



DIVISION OF ADULT LEARNING

SYLLABUS

HSCI-191: FUNDAMENTALS OF NUTRITION

Date: 04/20/2020

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is intended to introduce the study of food and its relationship to the well-being of the human body. Fundamental concepts in composition and nutritive value of food, how food is processed and metabolized in the body, and quantitative nutritional requirements for individual needs will be covered. The impact of social and economic factors in determining food availability and consumption will also be introduced.

Required Text(s) and/or Supporting Resources:**Required Text:**

Schiff, Wendy J. *Nutrition for Healthy Living* (3rd ed.). New York: McGraw Hill, 2011. ***(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)***

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

Must be proficient with a calculator and/or be able to perform simple math calculations.

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to teach the basics of diet and nutrition with practical information about life application.

General Learning Objectives (Course Goals):

This course seeks to:

1. Equip students with the basic knowledge and ability to apply sound and appropriate principles of nutrition in life application
2. Help students develop an appreciation for good nutrition as an important factor in promoting health, improving appearance and feeling of well-being, improving efficiency, and in preventing disease or recovering more quickly from disease
3. Introduce students with the function and fate of food nutrients in the body and the recommended allowances of each nutrient.
4. Provide basic knowledge of how food is digested, and the contributions of major organs and physiological systems to digestion and nutrient availability
5. Acquaint the students with the reliable and available resources for the consumer who wants to improve their nutrition, and how to distinguish fact from fiction

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Identify the components of the digestive system and know their function(s).
2. Identify the major food groups and know their respective contributions to the body.
3. Outline the classification of the various carbohydrates, lipids, proteins, minerals and vitamins.
4. Calculate and evaluate the nutrient content of a typical meal or series of meals.
5. Identify micro- and macro-elements, minerals, the fat and water soluble vitamins and their classified deficiency symptoms in the human body.
6. Identify the significant nutrient considerations in infancy, childhood, adolescence, pregnancy, lactation, obesity, kwashiorkor, and old age and assess the positive or negative impact of each.
7. Describe cultural, social, political, and economic factors which affect the food plan for an individual, a family, a town, a state, a country, and the world.
8. Describe one's own two-day food intake using www.mypyramid.gov at the beginning of the semester and the problem areas (highs, lows, etc.) in the intake.
9. Design a personalized diet plan to address problem areas.

Major Topics:

- A. What is "food"? An overview of nutrition
- B. Digestion and absorption
- C. Proteins: sources, composition, and contribution to nutrition
- D. Lipids/ fats: sources, composition, and contribution to nutrition
- E. Carbohydrates: sources, composition, and contribution to nutrition
- F. Central metabolism
- G. Water: intake, output, and roles in the body
- H. Fat soluble vitamins and water soluble vitamins: sources, composition, and contribution to nutrition
- I. Major minerals: sources and contribution to nutrition
- J. Trace minerals: sources and contribution to nutrition
- K. Diseases of nutritional deficiencies
- L. The gut microbiome: influences and contribution to nutrition and disease
- M. Weight balance and nutritional considerations in weight extremes
- N. Effect of physiology and activity on nutritional needs
- O. Social and economic dietary patterns and influences
- P. Nutritional research and accurate resources beyond text books

Course Assessments:

- A. **Threaded Discussion:**
- B. **Unit Assignments.** To be provided at a later date.
- C. **Exams.** To be provided at a later date.
- D. **Course Project.** To be provided at a later date.

Evaluation:

- | | |
|-------------------------|---------------------------------|
| A. Threaded Discussions | To be provided at a later date. |
| B. Unit Assignments | To be provided at a later date. |
| C. Exams | To be provided at a later date. |
| D. Course Projects | To be provided at a later date. |

Grading Scale:		
The standardized grading scale provides a uniform foundation from which to assess your performance.		
Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599
Letter Grade Equivalencies:		
<p>A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.</p>		
<p>B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.</p>		
<p>C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>		
<p>D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.</p>		
<p>F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.</p>		
Unit and Time Distribution:		
The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.		

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be

accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)

- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)

- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

To be provided at a later date.