

**FACULTY INFO:** Draughon McPherson, M.Ed., R.D., L.D.  
Office: Ewing 113 Ph. 662-846-4317  
E-mail: dmcpherson@deltastate.edu

**COURSE NUMBER, TITLE:** FCS 444 Child Nutrition

**COURSE TEXT:** Endres, JB, Rockwell, RE, and Mense, CG. (2004). *Food, Nutrition and the Young Child, 5<sup>th</sup> Edition*. Columbus, OH: Pearson, Merrill, and Prentice Hall. ISBN # 0-13-098485-X

**COURSE DESCRIPTION:** Application of scientific principles and current research in nutrition to growth and health from conception through adolescence with emphasis on pre-school period. Credit hours (3).

**GENERAL COURSE GOALS:** To increase the awareness of teachers and child caregivers of the necessity for nutritious meals and snacks and nutrition education for optimal child health.

**SPECIFIC OBJECTIVES:**

The student will:

1. Read and discuss the basics of nutrition.
2. Identify the role of nutrition in growth and development from before conception through adolescence.
3. Evaluate available nutrition education materials and resources for the pre-school and school-age child.
4. Identify local resources, as well as the socio-cultural and psychological factors, that influence food availability, food habits and nutrition education.
5. Assess individual nutritional status and establish goals to improve personal food habits.
6. Describe family and community environments conducive to improved nutrition.
7. Develop nutrition education tools for pre-school or school-age children and their parents.

**MAJOR STUDENT ACTIVITIES:**

Students are expected to study related text and other assigned reading materials, participate in class discussion and group activities, and complete assignments. Details of required activities are listed under the basis for grading.

**EVALUATION AND GRADING:**

<b>Basis for Grading</b>	<b>Total Possible Pts. <u>400</u></b>
2 tests @ 50 points each	100
Chapter Pre-tests & class activities	50
Mealtime Observation	25
Child Dietary Assessment Project	25
Menu Planning Activity	50
Nutrition/Fitness Lesson Plans	50
Final Exam (Comprehensive)	100

To determine a percentage grade, divide the number of points earned by 400. This percentage grade will be converted to a letter grade as follows:

A=94-100%

B=85-93%

C=75-84%

D=65-74%

F=<65

### **PRESENTATION METHODS:**

Presentation methods will include lecture and power points (50%); discussion (20%); audiovisuals, projects and tests (30%).

### **ACADEMIC HONESTY POLICY:**

Students are advised that the university has a strict policy prohibiting the use of plagiarism. Plagiarism of any form will not be tolerated. Students should cite sources of information in written assignments following the guidelines of the *American Psychological Association Style Manual, 4<sup>th</sup> Edition*.

Please note that copying and pasting from websites is also considered plagiarism, unless the source is identified correctly and appropriate credit given to the authors. Written assignments should be done individually, unless otherwise specified.

Cheating is not to be tolerated either. If it is established beyond a reasonable doubt that a violation has occurred, the instructor 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.

### **ADA STATEMENT-REFERENCE TO COUNSELING CENTER FOR DISABILITIES:**

The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodation 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.

### **ADDITIONAL COURSE-SPECIFIC RULES, POLICIES, EXPECTATIONS:**

Class attendance is required and expected. University policy will be followed in determining a student's eligibility to pass as related to absences.

- Three tardies or early departures constitute one absence.
- Excused absences should be cleared with the instructor in advance whenever possible.
- There are a maximum of 7 absences allowed for this class, which includes excused and unexcused absences. An 8<sup>th</sup> absence will result in the student being cut out of the class.
- Cell phone use in the classroom is not allowed.
- It is the responsibility of the student to make up tests within one week of the original test date for excused absences. All make-up tests are taken hard copy with pen and paper.
- Tardy work will result in a 2% grade reduction for each day the assignment is late. Past due assignments are ineligible for A's.

**Tentative Schedule for Child Nutrition**  
**FCS 444**  
**Spring 2011**

1/11	Overview of course and syllabus Discussion of projects* <b>Assign Meal Observation Proj. &amp; Ntr. Assess. Interview Proj.</b> Begin Ch. 1: Factors that Influence Food and Nutrition Intake	1/13	Ch. 1: Factors that Influence Food and Nutrition Intake. Begin Lecture: Basic Nutrients and Uses in Body
1/18	Ch. 1: cont'd	1/20	Ch. 2 Foods for Health
1/25	Ch. 2 Cont'd: Basic Nutrients and Uses Review for Test 1A	1/27	<b>TEST 1A (25 pts)</b> Continue Ch. 2 Nutrients
2/1	Review for Test 1B Finish Ch. 2	2/3	<b>TEST 1B (25 pts)</b> Begin Ch.7 Center Foodservice
2/8	<b>NO CLASS</b> -Project Work Day	2/10	Guest Lecture Ch. 7 Child Care Foodservice Meal Payments
2/15	Ch. 7 Menu Planning/ Activity • <b>Explain Menu Planning Assignment</b>	2/17	Ch. 3: Birth-1Year/ Growth Chart Activity * <b>MEALTIME OBSERV. DUE</b> * <b>NTR. ASSESS. INTERVIEW DUE</b>
2/22	Ch. 3: Birth-1 Year cont'd	2/24	Ch. 4: The Toddler 1-2 Years
3/1	Ch. 4: The Toddler 1-2 Years	3/3	Ch. 5: The Preschooler 3-5 Years
3/8	Ch. 5: The Preschooler 3-5 Years cont'd *Explain Ntr/Fitness Lesson Plan Project	3/10	Ch. 6: The 6-8 Year Old
<u>3/15</u>	<u>SPRING BREAK</u>	<u>3/17</u>	<u>SPRING BREAK</u>
3/22	Review for Test 2 Ch. 6: The 6-8 Year Old cont'd	3/24	<b>TEST 2</b>

3/29	Ch. 8: Ntr. Education Writing Goals and Objectives	3/31	Ch. 8: Ntr. Ed cont'd <b>*MENU PLANNING PROJECT DUE</b>
4/5	Ch. 8: Concepts of Ntr. Ed. Demonstrations	4/7	Ch. 8: Concepts of Ntr. Ed. Demonstrations
4/12	Ch. 9: Involving Parents <b>*NUTRITION/FITNESS LESSON PLANS DUE</b>	4/14	Wrap Up
4/19	<b>Child Nutrition Special Topics "Childhood Obesity"</b>	4/21	<b>EASTER BREAK</b>
4/26	<b>Child Ntr. Special Topics "Food Allergies &amp; Intolerances"</b>	4/28	<b>Child Ntr. Special Topics "Feeding the Picky Eater"</b>
TH 5/5@ 12 Noon	<b>Final Exam 100 pts. Comprehensive</b>		

**Collateral Readings:**

Berman, Christine & Fromer, Jacki. (2006). *Meals Without Squeals: Child Care Feeding Guide & Cook Book, 3<sup>rd</sup> Edition.*

Bissex, Janice N. & Weiss, Elizabeth. (2004). *Moms Guide to Meal Makeovers.* Broadway Books.

Evers, Connie L. (2006). *How to Teach Nutrition to Kids, 3<sup>rd</sup> Edition.* 24 Carrot Press.

Gavin, Mary L., Dowshen, Steven A., & Izenburg, Neil. (2004). *Fit Kids: A Practical Guide to Raising Active and Healthy Children-from Birth to Teens.* DK Publishing, Inc.

Hassink, Sandra G. (2006). *A Parent's Guide to Childhood Obesity.* American Academy of Pediatrics.

Huggins, Kathleen.(2005).*The Nursing Mother's Companion, 5<sup>th</sup> Edition.* Harvard Common Press.

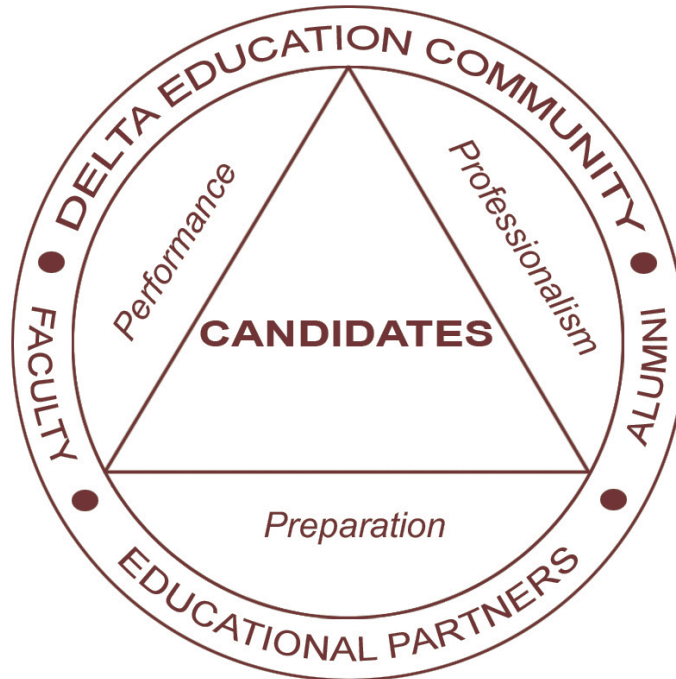
Kosharek, Susan. (2006). *If Your Child is Overweight: A Guide for Parents, 3<sup>rd</sup> Edition.* American Dietetic Association.

Satter, Ellen. (2005). *Your Child's Weight: Helping Without Harming.* Kelcy Press.

Shield, Jodie & Mullen, Mary C. (2002). *American Dietetic Association Healthy Eating for Kids: How Your Child Can Eat Smart from 5-12.* Wiley Press.

Delta State University  
College of Education Conceptual Framework

DELTA EDUCATION MODEL



Vision:

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

