



# SYLLABUS

**FDNT 230 Nutrition**

202141

# FDNT 230 Nutrition

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dilit@andrews.edu">dilit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240.

### Required Text/Material

**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.

Sizer, Francis, & Whitney, Ellie (2020) Nutrition: Concepts and Controversies (15th Edition), Boston, MA. Cengage Learning.

Print ISBN-13: 9781337906371, eText ISBN: 9780357691496

## Credit Hours and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 16 modules with 15 lessons, 2 exams, 6 assignments, and 15 quizzes. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. Many of the readings in this course may require an hour or more to read, and many of the 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.

## Student Learning Outcomes

- The recommended nutrient intakes and nutrition assessment
- The major sources and the functions of the different categories of nutrients
- Meal planning that is balanced and meets recommended nutrient intakes
- The mechanisms of digestion, absorption, and conversion to energy
- The concepts of energy balance and weight gain/loss
- Special nutrition needs of people in different life stages
- Dietary risk factors
- Principles of food safety and security
- The characteristics of reliable nutrition information

## 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

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### 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](mailto: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.

### Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Blogs 1-12

For each lesson, you will be expected to respond to select topics in the discussion forum blog. 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 the blogs is worth 15% of your course grade.

#### Quizzes 1-15

There are 15 quizzes that go with each chapter. These are open book and you will be allowed 2 attempts to take the quiz.

#### Assignments 1-6 consist of three parts:

- 1) Knowledge Check 1-6 (multiple choice, true-false questions)
- 2) Short Answers 1-6
- 3) Short Essays 1-6

#### Midterm Exam

The exam includes 20 true/false questions, 80 multiple choice questions, a section on food labels worth 5 points, and three essay questions worth 5 points each. The exam will be proctored, with no books or notes allowed. You will have two and a half hours to take it. Follow the Midterm exam review in LearningHub to prepare for the exam. The midterm exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

#### Final Exam

The exam includes 20 true/false questions, 80 multiple-choice questions, and four essay questions worth 5 points each. The exam will be proctored, with no books or notes allowed. You will have two and a half hours to take it. Follow the Final exam review in LearningHub to prepare for the exam. The final exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

## Rubrics

Your response to each topic in a forum will be graded according to the rubric that you can find below.

### Discussion Forums

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

### Short essays

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)

Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

## Exams

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](http://www.andrews.edu/distance/students/exams.html). Then 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](mailto: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.

**Suggested schedule for completion in 8 weeks:**

<b>Week</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>
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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Food Choice and Human Health	Read Nutrition Chapter 1. Read Lesson 1	Blog 1 Quiz 1 Assignment 1 BEGIN
	Lesson 2: Nutrition Tools	Read Nutrition Chapter 2 Read Lesson 2	Quiz 2
2	Lesson 3: The Remarkable Body	Read Nutrition Chapter 3 Read Lesson 3	Blog 2&3 Quiz 3 Assignment 1 DUE
	Lesson 4: The Carbohydrates	Read Nutrition Chapter 4 Read Lesson 4	Blog 4 Quiz 4 Assignment 2, 2.1, 2.2 BEGIN
3	Lesson 5: The Lipids	Read Nutrition Chapter 5 Read Lesson 5	Quiz 5
	Lesson 6: The Proteins and Amino Acids	Read Nutrition Chapter 6 Read Lesson 6	Quiz 6 Assignment 2, 2.1, 2.2 DUE
4	Lesson 7: The Vitamins	Read Nutrition Chapter 7 Read Lesson 7	Blog 5 Quiz 7 Assignment 3 BEGIN
	Lesson 8: Water and Minerals	Read Nutrition Chapter 8 Read Lesson 8	Blog 6 Quiz 8 Assignment 3 DUE
5	<b>PROCTORED MIDTERM EXAM</b>		
	Lesson 9: Energy balance Lesson 10: Performance Nutrition	Read Nutrition Chapter 9 Read Lesson 9 Read Nutrition Chapter 10 Read Lesson 10	Blog 7 Quiz 9 Quiz 10 Assignment 4, 4.1, 4.2 BEGIN
6	Lesson 11: Nutrition and Chronic Diseases	Read Nutrition Chapter 11 Read Lesson 11	Blog 8 Quiz 11 Assignment 4, 4.1, 4.2 DUE
	Lesson 12: Food Safety/Technology	Read Nutrition Chapter 12 Read Lesson 12	Blog 9 Quiz 12 Assignment 5 BEGIN
7	Lesson 13: Life Cycle Nutrition – Mother and Infant	Read Nutrition Chapter 13 Read Lesson 13	Blog 10 Quiz 13 Assignment 5 DUE
	Lesson 14: Life Cycle Nutrition – Child, Teen and Older Adult	Read Nutrition Chapter 14 Read Lesson 14	Blog 11 Quiz 14 Assignment 6, 6.1, 6.2 BEGIN
8	Lesson 15: Hunger and the Future of Food	Read Nutrition Chapter 15 Read Lesson 15	Blog 12 Quiz 15 Assignment 6, 6.1, 6.2 DUE
	<b>PROCTORED FINAL EXAM</b>		

**Suggested schedule for completion in 16 weeks:**

<b>Week</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>
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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Food Choice and Human Health	Read Nutrition Chapter 1. Read Lesson 1	Blog 1 Quiz 1 Assignment 1 BEGIN
2	Lesson 2: Nutrition Tools	Read Nutrition Chapter 2 Read Lesson 2	Quiz 2
3	Lesson 3: The Remarkable Body	Read Nutrition Chapter 3 Read Lesson 3	Blog 2&3 Quiz 3 Assignment 1 DUE
4	Lesson 4: The Carbohydrates	Read Nutrition Chapter 4 Read Lesson 4	Blog 4 Quiz 4 Assignment 2, 2.1, 2.2 BEGIN
5	Lesson 5: The Lipids	Read Nutrition Chapter 5 Read Lesson 5	Quiz 5
6	Lesson 6: The Proteins and Amino Acids	Read Nutrition Chapter 6 Read Lesson 6	Quiz 6 Assignment 2, 2.1, 2.2 DUE
7	Lesson 7: The Vitamins	Read Nutrition Chapter 7 Read Lesson 7	Blog 5 Quiz 7 Assignment 3 BEGIN
8	Lesson 8: Water and Minerals	Read Nutrition Chapter 8 Read Lesson 8	Blog 6 Quiz 8 Assignment 3 DUE
9	<b>PROCTORED MIDTERM EXAM</b>		
10	Lesson 9: Energy balance Lesson 10: Performance Nutrition	Read Nutrition Chapter 9 Read Lesson 9 Read Nutrition Chapter 10 Read Lesson 10	Blog 7 Quiz 9 Quiz 10 Assignment 4, 4.1, 4.2 BEGIN
11	Lesson 11: Nutrition and Chronic Diseases	Read Nutrition Chapter 11 Read Lesson 11	Blog 8 Quiz 11 Assignment 4, 4.1, 4.2 DUE
12	Lesson 12: Food Safety/Technology	Read Nutrition Chapter 12 Read Lesson 12	Blog 9 Quiz 12 Assignment 5 BEGIN
13	Lesson 13: Life Cycle Nutrition – Mother and Infant	Read Nutrition Chapter 13 Read Lesson 13	Blog 10 Quiz 13 Assignment 5 DUE
14	Lesson 14: Life Cycle Nutrition – Child, Teen and Older Adult	Read Nutrition Chapter 14 Read Lesson 14	Blog 11 Quiz 14 Assignment 6, 6.1, 6.2 BEGIN
15	Lesson 15: Hunger and the Future of Food	Read Nutrition Chapter 15 Read Lesson 15	Blog 12 Quiz 15 Assignment 6, 6.1, 6.2 DUE
16	<b>PROCTORED FINAL EXAM</b>		



## Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
35	Assignments 1-6
15	Blogs 1-12
10	Quizzes 1-15
20	Midterm Exam
20	Final Exam
<b>100</b>	<b>Total Percent Possible</b>

### 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/web/ims/moodle/public/incompletes.html>.

### 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.

### 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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.

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