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NUTR 221N.50C: Basic Human Nutrition

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NUTR 221N : Nutrition

Spring 2015

Instructor: Mary Jeanne Doyle, MS, RD, CSSD, LD	Class Dates & Location: This sixteen-week online course runs from Monday, January 26, 2015 through Friday, May 15, 2015. It is taught online, through Moodle).
Contact Information: Email: maryjeanne.doyle@umontana.edu (I'll reply to emails within 24 hrs, M- F) Tech Support: UMOnline: 406.243.4999; umonline-help@umontana.edu for Tech Support link.	Virtual Office Hours in Moodle: May be available in Moodle by appointment. Email me to set up a 1:1 chat.

It is strongly encouraged that you print out your Syllabus and keep it in a prominent location.

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. This course includes the presentation of nutrients required, digestion, and 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 various individuals with diverse backgrounds 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:

Learning Outcomes:	Assessments:
1. Identify how physiological needs throughout the lifecycle impact nutrition requirements.	Discussion Boards Assignments Quizzes
2. Understand how age, economics,	Discussion Boards

culture, and state of wellness influence development of a plan to meet nutritional needs.	Assignments Quizzes
3. Evaluate nutrition information from a variety of sources and make informed decisions about his or her own diet and overall health.	Diet Analysis Assignments Quizzes
4. Discuss food and water safety and the measures that can be taken to prevent foodborne illness in the population.	Assignment Quiz
5. Understand the role nutrition plays in illness and disease, and be able to apply that information to the clinical setting.	Discussion Boards Small Group Assignment Other Assignments Quizzes

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. 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:

All Discussion Board assignments are due by 5pm MST on Thursday of the week indicated (first posts are due by 5pm MST on Tuesday) unless otherwise noted. All other assignments are due by 5pm MST 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	165 points
Diet Analysis Assignments	200 points
Other Assignments	160 points
Quizzes	160 points

Grading Scale: A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = < 60%

Course Textbook: Wardlaw, G. & Smith, A. (2013). Contemporary Nutrition, 9th Edition, with Connect Plus (includes NutritionCalc Plus Online Nutrition Assessment Tool). New York, NY: McGraw-Hill. (ISBN Number: 978-07-791912-2)

Course Schedule:

Week of:	Readings/Resources:	Assignment/Assessments:
Jan 26 (Wk 1): Learning Unit 1	Chap. 1 of textbook	Discussion Board: Getting Acquainted Diet Analysis Assignment 1 – Food Records Moodle Assignment/Quiz Quiz
Feb 2 (Wk 2): Learning Unit 2	Chap. 2 of textbook	Discussion Board: None this week. Diet Analysis Assignment 2– Computer Analysis Quiz
Feb 9 (Wk 3): Learning Unit 3	Chap. 3 of textbook	Discussion Board: Food Labeling Diet Analysis Assignment: None Quiz
Feb 16 (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 23 (Wk 5): Learning Unit 5	Chap. 5 of textbook	Discussion Board: Heart Disease Diet Analysis Assignment 4 - Fats Quiz

Mar 2 (Wk 6): Learning Unit 6	Chap. 6 of textbook	Discussion Board: None this week. Diet Analysis Assignment 5 - Protein Quiz
Mar 9 (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 16 (Wk 8): Learning Unit 8	Chap. 8 of textbook	Discussion Board 1: Vitamins Discussion Board 2: Supplements Diet Analysis Assignment 6 - Vitamins Quiz
Mar 23 (Wk 9): Learning Unit 9	Chap. 9 of textbook	Discussion Board: Minerals Diet Analysis Assignment 7 - Minerals Chap. 9 Assignment: Hypertension & Osteoporosis Quiz
March 30 - April 3 (Wk 10)	Spring Break	No assignments or quizzes this week.

April 6 (Wk 11): Learning Unit 10	Chap. 10 of textbook	Discussion Board: Ergogenic Aids Diet Analysis Assignment 8 – Physical Activity Quiz
April 13 (Wk 12): Learning Unit 11 Learning Unit 12	Chap. 11 of textbook Chap. 12 of textbook	Chap. 11 Assignment: Eating Disorders Chap. 12 Discussion Board: Hunger Quiz
April 20 (Wk 13): Learning Unit 13	Chap. 13 of textbook	Discussion Board: None this week. Chap. 13 Assignment: Foodborne Outbreak Events Quiz
April 27 (Wk 14): Learning Unit 14	Chap. 14 of textbook	Discussion Board: Breastfeeding Quiz

May 4 (Wk 15): Learning Unit 15	Chap. 15 of textbook	Discussion Board: Childhood Obesity Chap. 15 Assignment: Preschooler Eating Habits Quiz
May 11 (Wk 16): Learning Unit 16	Chap. 16 of textbook	Discussion Board: None this week. Diet Analysis Assignment 9- Review Quiz

Course Policies and Procedures:

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: All Discussion Board assignments are due by 5PM MST on Thursday of the week indicated (first posts are due by 5pm MST on Tuesday) unless otherwise noted. All other assignments are due by 5pm MST 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 (DDS): Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the [Disability Services website](#) or call 406.243.2243 (Voice/Text).
4. Naming and Submitting Assignments: Assignments may be saved in any of these file formats: PDF, Microsoft Word, or RTF. Please 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.

5. 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.
6. 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 MST on Tuesday of the following week.
7. Technical Requirements: Please refer to the UOnline Tech Support webpage for information on browser compatibility and any free downloads/plugin-ins you might need.
8. 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 enter 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 5pm MST on Friday of the week indicated unless otherwise noted. All Discussion Board contributions are due by 5pm MST on Thursday of the week indicated unless otherwise noted. First Discussion Board posts due Tuesday by 5 pm MST and a second Discussion Board post is due Thursday by 5 pm MST. 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 (four people per group). You will receive instructions to complete this assignment in Learning Unit 7.

Quizzes: Each weekly quiz will be made available to you from noon MST on Thursday of the Learning Unit week until Midnight MST 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 (15 minutes) and consists of 10 items. The one exception is Week 12. The quiz in Week 12 covers two Learning Units and will contain 20 items. You will have 30 minutes to complete that quiz.

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 MST and a second Discussion Board post is due Thursday by 5 pm MST. 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.

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

Our textbook discusses phytochemicals, substances found in some of our foods that provide health benefits. Dark chocolate is listed as one of those foods that contain phytochemicals. An article posted on the Cleveland Clinic's website (January 2013) reports that flavonoids found in chocolate contain antioxidant properties and other health benefits which may reduce the risk of developing heart disease or stroke. The article also noted, however, that the amount of flavonoids in chocolate may vary depending on how the chocolate is processed, so the benefits of even some dark chocolate may be limited.

As John noted in his Discussion Board post yesterday, another factor to consider in weighing the benefits versus the limitations of chocolate in our diet is the calorie content that is present in this food. Other food sources of phytochemicals and antioxidants like fruits and vegetables would be better choices on a routine basis.

Resource:

(2013, January). *Is Chocolate Good for Your Health*. Retrieved from:
<http://my.clevelandclinic.org/heart/prevention/nutrition/chocolate.aspx>.

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 MST and A Second Discussion Board Post is due Thursday by 5PM MST

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) and 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.

Name:

Discussion Board Assignment:

Grade: / 15