**Instructor:** Justin Pelham, MS, RD, LD  
**Office:** HMS 101 C North  
**Office Phone:** (936) 468-5892  
**Course Time/Location:** T/R 9:30 – 10:45am, HMS North 201  
**Credits:** 3 semester hours  
**Email:** Through this course in Brightspace (preferred) or alternative: pelhamjd@sfasu.edu

**Office Hours:** **Tues:** 12:30 – 1:30pm; **Wed:** 9:30 – 11:30am; **Thur:** 12:30 – 1:30pm; **Fri:** 10:30am – 11:30am  
*Office hours will be accommodated via Zoom and/or face-to-face by appointment only  
*Other times arranged 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, chapter activities, and in-class application assignments related to course content. For every hour a student spends engaging with course content, they spend at least two hours completing associated activities and assessments. This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.

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><strong>PCOE Mission</strong></th>
<th><strong>Relation to learning experiences in NUTR 2339</strong></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>
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<table>
<thead>
<tr>
<th><strong>PCOE Core Values</strong></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>
<tr>
<td>Collaboration and shared decision making</td>
<td>Students will interact during in-class activities and assignments.</td>
</tr>
</tbody>
</table>
**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.

*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**:

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](http://d2l.sfasu.edu). If you need help with D2L software, please contact Center for Teaching and Learning (CTL) staff at 468-1919.
IV. Evaluation and Assessments (Grading):

1. **Unit Exams (3 @ 50 points each = 150 total points).** Each unit exam will take place in a designated testing location for proctoring in the SFA Library during class. This will be announced as the semester moves forward. Certain exams will require a 4-function calculator. **Cell phones will not be allowed as calculators for exams.**

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 and the final exam will take place in a designated testing location in the SFA Library during university scheduled time.

   There will be no make-up unit exams. In the event that you miss a unit exam, the final exam score will count as your exam score. (Example, if you received an 80% on the final exam, you will receive an 80% on the missed unit exam) for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL AND PROPER DOCUMENTATION. PROPER DOCUMENTATIONS MUST BE SUBMITTED WITHIN 3 DAYS OF MISSING AN ASSESSMENT.

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 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. Chapter quizzes will serve as the 150 minutes of asynchronous work to meet the required contact hours in this course.**

   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 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.**

5. **Chapter Assignments (85 points).** Chapter assignments are utilized to enhance your understanding of the nutrition content. The assignments will be located in Dropbox, Discussion board, or completed in class and will range from 5 – 15 points. **Late assignments will be deducted by 20% of the total assignment 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 **Thursday, January 25th by 11:59pm (CST).** 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. **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. 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 syllabus schedule and complete assignments, quizzes, and exams at the scheduled time.**
### Course Performance Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Unit Exams</td>
<td>150</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (Asynchronous)</td>
<td>75</td>
</tr>
<tr>
<td>Chapter Activities</td>
<td>85</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Genetic Health Risk Assessment</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>440</td>
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</table>

### Grade Assignment:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90% - 100%</td>
<td>396 – 440</td>
</tr>
<tr>
<td>B 80% - 89.9%</td>
<td>352 – 395</td>
</tr>
<tr>
<td>C 70% - 79.9%</td>
<td>308 – 351</td>
</tr>
<tr>
<td>D 60% - 69.9%</td>
<td>264 – 307</td>
</tr>
<tr>
<td>F Less than 60%</td>
<td>Less than 264</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>1/18, 1/23</td>
<td>Th, T</td>
<td>Ch. 1</td>
<td>Intro to Course, Linking Food, Function, &amp; Health</td>
<td>SYLLABUS QUIZ</td>
</tr>
<tr>
<td>1/25, 1/30</td>
<td>Th, T</td>
<td>Ch. 2</td>
<td>Designing a Healthful Diet *Guest Speaker – Campus Rec</td>
<td>Cronometer, My AMDR (Dropbox)</td>
</tr>
<tr>
<td>2/1, 2/6</td>
<td>Th, T</td>
<td>Ch. 3</td>
<td>The Human Body</td>
<td>QUIZ #1; Generic Health Risk Assessment (Part 1) Due</td>
</tr>
<tr>
<td>2/8</td>
<td>Th</td>
<td>Exam 1, Ch. 1-3</td>
<td>EXAM</td>
<td></td>
</tr>
<tr>
<td>2/13, 2/15</td>
<td>T, Th</td>
<td>Ch. 4</td>
<td>Carbohydrates</td>
<td>Added Sugars Intake (Discussions)</td>
</tr>
<tr>
<td>2/20, 2/22</td>
<td>T, Th</td>
<td>Ch. 5</td>
<td>Lipids (Fats)</td>
<td>Finding Grams of Macronutrients (Dropbox)</td>
</tr>
<tr>
<td>2/27, 2/29</td>
<td>T, Th</td>
<td>Ch. 6</td>
<td>Proteins</td>
<td>QUIZ #2; Generic Health Risk Assessment (Part 2) Due</td>
</tr>
<tr>
<td>3/5</td>
<td>T</td>
<td>Exam 2, Ch. 4-6</td>
<td>EXAM</td>
<td></td>
</tr>
<tr>
<td>3/7, 3/19</td>
<td>Th, T</td>
<td>Ch. 7</td>
<td>Fluid and Electrolyte Balance</td>
<td>Added Sodium Intake (Discussions)</td>
</tr>
<tr>
<td>3/12, 3/14</td>
<td>T, Th</td>
<td></td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/21, 3/26</td>
<td>Th, T</td>
<td>Ch. 8</td>
<td>Nutrients Essential to Key Body Functions</td>
<td>QUIZ #3; Cancer and Antioxidants (Dropbox)</td>
</tr>
<tr>
<td>3/28</td>
<td>Th</td>
<td></td>
<td>EASTER – HOLIDAY BREAK</td>
<td></td>
</tr>
<tr>
<td>4/2, 4/4</td>
<td>T, Th</td>
<td>Ch. 9</td>
<td>Nutrients Essential to Healthy Tissue</td>
<td>QUIZ #4; Micronutrient Chart (Dropbox)</td>
</tr>
<tr>
<td>4/9</td>
<td>T</td>
<td>Exam 3, Ch. 7-9</td>
<td>EXAM</td>
<td></td>
</tr>
<tr>
<td>4/11, 4/16</td>
<td>Th, T</td>
<td>Ch. 10</td>
<td>Achieving a Maintaining a Healthy Body Weight</td>
<td>Genetic Health Risk Assessment (Part 3) Due</td>
</tr>
<tr>
<td>4/18, 4/23</td>
<td>Th, T</td>
<td>Ch. 11</td>
<td>Nutrition and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>4/25, 4/30</td>
<td>Th, T</td>
<td>Ch. 14</td>
<td>Nutrition in Pregnancy and First year</td>
<td>QUIZ #5</td>
</tr>
<tr>
<td>5/2</td>
<td>Th</td>
<td>Ch. 15</td>
<td>Nutrition in Childhood to Late Adulthood / Final Exam Review</td>
<td>QUIZ #6</td>
</tr>
<tr>
<td>5/9</td>
<td>Th</td>
<td></td>
<td>Comprehensive Final Exam from 8:00am – 10:00am</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

***SYLLABUS IS SUBJECT TO CHANGE***
VI. Required Textbook:

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy Information:

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity
The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

❖ On-campus Resources:
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • 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
    Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    Location: corner of E. College and Raguet Street
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

- [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
- 936.468.4008
- [thehub@sfasu.edu](mailto:thehub@sfasu.edu)

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Professional Writing:
All written assignments must reflect professional writing skills. If there are five or more errors of grammar, spelling, sentence structure and/or organization the assignment will NOT be graded and will result in a grade of zero. If you have difficulty with appropriate professional writing you should utilize the services offered by the Academic Assistance and Resource Center located in Steen Library. You should also consider the use of the SFA Online Writing Lab (OWL). For a reference style guide, please utilize the following website for APA formatting guidelines [https://www.mendeley.com/guides/apa-citation-guide](https://www.mendeley.com/guides/apa-citation-guide).

Withdrawal from the course: Last day to drop a course or withdraw from the University without WP or WF is Monday, April 10, 2024.

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.