Human Sciences  
NUTR 2339-601 INTRODUCTORY NUTRITION  

Fall 2020

Instructor: Sarah Drake MS, RD, LD  
Course Time & Location: Online/Livestream (T/Th 9:30-10:45am)

Office: Human Science North Room 101D  
Phone: Office- (936) 468-5560; Department – (936) 468-4502

Email: Through this course in D2L (preferred) or at drakes@sfasu.edu

Office Hours: All office hours will be conducted via Zoom. For more information on how to join the office hours, please review the content in Brightspace that discusses virtual office hours. It is found directly following the syllabus and course timeline. Please note: you will be in a waiting room once you join office hours so there may be a wait, as I may be with another student, so be prepared to potentially have to hang out in a virtual waiting room.

Monday: 1:00 p.m. – 3:00 p.m.  
Tuesday: 8:15 a.m. – 9:15 a.m.  
Thursday: 12:30 p.m. – 1:30 p.m. 
3:30 p.m. – 4:30 p.m.

**Other times are available by appointment; office hours subject to change with written notification.**

Prerequisites: none required  
Credits: 3 semester hour

Note: Emails and phone calls will be responded to within 24-48 hours, Monday-Friday. The preferred method of communication is through email.

This is a hybrid course!! Most weeks, you have the option of completing online content, attending live Zoom lessons from 9:30-10:45am on T/Th, or watching the recordings from these lessons. It is flexible!

I. Course Description: A study of nutrition and food as applied to daily living. The course provides information on basic nutrition and wellness concepts in relation to the individual throughout life.

Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a final exam on week 16. Students will engage in a variety of assignments that can include, but not limited to, unit quizzes, community service activities, and application assignments related to course content. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the vision, mission, and core values of the College of Education
### COE Mission

The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

### Relation to learning experiences in HMS 239

This course will afford the student the opportunity to develop competence in understanding and applying basic knowledge of food and human nutrition.

### COE Core Values

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic excellence through critical, reflective and creative thinking</strong></td>
<td>Students will use critical, reflective and creative thinking skills in applying basic nutrition knowledge to meal preparation, general health, and disease prevention.</td>
</tr>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will interact during in-class activities and assignments.</td>
</tr>
<tr>
<td><strong>Openness to new ideas, culturally diverse people and innovation and change</strong></td>
<td>Students will become aware of the impact of values, beliefs and attitudes in relation to diverse populations through ongoing class discussions. Students will learn basics in nutrition, including utilizing technology for nutrient analysis.</td>
</tr>
<tr>
<td><strong>Integrity, responsibility, diligence and ethical behavior</strong></td>
<td>Students will become aware of the impact of values, beliefs and attitudes in relation to diverse populations through ongoing class discussions. Questioning commonly held assumptions and belief systems will be emphasized during lecture along with identifying critical thinking skills needed to exhibit ethical and social behavior.</td>
</tr>
<tr>
<td><strong>Service that enriches the community</strong></td>
<td>Students will understand the value of food systems and its effect on the local, state, national and global community.</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

### Student Learning Outcomes:

Upon successful completion of this course the student will be able to:

1. Understand basic human nutritional needs throughout the life.
2. Understand the relationship of digestion, absorption, and metabolism to optimal health.
3. Understand the function of carbohydrates, fat, proteins, vitamins, minerals, and water and their role in promoting and maintaining health.
4. Evaluate the effects of public policy on food, nutrition and health.
5. Evaluate the accuracy, reliability, validity, and use of nutrition and food science information and research.
6. Utilize basic nutrition knowledge and the dietary guidelines for making food choices that will promote optimal health.
7. Utilize available technology to determine caloric intake, energy expenditure, and the adequacy of nutrient intake compared to established standards.
8. Determine optimal body weight and relate energy balance to the problems of overweight and underweight.
9. Develop a wellness program that balances calorie needs, exercise, and a nutritious diet to achieve optimal body weight.
10. Recognize the role of emotional and social issues that influence food selection and attitudes towards health.
11. Assess the effects of diet foods, food additives, and eating disorders on wellness.
12. Explain the effects of genetically engineered foods on consumer’s health and safety.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
D2L enhancements will be used for this course. You can access D2L via http://d2l.sfasu.edu.
If you need help with Brightspace please contact Brightspace support at (936) 468-1919.

You will have the following in this course:
- Chapter activities that utilize the textbook and enhance understanding of in-class lectures.
- Genetic Health Risk Assessment project
- Unit exams
- Final exam (30% comprehensive, 70% new information)

Using technology in online testing

If you choose to take an exam at a computer that is not supported by the University you will do so at your own risk. Inability to access the exam, finish the exam, or submit an exam during the designated exam time due to unreliable internet connections or other technical problems at an off-campus computer will not be accepted as a valid excuse. Your exam will be graded “as is.” Using a campus computer does not guarantee that connections may not be lost, however it does guarantee a reliable way to verify interruptions of service. This alone could save your grade. If you need technical assistance during an exam please call D2L Support at (936) 468-1919.

There will be no make-up quizzes, online assignments, or exams. In the event that you miss a quiz, the final exam score will count as your quiz score (example, if you received an 80% on the final exam, you will receive an 80% on the missed quiz) for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION. PROPER DOCUMENTATIONS MUST BE SUBMITTED WITHIN 3 DAYS OF MISSING AN ASSESSMENT (see more under “Student Ethics”).

IV. Evaluation and Assessments (Grading):

1. Unit Exams (3 @ 50 points each = 150 total points). All unit tests will have 50 questions worth 1 point each. All unit tests will take place via Brightspace and are proctored using Proctorio (find out more by reading the content posted to Brightspace). You will have 50 minutes to complete each exam (1 minute per question). There will be no make-up unit exams. In the event that you miss a unit exam,
the final exam will count twice for **SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION.**

2. **Final Exam (30% cumulative, 70% new information worth 50 points).** Final exam will have 50 questions worth 1 point each and will take place during finals week. **Final exam will take place via Brightspace and will be proctored using Proctorio.** Students have 50 minutes to answer 50 questions.

3. **Chapter activities – ONLINE Quizzes, and Dropbox Assignments (80 points total).** Throughout the semester, activities will be assigned. They may be dropbox assignments, discussions, or quizzes and all will be ONLINE. They will be worth between 5 – 20 points. They are to enhance participation and student learning throughout the semester. Chapter activities cannot be made up. Please be sure to reference the course calendar in the syllabus for assignments and due dates.

4. **Genetic Health Risk Assessment project (100 points total).** This detailed assignment has you analyze your dietary intake and your family history, comparing how your genetic health risk and your current dietary habits drive future health outcomes. For further detail about the assignment, read the assignment description in Brightspace/D2L. The assignment is due on the due date specified in the course timeline and must be turned in on time. If you turn in the assignment late, 25% of the total score will be deducted for each day it is late beginning immediately after the due date.

5. **Attendance and Participation** All activities, quizzes and tests assigned will be used as attendance/participation verification for all students whether receiving financial aid or not. Please note that attendance and participation are an expectation and students do not receive grades or points for them.

**Course Performance Evaluation:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 unit exams</td>
<td>150</td>
</tr>
<tr>
<td>1 final exam</td>
<td>50</td>
</tr>
<tr>
<td>Genetic Health Risk Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Chapter activities</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

**Grade Assignment:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4.0)</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B (3.0)</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>C (2.0)</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>D (1.0)</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Chapter</th>
<th>Topic</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25, 8/27</td>
<td>T, Th</td>
<td>Ch. 1</td>
<td>LIVESTREAM Intro to Course, Nutrition: Linking Food and Health</td>
<td></td>
</tr>
<tr>
<td>9/1, 9/3</td>
<td>T, Th</td>
<td>Ch. 2</td>
<td>LIVESTREAM Designing a Healthful Diet</td>
<td>ONLINE ASSIGNMENT “Cronometer, My AMDR” Due via Dropbox Sunday, 9/6 by 11:59pm</td>
</tr>
<tr>
<td>9/8, 9/10</td>
<td>T, Th</td>
<td>Ch. 3</td>
<td>LIVESTREAM The Human Body: Are we really what we eat?</td>
<td>ONLINE QUIZ – Digestion GHRA Food Logs due via Dropbox Both due Sunday, 9/13 by 11:59pm</td>
</tr>
<tr>
<td>9/15</td>
<td>T</td>
<td></td>
<td>Exam 1, Ch. 1-3 – opens at 12:00am and closes by 11:59pm</td>
<td>EXAM</td>
</tr>
<tr>
<td>9/17, 9/22</td>
<td>Th, T</td>
<td>Ch. 4</td>
<td>LIVESTREAM Carbohydrates</td>
<td>ONLINE ASSIGNMENT “Finding gram of carbohydrates” due via Dropbox by 11:59pm on Sunday, 9/27</td>
</tr>
<tr>
<td>9/24, 9/29</td>
<td>Th, T</td>
<td>Ch. 5</td>
<td>LIVESTREAM Lipids (Fats)</td>
<td></td>
</tr>
<tr>
<td>10/1, 10/6</td>
<td>Th, T</td>
<td>Ch. 6</td>
<td>ONLINE MODULE Proteins</td>
<td>GHRA Risk Analysis due via Dropbox by 11:59pm on Sunday, 10/11</td>
</tr>
<tr>
<td>10/8</td>
<td>Th</td>
<td></td>
<td>Exam 2, Ch. 4-6 – opens at 12:00am and closes by 11:59pm</td>
<td>EXAM</td>
</tr>
<tr>
<td>10/13, 10/15</td>
<td>T, Th</td>
<td>Ch. 7</td>
<td>LIVESTREAM Fluid and Electrolyte Balance</td>
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</tr>
<tr>
<td>10/20, 10/22, 10/27</td>
<td>T, Th, T</td>
<td>Ch. 8</td>
<td>LIVESTREAM Nutrients Essential to Key Body Functions</td>
<td>ONLINE ASSIGNMENT “Cancer and Antioxidants” due via Dropbox by 11:59pm on Sunday, 10/25</td>
</tr>
<tr>
<td>10/29, 11/3</td>
<td>Th, T</td>
<td>Ch. 9</td>
<td>LIVESTREAM Nutrients Essential to Healthy Tissues</td>
<td>Micronutrients Chart assignment</td>
</tr>
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### VI. Required Textbook:

Prerequisites: None

### VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusables absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1 Abiding by university policy on academic integrity is a responsibility of all university faculty and staff. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained
from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Penalties for Academic Dishonesty** Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Disclaimer:** This syllabus represents a “best” plan for this course; however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner. Your feedback is greatly appreciated to aid in the development of this class for future semesters.