School of Human Sciences  
Food, Nutrition, & Dietetics  
NUTR 2339.500 Introductory Nutrition  
Fall 2023

Instructor: Justin Pelham, MS, RD, LD  
Office: HMS North 101 C  
Office Phone: (936) 468-5892  
Course Time/Location: Online  
Credits: 3 semester hours  
Email: Through this course in Brightspace (preferred) or alternative: pelhamjd@sfasu.edu

Office Hours: Tues: 1:50 – 2:50pm; Wed: 2:00 – 3:30pm; Thurs: 1:50 – 2:50pm; Fri: 10:30am – 12:00pm  
* All hours will be accommodated via Zoom and/or face-to-face 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 several times a week being an online class for course notifications and emails.

**SYLLABUS IS SUBJECT TO CHANGE***

Self-discipline is a requirement for students in an online course. An online course is NOT easier than a face-to-face course and may actually require more time than a traditional classroom experience.

Please contact me early if you have any personal issues that affect your participation.  
Do not wait until a deadline and tell me you have a computer problem.  
Start early and be able to access another electronic device.

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 via online content modules equivalent to 300 minutes per week for 7 weeks and includes a final exam on week 7. 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 Perkins College of Education (PCOE).

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in NUTR 2339</th>
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<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>
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</tbody>
</table>

PCOE Core Values

<p>| 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. |</p>
<table>
<thead>
<tr>
<th><strong>Life-long learning</strong></th>
<th>Students will utilize the process of learning to develop and/or expand interests in key nutrition concepts taught in the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will interact with online course 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>
</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.

*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 5.1). 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:

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.

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)
- Midterm and a final exam - proctored

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 an exam, the final exam score will count as your missed exam score (example, if you received an 80% on the final exam, you will receive an 80% on the missed exam) for **SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, & 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. **Chapter Quizzes (12 @ 10 points each = 120 total points).** There will be 13 unit quizzes total. 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 quizzes 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 circumstance is granted for a quiz, the student must complete the quiz during the designated time frame allotted by the instructor.

2. **Proctored Exams – Midterm and a Final Exam (2 @ 60 points each = 120 total points).** There will be two proctored exams in this online course. Proctored exams are exams taken with an approved proctor. Each exam will cover 6-7 modules/chapters and final exam will consist of a comprehensive component. Questions on the proctored exams will consist of multiple choice, matching, and true/false. Missing a proctored 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.**

   You will be utilizing the online proctoring service called **Proctorio.** This platform allows you to take an online exam in D2L while being proctored in a remote location. **Taking an exam through Proctorio requires that you have a functioning webcam and audio capacity.** You will also need access to a desktop or laptop computer. Tablets, smartphones, Chromebooks, and other mobile devices are not optimal and/or supported at this time.

   - **It is your responsibility** to complete your exam(s) within the specified time frame and abide by all rules for bringing only appropriate materials into your testing area. You will need to provide photo identification to your proctor prior to taking your exam. Appropriate identification includes: driver’s license, SFA student ID, passport, or other government-issued photo identification.
   - **There will be no associated costs or fees with the usage of the Proctorio services.**
• When you schedule your exam, be sure to take into account that verifying your identity and validating the integrity of your testing area will take a few minutes.
• Before scheduling your exam, you need to ensure your computer is compatible with Proctorio’s software.

1. Go to proctorio.com/support (https://proctorio.com/support), and there is a 1-2-3 guide there (about halfway down the page - just click Setting Up Proctorio).
2. Complete the initial diagnostic to make sure your electronic device is equipped. Then, login to D2L as you normally would in the updated Google Chrome extension for Proctorio to function.
3. Google Chrome is the ONLY browser to use when taking an exam with Proctorio!

Additional information to consider with online exams:
• You will be monitored during the exam. Suspected violations will be noted and a report will be sent to me.
• Your exam should be taken in private locations only (no McDonald’s, coffee shops, library, etc.). Otherwise, you will need to contact the SFA testing center at (936) 468-3958 to make an appointment.

3. Chapter activities – Dropbox Assignments / Discussions (65 points total). Throughout the semester, activities will be assigned. These assignments will be located in Dropbox and worth between 10 – 15 points each. They are to enhance your understanding and student learning throughout the semester. Please note late assignments will be deducted by 20% of the assigned points daily starting immediately after the scheduled deadline for each activity.

4. Genetic Health Risk Assessment assignment (75 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.

6. Syllabus Quiz (5 points). Complete this introductory assignment in Brightspace by D2L to convey your understanding and acknowledgement of the course. This will be completed within the first full week of Sunday, September 3rd by 11:59pm. This assignment helps with SFA enrollment verification. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for that course.

7. Introductions (10 points) Students will complete basic information about themselves as prompted by the questions presented. They will respond to other student post to better connect with their fellow peers online. The discussion board can be utilized in this capacity for general questions to the class. This class entry assignment will be completed within the first full week by Sunday, September 3rd at 11:59pm

<table>
<thead>
<tr>
<th>Course Performance Evaluation</th>
<th>Points</th>
<th>Grade Assignment:</th>
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<tbody>
<tr>
<td>12 Chapter Quizzes</td>
<td>120</td>
<td>Percentage Points</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>60</td>
<td>A 90% - 100%</td>
</tr>
<tr>
<td>1 Comprehensive Final Exam</td>
<td>60</td>
<td>B 80% - 89.9%</td>
</tr>
<tr>
<td>Genetic Health Risk Assessment</td>
<td>70</td>
<td>C 70% - 79.9%</td>
</tr>
<tr>
<td>Chapter Activities</td>
<td>65</td>
<td>D 60% - 69.9%</td>
</tr>
<tr>
<td>Syllabus Quiz / Introductions</td>
<td>15</td>
<td>F Less than 60%</td>
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<td>Total</td>
<td>390</td>
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## V. NUTR 2339 Online - Fall 2023 Tentative Course Outline/Calendar:

**All quizzes and assignments are due on Sundays except Chapter 14 & 15 quizzes.**

**Midterm and Final Exams are scheduled on Friday.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Chapter(s)</th>
<th>Topic</th>
<th>Assignment/Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8/28</td>
<td></td>
<td>Intro to Course, Syllabus</td>
<td>Class Intros / Syllabus Quiz Due: Sunday, 9/3 by 11:59pm</td>
</tr>
<tr>
<td>Monday</td>
<td>8/28</td>
<td>1</td>
<td>Intro to Course, Nutrition: Linking Food and Health</td>
<td>Module 1 Quiz: Nutrition Due: Sunday, 9/10 by 11:59pm</td>
</tr>
</tbody>
</table>
| Monday | 8/28  | 2          | Designing a Healthful Diet     | Module 2 Quiz: Designing a Healthful Diet 
**ASSIGNMENT**
“My Plan, My AMDR” Due via Dropbox by Due: Sunday, 9/10 by 11:59pm |
| Monday | 9/4   | 3          | The Human Body                 | Module 3 Quiz: Digestion GHRA – Part 1: 3 Day Food Log due via Dropbox Due: Sunday, 9/17 by 11:59pm |
| Monday | 9/4   | 4          | Carbohydrates                  | Module 4 Quiz: Carbohydrates Discussion – Added Sugars Sunday, 9/17 at 11:59pm |
| Monday | 9/11  | 5          | Lipids                         | Module 5 Quiz: Lipids ONLINE ASSIGNMENT
“Finding grams of Macronutrients” due via Dropbox by: Sunday, 9/24 at 11:59pm |
| Monday | 9/11  | 6          | Proteins                       | Module 6 Quiz: Protein GHRA – Part 2: Risk Analysis due via Dropbox Sunday, 9/24 at 11:59pm |

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<tr>
<th>Day</th>
<th>Date</th>
<th>Chapter(s)</th>
<th>Topic</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td>Friday</td>
<td>9/22</td>
<td></td>
<td>Proctored Midterm: Chapters 1 – 6 (Open from 12:00am – 11:59pm)</td>
<td>MIDTERM</td>
</tr>
<tr>
<td>Monday</td>
<td>9/18</td>
<td>7</td>
<td>Fluid and Electrolyte Balance</td>
<td>Module 7 Quiz: Fluid and Electrolytes Discussion – Added Sodium Due: Sunday, 10/1 at 11:59pm</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Assignment/Activity</td>
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<tr>
<td>Monday</td>
<td>9/18</td>
<td>8</td>
<td>Nutrients Essential to Key Body Functions</td>
<td>Module 8 Quiz: Nutrients for Key Body Functions</td>
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<td>ASSIGNMENT</td>
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<td>“Cancer and Antioxidants” due via Dropbox:</td>
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<td>Due: Sunday, 10/1 at 11:59pm</td>
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<tr>
<td>Monday</td>
<td>9/18</td>
<td>9</td>
<td>Nutrients Essential to Healthy Tissues</td>
<td>Module 9 Quiz: Nutrients for Healthy Tissue</td>
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<td>ASSIGNMENT: Complete both Micronutrient Charts and submit in Dropbox by</td>
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<td>Due: Sunday, 10/8 at 11:59pm</td>
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<tr>
<td>Monday</td>
<td>9/25</td>
<td>10</td>
<td>Achieving and Maintaining a Healthful Body Weight</td>
<td>Module 10 Quiz: Achieving and Maintaining a Healthful Body Weight</td>
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<td></td>
<td>Due: Sunday 10/8 by 11:59pm</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Assignment/Activity</td>
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<td>GHRA – Part 3: Summary and Analysis, and IDEAL DAY’S INTAKE due via Dropbox on</td>
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<td>Due: Sunday 10/8 by 11:59pm</td>
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<tr>
<td>Monday</td>
<td>10/2</td>
<td>14</td>
<td>Nutrition in Pregnancy and First Year</td>
<td>Unit 14 Quiz: Nutrition in Pregnancy and 1st year</td>
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<td>Due: Friday 10/13 by 11:59pm</td>
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<tr>
<td>Monday</td>
<td>10/2</td>
<td>15</td>
<td>Nutrition in Childhood to Late Adult</td>
<td>Unit 15 Quiz: Nutrition in Childhood to Late Adult</td>
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<td>Due: Friday 10/13 by 11:59pm</td>
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<tr>
<td>Friday</td>
<td>10/13</td>
<td></td>
<td>Proctored Final Exam – Chapters 7, 8, 9, 10, 11, 14, 15 + Comprehensive Portion (Open 12:00am – 11:59pm)</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

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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:

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Important course related policies:

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other SFA Policy Information***

IX. Resources

On-campus Resources:

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

Health and Wellness Hub (corner of E. College and Raguet) • 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

X. Other Relevant Course Information:

**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 NUTR 2339.500 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.
e. Be concise in your e-mails.

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.

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.