AU FDNT 230 Nutrition
Spring 2017
AU FDNT 230 Nutrition
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format with Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund. Please plan accordingly.

Instructor Contact
Instructor: Ms. Stephanie Goddard
Email: stephyg@gmail.com
Cell Phone: 301.213.0113
- text only
- please include your name in the text

Other Assistance

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="https://www.andrews.edu/bookstore">https://www.andrews.edu/bookstore</a></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td><a href="http://www.andrews.edu/hdchat/chat.php">http://www.andrews.edu/hdchat/chat.php</a></td>
<td></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description
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.

Course 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
**Required Text/Material**

For each textbook chapter, you will also access the Tutorial Quizzes online at the free companion website (link is included in the class within Learning Hub, also) for this class: [http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781133108559&token](http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781133108559&token)

**Expected Time Commitment:**
This class will take about 3 hours/day not including Sabbath. This course is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 8 weeks; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**
Methods of instruction include assigned readings, lecture slides, weekly interactions with the instructor and peers in the discussion, tutorial quizzes, learning activities, short writing assignments, and two proctored exams. Regular participation in the course is essential to good performance.

**Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**Learning Management System**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](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](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.
Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Assessment Descriptions

Completing Assignments: All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

Regular Participation: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assigned Readings: Readings are drawn from the textbook and other online materials. The course schedule below lists the reading assignments and their due dates.

Blogs 1-12
For each lesson, you will be expected to respond to select topics in the discussion forum. After you have read the content material for a lesson, click on the Discussion link and post a thoughtful answer to all topics listed. Feel free to comment on other students’ posts. Participation in discussion forum is worth 15% of your course grade. Your response to each topic in a forum will be graded according to the rubric that you can find below.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>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.</td>
<td>9-10 /10</td>
</tr>
<tr>
<td>Proficient</td>
<td>Student’s answers are thoughtful and reflective. He/she shows a good understanding of concepts learned from text and accompanying material.</td>
<td>8-9 /10</td>
</tr>
</tbody>
</table>
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

**Tutorial Online Quizzes 1-15**
As you will read the textbook chapters, click on the link on the course main page for Tutorial Quizzes. You will be directed to the companion website for nutrition: Concepts and Controversies, 12th edition. After you have finished the quiz, which will be graded automatically, go to the summary of the results and save them in a Word Document. Then uploads them into the Learning Hub Tutorial Quiz Drop box.

You can take the quiz as many times as you want before submitting your results. When you answer a question incorrectly, be sure to read the feedback.

**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

You may use your learning materials to complete following assignments. There is no time limit, but you have only one attempt. You may start an assignment and complete it later as long as you do not hit submit. Submitting finishes your one attempt.

**Short essays rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
</tr>
<tr>
<td>Style</td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Writing shows that student knows the material taught and can apply it accurately in a new situation.</td>
<td>Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.</td>
<td>Writing displays a failure to understand, recall, or apply much of the material in new situations.</td>
</tr>
</tbody>
</table>
Exams
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 Learning Hub to prepare for the 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 Learning Hub to prepare for the exam.

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the current policy on approved proctors before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.
The midterm exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email the instructor, copying sdeexams@andrews.edu with the reason you cannot make this deadline, and a proposed date as close to the scheduled period as possible.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.

16 Week Schedule
All times in the schedule are for the U.S. Eastern Time Zone.
Discussion – 1st response due by Wednesday and 2nd response due by Sunday

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 9-13</td>
<td>Lesson 1: Food Choices and Human Health</td>
<td>Read Nutrition Chapter 1. Read Lesson 1</td>
<td>Lesson 1 Discussion Tutorial Quiz 1 Assignment 1</td>
</tr>
<tr>
<td>Week 2: January 15-20</td>
<td>Lesson 2: Nutrition Tools</td>
<td>Read Nutrition Chapter 2 Read Lesson 2</td>
<td>Tutorial Quiz 2</td>
</tr>
<tr>
<td>Week 3: January 22-27</td>
<td>Lesson 3: The Remarkable Body</td>
<td>Read Nutrition Chapter 3 Read Lesson 3</td>
<td>Lesson 2&amp;3 Discussion Tutorial Quiz 3 Assignment 1 DUE</td>
</tr>
<tr>
<td>Week 4: January 29-February 3</td>
<td>Lesson 4: The Carbohydrates</td>
<td>Read Nutrition Chapter 4 Read Lesson 4</td>
<td>Lesson 4 Discussion Tutorial Quiz 4 Assignment 2, 2.1, 2.2</td>
</tr>
<tr>
<td>Week 5: February 5-10</td>
<td>Lesson 5: The Lipids</td>
<td>Read Nutrition Chapter 5 Read Lesson 5</td>
<td>Tutorial Quiz 5</td>
</tr>
<tr>
<td>Week 5: February 5-10</td>
<td>Lesson 6: The Proteins and Amino Acids</td>
<td>Read Nutrition Chapter 6 Read Lesson 6</td>
<td>Lesson 5&amp;6 Discussion Tutorial Quiz 6 Assignment 2, 2.1, 2.2 DUE</td>
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<tr>
<td>Week 6: February 12-17</td>
<td>Lesson 7: The Vitamins</td>
<td>Read Nutrition Chapter 7 Read Lesson 7</td>
<td>Lesson 7 Discussion Tutorial Quiz 7 Assignment 3</td>
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<tr>
<td>Week 7: February 19-24</td>
<td>Lesson 8: Water and Minerals</td>
<td>Read Nutrition Chapter 8 Read Lesson 8</td>
<td>Lesson 8 Discussion Tutorial Quiz 8 Assignment 3 DUE</td>
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<tr>
<td>Week 8: February 26-March 3</td>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Week 9: March 5-10</td>
<td>Lesson 9: Energy Balance</td>
<td>Read Nutrition Chapter 9 Read Lesson 9</td>
<td>Lesson 9 Discussion Tutorial Quiz 9 Assignment 4, 4.1, 4.2</td>
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<tr>
<td>Week 10: March 12-17</td>
<td>Lesson 10: Nutrients, Physical Activity</td>
<td>Read Nutrition Chapter 10 Read Lesson 10</td>
<td>Tutorial Quiz 10</td>
</tr>
<tr>
<td>Week 11: March 26-31</td>
<td>Lesson 11: Diet and Health</td>
<td>Read Nutrition Chapter 11 Read Lesson 11</td>
<td>Lesson 10&amp;11 Discussion Tutorial Quiz 11 Assignment 4, 4.1, 4.2 DUE</td>
</tr>
<tr>
<td>Week 12: April 2-7</td>
<td>Lesson 12: Food Safety</td>
<td>Read Nutrition Chapter 12 Read Lesson 12</td>
<td>Lesson 12 Discussion Tutorial Quiz 12</td>
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### Part 4: Grading Policy

**Graded Course Activities**
Your final grade will be the result of the following items.

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<tbody>
<tr>
<td>35</td>
<td>Assignments</td>
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<tr>
<td>15</td>
<td>Discussion Forums</td>
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<tr>
<td>10</td>
<td>Tutorial Quizzes</td>
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<tr>
<td>20</td>
<td>Midterm Exam</td>
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<tr>
<td>20</td>
<td>Semester Exam</td>
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<tr>
<td>100</td>
<td>Total Percent Possible</td>
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**Viewing Grades in Learning Hub**
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

**Letter Grade Assignment**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
A point will be taken off the assigned grade for every day past the due date in late work.

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.

Netiquette
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

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 or fax it to 269-471-8407.

3. Email 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 and participation in this class, and also integrity in your behavior in and out of the 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.