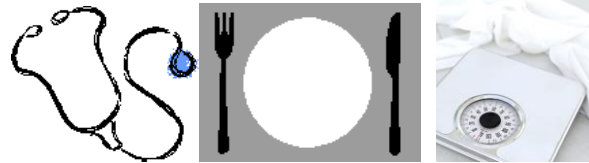


HLTH/IDIS 290: Nutrition for Health ~ Spring Semester, 2014 ~



<u>Instructor</u>	<u>Phone</u>	<u>E-mail</u>	<u>Office</u>
Dr. Husic	610-625-7100	medwh03@moravian.edu	Collier Science – Room 311A
Office Hours:	Mondays	2:00 - 3:00 pm	
	Tuesdays	11:00 am – noon	
	Wednesdays	11:00 am - noon	
	Thursdays	2:00 -- 3:00 pm	

** I can meet with you at other times, but please schedule these appointments with me ahead of time.*

Class Meeting Times:	T, TH 8:55 – 10:05 301 PPHAC
Blackboard Site:	HLTH292_IDIS292.SP14: Nutrition
Required Textbooks:	Blake, J.S., Munoz, K.D., and Volpe, S. (2014) Nutrition: From Science to You, 2 nd ed. Pearson.

You will also have several readings from journals, and various media and internet sources throughout the semester.

Course Description:

Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the **science** of nutrition: the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

Course Topics and Learning Objectives: Students in this course will...



Understand the interplay between diet and disease and gain an introduction to nutrition, changing demographics, and lifestyles;



Gain perspective on the status of nutritional health in the U.S. and around the world;



Understand healthy eating guidelines and dietary recommendations and analyze their personal dietary habits using online fitness resources;



Understand the physiology of digestion, nutrient absorption, and metabolism;



Understand the relationships between energy balance, exercise, and activity level and body composition;



Learn the science of macro- and micronutrients and why these are important to proper growth and development, health, mental and physical fitness, and performance over our life cycle;



Learn the importance of hydration and electrolyte balance and the consequences of improper fluid/electrolyte replacement;



Be able to identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products;



Understand the signs, symptoms, physiological, and psychological responses of individuals with eating disorders;



Identify dietary supplements and to be able determine if there is any scientific evidence to support the claims made by the suppliers of these substances;



Be able to critically evaluate the credibility of nutrition and diet plan information that is readily available to the public;



Become familiar with the modern technologies that impact food production, supply and quality (e.g. industrialized agriculture, genetically modified foods, preservatives, and dietary supplements);



Consider the scientific, political, social, economic, historical, and geographical issues that impact diet, disease, food safety and security, and public health around the world; and



Be able to find and evaluate information from a variety of sources and to be able to use these tools for researching topics related to this course.

Course strategies:

Approximately weekly, I will prepare a detailed lecture outline which will include a list of required and recommended readings from the textbooks or sources posted on Blackboard or found on the internet. In addition, I will list discussion topics and any assignments for the week. This weekly lecture outline will be posted on Blackboard in the course information folder. Please note that I will occasionally update this lecture outline during the week (e.g. if we get out of sync with the schedule or if something relevant happens in the news that sidetracks us), and I will use Blackboard to post announcements to the class. You should get into the habit of checking this resource and your college email account on a regular basis.

Some suggestions for success in this course:

1. **Make use of the lecture outlines to keep on track.**
2. **Come to class.** I don't formally take attendance everyday, but this is a small group so that I will know who shows up both physically and mentally! ☺ If you miss out on class discussions, you will be at a major disadvantage. (See attendance policy below.) We also routinely do group assignments in class that you will miss if you are not there.
3. **Keep up on the readings – don't wait until the night before an exam!** It is particularly useful to read the assigned material before we talk about it in class. You should expect to work a minimum of four to six hours per week outside of class to be successful and to gain the most from this course.
4. **Be an active participant in discussions and other class activities.**
5. **Keep your cell phone off.** Checking Facebook, Twitter, etc. during class is distractive to learning, and frankly, is quite rude.
6. **Get help.** If you don't understand something from class, come to see me in a timely fashion. Besides taking advantage of my office hours, feel free to contact me via e-mail with questions that arise as you are doing the readings or working on course assignments.
7. **In general -- continue to refine and use good study habits.** Students who wait until the last minute to read course materials (or don't read them at all), review the class notes, or study for an exam will quickly realize that the amount of material can be overwhelming.

Course policies, procedures, and expectations:

Academic integrity: In my opinion, academic integrity is of utmost importance and cheating or plagiarism will not be tolerated. Please read the **Academic Honesty Policy** that is included in the student handbook **and** the policy that I will distribute in class. I have attached a cover sheet to my policy that each of you will sign indicating that you have read and understand the policy and implications of violating it. If you have any questions about plagiarism or other forms of academic dishonesty, please ask. Several assignments in this class will involve the use of internet resources, and it is my experience that students often do not realize that copyright violations and plagiarism policies still apply.

Attendance policy: As noted in the student handbook, students are expected to attend classes regularly. Due to the small size of this course and the emphasis on class discussions, regular attendance from each of you is essential. Frequent unexcused absences will have a negative impact on your grade for the course. I will recognize legitimate excused absences such as when students are representing the university in an official capacity (e.g. for intercollegiate athletic competition -- but not practice -- and off-campus music performances, etc.). Such activities are scheduled ahead of time; thus, I expect you to make arrangements with me ahead of time as well. In the event of an extended absence due to illness or other legitimate reasons, please notify me and a representative in the Learning Services Center as soon as possible. In the case of severe illness, accidents, etc., we will work out arrangements (e.g. for making up work, obtaining an incomplete or withdrawing from the course) on a case-by-case basis.

Students who arrive late to class disrupt the flow of the session and distract their peers. Please be

prompt!

Please note that during the class periods, I will intersperse lectures, whole class and small group discussions and assignments, and occasional media presentations. The topics discussed in class can not be learned simply by doing the readings without coming to class and being an active participant. I am fond of spontaneous in-class assignments that are turned in before the end of the class period, and these can not be made up if you are absent. In other words, if you miss class, you miss out.

Special Accommodations: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). This should be done early in the semester and before the first test. Accommodations cannot be provided until authorization is received from the office of Learning Services.

Tests/Assignments/Grading:

	<u>% of final grade</u>
Tests ¹	45
Assignments, Diet Log and Analysis, Journal, & Class Participation ²	35
Semester-long research project ³	20
	100 %

¹**Tests:** Tests will be based on course materials (lecture and discussions) and assigned readings. **No make-up exams** will be administered without an official excuse.

Tentative test dates:

Test #1 (15% of grade):	Thursday, February 18 th
Test #2 (15% of grade):	Thursday, March 25 th
Test #3 (15% of grade):	Thursday, May 1 st , 8:30 am

²**Assignments, journals, and class participation:** I utilize a variety of types of assignments including group projects (in and out of class), short writing assignments, journals, internet-based assignments, etc. Timely completion of the work is expected; late submissions will not be accepted (i.e. not graded). Assignments will be given to encourage you to keep up with the course material and to reinforce and apply concepts covered in class. Many of the assignments will involve the use of readings on reserve and/or the internet. I expect each of you to actively participate in class discussions and to complete all assignments in a timely and professional manner. There will be no make-ups for assignments or quizzes and **late work will not be accepted.**

One of the assignments will be to **keep a diet log** for analysis after you gain some basic understanding of nutritional principles. We will use an online tool for this. Set up an account on <http://www.myfitnesspal.com/>. Note that this can be done online or via apps for iPads and smartphones. You can decide if you want to gain, lose, or maintain weight when you set this up and determine your activity level. Keep track daily of what you eat (meals and snacks) and of your exercise.

Throughout the course, it is a good idea to be aware of stories in the media that relate to topics discussed in course (food science and technology, diet and nutrition, food supply and security, agriculture, exercise and fitness, disease, and public health issues). The internet can be a valuable resource as well, but you have to critically evaluate the content and source of the information that you find there. Often, timely stories break in the news that warrant our consideration in class, and your familiarity with media coverage of the can provide the basis for class discussions. Active participation in these discussions will be noted and will have a positive effect on your final grade for the course. For certain class assignments, I will ask you to find an article or internet site on a specific topic. **To this end, I would like each of you to keep a**

journal throughout the semester.

It is important to contribute to this journal on a regular basis (***at least*** two entries per week). This can and should include your reactions to the media item, to the required readings from class, and to things we are covering in class. **The journal is an ongoing, semester-long assignment that will be used periodically throughout the semester in class discussions and group assignments.**

I allow students to determine the specific format and style of their journals. They can be in a notebook or done electronically, including a blog format. What I do require is that you date your entries and include the source of your information (e.g. which newspaper and what date, what magazine, edition and page number, the URL of a website, etc.). Keeping a regular record of stories that catch your attention or that relate to topics we are discussing in class, will allow you to reflect on what you are learning and how it applies to the “real world”, and allows you to follow trends throughout the semester. I expect that you should have **at least 2 entries (news items) per week, plus** some of your own comments, summaries or reactions to the news and to the topics discussed in class. Don't simply cut out articles from a paper or magazine and stick it into a journal. It is your reaction and commentary that I most interested in. Often in class, we will have a discussion of timely news stories related to the environment and other topics being discussed in class. Having your journal up-to-date will allow you to make significant contributions to these discussions.

Another aspect of your journal is to take notes on the required readings. I highly recommend the format of a “Readings Journal” is formatted as follows:

- Author (last name only is sufficient), Title (shortened if it is especially long), Source, Year, and Page numbers.
- Include any notes taken during reading.
- Write a summary of each article in 200 words or fewer. Make this objective and clear, and be sure to identify the main point (thesis) of each reading.
- Reaction: In at least 200 words, write a response (your personal reaction) to the assigned readings.

Journal entries will often be important for class discussions, so please bring your journals (or computer if you do this electronically) to class. Prior to your submission of the completed journal at the end of the semester, I will ask you to summarize what you have learned from keeping such a journal and what trends or major issues you noticed.

3 Semester-long research project:

You will write a research paper on the topic and prepare a poster for class presentation. Suggested topics include an analysis of the pros and cons of food additives, preservatives, dietary supplements, or probiotics, scientific research on effectiveness of specific diet plans (like the Atkins or paleo diet), or researching the new studies examining how diets affect gut bacteria profiles and the related health implications. We will discuss the assignment details including poster formats and strategies in class.

Best wishes for a great semester!

- D. Husic

To keep you on track with this assignment, I list a series of deadlines below:

Preliminary discussion with me of your topic	February 6 th
Final selection of topic:	February 20 st
Abstract for research paper due:	March 11 th
Optional draft of final paper:	April 7 th (<i>If you would like me to review and provide suggestions before the final paper is due</i>)
Final paper submitted:	April 22 nd
Posters presented in class:	April 24 th

All work submitted must be typed and papers should be free from errors of grammar and spelling. This will require your editing of drafts. I am willing to look at your drafts and make suggestions along the way. I am also available to provide guidance about researching your topic and evaluating the information that you use. Remember the academic integrity policy – plagiarism will result in a failing grade for this assignment, and if severe enough, can result in a failing grade for the course. The paper, will of course, require a list of works cited (these can be included in a bibliography at the end of the paper or as footnotes throughout the paper).