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### NUTR 221N.50: Basic Human Nutrition

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## NUTR 221N: Nutrition

Spring 2022

<b>Instructor:</b> Mary Jeanne Doyle, MS, RDN, LDN	<b>Class Dates &amp; Location:</b> This sixteen-week online course runs from Tuesday, January 18 through Friday, May 13. It is taught online, through <a href="#">Moodle</a> ).
<b>Contact Information:</b> Email: <a href="mailto:maryjeanne.doyle@umontana.edu">maryjeanne.doyle@umontana.edu</a> (I'll reply to emails within 24 hrs, M- F)  <b>Moodle Tech Support:</b> UMOnline: 406.243.4999; <a href="mailto:umonline-help@umontana.edu">umonline-help@umontana.edu</a> for Tech Support link.	<b>Virtual Office Hours in Moodle:</b> May be available in Moodle by appointment. Email me to set up a 1:1 Zoom chat.  <b>McGraw-Hill Connect Tech Support:</b> 800.331.5094  <b>UM Coronavirus Website:</b> <a href="https://www.umt.edu/coronavirus/">https://www.umt.edu/coronavirus/</a>

**It is strongly encouraged that you print out your Syllabus and keep it in a prominent location. Once you are able to access our course in Moodle, first review the instructions on how to navigate the course Learning Units. Email me immediately if you have any problems or questions.**

**Course Overview:** This course is designed to apply scientific concepts to a basic foundation of nutrition principles, to critically review controversies in the field, and to provide up-to-date nutrition information. Students will become acquainted with critical thinking skills that will help them evaluate and personalize nutrition information. This course includes the presentation of nutrients required, the process of digestion, and a discussion of nutritional needs throughout the life cycle. Students will also personalize nutrition recommendations, and be introduced to principles of nutrition therapy in relation to meeting nutritional needs of individuals with diverse backgrounds, activity levels, and medical conditions.

**Prerequisite Skills and Knowledge:** There are no prerequisites for this course. However, it is strongly recommended that you have taken a college-level science course and introductory writing course prior to enrolling in this course.

**Expected Student Learning Outcomes: Upon completion of this course the student will be able to:**

<b>Learning Outcomes:</b>	<b>Assessments:</b>
<b>1. Identify how physiological needs throughout the lifecycle impact nutrition requirements.</b>	<b>Discussion Boards Assignments Quizzes</b>
<b>2. Understand how age, economics, culture, and state of wellness influence development of a plan to meet nutritional needs.</b>	<b>Discussion Boards Assignments Quizzes</b>
<b>3. Evaluate nutrition information from a variety of sources and make informed decisions about his or her diet and overall health.</b>	<b>Diet Analysis Assignments Quizzes</b>
<b>4. Discuss food and water safety and the measures that can be taken to prevent foodborne illness in the population.</b>	<b>Assignment Quiz</b>
<b>5. Understand the role nutrition plays in illness and disease, and be able to apply that information to the clinical setting.</b>	<b>Discussion Boards Small Group Assignment Other Assignments Quizzes</b>

**Participation and Grading Criteria:**

Participation Expectations: While the online medium provides you with flexibility in terms of when, during the course of a given week, you elect to complete assignments and participate in discussions, you still need to "check in" to the course site at least three times per week, just as you would show up for an "on-ground" class. (Please Note: This course isn't an independent study class.) At times, you will need to coordinate your calendar with a few classmates in order to complete small group assignments and activities. I'll post announcements to remind you, in advance, of these occurrences. If you put forth a lot of effort into this class, you will gain a lot from this course.

Assignments and Assessments:

For Discussion Board assignments, first posts are due by 5pm on Tuesday and final posts are due by 5pm on Thursday of the week indicated, unless otherwise noted. All other assignments

are due by Midnight on Friday of the week indicated unless otherwise noted. Late assignments may be docked points at the discretion of the instructor.

**Grades:**

Discussion Board Assignments	120 points
Diet Analysis Assignments	200 points
Other Assignments	160 points
Quizzes	240 points

Grading Scale: (No plus/minus grades assigned):

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = < 60%

**Course Textbook:** Loose-leaf textbook is provided in addition to an e-book. Price is included with cost of tuition. Directions on how to access both and course materials will be provided.

Smith, A., Collene, A., & Spees, C. (2022). Wardlaw’s Contemporary Nutrition, Twelfth Edition, with Connect Plus. New York, NY: McGraw-Hill.

**Course Schedule:**

<b>Week of:</b>	<b>Readings/Resources:</b>	<b>Assignment/Assessments:</b>
Jan 18 (Wk 1): Learning Unit 1	Chap. 1 of textbook	Discussion Board: Getting Acquainted Diet & Exercise Analysis Assign 1 – Food & Exercise Records Moodle Assignment/Quiz Quiz
Jan 24 (Wk 2): Learning Unit 2	Chap. 2 of textbook	Discussion Board: None this week. Diet Analysis Assignment 2– Computer Analysis Quiz
Jan 31 (Wk 3): Learning Unit 3	Chap. 3 of textbook	Discussion Board: Dietary Guidelines  Quiz
Feb 7 (Wk 4): Learning Unit 4	Chap. 4 of textbook	Discussion Board: None this week. Chap. 4 Assignment: Diabetes Diet Analysis Assignment 3 – Carbohydrates Quiz

Feb 14 (Wk 5): Learning Unit 5	Chap. 5 of textbook	Discussion Board: None this week. Diet Analysis Assignment <b>4</b> - Fats Quiz
Feb 21 (Wk 6): Learning Unit 6	Chap. 6 of textbook	Discussion Board: None this week. Diet Analysis Assignment <b>5</b> – Protein Quiz
Feb 28 (Wk 7): Learning Unit 7	Chap. 7 of textbook	Chap. 7 Small Group Assignment: Popular Diets  Chap. 7 Assignment: Popular Diet Research Assignment Due Quiz
Mar 7 (Wk 8): Learning Unit 8	Chap. 8 of textbook	Discussion Board: None this week.  Diet Analysis Assignment <b>6</b> - Vitamins Quiz
Mar 14 (Wk 9): Learning Unit 9  <b>Mar 21 through 25 Spring Break</b>	Chap. 9 of textbook	Discussion Board: None this week. Diet Analysis Assignment <b>7</b> – Minerals  Chap. 9 Assignment: Osteoporosis  Quiz
Mar 28 (Wk 10): Learning Unit 10	Chapter 10 of textbook	Discussion Board: Ergogenic Aids  Diet Analysis Assignment <b>8</b>  Quiz

April 4 (Wk 11): Learning Unit 11	Chapter 11 of textbook	Discussion Board: None this week.  Chap. 11 Assignment: Eating Disorders Quiz
April 11 (Wk 12): Learning Unit 12	Chap. 13 of textbook*  *Please Note: This week covers Chapter 13.	Discussion Board: Hunger  Quiz
April 18 (Wk 13): Learning Unit 13	Chap. 12 of textbook  *Please Note: This week covers Chapter 12.	Discussion Board: None this week. Chap. 12 Assignment: Foodborne Illness  Quiz

Apr 25 (Wk 14): Learning Unit 14	Chap. 14 of textbook	Discussion Board: Breastfeeding  Quiz
May 2 (Wk 15): Learning Unit 15	Chap. 15 of textbook	Discussion Board: Childhood Obesity  Quiz
May 9 (Wk 16): Learning Unit 16	Chap. 16 of textbook	Discussion Board: None this week.  Diet & Exercise Analysis Assign 9- Review  Quiz

### Course Policies, Procedures, and Resources:

1. Student Conduct Code: The [Student Conduct Code](#) governs all student conduct at the University of Montana-Missoula, including conduct and communication in an online course. All students are expected to comply with this Code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic [netiquette rules](#). You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.
2. Assignment Due Dates/Times: For Discussion Board assignments, first posts are due by 5pm on Tuesday and final posts are due by 5pm on Thursday of the week indicated, unless otherwise noted. All other assignments are due by Midnight on Friday of the week indicated unless otherwise noted. Late assignments may be docked points at the discretion of the instructor.
3. Course Accommodations Statement (ODE): The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Office for Disability Equity (formerly Disability Services for Students-DSS). If you think you may have a disability adversely affecting your academic performance and you have not already registered with ODE, please contact ODE in Lommasson Center 154, by phone at 243-2243, or click on [ODE](#) to access website (<https://www.umt.edu/disability/>). I will work with you and ODE to provide an appropriate accommodation. Please contact me as soon as possible if you require accommodation.
4. Student Resources: The Curry Health Center (243-2122) provides medical and health care services, including counseling services (243-4711) for students. Telehealth services

may be available. Don't hesitate to contact the Health Center if needed. The Student Advocacy Resource Center (SARC) at the University of Montana is committed to having a campus free from discrimination and unwelcome physical, sexual, emotional, or social coercion. If you may have experienced any form of assault, violence, harassment, or other forms of discrimination, please contact SARC in the Curry Health Center-Room 108 or by phone at 243-4429 (Monday through Friday, 9:00 AM to 4:00 PM). SARC can be reached after hours through the 24-hour support line (406-243-6559). They offer free and confidential support and brief counseling.

5. Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).
  
6. Coronavirus Resources and Guidance: We are in a very unusual time right now due to the COVID-19 pandemic. In order to keep you fully informed, Missoula College and UM have created resources for students. One of those sources is the [UM Coronavirus website](https://www.umt.edu/coronavirus/) (<https://www.umt.edu/coronavirus/>). The website provides the latest information and updates on the COVID-19 pandemic. There is also a [UM app](https://www.umt.edu/mobile/) (<https://www.umt.edu/mobile/>) which provides daily prompts to self-report symptoms and assist with contact tracing.

Our course is fully online. However, if any of you are on campus or visiting campus, the University has installed some safety guidelines and they are listed on the Coronavirus website. Some of the guidelines include the following: Masks are required in classrooms. If you feel sick or have COVID symptoms, please contact the Curry Health Center (406-243-4330). Also, try and avoid eating food or drinking fluids while in class.

7. Naming and Submitting Assignments: Assignments may be saved in either of these two file formats: **PDF or Microsoft Word**. Please include your name at the top of all assignment write-ups. Name your files with your last name and an abbreviated name of the assignment, like this: **jones\_reflection1**. You can use an underscore ( \_ ) or a period ( . ) to separate your name from the name of the assignment. Do not use other symbols (such as: # \$ @ \* & - ?, etc.) in your file names as I won't be able to open the files.

8. Specification for papers: Assignments that involve submitting a paper should be written in paragraph form, using complete sentences. The only exception applies to the Popular Diet Research Paper in Learning Unit 7. In this case, you also need to follow APA Writing Style Guidelines as this is a research paper. The [University of Montana Library](#) homepage has a link to writing style citation guides, including APA, which will be helpful for you. If you are interested in obtaining some help in developing your writing skills, the [Writing & Public Speaking Center](#) offers free tutoring to all students. They are an excellent resource and the staff members are available throughout the semester. You can schedule an appointment by clicking on the website link.
9. Turn-around time for grading assignments, providing feedback, etc. Discussion Board posts will be read throughout the week and feedback will be provided. Grades for Discussion Board assignments and all other assignments will be posted by approximately 5 PM on Tuesday of the following week.
10. Technical Requirements: Please refer to the UMOOnline Tech Support webpage for information on browser compatibility and any free downloads/plugin you might need.
11. Readiness for Online Learning: If this is your first time taking a UM Online course, or if you have not taken a course in Moodle, it is strongly recommended that you complete the 30 minute **Moodle 101 for Students** tutorial. This is your first assignment for the course and can be found in Week 1 - Learning Unit 1. Click on [Moodle Tutorial](#) and log in by using your User Name and Password to find the tutorial.

**See Expectations and Grading Rubrics - next 3 pages.**



## Expectations and Grading Rubrics

### Course Expectations

**Participation:** While the online medium provides you with flexibility in terms of when, during the course of a given week, you elect to complete assignments and participate in discussions, you still need to "check in" to the course site **at least three times per week**, just as you would show up for an "on-ground" class. At times, you will need to coordinate your calendar with a few classmates in order to complete small group assignments and activities. I'll post announcements to remind you, in advance, of these occurrences. In addition, one of the responsibilities you have as a student in this course, is to **check your UM email account routinely** for additional class information.

**Assignments:** All assignments are due by Midnight on Friday of the week indicated unless otherwise noted. For Discussion Board assignment contributions, first posts are due by 5pm on Tuesday and final posts are due by 5pm on Thursday of the week indicated, unless otherwise noted.. Late assignments may be docked points at the discretion of the instructor.

Assignments that involve submitting a paper should be written in paragraph form, using complete sentences. In addition, the **Popular Diet Research Paper** due in Learning Unit 7 also requires that you follow APA Writing Style Guidelines, as this is a research paper.

**Small Group Assignment:** The **Popular Diet Small Group Assignment** found in Learning Unit 7 is designed to be completed in small groups. You will receive instructions to complete this assignment in Learning Unit 7.

**Quizzes:** Each weekly quiz will be made available to you from noon on Thursday of the Learning Unit week until Midnight on Sunday. You can only take each quiz once, so pick a time when you won't have any interruptions for fifteen minutes. Each quiz is timed and consists of approximately 15 items.

### Grading Rubrics

**Discussion Rubric:** This rubric (**see last page**) will be used to grade your participation in Discussion Board assignments. First Discussion Board posts due Tuesday by 5 pm and a second Discussion Board post is due Thursday by 5 pm. Please review the grade rubric prior to participating in the Learning Unit 3 discussion in order to understand the expectations.

**Small Group Discussion Rubric:** The rubric that will be used to grade this assignment will be found in Learning Unit 7.

**Assignment Rubrics:** All Rubrics that will be used to grade each of the general assignments and all the Diet Analysis Assignments will be found within the individual Learning Units.

**See Sample Discussion Board post next page.**

**Sample Discussion Post:** Here is an example of a good Discussion Board post - The Benefits and Limitations of Chocolate:

Our textbook discusses phytochemicals found in some of our foods and known to provide health benefits for us, including reducing the risk of development of heart disease or stroke. Dark chocolate is listed as one of those foods. An article posted on the Cleveland Clinic's website (October, 2021) reports that flavanol, a flavonoid found in cocoa and chocolate, contains antioxidant properties and other health benefits. However, the article noted that the amount of flavanol in chocolate may vary depending on how PROCESSED the chocolate is. The article also indicated that there are some healthy fats (monounsaturated) found in cocoa butter. However, calorie content and added sugars in most chocolate are factors as well, so the benefits of even dark chocolate may be limited.

As Clay noted in his Discussion Board post yesterday, there are other foods which would be much better sources of phytochemicals and antioxidants on a routine basis, including many fruits and vegetables. Other food sources of healthy fats would be better choices than chocolate.

Resource:

(2021, October 26). *Heart Healthy Benefits of Chocolate*. Retrieved from:

<https://my.clevelandclinic.org/health/articles/benefits-of-chocolate-heart-health>

**Subscribing to a Discussion Board (optional):** You may choose to “subscribe” to each Discussion Board. This will allow you to receive an email each time a new post has been added to the discussion. This can serve as a prompt for you to log into the course and continue the week’s discussion. To subscribe to a discussion, click on the “subscribe” button.

**See Discussion Board Grade Rubric next page.**

**Scoring Guide for Discussion Board Postings-First Discussion Board Posts due Tuesday by 5PM and a Second Discussion Board Post is due Thursday by 5PM.**

Criterion/Evaluation	Level 1: (8 Pts.)	Level 2: (12 Pts.)	Level 3: (15 Pts.)
Content of Posting/Interaction	Your responses reflect personal opinions or ideas, or conclusions that are not supported by evidence from the text reading(s).	Your responses are supported with representative evidence from the text reading(s).	Your responses are supported with representative evidence from the text reading(s) <b>and</b> other sources.
Quality of Interaction	Your messages explore the topics or issues by identifying and organizing relevant facts, formulating conclusions, and presenting them.	Your exploration of topics/issues goes beyond Level 1 by providing examples related to the topic and interacting in a dialogue that involves supporting or challenging ideas that others have proposed, raising pertinent questions, etc.	Your exploration of topics/issues goes beyond Level 2 by initiating new threads of related discussion in the context of the current discussion dialogue. You explain how a new or previous concept connects to the current concept or how your daily experiences relate to class content and discussion.
Frequency/ Responsiveness of Interactions	Your messages are posted within a very narrow time frame (within 24 hrs.) and give little or no evidence of multiple readings and opportunities for critical reflection or you only posted 1 message. Your messages indicate reflection on a very limited scope of information.	Your messages are posted within a broader time frame than in Level 1 (up to 48 hrs) and give minimum evidence of multiple readings and opportunities for critical reflection. Your messages reflect consideration of a broader scope of information than in Level 1.	Your messages are posted over the course of the week, indicating evidence of at least 2 logins, readings and opportunities for critical reflection. In addition, your messages reflect recognition of the multiple perspectives and/or common themes/patterns apparent

			throughout the entire discussion.
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**Name:**

**Discussion Board Assignment:**

**Grade: / 15**