

# HLTH 231: Nutrition

~ Spring 2016 ~

**Instructor**

Jennifer Doane

**Email**

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**Office Hours:** Please contact me directly to request a meeting to review course information

**Class Meeting Times** 1:10 pm to 2:00 pm Monday, Wednesday, Friday

**Blackboard Site:** TBD

**Required Textbook:** Blake, JS, Munoz, KD, Volps, S. (2014) Nutrition: From Science to You, 3<sup>rd</sup> 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 US 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 macronutrient and micronutrients we need and why, the linkage between energy balance and body composition, disorders of chronic over- and under-nutrition, 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, dietary supplements, and food safety.

## **Course Topics and Objectives:**

- ✓ Understand the links between diet and disease and gain an introduction to nutrition, changing demographics, and lifestyles;
- ✓ Gain perspective on the status of nutritional health in the US and around the world;
- ✓ Understand healthy eating guidelines and dietary recommendations and analyze personal dietary habit using online fitness resources
- ✓ Understand the physiology of digestion, nutrient absorption, and metabolism;

- ✓ Understand the relationship between energy balance, exercise, body composition and activity levels;
- ✓ Learn the science of macro- and micronutrients and why these are important to proper growth and development, health, mental and physical health, 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 and physiological and psychological responses of individuals coping with eating disorder behaviors;
- ✓ Identify dietary supplements and be able to 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 (i.e. – 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, food security, and public health around the world; and
- ✓ Be able to find and evaluate information from a variety of sources and 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 text or other sources found on the internet (links) or sources posted to our “classroom”.
- ✓ I will list discussion topics and any assignments for the week.
- ✓ The weekly outline will be posted to our “classroom”.
- ✓ Please note, I will occasionally update this outline during the week esp. should we get out of sync or side-tracked for any reason).
- ✓ I will use our “classroom” to post announcements to the class.
- ✓ Please get in to the habit of checking our “classroom” and your college email 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 will not be formally taking attendance every day, but this is a relatively small group so 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 will be doing some small group assignments that you will miss out on if you are not here. And, materials could be taken from the discussion component of our class for the weekly quizzes.
- 3. *Keep up with the readings.*** Don't wait until the night before a quiz or exam. It is particularly useful to read assigned material before we talk about it in class. You should expect work a minimum of 4-6 hours per week outside of class to be successful and 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 distracting to learning, and frankly, is quite rude.
- 6. *Get help.*** If you don't understand something in class, contact me directly to set up a review session. Email is always "free" and available for questions and concerns.
- 7. *In general, continue to use and refine good study habits.*** Students who wait until the last minute to read course materials (or don't read them at all), review class notes, or study for an exam will quickly realize that the amount of materials can be overwhelming.

## **Course Policies, Procedures, and Expectations:**

### **Academic Integrity:**

Academic integrity is of the 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 the copyright violations and plagiarism policies still apply.

### **Attendance Policy:**

As noted in the student handbook, students are expected to attend class regularly. Due to the small class size of this course, and the emphasis on classroom discussion, 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 (i.e. - intercollegiate athletics but

NOT practice and off-campus music performance, 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 on a case by case basis to make up work, obtain an incomplete in the class, and/or withdrawal from the course.

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

Please note that during class periods, I will intersperse lectures, whole class and small group discussions and assignments, and occasional media presentations. The topic discussed

### **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 (ext 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:**

	<b>% of Final Grade</b>
Midterm	15
Final	15
Journal	10
Class Participation, Class Assignments & Reading Assignments	15
Diet Log and Analysis	10
Weekly Quizzes	20
Semester Long Research Project	15

### **Tests:**

The final and midterm 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**

Midterm	Friday, March 4 <sup>th</sup>
Final	TBD

### **Journal:**

Throughout the course, we will maintain awareness of stories in the media that relate to topics discussed. 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 can provide a basis for class discussion. Active participation in these discussions will be noted and will have a positive effect on your final grade for the class. To this end, I would like you to keep a journal throughout the semester. It is important to contribute to this journal

on a regular basis (at least 2 entries per week). This can and should include your reactions to a media item, to the required readings in class, and to the things we are covering in class. The journal is an on-going semester long project that will be used periodically throughout the semester in class discussions and group assignments.

All students can determine the style and format of their journal. They can be done in a notebook or electronically, including a blog format. Keeping a regular record of stories that catch your attention or 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”.

Grading will be based on timely submissions (at least 2 per week) , cited sources (main and supporting/contradicting), critical review of the topic, personal opinion of the topic.

Grading for the Journal (10%):

Midterm Submission	5%	Submitted by 2/24/16 by 11:59 PM
Final Submission	5%	Submitted by 4/22/16 by 11:59 PM

Entries / Content:

Date & Topic

Source / Link (i.e. – what newspaper, what magazine, including issue date, URL or link, page number, etc...)

Background Information & Critical Review of Topic

Personal Statements / Opinions

Comparisons & insight related to topics covered in class – Can you prove or disprove any of the content reviewed with evidence-based learning from class, textbooks, or other course readings

\*Please don't just simply cut out articles or post a link and not provide any insight or thoughts regarding your topic. Your final grade for the journal will reflect its completeness. It is your reaction and commentary that I am most interested in.

Journal entries will often be important for class discussions, so please bring your journals (or computer if you do this electronically) to class.

### **Reading Assignments:**

For certain readings throughout the semester there will be a written assignment you will need to complete. Some of the articles may be from popular media whereas other will be from research in peer reviewed journals.

#### **Content:**

Citation for author, source, title, year and page numbers.

Written summary (400-500 words) of the information presented which emphasizes the main point of the article. All points should be cited from their respective sources.

Personal Reaction – In at least 200 words, write a response (your personal reaction) to the assigned reading.

### **Class Assignments:**

Each week there will typically be assignments from the posted readings. These assignments will be used within our classroom discussions. Follow weekly outline for all assignment completions and due dates.

### **Semester Long Research Project:**

You will write a research paper on the topic and prepare a fact sheet for a brief (5-10 minute) classroom presentation. The main content and sources should come from peer reviewed, scientific journals. All topics must receive approval prior to beginning your project.

Suggested topics include:

- ✓ Pros and Cons of food additives
- ✓ Preservatives
- ✓ GMOs
- ✓ Dietary Supplements
- ✓ Probiotics
- ✓ Scientific research on effectiveness of certain diet plans (Atkins, Paleo, Sugar Busters, etc...)

We will discuss the assignment details, poster formats and assignment strategies in more detail as the semester progresses.

To keep track with this assignment, I have listed a series of deadlines below:

- |  |   |
|--|---|
| ✓ Preliminary discussion with me of your topic | by February 5 <sup>th</sup>   |
| ✓ Final selection of topic (Approval Required) | by February 12 <sup>th</sup>  |
| ✓ Abstract for research paper due              | by February 26 <sup>th</sup>  |
| ✓ Optional draft of final paper                | by March 18 <sup>th</sup><br>(If you would like me to review and provide suggestions before the final papers are due) |
| ✓ Final paper submitted                        | by April 8 <sup>th</sup>  |
| ✓ Fact Sheet presented in class                | April 11 <sup>th</sup> , 13 <sup>th</sup> and 15 <sup>th</sup>  |

**Best Wishes for a great semester!!!**

**- J. Doane**