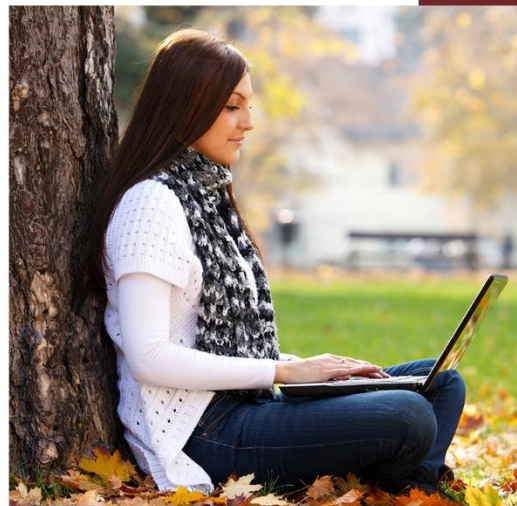
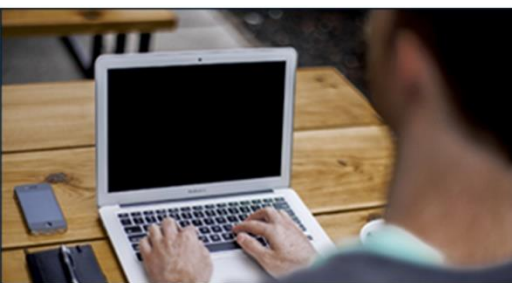


SYLLABUS



FDNT 230 Nutrition
Fall 2020

FDNT 230 Nutrition

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

| | | |
|---|--|----------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and withdrawal questions | sderegister@andrews.edu | (269) 471-6323 |
| Technical assistance with online courses | dlit@andrews.edu | (269) 471-3960 |
| Exam requests and online proctoring | sdeexams@andrews.edu | (269) 471-6566 |
| Distance Student Services - any other questions | sdestudents@andrews.edu | (269) 471-6566 |

Part 1: Course Information

Course Descriptions

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240.

Required Text/Material

Sizer, Francis, & Whitney, Ellie (2010) Nutrition: Concepts and Controversies (12th Edition), Stamford, CT. Brooks Cole (Cengage Learning). ISBN-13: 978-0538734943

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hours and Commitment

This course is offered for 3 semester credits. Therefore, you can expect to spend approximately 135 hours on this course, which translates to approximately 11-12 hours per week. This course has 6 assignments and 2 exams; so it is recommended that you budget 17 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus. Many of the readings in this course may require an hour or more to read, and many of the writing assignments will require you to devote significant time to

thinking, planning, and researching, so plan your time accordingly. Suggested schedules to accomplish this work are included in this syllabus.

A recommended weekly schedule to divide your time is provided:

Readings: 4 hours

Assignments: 6 hours

Preparation for exams: 2 hours

Student Learning Outcomes

- The recommended nutrient intakes and nutrition assessment
- The major sources and the functions of the different categories of nutrients
- Meal planning that is balanced and meets recommended nutrient intakes
- The mechanisms of digestion, absorption, and conversion to energy
- The concepts of energy balance and weight gain/loss
- Special nutrition needs of people in different life stages
- Dietary risk factors
- Principles of food safety and security
- The characteristics of reliable nutrition information

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interaction with the instructor via discussion forums and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Assessment Descriptions

Discussion Forums 1-12

For each lesson, you will be expected to respond to select topics in the discussion forum. After you have read the content material for a lesson, click on the Discussion link and post a thoughtful answer to all topics listed. Feel free to comment on other students' posts. Participation in discussion forum is worth 15% of your course grade.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Tutorial Online Quizzes 1-15

As you will read the textbook chapters, click on the link on the course main page for Tutorial Quizzes. You will be directed to the companion website for nutrition: Concepts and Controversies, 12th edition. After you have finished the quiz, which will be graded automatically, go to the summary of the results and save them in a Word Document. Then uploads them into the LearningHub Tutorial Quiz Drop box.

You can take the quiz as many times as you want before submitting your results. When you answer a question incorrectly, be sure to read the feedback.

Assignments 1-6 consist of three parts:

- 1) Knowledge Check 1-6 (multiple choice, true-false questions)
- 2) Short Answers 1-6
- 3) Short Essays 1-6

Midterm Exam

The exam includes 20 true/false questions, 80 multiple choice questions, a section on food labels worth 5 points, and three essay questions worth 5 points each. The exam will be proctored, with no books or notes allowed. You will have two and a half hours to take it. Follow the Midterm exam review in LearningHub to prepare for the exam. The midterm exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

Final Exam

The exam includes 20 true/false questions, 80 multiple-choice questions, and four essay questions worth 5 points each. The exam will be proctored, with no books or notes allowed. You will have two and a half hours to take it. Follow the Final exam review in LearningHub to prepare for the exam. The final exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

Rubrics

Your response to each topic in a forum will be graded according to the rubric that you can find below.

Discussion Forums

| CATEGORY | DESCRIPTION | POINTS |
|--------------|---|----------|
| Exceptional | Student answers the questions thoughtfully and reflectively, and includes comments or questions that stimulate additional thought. He/she shows a thorough understanding of concepts learned from text and accompanying material. | 9-10 /10 |
| Proficient | Student's answers are thoughtful and reflective. He/she shows a good understanding of concepts learned from text and accompanying material. | 8-9 /10 |
| Satisfactory | Responses demonstrate some depth of thought and reflection. Student shows a basic understanding of concepts learned. He/she may have minor misconceptions. | 7-8 /10 |
| Weak | Student attempts substantive thought or reflection, but shows major misconceptions. Student shows poor understanding of concepts learned from text and accompanying material. | 6-7 /10 |
| Unacceptable | Responses show little depth of thought or reflection. Student shows little or no understanding of concepts learned from text and accompanying material. | 0-5 /10 |

Short essays

| Criteria | Excellent | Acceptable | Substandard |
|-------------------------|---|--|--|
| Length | Concise, with every sentence counting; stays close to the word limit; Not too long or too short | Fairly concise; stays close to the word limit; Not extremely long or short. | Excessively long or short. |
| Style | Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few. | Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two. | Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used. |
| Accuracy | Writing shows that student knows the material taught and can apply it accurately in a new situation. | Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation. | Writing displays a failure to understand, recall, or apply much of the material in new situations. |
| References | Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced. | Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references. | Quotes bible or text-book extensively or uses incorrect referencing. |
| Personal Comments | Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy." | Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy." | Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.) |
| Depth/ Analysis | In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted. | In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted. | Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives. |
| Grammar/ Language Usage | Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations. | The writing is usually clear. There may be a few grammatical or syntactical mistakes. | Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations. |
| Sentences | Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences. | Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present. | Sentences are sloppy. Several incomplete, run-on, or rambling sentences present. |
| Paragraphs | Paragraphs are neat and separated with no more than one main point per paragraph. | Paragraphs are separated, usually with only one main point per paragraph. | Paragraphs run together without regard to individual points being made. Structure is random. |

Exams

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

| Week | Lessons | Readings | Assignments |
|----------------------|---|---|--|
| Intro | These items will need to be completed before you will have access to the rest of the course | Orientation Course Overview Introductions Academic Integrity | Student Introductions Academic Integrity Quiz Academic Integrity Statement |
| 1 Aug 24-27 | Lesson 1: Food Choice and Human Health | Read Nutrition Chapter 1. Read Lesson 1 | Discussion Forum 1 Tutorial Quiz 1 Assignment 1 BEGIN Due Thursday, Sept 3, 11:55 pm |
| 2 Aug 28 – Sept 3 | Lesson 2: Nutrition Tools | Read Nutrition Chapter 2 Read Lesson 2 | Tutorial Quiz 2 |
| 3 Sept 4-10 | Lesson 3: The Remarkable Body | Read Nutrition Chapter 3 Read Lesson 3 | Discussion Forum 2&3 Tutorial Quiz 3 Assignment 1 DUE |
| 4 Sept 11-17 | Lesson 4: The Carbohydrates | Read Nutrition Chapter 4 Read Lesson 4 | Discussion Forum 4 Tutorial Quiz 4 Assignment 2, 2.1, 2.2 BEGIN |
| 5 Sept 18-24 | Lesson 5: The Lipids | Read Nutrition Chapter 5 Read Lesson 5 | Tutorial Quiz 5 |
| 6 Sept 24 – Oct 1 | Lesson 6: The Proteins | Read Nutrition Chapter 6 Read Lesson 6 | Tutorial Quiz 6 Assignment 2, 2.1, 2.2 DUE |
| 7 Oct 2-8 | Lesson 7: The Vitamins | Read Nutrition Chapter 7 Read Lesson 7 | Discussion Forum 5 Tutorial Quiz 7 Assignment 3 BEGIN |
| 8 Oct 9-15 | Lesson 8: Water and Minerals | Read Nutrition Chapter 8 Read Lesson 8 | Discussion Forum 6 Tutorial Quiz 8 Assignment 3 DUE |
| 9 Oct 16-22 | PROCTORED MIDTERM EXAM | | |

| Week | Lessons | Readings | Assignments |
|-----------------------------------|---|--|--|
| 10 Oct 23-29 | Lesson 9: Energy balance Lesson 10: Nutrients, Physical Activity, and the Body's Responses | Read Nutrition Chapter 9 Read Lesson 9 Read Nutrition Chapter 10 Read Lesson 10 | Discussion Forum 7 Tutorial Quiz 9 Assignment 4, 4.1, 4.2 BEGIN Tutorial Quiz 10 |
| 11 Oct 30 – Nov 5 | Lesson 11: Diet and health | Read Nutrition Chapter 11 Read Lesson 11 | Discussion Forum 8 Tutorial Quiz 11 Assignment 4, 4.1, 4.2 DUE |
| 12 Nov 6-12 | Lesson 12: Food Safety/Technology | Read Nutrition Chapter 12 Read Lesson 12 | Discussion Forum 9 Tutorial Quiz 12 Assignment 5 BEGIN |
| 13 Nov 13-19 | Lesson 13: Life Cycle Nutrition – Mother and Infant | Read Nutrition Chapter 13 Read Lesson 13 | Discussion Forum 10 Tutorial Quiz 13 Assignment 5 DUE |
| 14 Nov 20-26 (Thanksgiving) | Lesson 14: Life Cycle Nutrition – Child, Teen and Other Adult | Read Nutrition Chapter 14 Read Lesson 14 | Discussion Forum 11 Tutorial Quiz 14 Assignment 6, 6.1, 6.2 BEGIN Due Friday, Nov 27, 5:00 pm |
| 15 Nov 27 – Dec 3 | Lesson 15: Hunger and the Global Environment | Read Nutrition Chapter 15 Read Lesson 15 | Discussion Forum 12 Tutorial Quiz 15 Assignment 6, 6.1, 6.2 DUE |
| 16 Dec 4-10 | PROCTORED FINAL EXAM (Needs to be completed by Wednesday, December 9, 11:59 pm) | | |

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

| Percent % | Description |
|------------|-------------------------------|
| 35 | Assignments 1-6 |
| 15 | Discussions 1-12 |
| 10 | Tutorial Quizzes |
| 20 | Midterm Exam |
| 20 | Semester Exam |
| 100 | Total Percent Possible |

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D | 60-69% |
| F | 0-59% |

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.

5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.