Syllabus
NUTR 1138-501 – Diet and Fitness
Fall 2021

Instructor: Sarah Drake MS, RD, LD  
Course Time & Location: Online (8 week course)
Office: Human Science North Room 101D  
Office Phone: (936) 468-5560
Email: Through this course in D2L (preferred) or at drakes@sfasu.edu

Office Hours:
I am on intermittent maternity leave until the midterm, but which time this course will be over. Due to my leave, I will not be hosting scheduled office hours. I am absolutely available to answer questions through email or can schedule a Zoom meeting with you, as needed. Please know that I am here as a resource outside of the traditional office hours and will be prompt to respond to questions or requests for Zoom meetings. Do not hesitate to ask!

Prerequisites: none required  
Credits: 1 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 fully online 8 week course!!!! The course starts on 8/23/2021 and ends 10/08/2021.

I. Course Description: A study of nutrition and food as applied to daily living. This 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 via online content modules equivalent to 100 minutes per week for 8 weeks, with a final exam on week 8. Students will engage in a variety of assignments that will include, but not limited to, quizzes and a final exam. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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 NUTR 1138</th>
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<tbody>
<tr>
<td>The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of food and nutrition.</td>
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</tbody>
</table>
dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

**COE Core Values**

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Description</th>
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<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 food science principles to the assigned laboratory activities.</td>
</tr>
<tr>
<td><strong>Life-long learning</strong></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>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will work together as a team during laboratory activities.</td>
</tr>
<tr>
<td><strong>Openness to new ideas, culturally diverse people and innovation and change</strong></td>
<td>Recipes that reflect diverse cultures will be utilized in the laboratory setting and will expose the students to culturally diverse food.</td>
</tr>
<tr>
<td><strong>Integrity, responsibility, diligence and ethical behavior and</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>
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</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.

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.

**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 wellness and health, and preventing disease.* (4.2k)

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 consumers health and safety.

13. Recognize the potential for food borne illness to impair health and well-being.

14. Describe appropriate food safety practices, including sanitation procedures, that when utilized during food procurement, preparation, and storage will minimize the risk of food borne illness.

15. Analyze entrepreneurial opportunities in nutrition, wellness, and food service and technology.* (4.2s)

16. Understand employment and entrepreneurial opportunities in nutrition, wellness, and food science and technology.* (4.6k)

*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:
Course Assignments/Activities (see section IV.) D2L 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.

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 be lost, however they do guarantee a reliable way to verify interruptions of service. This alone
could save you grade. If you need technical assistance during an exam please call Brightspace Support at (936) 468-1919. Brightspace assistance is available from 8am-5 pm, M-F.

IV. Evaluation and Assessments (Grading):

1. **Unit Exams (13 @ 20 points each = 260 total points) and comprehensive final exam (50 points).** There will be 13 objective unit exams and 1 comprehensive final exam. **You will have two opportunities to take an exam and the LAST attempt will be recorded.** What this means is if you made an 80% on your first attempt and you retake the exam and make a 70%, that attempt will be the one recorded in the grade book. The questions for each attempt will be different. Exams will be timed (approximately 60 seconds per question), so be sure and know the information. Copying from someone else's screen while taking the exam, visiting other sites while your browser is opened to the exam, using your notes or the textbook, giving or receiving an advance copy of the examination, getting an old copy of the examination, or hiring a surrogate test-taker will all be considered cheating and are flagrant violations of University policy.

There will be no make-up unit exams. In the event that you miss a unit exam, the final exam will count twice (points adjusted for unit exam points) for **SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION.** Since the exams are open for the entire semester, excuses are rarely accepted, and a 0 for that quiz will be assigned. Missing the final exam without a valid excuse will result in a grade of 0 and will significantly impact your grade. **NOTE:** The final exam will be open on M 10/12 at 8:00 am and close W 10/14 at 11:59 pm.

If you have technology problems, especially while taking an exam, please call Brightspace Support at (936) 468-1919 between M-F, between 8am to 5pm. Remember, technology problems associated with exams is not a valid excuse.

<table>
<thead>
<tr>
<th>Grade assignment:</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes / exam (13 exams x 20)</td>
<td>260</td>
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<tr>
<td>Comprehensive final exam</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>310</strong></td>
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<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>279-310</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>248-278</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>217-247</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>186-216</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
<td>&lt;186</td>
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V. Tentative Course Outline/Calendar:

This course is self-paced. All unit quizzes are open until the end of the 8-week semester just before the final exam. All are due 10/03 by 11:59pm. There are 2 exceptions: quiz 1 and 2 are due within the two weeks of class for attendance purposes and the final exam is only open for a 3-day window. The “due dates” column of the course calendar is basically a suggestion of when to complete unit exams so as you move through this course at an appropriate pace.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td></td>
<td>The Human Body: Are We Really What We Eat?</td>
<td>Quiz 2: Digestion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must complete these first two exams by Sunday, 9/5 by 11:59pm to indicate participation in the course for the 12th class day role.</td>
</tr>
<tr>
<td>Mon –</td>
<td>9/6-9/12</td>
<td>Carbohydrates: Plant-Derived Energy Nutrients</td>
<td>Quiz 3: CHO</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Fats: Essential Energy-Supplying Nutrients</td>
<td>Quiz 4: Fat</td>
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<tr>
<td></td>
<td></td>
<td>Proteins: Crucial Components of All Body Tissues</td>
<td>Quiz 5: Pro</td>
</tr>
<tr>
<td>Mon –</td>
<td>9/13-9/19</td>
<td>Vitamins: Micronutrients with Macro Powers</td>
<td>Quiz 6: Vit</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Minerals: Building and Moving Our Body</td>
<td>Quiz 7: Min</td>
</tr>
<tr>
<td>Mon –</td>
<td>9/13-9/19</td>
<td>Fluid Balance, Water and Alcohol</td>
<td>Quiz 8: Fluids</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Achieving and Maintaining a Healthful Body Weight</td>
<td>Quiz 9: Wt</td>
</tr>
</tbody>
</table>
### VI. Readings (Required and recommended—including texts, websites, articles, etc.):
No textbook is required for this course. All of the information that I want you to know is available in the modules.


### VII. Course Evaluations:
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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.*

### Course Timeline:

| Mon – Sun | 9/20-9/26 | Nutrition and Physical Activity: Keys to Good Health  
Nutrition Throughout the Lifecycle: Pregnancy and Infancy | Quiz 10: Phys  
Quiz 11: Preg |
|-----------|-----------|-------------------------------------------------------------|--------------|
| Mon - Sun | 9/27-10/3 | Nutrition Throughout the Lifecycle: Toddlers and Childhood  
Nutrition Throughout the Lifecycle: Adulthood and Elderly  
Review all modules for final exam | Quiz 12: Child  
Quiz 13: Elderly  
**All quizzes must be completed by Sunday, 10/03 before 11:59pm** |
| Mon - Fri | 10/4-10/8 | Comprehensive Final: Opens at 12:00am 10/04, closes at 11:59pm on W 10/08 | Final Exam |

*Syllabus and Course Timeline are subject to change. Always refer to the Course Timeline in Brightspace for specific due dates and times of quizzes and exams.*
VIII. Student Ethics and Other Policy Information:

**Attendance:** Attendance is critical in this course for success. Students are expected to log-in on a regular basis. Any student having a PLANNED ABSENCE for an SFA university function MUST NOTIFY the professor IN WRITING (email) prior to the absence if the absence affects a student’s ability to complete the unit exams or final exam. This note may be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes not accompanied by such a memo will be verified on the web page for the Registrar’s Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time BEFORE the absence occurs. Please contact me through the email system provided in this course.

There is no class participation grade; however, class participation is extremely important. You must log in on a regular basis and complete the quizzes prior to the due date.

**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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Students with Disabilities** 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/](http://www.sfasu.edu/disabilitieservices/).

**Academic** 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 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 Semester Grades Policy (5.5) Ordinarily, 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
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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 at SFA. 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.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

**SFASU Human Services Counseling Clinic:**  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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.

**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. You may work at your own pace, but it is recommended you complete this course early.