

WALSH UNIVERSITY
DIVISION OF MATH AND SCIENCE
NS207 NUTRITION

Course Title: Nutrition
Course Number: NS 207
Credit Hours: 3 credit hours

Course Description:

Nutrition NS207 is designed to introduce non-major students to the basics of nutrition. This foundational nutrition course covers such topics as composition of food groups relative to fats, carbohydrates, proteins, vitamins, minerals, and trace elements; and understanding of human nutrition and how it relates to today's health issues. It will help provide the knowledge necessary to comprehend how to remain healthy in our everyday lives. Current topics will be discussed to relate nutrition to personal body, health, development, weight, and fitness.

Course Outcomes:

By the end of this course, the students will:

- Name the major functions, key food sources, and interrelationships of the essential nutrients.
- Understand the connections between diet, fitness, health, and disease.
- Identify the current nutrition recommendations for the American public.
- Identify different nutritional needs throughout the life cycle.
- Analyze and evaluate the adequacy of their diets using various tools, such as MyPlate, My Fitness Pal, the Dietary Guidelines for Americans, or MyDietAnalysis.
- Critically evaluate and analyze current nutrition information and health claims presented in the media.

Teaching Strategies:

1. Online Content modules
 - Reading Textbook
 - Reading PowerPoint Handouts
 - Watching Animations
2. Online Discussions
3. Online Quizzes
4. Diet Analysis using MyDietAnalysis or My Fitness Pal

Required Text:

- *Nutrition: An Applied Approach. MyPlate Edition, Fifth Edition*, by Thompson, J. & Manore, M., Pearson Higher Education.

The Textbook containing an access code to MyDietAnalysis is optional: You will have the option to use the diet analysis program @ www.myfitnesspal.com

(You get an access code with a new book purchase (Hard copy or e-book) or by buying the code separately at the campus bookstore. You can also buy access code online with a credit card if you prefer to use this program)

Grade Summary:

Grade Summary	Points
• Introduction Discussion (Module 1)	10
• Weekly Discussions • 20 points each module x 8 modules	160
• Weekly Quizzes (1 quiz per module) • 20 points each module x 8modules	160
• Create Diet History Report 1 (Module 3)	50
• Create Diet History Report 2 (Module 8)	50
Totals	430

Module Assessments and Activities

Module	Assessment & Activities	Points	Due Date / Fall 2018	Grading	
Module 1	Discussion (Introduction)	10	Jan 7 – Jan 13	A	93-100
	Discussion 1	20			
	Quiz 1	20			
Module 2	Discussion 2	20	Jan 14 – Jan 20	B+	87-89
	Quiz 2	20			
Module 3	Discussion 3	20	Jan 21 – Jan 27	B	83-86
	Quiz 3	20			
	Create Diet History Report I	50			
Module 4	Discussion 4	20	Jan 28 – Feb 3	B-	80-82
	Quiz 4	20			
Module 5	Discussion 5	20	Feb 4 – Feb 10	C+	77-79
	Quiz 5	20			
Module 6	Discussion 6	20	Feb 11 – Feb 17	C	73-76
	Quiz 6	20			
Module 7	Discussion 7	20	Feb 18 – Feb 24	C-	70-72
	Quiz 7	20			
Module 8	Discussion 8	20	Feb 25 – Mar 3		
	Quiz 8	20			
	Create Diet History Report I	50			
	Total	430			

Description of Assignments

Online Discussion Forums (including Introduction)

42%

Class participation is attained by participating in the discussion forums. Participation in the discussion forums is monitored and graded by the course instructor on regular basis. Participation is critical for maximizing student learning experiences in any online course. In this course, students are required to be a part of an online community of learners who collectively interact, through discussion forums. The course has graded weekly online discussion threads. Online forum discussions will facilitate exchange of ideas among the students and build rich community online. Walsh University online discussion policy does *not* allow students to make up for the weekly discussions when the week is over. The student will lose the points for the discussion for that week. It is expected that students will have completed the designated assignments prior assigned deadlines and bring ideas regarding the module content to discussion sessions. Interaction during threaded discussions is essential and will include engaged application of learned concepts. See the rubric for more detail.

Participation in the discussion boards is critical for maximizing student learning experiences in this course. Students are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the professional performance of each other. Part of the assessment criteria for the course includes evaluating the quality and quantity of your participation in the discussion forum.

You should provide an original posting at the beginning of the discussion period and at least two responses that are evenly distributed during the discussion period. You can only see the postings of the other students and instructor after your submission of the original posting.

Online Discussion Rubric-Grading Criteria

Criteria			
<p>1. Quality of information: Provide accurate information. It is recommended to use resources that support your postings (Textbook, readings, web sites, prior course work, work experience, etc.) Address the questions as much as possible (don't let the discussion stray) as presented for discussion. This does not mean you should not extend the topic, but do not drift from the topic.</p>			
Points	Provide accurate information. Postings consistently focus on the module's topic and relate the underlying concepts in the readings to the discussion. Address the questions as possible. Do not drift from the topic.	Some of the information is inaccurate. Postings consistently focus on the module's topic, but do not relate the underlying concepts in the readings to the discussion. Some of the questions are not addressed properly, or drift from the topic.	Most of the information is inaccurate. Postings simply restate the main concept. Most of the questions are not addressed properly, or drift from the topic.
	5 points	3 points	1 points
<p>2. Original posting: Provide an original posting at the beginning of the discussion period. You can only see the postings of the other students and instructor after your submission of the original posting.</p>			
Points	Provide an original posting at the beginning of the discussion period (Monday – Wednesday at 11:55pm, but you may begin posting early).	Provide an original posting during the discussion period, but posted between Wednesday at 11:55pm and Thursday at 11:55pm .	Provide an original posting during the discussion period, but posted on Friday.
	4 point	3 point	2 point
<p>3. Responses: Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings. Provide at least two responses. It is recommended to respond to other students' original postings, as well as, students' responses to your original posting. Respond (if necessary) to what other learners have posted to your initial responses.</p>			
Points	Provide at least two responses per module to other members of the online community.	Provide one response per module. Occasionally responds to other members of the online community.	Provide no responses per module. Posts own comments but does not interact with others in the online community.

	4 points	2 points	0 point
<p>4. Distribution of postings: Original posting and responses should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period). Build on others responses to create threads. Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.</p>			
Points	Original postings and responses are posted in at least three different days during the discussion period. 3 points	Original postings and responses are posted in two different days during the discussion period. 2 point	Original postings and responses are all posted in one day during the discussion period. 1 point
<p>5. Postings should be thorough and thoughtful: Original postings and at least two responses should be thorough and thoughtful. Avoid postings that are limited to “I agree”, etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience. If you post more than two responses, then the additional responses can be limited to few words or few sentences (1-2 sentences).</p>			
Points	Each of the original posting and the two responses should be a minimum of one short paragraph and a maximum of three paragraphs (50-150 words). 2 points	Each of the original posting and the two responses is limited to two to three sentences. 1 points	Each of the original posting and the two responses is limited to few words to one sentence each. 0 points
<p>6. Use proper etiquette: Use proper etiquette including, proper language, spelling, grammar, structure, typing, etc.</p>			
Points	Postings consistently use correct grammar and spelling. Professional writing style is used in original posting. 2 points	Postings have occasional errors in grammar and spelling. Conversational writing style is used in original posting. 1 point	Postings have numerous grammar and spelling errors. Conversational writing style is used in original posting. 0 point
Total Points =			

Online Quizzes**40%**

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| • In this course, you will complete 8 online quizzes. |
| • You will complete one quiz per module. Each quiz is 20 points |
| • You access the quiz via the "Tests and Quizzes" link on the left-hand navigation bar. |
| • The quizzes contain both "multiple choice" and "True/False" format questions. |
| • Each quiz is timed. You can only take it once (one attempt). |
| • You are responsible for completing each quiz prior the assigned deadline. |
| • If you miss a quiz, an extended time may be given if the emergency can be verified and excused. Be prepared to provide proper documentation. If the emergency cannot be verified and excused, then a zero will be given for that quiz. |

Diet History Report**18%**

- Learning about nutrition is easy; applying nutrition concepts in our daily life is much more difficult!
- MyDiet Analysis (MDA) or My Fitness Pal (MFP) is a practical, hands-on tool that can help ensure that you make the connection between textbook facts and real-life applications.
- Your diet history report will be created in Modules 3 and 8.
- The diet history reports will be uploaded to the Dropbox.
- The diet history reports should be accurately completed before the deadline.

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Course Calendar Summary

This course is completely online.

MODULE	TOPICS/LEARNING ACTIVITIES	READINGS
Module 1	<p>Overview of Nutrition:</p> <p>The Role of Nutrition in our Health</p> <ul style="list-style-type: none"> • Define the term nutrition. • Discuss why nutrition is important to health. • Identify the six classes of nutrients essential for health. • Identify the Dietary Reference Intakes for nutrients. • List at least four sources of reliable and accurate nutrition information. <p>Designing a Healthful Diet</p> <ul style="list-style-type: none"> • Identify the characteristics of a healthful diet. • Name five components that must be included on food labels and use the Nutrition Facts Panel to determine the nutritional adequacy of a given food. • Describe the Dietary Guidelines for Americans and discuss how these Guidelines can be used to design a healthful diet. • Identify the food groups and recommended equivalent 	<p>Read the following in the Textbook:</p> <ol style="list-style-type: none"> 1. Read “Chapter 1” and PowerPoint (under Resources-module 1) 2. Read “Chapter 2” and PowerPoint (under Resources-module 1) 3. Review “What is a Serving Size?” 4. Create profile in www.myfitnesspal.com (Please visit this website even if you decide to use “My Diet Analysis” for the project)

	<p>amounts included in MyPlate.</p> <ul style="list-style-type: none"> • Explain how MyPlate can be used to design a healthful ethnic diet. • List at least four ways to practice moderation and apply healthful dietary guidelines when eating out. <p>Do the activities in the following order:</p> <ul style="list-style-type: none"> ➤ Participate in Discussion (Introduction) ➤ Participate in Discussion 1. ➤ Complete Quiz 1. 	
Module 2	<p>Carbohydrates</p> <ul style="list-style-type: none"> • Describe the major types of carbohydrates and identify their food sources. • Define the Acceptable Macronutrient Distribution Range (AMDR) for carbohydrates, and the Adequate Intake (AI) for fiber. • Describe the various roles of carbohydrates in the body. • Summarize how fiber may contribute to health. • Describe how hormones control blood glucose concentrations during fasting and feasting. • Explain the term <i>glycemic index</i> and how it may relate to diet planning. • Identify the potential health risks associated with diets high in refined sugars, including diabetes. 	<p>Read the following in the Textbook:</p> <ol style="list-style-type: none"> 1. Read “Chapter 4” and “In Depth” PowerPoint (under Resources-module 2) and in depth “Diabetes” 2 Watch the following animations: <ul style="list-style-type: none"> • Blood Glucose • Diverticulosis and Fiber

	<ul style="list-style-type: none"> ➤ Participate in Discussion 2. ➤ Complete Quiz 2. 	
Module 3	<p>Lipids (Fats).</p> <ul style="list-style-type: none"> ➤ Describe the types of lipids found in foods. ➤ Identify the beneficial functions of fat and essential fatty acids in our body. ➤ Explain the derivation of the term trans fatty acid and how trans fatty acids can negatively affect our health, particularly causing cardiovascular diseases. ➤ Define the recommended dietary intakes for total fat, saturated fat, trans fat, and the essential fatty acids. ➤ Identify the common food sources of unhealthful fats and beneficial fats. ➤ Participate in Discussion 3. ➤ Complete Quiz 3. ➤ Create Diet History report 1 and upload it to Dropbox. 	<ol style="list-style-type: none"> 1. Read the following in the Textbook: <ul style="list-style-type: none"> • Chapter 5 • In Depth: Cardiovascular diseases 2. Read PowerPoint handouts. 3. Watch the following animation: <ul style="list-style-type: none"> • Fats in Food
Module 4	<p>Proteins</p> <ul style="list-style-type: none"> • Identify essential and nonessential amino acids. • Identify limiting amino acids, incomplete proteins, complete proteins, mutual supplementation, complementary proteins, and non-meat food combinations that are complete protein sources. 	<ol style="list-style-type: none"> 1. Read the following in the Textbook: <ul style="list-style-type: none"> • Chapter 6 • In Depth: Vitamins and Minerals 2. Read PowerPoint handouts. 3. Watch the following animation: <ul style="list-style-type: none"> • Nitrogen Balance

	<ul style="list-style-type: none"> • Describe functions of proteins in our body. • Calculate your recommended daily allowance for protein and use nitrogen balance procedure to determine protein needs. • List foods that are good sources of protein. • Identify the potential health risks associated with high-protein diets, as well as, inadequate protein intake. • Classify vitamins and minerals and find out if supplements are healthful sources of micronutrients. <p style="margin-left: 40px;">➤ Participate in Discussion 4. ➤ Complete Quiz 4.</p>	
Module 5	<p>Fluids and Electrolytes.</p> <ul style="list-style-type: none"> • Discuss the sources and functions of water and electrolytes in our body. • Identify the nutrients (sodium, potassium, chloride, and phosphate) that function as electrolytes in our body. • Discuss how our body maintains fluid balance and prevents fluid imbalance (dehydration). <p>Healthful Body Weight</p> <ul style="list-style-type: none"> • Discuss the methods used to evaluate body weight. • Determine the factors that affect body weight. • Develop a plan to achieve and maintain a healthful body weight. • Identify the potential health risks associated with 	<ol style="list-style-type: none"> 1. Read the following in the Textbook: <ul style="list-style-type: none"> • Chapter 7 • Chapter 10 2. Read Chapter 7 and 10 PowerPoint handouts.

	<p>obesity and underweight.</p> <ul style="list-style-type: none"> ➤ Participate in Discussion 5 ➤ Complete Quiz 5 	
Module 6	<p>Nutrients Essential to Key Body Functions</p> <ul style="list-style-type: none"> ➤ Participate in Discussion 6 ➤ Complete Quiz 6 	<p>1. Read the following in the Textbook:</p> <ul style="list-style-type: none"> • Chapter 8 • In Depth: Cancer
Module 7	<p>Nutrients Essential to Healthy Tissues</p> <ul style="list-style-type: none"> ➤ Participate in Discussion 7. ➤ Complete Quiz 7. 	<p>1. Read the following in the Textbook:</p> <ul style="list-style-type: none"> • Chapter 9 • In Depth: Osteoporosis <p>2. Read “Chapter 9” and “In Depth” PowerPoint handouts.</p>
Module 8	<p>LifeCycle Nutrition</p> <ul style="list-style-type: none"> ➤ Participate in Discussion 8. ➤ Complete Quiz 8. ➤ Create Diet History report 2 and upload it to Dropbox. 	<p>1. Read the following in the Textbook:</p> <ul style="list-style-type: none"> • Chapter 15 <p>2. Read “Chapter 15” PowerPoint handouts.</p>

ECN- Course Management System

ECN is the course management software system that we use at Walsh. The software provides an online environment for accessing course materials, discussion forums, quizzes, and other learning tools. You can think of ECN as our classroom site in cyberspace, open 24 hours a day, 7 days a week for each semester that the class is offered.

This course is “24/7”. That is, the materials and discussions are asynchronous or available for you to logon, read and post around the clock 24 hours a day, 7 days per week until the course ends.

The weekly activities and discussion topics are designed to actively involve learners in a collaborative learning environment, where participation builds, develops and provides structure for deeper levels of learning. You are now becoming a community of scholars and our work together will enrich the experience for everyone. It is very important that you share your thoughts, reflections and analysis of the readings and postings. You will be assigned assignments and discussion topics and will be contributing your reflections and observations in a substantive way through individual work as well as work in groups. You are becoming an essential component of a collaborative learning environment (CLE). Therefore, each person’s contributions will be critical to the success of this collaborative learning environment. You will use a standard Web browser, such as Microsoft Internet Explorer or Mozilla Firefox to access the ECN classroom space.

ACADEMIC DISHONESTY POLICY:

Original Work, Cheating, Plagiarism, and Paraphrasing

Please refer to The Walsh University Undergraduate Catalog for policies regarding academic dishonesty, cheating, and plagiarism.

All Walsh University students have an individual responsibility to understand what cheating, plagiarism, and paraphrasing are. The student must also be aware that the consequences for cheating and plagiarism, or for paraphrasing without proper attribution, are severe. Whenever you have doubt about what constitutes cheating, plagiarism, or paraphrasing, contact your instructor. Be aware that these dishonest activities will not be tolerated and instructors have access to increasingly sophisticated search engines to “test” the validity of student work. Plagiarism, in particular, is easily traced.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY:

If you are a student with a disability, please be advised that it is your responsibility to arrange and use physical and/or academic accommodations for this course, and that failure to do so in a timely manner may have a negative effect on your grade. If you are a student with a registered physical or learning and/or psychological disability and you require academic accommodations for this course, please contact Ryan Sweet, the Coordinator of Academic Accommodations, at rsweet@walsh.edu or 330-490-7234 to begin delivery of services as soon as possible.