



# SYLLABUS

**FDNT 230 Nutrition**  
**Spring 2020**

# FDNT 230 950 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](mailto:stephyg@gmail.com)

**Cell Phone:** 301.213.0113

- text only
- please include your name in the text

### 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:dlit@andrews.edu">dlit@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 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

Sizer, Francis, & Whitney, Ellie (2010) *Nutrition: Concepts and Controversies* (12<sup>th</sup> Edition), Stamford, CT. Brooks Cole (Cengage Learning). ISBN-13: 978-0538734943

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\\_isn=9781133108559&token](http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20b&product_isbn_isn=9781133108559&token)

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu), cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

### **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>

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. (269) 471-6016 or email [helpdesk@andrews.edu](mailto: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](mailto: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](mailto: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.

### Discussions 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.

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

**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, 12<sup>th</sup> 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**

<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Substandard</b>
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.)

<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Substandard</b>
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. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at [calendly.com/sde-exams/online](https://calendly.com/sde-exams/online).

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html)

### 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.

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 Learning Hub to prepare for the exam.

The final exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam.

### Schedule

All times in the schedule are for the U.S. Eastern Time Zone.

Discussion – 1<sup>st</sup> response due by Wednesday and 2<sup>nd</sup> response due by Sunday

Week	Lessons	Readings	Assignments
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	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Jan 6-12	Lesson 1: Food Choice and Human Health	Read Nutrition Chapter 1. Read Lesson 1	Discussion Forum 1 Tutorial Quiz 1 Assignment 1 BEGIN
2 Jan 13-19	Lesson 2: Nutrition Tools	Read Nutrition Chapter 2 Read Lesson 2	Tutorial Quiz 2
3 Jan 20-26	Lesson 3: The Remarkable Body	Read Nutrition Chapter 3 Read Lesson 3	Discussion Forum 2&3 Tutorial Quiz 3 Assignment 1 DUE
4 Jan 27 - Feb 2	Lesson 4: The Carbohydrates	Read Nutrition Chapter 4 Read Lesson 4	Discussion Forum 4 Tutorial Quiz 4 Assignment 2, 2.1, 2.2 BEGIN
5 Feb 3-9	Lesson 5: The Lipids	Read Nutrition Chapter 5 Read Lesson 5	Tutorial Quiz 5
6 Feb 10-16	Lesson 6: The Proteins	Read Nutrition Chapter 6 Read Lesson 6	Tutorial Quiz 6 Assignment 2, 2.1, 2.2 DUE
7 Feb 17-23	Lesson 7: The Vitamins	Read Nutrition Chapter 7 Read Lesson 7	Discussion Forum 5 Tutorial Quiz 7 Assignment 3 BEGIN

Week	Lessons	Readings	Assignments
8 Feb 24 - Mar 1	Lesson 8: Water and Minerals	Read Nutrition Chapter 8 Read Lesson 8	Discussion Forum 6 Tutorial Quiz 8 Assignment 3 DUE
9 Mar 2-8	<b>PROCTORED MIDTERM EXAM</b>		
10 Mar 9-15	Lesson 9: Energy balance	Read Nutrition Chapter 9 Read Lesson 9	Discussion Forum 7 Tutorial Quiz 9 Assignment 4, 4.1, 4.2 BEGIN
<b>SPRING BREAK: March 13 - 19</b>			
11 Mar 23-29	Lesson 10: Nutrients, Physical Activity, and the Body's Responses	Read Nutrition Chapter 10 Read Lesson 10	Tutorial Quiz 10
12 Mar 30 - Apr 5	Lesson 11: Diet and health	Read Nutrition Chapter 11 Read Lesson 11	Discussion Forum 8 Tutorial Quiz 11 Assignment 4, 4.1, 4.2 DUE
13 Apr 6-12	Lesson 12: Food Safety/Technology	Read Nutrition Chapter 12 Read Lesson 12	Discussion Forum 9 Tutorial Quiz 12 Assignment 5 BEGIN
14 Apr 13-19	Lesson 13: Life Cycle Nutrition – Mother and Infant	Read Nutrition Chapter 13 Read Lesson 13	Discussion Forum 10 Tutorial Quiz 13 Assignment 5 DUE
15 Apr 20-26	Lesson 14: Life Cycle Nutrition – Child, Teen and Other Adult	Read Nutrition Chapter 14 Read Lesson 14	Discussion Forum 11 Tutorial Quiz 14 Assignment 6, 6.1, 6.2 BEGIN
16 Apr 27 - 30	<b>PROCTORED FINAL EXAM</b> <b>(Needs to be completed by Wednesday, April 29, 11:59 pm)</b>		

## Part 4: Grading Policy

### Graded Course Activities

Your final grade will be the result of the following items.

Percent %	Description
35	Assignments
15	Discussion Forums
10	Tutorial Quizzes
20	Midterm Exam
20	Semester Exam
100	Total Percent Possible

### 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

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 <http://www.andrews.edu/distance/students/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/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](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 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.

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