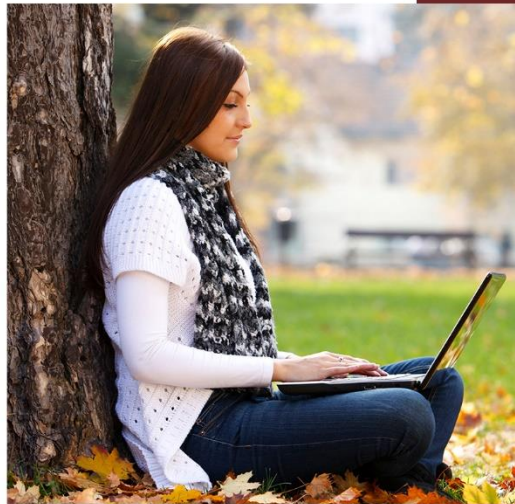
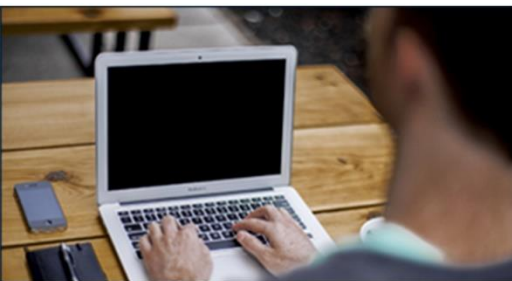


SYLLABUS



FDNT 310 Nutrition in the Life Cycle
Fall 2020

FDNT 310 Nutrition in the Life Cycle

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

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural and psychological factors on food and nutritional behavior.

Prerequisites

FDNT 230

Required Text/Material

Brown, Judith E. Nutrition Through the Lifecycle, 5th edition, Wadsworth, 2014. ISBN 978-1-133-60049-7.

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. 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:

Reading: 4 hours

Discussion forums: 1.5 hours

Assignments: 4 hours

Preparation for final reflection video: 2.5 hours

Student Learning Outcomes

Upon successful completion of this course, students should be able to:

- SLO1: Identify nutrient needs for various stages of the life cycle.
- SLO2: Describe the influences of socioeconomic, cultural, and psychological factors on food and nutrition related behavior.
- SLO3: Identify the effects of general malnutrition, lack of specific nutrients, various drugs, and other factors on pregnancy outcomes.
- SLO4: Identify factors that influence human milk composition and compare the advantages and disadvantages of breast and bottle.
- SLO5: Understand the rationale and recommendation for feeding schedules and eating patterns of infants and young children.
- SLO6: Compare and contrast the unique nutritional needs of premature and low birth weight infants with those of full term infants.
- SLO7: Identify the factors related to obesity, food allergies, eating disorders, hyperlipidemia, and hypertension in children and adolescents.
- SLO8: Identify changes in digestion and absorption during aging and identify the nutritional disorders of the elderly.

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**Presentation Topics Directions**

Each student will be required to present on one of the following instructor-selected topics:

1. Overweight and obesity in school age children
2. Recommendations for weight management therapy
3. Vitamins and nutrient supplements, when to take, why, who, what, and how much?
4. Older adults need less calories but have same or increased nutritional needs as in youth. Refer to MyPlate for Older Adults for guidelines.
5. Compare food allergies with food intolerances and sum up the consequences for young children.
6. Differentiate between disordered eating behaviors and eating disorders based on frequency and severity of symptoms.
7. Describe how children and adolescents can be at increased risk for nutrition related health problems based on physical disorders or disabilities that may affect their ability to consume, digest, or absorb nutrients.
8. Describe how Vitamin D is vital for adolescent growth and how deficient amounts may impact overall health status.
9. Detail modifiable nutritional risk factors for chronic disease and the reverse nutrition therapy to help prevent disease.
10. Explain why/how maternal alcohol/caffeine consumption effects fetus.

Presentation Creative Options

Presentations should be approximately 10 minutes in length and include a visual aid of some sort (i.e. Props, PowerPoint, poster, etc.). Student may present their topic in a variety of ways including: artistic- poster, dramatic- a play, comedy sketch, PowerPoint, role play, or game show styles. The objective of the projects is to examine and represent a topic more deeply and broadly than it is covered in the lecture. Examine means to discover what more can be known about the topic. Represent means to present more about the topic so that you and your classmates can

know more than the lecture taught you. These presentations SHOULD NOT be a repeat of information already given throughout the course.

Your presentation should be recorded via video. Here are several ways to accomplish the recording:

- Use a cell phone or video camera
 - Tips for Making Cell Phone Videos:
<http://desktopvideo.about.com/od/homevideotips/tp/Phone-Video.htm>
- YouTube with your webcam
 - <https://support.google.com/youtube/answer/57409?hl=en>
 - <https://support.google.com/youtube/answer/2858404?hl=en>
 - Make your video unlisted if you want to share only with those who have a link (recommended): <https://support.google.com/youtube/answer/157177?hl=en>
- Use the webcam on your computer
 - Search for “create video with webcam Windows” or “create video with webcam Mac” to find more tips and instructions

Submitting Your Video Assignment

Now, how to turn it in or share it with the class? Since the maximum file size that you can upload to LearningHub is 500MB, an alternative method is needed in order to share files that exceed the 500MB limit. Here is the method we recommend:

Get Started with Copy.com

1. Sign up for a free account at copy.com
2. This account will give you a maximum of 15GB of free file storage space
3. Then choose one of the methods below to transfer your recorded file.

Mobile Device: Recording and Saving

1. Download the 'copy' app for iPhone (or iPad) or Android or Android tablet
2. Record your video using your mobile device
3. Open your 'copy' app in your mobile device and upload your recently recorded video to your 'copy' storage space
4. Close the app in your mobile device

Laptop or Desktop: Recording and Saving

1. Record and edit your file.
2. In your laptop or desktop, access your copy.com account (by going to copy.com and signing in)
3. Click on the 'Actions' button (top right section), select 'Upload to "Copy Folder"'

Video Camera: Recording and Saving

1. Connect your video camera to your computer with the cable provided by the camera manufacturer and transfer the video to the computer OR remove the memory card from the camera (in which the video was recorded), connect it to a USB card reader previously connected to the computer and transfer the video to the computer.

2. In your laptop or desktop, access your copy.com account (by going to copy.com and signing in)
3. Click on the 'Actions' button, select 'Upload to "Copy Folder"

Sharing Your Recording

1. Via your laptop or desktop, visit copy.com and sign in
2. Click on the 'Copy Folder', click on your video (the one you just uploaded), click on the 'Share' icon, click on 'Publicly', copy the url provided in the pop-up window (Ctrl+C). Note: With this method, only those who have the URL will be able to see the video.
3. Now share it in LearningHub via the method requested by your professor:
 - a. Assignment Dropbox: Open a new MS Word document, paste the url you just copied, and save the file. Upload the file to the Dropbox activity in your LearningHub class.
 - b. OR Discussion Forum: Copy the url and paste it into a discussion post in LearningHub.
4. When the assignment is completed, we recommend that you remove the file from copy.com.

Need Help? After following the steps above, if you have difficulties with your file uploading please contact dlit@andrews.edu. Be sure to let us know which course you are taking.

Rubrics

Discussions

These are regular posts that students write in response to or as a reaction to various topics that will be included weekly in relation to the lessons or current nutrition topic. 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 Blog link and post a thoughtful answer to all topics listed. Feel free to comment on other students' posts. Participation in discussion forums is worth 15% of your course grade. Your response to each topic in a forum will be graded according to the following guidelines:

| 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 |

Tutorial Quizzes/Assignments 1-19

These are chapter quizzes that can be re-taken and are mainly to help review each chapter. There are 19 quizzes in total. They consist of true-false, multiple-choice, and short answer questions. You are encouraged not to use your textbook during these exams, which will enable you to learn the content.

Case Studies

At the end of most modules students will be given a case study from the chapter reading. The case study will help each student to remember the things that were gleaned from the chapter readings and put them to use in a case scenario. Students choose 1 case study from out of the 2 in each chapter reading or may choose a topic taken from a real-life scenario that students have encountered. Use your answers for the questions following the case study in each chapter to write a total 1 page response, paragraph form. Please read carefully the rubric below to understand how the student's work will be evaluated.

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------------------|---|--|---|--|
| Subject Knowledge | Student demonstrates full knowledge by answering all questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| Organization | Student presents information in logical, interesting sequence which reader can follow. | Student presents information in logical sequence which reader can follow. | Reader has difficulty following presentation because student jumps around. | Difficult to understand because there is no sequence of information. |
| Mechanics | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has four or more spelling and/or grammatical errors. |
| Accuracy | Information presented is accurate and sufficiently referenced. | Information presented is mostly accurate and sufficiently referenced. | Information presented is not quite accurate and not very well referenced. | Information not accurate and no references used. |
| Promptness | Due date is met on time, topic has been sent in for approval by teacher (when applicable). | Due date is late by a day, topic has been sent in for approval by teacher (when applicable). | Due date is late between 48 and 72 hours. | Due date is ignored and over a week late. |
| Problem Identification and Issues | Identified the critical problem and component issues in the case study. | Identified the essential problem but needs clarification. | Identified the wrong problem or missed some key component issues. | Did not include problem identification or issues. |
| Response or strategy | Clear list of responses; match of responses to problem. | Mix of appropriate strategies but not prioritized. | Some inappropriate responses to problem. | Did not supply a response to problem or responses did not address problem. |
| Recommendations | Prioritized list that addressed all areas of the problem in the case study. | Appropriate list but too long or too broad. | Some items outside the problem or not backed by the facts of the case. | Did not include or not appropriate for problem. |

Journal Report

Create a report of a recent peer reviewed journal. The article should be related to the current course material. Type a one-page (250-500 words) essay summing the major points of the paper and closing with your reaction to those points. Please use the template provided for you on Moodle to format your paper. DO NOT forget to include the source in which you found your article from. For guidelines on how to reference books, book chapters, journals and the internet see detailed information in: American Psychological Association (2001). Publication Manual of the American Psychological Association (5th edition), Washington D.C: American Psychological Association Perrin, R. (2004). Pocket Guide to APA Style. Boston: Houghton Mifflin.

The Andrews University library has the following peer review scientific journals appropriate for this assignment: American Journal of Clinical Nutrition, American Journal of Public Health, European Journal of Clinical Nutrition, Journal of American College of Nutrition (Nutrition Department), New England Journal of Medication, Nutrition Reviews, Nutrition Today, The Journal of the American Dietetic Association NOW the Journal of the Academy of Nutrition and Dietetics.

Please read carefully the rubric below to understand how the student's work will be evaluated.

| CATEGORY | 4 | 3 | 2 | 1 |
|---|--|--|---|--|
| Identifies important information | Student lists all the main points of the article. | The student lists all but one of the main points. | The student lists some of the main points, using the article for reference. S/he does not highlight any unimportant points. | The student cannot locate important information with accuracy. |
| Identifies details | Student recalls several details for each main point. | Student recalls most of the details for each main point. | Student is able to locate some of the details when looking at the article. | Student cannot locate details with accuracy. |
| Identifies facts | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| Identifies opinions | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| Relates Graphics to Text | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| Summarization | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |

Reaction Paper

The reaction paper is a longer essay (500-1000 words) submitted about a topic you studied in the lecture and you would like to react or reflect on. Use the same template provided for you on Moodle to format your paper. Please read carefully the rubric below to understand how the student's work will be evaluated.

| Criteria | Points Possible | Points Awarded | Comments |
|--|-----------------|----------------|----------|
| Description of chosen nutrition topic – Clarity | 35 | | |
| Reaction - Clarity of Articulated Position and connection to cases | 35 | | |
| References – Relevance, Quality and Formatting | 10 | | |
| Structure of paper/Grammar and Expression | 20 | | |
| Total | 100 | 0 | |

Exams

Midterm exam consist of 83 questions. Most of them are true and false and multiple choice questions but you will find there are also several short essay questions. Review the chapter quizzes and the textbook in preparation for this exam. The midterm exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

Final exam consist of 83 questions. Most of them are true and false and multiple choice questions but you will find there are also three short essay questions. Review the chapter quizzes and the textbook in preparation for this exam. All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student. The final exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

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. The 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 | Nutrition Basics | Reading Assignment Ch. 1 | Discussion 1 Assignment 1 Due Thursday, Sept 3, 11:55 pm |
| 2 Aug 28 – Sept 3 | Preconception Nutrition | Reading Assignment Ch. 2 & 3 | Discussion 2 Case Study 1 Assignments 2-3 |
| 3 Sept 4-10 | Nutrition During Pregnancy | Reading Assignment Ch. 4 & 5 | Discussion 3 Case Study 2 Assignments 4-5 |
| 4 Sept 11-17 | Project: Journal Reports Due | | Turn in Journal Report Submit Case Presentation Topic |
| 5 Sept 18-24 | Nutrition During Lactation | Reading Assignment Ch. 6 | Discussion 4 Case Study 3 Assignments 6 |
| 6 Sept 24 – Oct 1 | Infant Nutrition | Reading Assignment Ch. 8 | Discussion 5 Case Study 4 Assignments 7 |
| 7 Oct 2-8 | PROCTORED MIDTERM EXAM Ch. 1-6, 8 | | |
| 8 Oct 9-15 | Toddler and Preschooler Nutrition | Reading Assignment Ch. 10 & 11 | Discussion 6 Case Study 5 Assignment 8 |
| 9 Oct 16-22 | Child & Preadolescent Nutrition | Reading Assignment Ch. 12 & 13 | Discussion 7 Case Study 6 Assignments 9-10 |
| 10 Oct 23-29 | Adolescent Nutrition | Reading Assignment Ch. 14 & 15 | Discussion 8 Assignments 11-12 |
| 11 Oct 30 – Nov 5 | Project: Reaction Paper Adult Nutrition | | Turn in Reaction Paper |
| 12 Nov 6-12 | Adult Nutrition | Reading Assignment Ch. 16 | Discussion 9 Case Study 7 Assignment 13 |
| 13 Nov 13-19 | Nutrition & Older Adults | Reading Assignment Ch. 18 | Discussion 10 Case Study 8 Assignments 14 |
| 14 Nov 20-26 (Thanksgiving) | Review for Final | | |
| 15 Nov 27 – Dec 3 | PROCTORED FINAL EXAM Ch. 10, 12, 13, 14, 15, 16, 18 | | |
| 16 Dec 4-10 | Case Presentations | | |

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 |
|------------|-------------------------------|
| 15 | Reaction Paper |
| 15 | Case Presentation |
| 10 | Discussion Forums 1-10 |
| 10 | Case Studies 1-10 |
| 5 | Journal Report |
| 5 | Assignments Ch. 1-19 |
| 20 | Midterm Exam |
| 20 | Final 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.