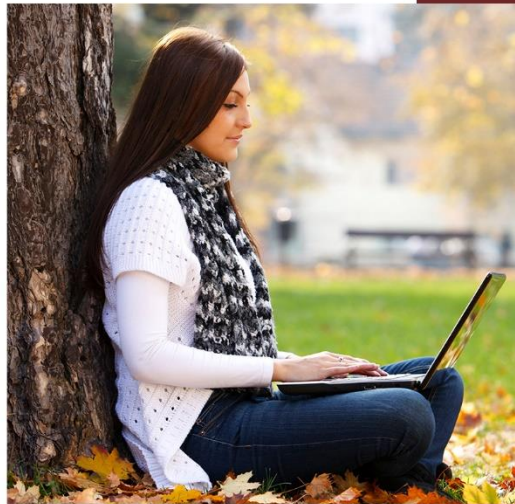
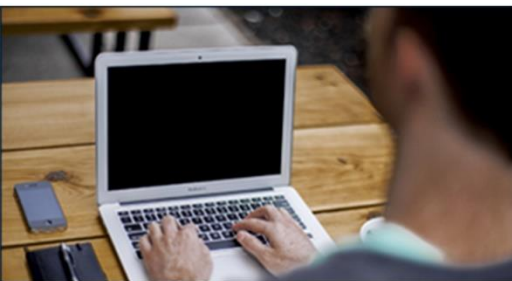


SYLLABUS



FDNT 240 Nutrition Lab
Spring 2020

FDNT 240 Nutrition Lab

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **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.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(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.

Student Learning Outcomes

Upon successful completion of this course, students should be able to :

- SLO1: Compare nutrition labels
- SLO2: Evaluate dietary supplements
- SLO3: Devise a healthy diet
- SLO4: Discover the effect of changing minor food components upon the quality of the product
- SLO5: Analyze the credibility of mass media information on health research

Required Text/Material

None.

Credit Hours and Commitment

This course is offered for 1 semester credit. Therefore, you can expect to spend approximately 45 hours on this course, which translates to approximately 3 hours per week. This course has 12 labs, some labs have a number of assignments, and a final reflection video. Suggested schedule(s) to accomplish this work are included in this syllabus. 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.

A recommended weekly schedule to divide your time is provided:

Labs: 4 hours

Assignments: 4 hours

Preparation for final reflection video: 1 hour

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

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

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 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.

Assessment Descriptions

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Please note the following: There are 2 important factors for being successful in this communication course:

A. That you completed each lab report entirely by following the instructions. Please do not deviate from the instructions until you get the instructors approval.

B. That you are tech savvy enough and have equipment to videotape/record your activities and final reflection

Rubrics

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

Exams

There is no exam for this course.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

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	Introduce Yourself Plagiarism Quiz Academic Integrity Statement
1 - 2 Jan 6 - 16	Lab 1: Food Labels and Supermarket Savvy	Read Lab 1 Content in LearningHub	Lab #1 A Lab #1 B Lab #1 C Lab #1 Discussion Due Thursday, Jan 16, 11:59 PM
3 Jan 17 - 23	Lab 2: Factors Affecting Gluten Development	Read Lab 2 Content in LearningHub	Lab #2 A Lab #2 B
4 Jan 24 - 30	Lab 3: Food Additives	Read Lab 3 Content in LearningHub	Lab #3 A Lab #3 B Lab #3 Discussion
5 Jan 31 - Feb 6	Lab 4: Evaluation of Supplements	Read Lab 4 Content in LearningHub	Lab #4 A Lab #4 B Lab #4 C Lab #4 Discussion
6 Feb 7 - 13	Lab 5: Sweetening and Binding Agents on Properties of Cookies	Read Lab 5 Content in LearningHub	Lab #5
7 Feb 14 - 20	Lab 6: Eating Disorders, Body Image, and the Media	Read Lab 6 Content in LearningHub	Lab #6 A Lab #6 B Lab #6 C
8 Feb 21 - 27	Lab 6: Eating Disorders, Body Image, and the Media - continued		Lab #6 D Lab #6 E Lab #6 Discussion
9 Feb 28 - Mar 5	Lab 7: Designing a Healthy Diet	Read Lab 7 Content in LearningHub	Start on Lab #7
10 Mar 6 - 12	Lab 7: Designing a Healthy Diet - continued		Lab #7 Lab #7 Discussion
SPRING BREAK: March 13 - 19			
11 Mar 20 - 26	Lab 8: The Action of Leavening Agents	Read Lab 8 Content in LearningHub	Lab #8 A Lab #8 B
12 Mar 27 - Apr 2	Lab 9: Plant Pigments	Read Lab 9 Content in LearningHub	Lab #9 A Lab #9 B
13 Apr 3 - 9	Lab 10: Analysis of Plant –based Beverages	Read Lab 10 Content in LearningHub	Lab #10 A Lab #10 B
14 Apr 10 - 16	Lab 11: Critiquing Nutrition Articles	Read Lab 11 Content in LearningHub	Lab #11 A Lab #11 B Lab #11 C Lab #11 Discussion
15 Apr 17 - 23	Lab 12: Solubility of Calcium Supplements	Read Lab 12 Content in LearningHub	Lab #12 Lab #12 Discussion

Week	Lessons	Readings	Assignments
16 Apr 24 - 30	Final Video Reflection		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
45	Labs
45	Discussions
10	Final Video
100	Total Percent Possible

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/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

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, 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.