary reply to the discussion question by Friday of that same week. Students are also required to post at least 1 peer response to another student's primary reply by Sunday of that week. Replies and responses will be graded and students may earn up to 5 points for each response. A total of twelve new discussion questions will be posted throughout the semester.

Basis for Grading

Quizzes (5) at 50 pts. each	250
Assignments (4) at 50 pts. each	200
Participation:	
Primary Response (11) @ 5 pts.	55
Peer Response to Other Students (11) @ 5 pts.	55
Exam (Comprehensive)	150
Extra Credit (Optional)	(50)
Total Points:	710

To determine a percentage grade, divide the number of points earned by 710. This percentage grade will be converted to a letter grade using the division scale below:

- A – 94 – 100%
- B – 85 – 93%
- C – 75 – 84%
- D – 65 – 74%
- F – < 65%

Presentation Methods

Materials will be presented through the use of chapter readings, online assignments, PowerPoint slides and live chats. The course will also be updated with websites which contain a variety of additional information that students may find interesting and useful. Students may feel free to request sources of information on a specific subject and the instructor will post a section of websites to help answer questions. The course is presented online.

Written Assignments/ University Policy on Cheating and Plagiarism

Writing assignments should be completed using word processing with Times New Roman or Arial, 12-pt font and black print. Students should save assignments on CD or jump drive (just in case).

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves the grade of zero on the test or assignment in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another assignment. A second offense by any student will be reported immediately for more stringent action.

Please be aware that the practice of copying and pasting from websites is also considered plagiarism, unless the source is identified correctly and appropriate credit given to the author(s). Students should cite sources of information in written assignments following guidelines of the American Psychological Association Style Manual, 5th edition. Help with APA style can be found at the following sites:

www.wooster.edu/psychology/apa_crib.html

www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Students with Disabilities

The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodations please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Attendance Policy

- **This is an online class and does not require attendance, however students are strongly encouraged to log-in to the homepage and check for email and announcements on a regular basis. Also, participation in the discussion board is also required and will be graded.**

Make-up Work, Deadlines and Penalties

- No makeup work is allowed for unexcused absences.
- No makeup tests are given for unexcused absences.
- **It is the responsibility of the student to make up tests and assignments within one week of the original due date.**
- **A penalty of 5 points per day will be assessed for late assignments.**

Tentative Schedule

1/14	Online Class Meeting through Big Blue Button @ 6 PM Review of Syllabus & Course Requirements	1/16	Chapter 1: An Overview of Nutrition
1/21	Chapter 2: Planning a Healthy Diet	1/23	Chapter 4: The Carbohydrates: Sugars, Starches and Fibers
1/28	Review Podcast – “My Plate and the Food Label”	1/30	Quiz #1(on Canvas): covers Chapters 1,2,&4; Deadline 11:59 pm
2/4	Chapter 5: The Lipids: Triglycerides, Phospholipids and Sterols Assignment 1 due	2/6	Chapter 6: Protein: Amino Acids
2/11	Chapter 3: Digestion, Absorption and Transport	2/13	Chapter 3: Digestion, Absorption and Transport
2/18	Quiz #2(on Canvas): covers Chapters 5,6,&3; Deadline 11:59 pm	2/20	Chapter 7: Energy Metabolism
2/25	Chapter 7: Energy Metabolism	2/27	Chapter 10: Water Soluble Vitamins
3/4	Chapter 11: Fat Soluble Vitamins	3/6	Quiz #3(on Canvas): covers Chapters 7,10, & 11; Deadline 11:59 pm
3/11	SPRING BREAK – HAVE FUN & RELAX	3/13	SPRING BREAK – HAVE FUN & RELAX

3/18	Chapter 12: Water and the Major Minerals Assignment 2 due	3/20	Chapter 13 – The Trace Minerals Chapter 14: Fitness: Physical Activity, Nutrients and Body Adaptations
3/25	Chapter 8: Energy Balance and Body Composition	3/27	Chapter 9: Weight Management, Overweight, Obesity, and Underweight
4/1	Quiz #4 (on Canvas): covers Chapters 8, 9, 12, 13, &14; Deadline 11:59 pm	4/3	Chapter 15: Life Cycle Nutrition – Pregnancy & Lactation Assignment 3 due
4/8	Chapter 16: Life Cycle Nutrition – Infancy, Childhood & Adolescence	4/10	Chapter 17: Life Cycle – Adulthood and the Later Years
4/15	Chapter 18: Diet and Health	4/17	Review Podcast – “Dietary Influences on Chronic Disease Risks” Assignment 4 due
4/22	Quiz #5(on Canvas): covers Chapters 15,16, 17 & 18; Deadline 11:59 pm	4/24	Chapter 19: Consumer Concerns about Foods and Water
4/29	Chapter 20: Hunger and the Global Environment Extra Credit Assignment Due	5/6	Comprehensive Final Exam

Collateral Readings and Websites:

<http://www.nal.usda.gov/fnic/foodcomp>

<http://www.nationaldairycouncil.org>

<http://www.choosemyplate.gov>

**Delta State University
College of Education
Conceptual Framework**

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

- 1. Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
- 2. Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
- 3. Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
- 4. Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
- 5. Education is enhanced by technology**, infused throughout programs and services. (GP5)