School of Human Sciences
Food, Nutrition, & Dietetics
HMS 239.002 Introductory Nutrition
Spring 2020

Instructor: Justin Pelham, MS, RD, LD
Office: HMS 101 C North
Office Phone: (936) 468-5892

Class Time/Location: T/R 11:00-12:15pm, HMS North 201
Credits: 3 semester hours
Email: Through this course in Brightspace (preferred) or alternative: pelhamjd@sfasu.edu

Office Hours: Mon: 11:00 – 1:00pm; Wed: 12:30pm – 2:30pm; Thur: 2:15 – 3:15pm
Other times by appointment only; hours subject to change with written notification

Communication Expectations: Emails and phone calls will be responded to within 24-48 hours, Monday – Friday. The preferred method of communication is through email. Students are expected to check their Brightspace accounts weekly.

Prerequisites: None

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 and family throughout life.

Course Justification: 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.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the Perkins College of Education. (PCOE).

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in HMS 239</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying basic knowledge of food and human nutrition</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PCOE Core Values</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through critical, reflective and creative thinking</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>Life-long learning</td>
<td>Students will utilize the process of learning to develop and/or expand interests in key nutrition concepts taught in the course.</td>
</tr>
</tbody>
</table>
Collaboration and shared decision making

Students will interact during in-class activities and assignments.

Openness to new ideas, culturally diverse people and innovation and change

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.

Integrity, responsibility, diligence and ethical behavior

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.

**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**:

1. Describe basic human nutritional needs throughout the life. *(4.2k)*
2. Describe the relationship of digestion, absorption, and metabolism to optimal health. *(4.3k)*
3. Explain the function of carbohydrates, fat, proteins, vitamins, minerals, and water and their role in promoting and maintaining health. *(4.1k)*
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. *(4.4s, 4.5s)*
6. Utilize basic nutrition knowledge and the dietary guidelines for making food choices that will promote optimal health. *(4.4k, 4.3s)*
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. *(4.5k)*
9. Develop a wellness program that balances calorie needs, exercise, and a nutritious diet to achieve optimal body weight. *(4.5k)*
10. Recognize the role of emotional and social issues that influence food selection and attitudes towards health. *(4.6s)*
11. Assess the effects of diet foods, food additives, and eating disorders on wellness. *(4.11s)*
12. Explain the effects of genetically engineered foods on consumer’s health and safety. *(4.14s)*

*Meets TEA standards. The specific standard reference is indicated in parentheses following the student learning outcome.*
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 D2L please contact Office of Instructional Technology (OIT) at 468-1919.

IV. Evaluation and Assessments (Grading):

1. **Unit Exams (3 @ 50 points each = 150 total points).** You will be responsible for bringing a blue scantron (form 30423) and a pencil to all exams and the final exam. Certain exams will require a 4 function calculator.

2. **Final Exam (Comprehensive worth 50 points)** There will be 3 objective unit exams consisting of multiple choice, true-false, matching, labeling and/or fill in the blank. One objective final exam consisting of multiple choice, true-false, matching, labeling and/or fill in the blank. All unit tests will take place in the regular classroom during regular class time. The final exam will take place in the regular classroom on University scheduled time.

There will be no make-up unit tests. 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.

3. **Quizzes (75 points).** Quizzes and activities will be offered sporadically throughout the semester. Students are expected to read the assigned text in conjunction with studying class notes. Quizzes consist of variety of multiple choice, true-false, or fill-in-the-blank questions. There will be no “make-up quizzes” at any point during the semester. Late quizzes are not accepted. **Your lowest quiz grade will be dropped.**

   If you choose to take a quiz at a computer that is not supported by the University you will do so at your own risk. Inability to access the quiz, finish the quiz, or submit a quiz during the designated quiz time due to unreliable internet connections or other technical problems at an off-campus computer will not be accepted as a valid excuse. Your quiz 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 a quiz, please call the Office of Instructional Technology (OIT) at (936) 468-1919.

4. **Genetic Health Risk Assessment Assignment (75 points).** This detailed assignment has you analyze your intake and your family history, looking into your genetic health risk. For further detail about the assignment, read the assignment description on D2L as this will be broken into 3 sections. The assignment must be turned in on time. **Late assignments will be deducted by 20% of the total assignment points available daily.**

5. **Chapter Assignments (25 points).** Chapter assignments are utilized to enhance your understanding of the nutrition content. Though various activities will be offered throughout the semester, three specific chapter assignments will be graded. **Late assignments will be deducted by 20% of the total assignment points available daily.**

6. **Course Contract (5 points).** Complete this assignment in D2L to show your agreement with the course. This will be completed within one week after the 1st official class meeting.

7. **Attendance / Participation.** All activities, quizzes, and exams assigned will be used as attendance and 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.

   **Note:** Work that is not picked up by the final exam will be discarded.
### Course Performance Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>3 Unit Exams</td>
<td>150</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>75</td>
</tr>
<tr>
<td>Activities</td>
<td>25</td>
</tr>
<tr>
<td>Course Contract</td>
<td>5</td>
</tr>
<tr>
<td>Genetic Health Risk Assessment</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

### Grade Assignment:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90% - 100%</td>
<td>342-380</td>
</tr>
<tr>
<td>B 80% - 89.9%</td>
<td>304-341</td>
</tr>
<tr>
<td>C 70% - 79.9%</td>
<td>266-303</td>
</tr>
<tr>
<td>D 60% - 69.9%</td>
<td>228-265</td>
</tr>
<tr>
<td>F Less than 60%</td>
<td>227 or less</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>1/16, 1/21</td>
<td>Th, T</td>
<td>Ch. 1</td>
<td>Intro to Course, Linking Food, Function, &amp; Health</td>
<td>COURSE CONTRACT QUIZ</td>
</tr>
<tr>
<td>1/23, 1/28</td>
<td>Th, T</td>
<td>Ch. 2,</td>
<td>Designing a Healthful Diet</td>
<td>My AMDR activity</td>
</tr>
<tr>
<td>1/30, 2/4</td>
<td>Th, T</td>
<td>Ch. 3</td>
<td>The Human Body</td>
<td>QUIZ; Generic Health Risk Assessment (Part 1) Due</td>
</tr>
<tr>
<td>2/6</td>
<td>Th</td>
<td></td>
<td>Exam 1, Ch. 1-3</td>
<td>EXAM</td>
</tr>
<tr>
<td>2/11, 2/13</td>
<td>T, Th</td>
<td>Ch. 4</td>
<td>Carbohydrates</td>
<td>Finding Grams of CHO activity</td>
</tr>
<tr>
<td>2/18, 2/20</td>
<td>T, Th</td>
<td>Ch. 5</td>
<td>Lipids (Fats)</td>
<td></td>
</tr>
<tr>
<td>2/25, 2/27</td>
<td>T, Th</td>
<td>Ch. 6</td>
<td>Proteins</td>
<td>QUIZ; Generic Health Risk Assessment (Part 2) Due</td>
</tr>
<tr>
<td>3/3</td>
<td>T</td>
<td></td>
<td>Exam 2, Ch. 4-6</td>
<td>EXAM</td>
</tr>
<tr>
<td>3/5, 3/17 (Online)</td>
<td>Th, T</td>
<td>Ch. 7</td>
<td>Fluid and Electrolyte Balance Bone Health, Energy Metabolism and Blood Health</td>
<td></td>
</tr>
<tr>
<td>3/10, 3/12</td>
<td>T, Th</td>
<td></td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/19, 3/24</td>
<td>Th, T</td>
<td>Ch. 8</td>
<td>Nutrients Essential to Key Body Functions – ONLINE MODULE</td>
<td>QUIZ; Cancer and Antioxidants activity</td>
</tr>
<tr>
<td>3/26, 3/31</td>
<td>Th, T</td>
<td>Ch. 9</td>
<td>Nutrients Essential to Healthy Tissue</td>
<td>QUIZ</td>
</tr>
<tr>
<td>4/2</td>
<td>Th</td>
<td></td>
<td>Exam 3, Ch. 7-9</td>
<td>EXAM</td>
</tr>
<tr>
<td>4/7, 4/14</td>
<td>T, T</td>
<td>Ch. 10</td>
<td>Nutrients Essential to Healthy Tissue</td>
<td>Genetic Health Risk Assessment (Part 3) Due</td>
</tr>
<tr>
<td>4/9</td>
<td>Th</td>
<td></td>
<td>EASTER – HOLIDAY BREAK</td>
<td></td>
</tr>
<tr>
<td>4/16, 4/21</td>
<td>Th, T</td>
<td>Ch. 11</td>
<td>Nutrition and Physical Activity</td>
<td>QUIZ</td>
</tr>
<tr>
<td>4/23, 4/28</td>
<td>Th, T</td>
<td>Ch. 14</td>
<td>Nutrition in Pregnancy and First year</td>
<td></td>
</tr>
<tr>
<td>4/30</td>
<td>Th</td>
<td>Ch. 15</td>
<td>Nutrition in Childhood to Late Adulthood</td>
<td>QUIZ</td>
</tr>
<tr>
<td>5/5</td>
<td>T</td>
<td></td>
<td>Comprehensive Final Exam from 10:45am – 1:15pm</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

***SYLLABUS IS SUBJECT TO CHANGE***

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

- **Attendance:** Policy 6.7 --This course is a web-enhanced face-to-face course. Regular, punctual attendance is required on regularly scheduled class days and is important for success in the course. Students are expected to attend for the full class period and are required to be responsible for any information or materials given in class. Supplemental materials or handouts will only be distributed one time in class--students who are not in attendance will need to obtain these materials from another class member. The course syllabus, assignments, mail and grades will be posted on the course web page. Web-directed activities or assignments may substitute for class attendance only on days specified in web-page email, and/or announced in class. Students are expected to check the home page, web mail and course schedule prior to each class and to be prepared for each class meeting by reading the assigned materials.

- **Acceptable Student Behavior** 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

- **Academic Accommodations 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/disabilitieservices/.

- **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 can include the following:
(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](http://www.sfasu.edu/policies/academic_integrity.asp).

Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)

a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

   i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Mr. Pelham

b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

c. If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...” DO NOT WRITE: “I want to know ...,” “I want you to ...,” “Send this to me ...,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

d. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Mr. Pelham, I am a student enrolled in your HMS 239.002 course.” Also, I will assume if you do not fill in the ‘Subject' line that your communication is not very important. Please send complete emails.

ee. Be concise in your email.

f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

g. When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday]; however, I am available...” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mr. Pelham) or whom you are and what class you are enrolled/inquiring; your e-mail message may not be read or responded to.

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.

Using technology in online testing
If you choose to take a quiz at a computer that is not supported by the University you will do so at your own risk. Inability to access the quiz, finish the quiz or submit a quiz during the designated quiz 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 be lost, however they do 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 468-1919.

Cell phones are only to be used when given permission by the instructor for class-related activities. PLEASE DO NOT text, use social media, play games, or surf the web in class that leads to class interruptions. Each student will be allowed one warning per semester for unauthorized cell phone use. For any additional violation, points will be deducted from any exams at the instructor’s discretion.

Class participation promotes an active learning environment, and is both encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility to read the schedule in this syllabus and complete readings and assignments at the scheduled time.

Academic integrity is a responsibility of all university faculty and students. 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.

Withheld Grades Semester Grades Policy (A-54)
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.

IX. Other Relevant Course Information:

Withdrawal from the course: Last day to drop a course or withdraw from the University without WP or WF is Wednesday, March 18, 2020.

LiveText: There are no LiveText assignments in this course.

Other policies: All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.
FOR TEACHER PREPARATION STUDENTS

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

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.