Course Time & Location: ONLINE; Begins on Tuesday, 7/7.

Prerequisites: None required/ chemistry and biology helpful.

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.

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

<table>
<thead>
<tr>
<th>COE 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>
</tbody>
</table>

COE Core Values

| Academic excellence through critical, reflective and creative thinking | Students will use critical, reflective and creative thinking skills in applying basic nutrition knowledge to meal preparation, general health, and disease prevention. |
| 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.

Service that enriches the community

Students will understand the value of food systems and its effect on the local, state, national and global community.

Program Learning Outcomes:

No specific program learning outcomes for this major are addressed in this course.

This course does meet standards set for Family Consumer Sciences Composite Certificate and Family Consumer Sciences Hospitality focus students, as set by the Texas Education Agency (TEA). See Student Learning Outcomes below for specifics.

*Stephen F. Austin State University’s Didactic Program in Dietetics (DPD) is accredited by The Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND requires that “The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist.” (ACEND Standard 5.2). This course meets part of that accreditation standard.

Student Learning Outcomes:

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

1. Understand basic human nutritional needs throughout the life.* (4.2k)
2. Understand the relationship of digestion, absorption, and metabolism to optimal health.* (4.3k)
3. Understand 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:
Brightspace by D2L enhancements will be used for this course. You can access Brightspace via http://d2l.sfasu.edu. If you need help, 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 online content and textbook readings
- Genetic Health Risk Assessment assignment
- Unit quizzes (Located at the end of each module)
- A final exam - proctored

Please refer to the “IV. Evaluations and Assessments (Grading)” section of this syllabus for a detailed description of all graded course activities and assessments.

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 Brightspace support at (936) 468-1919.

There will be no make-up quizzes, 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 Quizzes (13 @ 10 points each with the lowest quiz grade dropped = 120 total points). There will be 13 unit quizzes. The lowest quiz grade will be dropped, resulting in 12 quiz grades counted toward your total points for the course. Questions on the quizzes will consist of multiple choice, true/false and/or matching. You will be allowed to revisit questions and they will come up one at a time.
Copying from someone else's screen while taking the quiz, visiting other sites while your browser is opened to the quiz, using your notes or the textbook, giving or receiving an advance copy of the quiz, getting an old copy of the quiz, or hiring a surrogate test-taker will all be considered cheating and are flagrant violations of University policy.

There will be no make-up quizzes unless there is SPECIAL CIRCUMSTANCES WITH PRIOR APPROVAL AND PROPER DOCUMENTATION. Since the tests are open for an entire week, excuses are rarely accepted, and a 0 for that quiz will be assigned. As mentioned above, if an excused absence is granted for a quiz, the final exam grade will replace the “0” you received on the missed quiz.

2. Comprehensive Final Exam (100 total points). There will be one exam in this online course. The final exam will cover major concepts from all of the modules in this course. Questions on the exams will consist of multiple choice, matching, and true/false. Missing an exam will result in a grade of 0 for that exam. A make-up proctored exam will only be given for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL AND PROPER DOCUMENTATION. Exam dates are provided on the syllabus schedule.

The exam will be proctored using Proctorio. You must use a Google Chrome browser when taking exams. Instructions will be posted to Brightspace.

3. Chapter activities – Dropbox Assignments (55 points total). Throughout the semester, activities will be assigned. They will be dropbox assignments. They will be worth between 5 – 30 points. They are to enhance participation and student learning throughout the semester. Chapter activities cannot be made up.

4. Genetic Health Risk Assessment assignment (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 D2L. The assignment is due in three parts: food logs, genetic health risk assessment charts, and a written risk summary. These are 3 separate due dates throughout the semester. Late assignments will be deducted by 20% of the assigned points for each day late, starting immediately after the scheduled deadline for each assignment.

**Course Performance Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 unit quizzes</td>
<td>120</td>
<td>A (4.0)</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
<td>B (3.0)</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>Genetic Health Risk Assessment</td>
<td>100</td>
<td>C (2.0)</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>Chapter activities</td>
<td>55</td>
<td>D (1.0)</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
<td></td>
<td><strong>Less than 60%</strong></td>
</tr>
</tbody>
</table>

**All quizzes and assignments are due on Sundays. The final exam must be completed by the 11:59pm on the last Friday of the course, which is Friday, 8/7.**
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAP.</th>
<th>TOPIC</th>
<th>Quiz/Assignment/Text/Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 7/7</td>
<td>1, 2, &amp; 3</td>
<td>Linking Food, Function, and Health&lt;br&gt;Designing a Healthful Diet&lt;br&gt;Are We Really What We Eat?</td>
<td>All unit quizzes (Nutrition, Designing a Healthful Diet, and Digestion) and the “My Plan, My AMDR” and “GHRA Food Logs” assignments are due by 11:59pm on Sunday, 7/12.</td>
</tr>
<tr>
<td>M 7/13</td>
<td>4, 5, &amp; 6</td>
<td>Carbohydrates&lt;br&gt;Lipids (Fats)&lt;br&gt;Protein</td>
<td>All unit quizzes (Carbohydrates, Lipids, and Proteins) and the “Finding Grams of Carbohydrate” and “GHRA Risk Chart” assignments are due by 11:59pm on Sunday, 7/19</td>
</tr>
<tr>
<td>M 7/20</td>
<td>7, 8, &amp; 9</td>
<td>Fluid and Electrolyte Balance&lt;br&gt;Nutrients for Key Body Functions&lt;br&gt;Nutrients for Healthy Tissues</td>
<td>All unit quizzes (Fluid and Electrolytes, Nutrients for Key Body Functions, and Nutrients for Healthy Tissues) and the “Cancer and Antioxidants” and “Micronutrients Chart” assignments are due by 11:59pm on Sunday, 7/26</td>
</tr>
<tr>
<td>M 7/27</td>
<td>10, 11, 14, &amp; 15</td>
<td>Healthful Body Weight&lt;br&gt;Nutrition and Physical Activity&lt;br&gt;Nutrition During Pregnancy and Nutrition During Infancy&lt;br&gt;Nutrition in Childhood and Nutrition in Adult Years</td>
<td>All unit quizzes (Maintaining a Healthy Weight, Nutrition and Physical Activity, Pregnancy and Infancy, and Childhood and Adults) and the “GHRA Summary and Analysis” assignment are due by 11:59pm on Sunday, 8/2</td>
</tr>
<tr>
<td>M 8/3</td>
<td></td>
<td>FINAL EXAM (comprehensive)− closes at 11:59 pm on Friday, 8/7</td>
<td></td>
</tr>
</tbody>
</table>

***SYLLABUS IS SUBJECT TO CHANGE***

VI. Required Textbook

   **If you have the 4th edition that is fine, but please note that the chapters are a bit different.**

2. **Reliable computer and internet access to Brightspace online course.**
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. It is imperative that students attend classes and laboratories. Punctuality is very important. Arriving to labs late and leaving labs early will result in point deductions. Missing labs will significantly affect your grade. Students are 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 cannot receive these at a later time. The course syllabus, assignments, mail and grades will be posted on the course web page. Students are expected to check the home page, web mail and course calendar prior to each class and to be prepared.

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/disabilitiyservices/.

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 polity 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.

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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.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.