



NUTR-100: FAMILY NUTRITION

Also listed as: NUTR-100H

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

NUTR - Nutrition

Course Number

100

Course Title

Family Nutrition

Short Title

Family Nutrition

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

NUTR-100H

C-ID (Admin Only)

CB 00

CCC000518672

Course Title

Honors Family Nutrition

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course covers basic principles of nutrition. It includes the study of the essential nutrients, food labels, meal planning, dietary considerations for various stages of life, dietary recommendations for disease prevention, and weight control methods.

Codes

TOP Code (CB 03)

1306.00* - *Nutrition, Foods, and Culinary Arts

CIP Code

34.0199 - Health-Related Knowledge and Skills, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information**Check GE Types Requested**

AA/AS B2 - Social & Behavioral Sciences

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives**Learning Objectives****Learning Objective**

1. Identify and differentiate between credible and non-credible sources of nutrition information in relation to consumer interest.
2. Identify and discuss the essential nutrients; carbohydrate, protein, fat, vitamins, minerals, and water with their relationship to our continued good health and wellness, while considering cultural beliefs and practices.
3. Evaluate the relationship between the basic nutritional requirements of the human body and physical manifestations that result from a deficiency of these.
4. Demonstrate effective label reading to determine better choices in planning for one's diet.
5. Explain the various components of a healthy diet and relate them to their own dietary behaviors and to those of others.
6. Analyze the relationship between dietary patterns and overweight/obesity health related issues and develop strategies that would assist in correcting these.
7. Identify and discuss the dietary considerations throughout one's life beginning with pre-natal care through older adulthood.
8. Analyze diet records for adequacy, variety, and overall impact on health to construct an optimal meal plan used to achieve desired diet and health goals.

Honors Objectives

1. Students will read, analyze, and discuss current nutrition trends as they relate to consumer health.
2. Students will familiarize themselves with the latest scientific literature regarding best practices of several nutrition content areas.
3. Students will propose a research topic, with the approval of the instructor, that addresses a current research topic which is relevant to holistic nutritional wellness.
4. Students will develop independent research, analytical, and presentation skills.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Students will calculate an individual's body mass index and identify the appropriate weight classification.
2. Students will identify three quality sources of omega-3 fatty acids.
3. Students will correctly identify the most credible source of nutrition information from a list of options.

Program Learning Outcomes**Learning Outcome**

Communicate clearly how modifiable and nonmodifiable risk factors influence the risks associated with disease development. (ILO Communication)

Demonstrate a scientific awareness of the impact of lifestyle choices on wellness. (ILO Scientific Awareness)

Develop a personal assessment and action plan that reflects personal responsibility, based on accepted practices in health and wellness management. (ILO Responsibility)

Demonstrate a commitment to ongoing learning of various health interventions. (ILO Responsibility)

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Nutrition Concepts and Terminology
 - a. Diet and disease in Western Civilization
 - b. Improving the Standard American Diet
 - c. Scientific Studies Research Power and benefits of Science
 - d. Thinking Critically about Nutrition Health promotion Consumer Interest
2. Essential Nutrients
 - a. Composition of Foods
 - i. Carbohydrate sugars starch fiber
 - ii. Protein amino acids plant vs. animal protein
 - iii. Fats/lipids Unsaturated Saturated
 - iv. Vitamins Minerals Water
3. Consumer Information
 - a. Reading a label
 - b. Nutrition facts panel
 - c. Label language Ingredient list
 - d. Beyond labels, what still needs to be known
4. What's in a Healthful Diet
 - a. Health Models/Guides
 - i. My Plate, Healthy Eating Plate Guidelines RDA, DRV Health action
 - b. Diet and behavior
 - i. Energy and energy balance theories
 - c. Food intolerances
 - i. Vegetarianism
 - d. Physical fitness and human performance
5. Body Composition and Management
 - a. Causes of Obesity
 - b. Problems in eating in the USA
 - c. Weight control: myths and realities
 - d. Eating disorders: cultural and biological influences
 - e. Anorexia Nervosa and Bulimia Nervosa
6. Nutrition and Chronic Diseases
 - a. Heart disease - Risk factors and Dietary prevention
 - b. Cancer - Risk factors Dietary prevention
 - c. Diabetes Mellitus - Risk factors Dietary prevention
7. Nutrition and the Life Cycle
 - a. Nutrition for pregnancy
 - i. Gestation and breastfeeding
 - b. Nutrition through childhood, adolescence and adulthood
 - c. Nutrition in the elderly years

Honors Content

The honors course will foster a more advanced and sophisticated understanding and analysis of nutrition and consumer health. As a result, the course will encourage students to apply their advanced knowledge to improve their own health and well-being. In addition to the topics covered in Nutrition 100, honors students will study topics which may include, but are not limited to, the following:

1. Food production methods (from farm to food processing), including variables that impact current approaches.
2. The role of government in food production, manufacturing, and recommendations, including latest research and best practices that impact this process.
3. The standard American diet and the social/behavioral connection/disconnection with food controversies surrounding historical dietary recommendations, current nutrition trends, and understanding how they variables affect current choices and practices.

Methods of Instruction

Method

Discussion

Integration

Class discussion will focus on the impact that dietary choices and habits have on human health and wellness, as well as the validity of nutrition recommendations. Discussions will also focus on how cultural beliefs and values impact these choices and habits.

DE Adaptations for MOI

Class discussions will focus on the impact that dietary choices and habits have on human health and wellness, as well as the validity of nutrition recommendations, taking into consideration cultural beliefs and values. Class discussion will be accomplished through the use of discussion forums in the CMS.

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. Student to student interactions will be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of healthful dietary choices and their impact of maintaining optimal wellness. Discussion exercises will encourage students to work together to identify how external and internal factors can influence balanced nutritional choices that also adhere to cultural beliefs and norms. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features.

Method

Film/video Viewing and Discussion

Integration

Food related films/documentaries will be used to exemplify social/behavioral aspects of eating as they relate to consumer health. In class and/or threaded discussion groups will be facilitated to relate the content to coursework and text readings.

DE Adaptations for MOI

Films will be linked and hard copies provided for check out in the libraries. These materials will be accessed via the virtual chat and discussion forums. The student will be able to share their interactions using facilitated discussion boards with student-to-student and student-to-instructor discussions. Student discussions will be evaluated on whether they are relevant and substantive to the film being reviewed. A grading rubric will be used to evaluate content mastery of the topic. Such discussions will allow students to work together to identify social and behavioral aspects of eating as they relate towards your overall holistic health. Films will be reviewed to ensure accessibility requirements by including closed captioning and audio description transcripts.

Method

In-class Exercises

Integration

Students will work in collaborative learning groups to share personal experiences related to the content area and/or cooperatively reach conclusions after analysis of a problem/subject. Some dietary topics may require more personal reflection (i.e. weight management, cultural impacts) and can therefore take place in the form of an individual assignment (i.e. journal entries) that will be submitted via the Canvas Inbox by the end of that specified module due date.

DE Adaptations for MOI

In lieu of "in-class activities", students will work in collaborative learning groups, within the CMS, to share personal experiences related to the content area and/or cooperatively reach conclusions after analysis of a problem/subject. Groups may utilize discussions forums and/or wikis to house their discussions. Some dietary topics may require more personal reflection (i.e. weight management, cultural impacts) and can therefore take place in the form of an individual assignment within the CMS. This assignment will be assessed in the form of a discussion question followed by the submission of a journal to the assignment portion of the CMS. Additionally, students will access these in-class exercises through the virtual discussion boards and supported by the weekly content, via CMS, and all accessibility requirements will be met.

Method

Lecture

Integration

Lectures will be organized sequentially and instruct students in the terminology and concepts relevant to nutrition. Lecture materials will emphasize the evolution of dietary habits, factors that constitute a healthy diet, the impact of macro and micronutrients on human health, the role of functional foods, cultural impacts/beliefs, and dietary requirements for the entire human life cycle.

DE Adaptations for MOI

Online lectures will be posted within the CMS in the form of instructor prepared web-based lectures, PowerPoint presentations, computer animations, and links to appropriate reference sites.

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS. E-lectures will be accessible via each module/unit section using both written and multi-media resources such as short films. Students will access these in-class e-lectures through the weekly modules, which are supported by the weekly content, via CMS, whereby all accessibility requirements will be met

Method

Critique

Integration

Charts, diagrams, illustrations, pictures, videotaped materials, and computer animations that visually represent anatomical structures, physiological processes, and statistical data related to the material being covered within a specific unit of study will be available. The student will demonstrate mastery on the content based on the quality of work that is posted in the discussion forums and in the short answer questions that will be part of each unit exam and quiz.

DE Adaptations for MOI

Web based media including charts, diagrams, illustrations, pictures, videotaped materials, and computer animations that visually represent anatomical structures, physiological processes, and statistical data related to the material being covered within a specific unit of study will be posted in or linked through the CMS. As noted above, the student will demonstrate mastery on the content based on the quality of work that is posted in the discussion forums and in the short answer questions that will be part of each unit exam and quiz. Students will access these critique exercises such as the virtual discussion boards, closed-captioned films, e-lectures, computer animations, and data, which support the weekly content, via CMS, whereby all accessibility requirements will be met

Method

Reading

Integration

Chapter readings and external readings from the Internet will be used to research information to contribute to discussions. Information researched on the Internet will be evaluated against current research published in reputable scientific journals that use the scientific method to conduct research and draw conclusions. Mastery of the unit content will be evaluating via the discussion board and we have the unit quizzes and exams.

DE Adaptations for MOI

For students taking the course via DE, materials will be accessible via the course CMS and integrated into the weekly E-Lectures. Mastery of the unit content will be evaluated via the discussion board utilizing unit quizzes and exams. Students will also be

encouraged to present research on their own when replying to discussion topic questions whether that be in a synchronous or asynchronous manner within the CMS based on the feedback that students are providing in the written discussion boards and progress of their quizzes and exams. Students will access these readings through the weekly modules via the CMS, whereby all accessibility requirements will be met.

Additional Methods of Instruction for Honors

Group discussions: Facilitated group discussions, when applicable, will be held every other week. Three of the meetings will focus on the chosen book while the others will be used to address questions related to projects/papers and actual course content. If only one student is enrolled then these discussions will be held one-on-one with the instructor.

One-on-one meetings with the instructor: Each student will meet with the instructor individually at least three times to discuss project/paper choice and to assist with themes, arguments, editing, sources/references, etc. These meetings can also be used to help assess students' level of understanding of the content area. At least two of these meetings will incorporate book discussions.

Field Trips: Appropriate/seasonal field trips may be used to exemplify course content areas (e.g. farmers market, dining out) as the opportunity arises.

Oral Presentation: With the approval of the instructor, the student will present a 10 to 15 minute oral presentation on a topic that addresses how nutritional practices can promote holistic wellness. Underlying variables will also be discussed.

Methods of Evaluation

Method

Class Work

Integration

Students' participation and discussion regarding assigned problems/clients and participation and discussion related to viewed films will be evaluated orally and/or as a written submission for the ability to relate nutrition theories to actual dietary practice.

DE Adaptations for MOE

In lieu of in class work, students' participation and discussion regarding assigned problems/clients and participation and discussion related to viewed films will be evaluated within the CMS. A rubric will be utilized to assess whether student discussion posts and word count requirements have been met.

Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the assigned formatting in their completed research assignment.

Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference. The presentations may be made available to the entire class, with student approval, through the CMS.

Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. These assignments will be made available in each weekly module/unit of the CMS while ensuring that all accessibility requirements are met.

Method

Exams/Tests

Integration

Summative assessments will include students completing comprehensive, criterion referenced tests to evaluate their understanding of the subject matter after each of the units studied. The testing methods may include subjective and objective style questions. A comprehensive final examination will be given upon conclusion of the course.

DE Adaptations for MOE

The testing methods may include subjective and objective style questions and will be delivered in the CMS. An online, final examination will be given upon conclusion of the course.

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Exams will be submitted to the online

grading system within the CMS. Exams will be graded and evaluated based on accuracy and completeness. Students will receive feedback within 1 week, via the grade book, chat, or other accessible conferencing tools. Access of each exam/test will be via each weekly module/unit throughout the length of the course, ensuring that accessibility requirements are met.

Method

Quizzes

Integration

Formative assessments may include students taking quizzes/exams for individual topics within a unit to assess their comprehension of the subject matter. The testing methods may include subjective and objective style questions.

DE Adaptations for MOE

The testing methods may include subjective and objective style questions and will be delivered within the CMS.

Quizzes will be administered fully online and graded/evaluated through CMS. Quizzes will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Quizzes will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Quizzes will be submitted to the online grading system within the CMS. Quizzes will be graded and evaluated based on accuracy and completeness. Students will receive feedback within 1 week via the grade book, chat, or other accessible conferencing tools. Each module quiz will be accessible to students upon their completion of the module/unit content. This will be carried through on a weekly basis within each module/unit of the CMS, while ensuring that all accessibility requirements are met.

Method

Research Projects

Integration

Research - students will be evaluated on the utilization of electronic and printed resources to research a specific, health related claim and the ability to extract and communicate the findings of their research paper to be formatted as per the requirements of the faculty member, whether that be APA or MLA.

DE Adaptations for MOE

Students will utilize electronic resources to research a specific, health related claim and demonstrate the ability to extract and communicate the findings of their research. Individual and/or group projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the format, as requested by the faculty member, in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. The research projects will be made available to students during the first half of the course. The project information will be accessible via the second module/unit of the course and the students will have until the fourth module/unit to complete this project, while ensuring that all accessibility requirements are met.

Method

Self-Evaluation

Integration

Students will evaluate their own personal dietary choices and construct personal health goals. Students will be evaluated on a written submission to determine their comprehension of material and their ability to apply relevant concepts to their personal wellness.

DE Adaptations for MOE

Students will be evaluated on a written submission, via the assignments tool in the CMS, to determine their comprehension of material and their ability to apply relevant concepts to their personal wellness.

The responses will be submitted via a quiz, exam, journal assignment, or the discussion board function within the course management system. The students will be evaluated on their ability to complete research, citations, assess and consider the discussion questions, as well as their application of the course material in their responses. Periodic homework assignments will evaluate students on their understanding of course content. Homework will be evaluated based on accuracy and completeness. Instructor will provide feedback within 2 weeks for all assignments turned into the CMS and will meet accessibility requirements.

Evaluation of Honors assignments

To receive honors credit, the student must successfully complete the regular coursework for Nutrition 100 in addition to the required enrichment assignments.

1. Group discussions will be evaluated on the level of understanding of the book, analytical thinking, and thoughtful application of nutrition concepts to the general population. Feedback will be provided by the instructor based on criteria that are listed in the discussions rubric that will be available to students. Fellow peers will also take part in these discussions to further expand the topic area.
2. Self Diet Diary Studies will be evaluated on methodology, accuracy, thoughtfulness, and completeness. This assignment will be evaluated based on whether the student addresses all the criteria that are listed in the rubric, which will be provided to the students. The grading rubric will be utilized to determine that all areas are met.
3. Papers will be evaluated on accuracy, support of argument, number and validity of sources referenced, and thoughtful application of nutrition concepts to the general population. A grading rubric will determine the degree in which the criteria are met.
4. Projects will be evaluated on creativity and originality, accuracy of nutrition recommendations, clarity, and usefulness to the target population. A grading rubric will determine the degree in which the criteria are met.
5. Oral presentations will be evaluated on clarity, organization, creative use of multimedia, pacing, and accuracy of answers during the Q & A portion. A grading rubric will also be used to determine whether the required criteria is met.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Lifestyle Eating Discussion: Consumers are bombarded with fad diets. But, what about dietary routines that have stuck around longer? There are dietary patterns chosen by individuals and families that are standing the test of time and have literally become a lifestyle change. Let's examine those. From the list below, select one dietary pattern to research in detail. Your post should include a basic introduction to what the diet includes or excludes, a sample day meal plan, how/if the diet may contribute to weight loss (this part should be in detail based on your understanding from lecture and reading). There are going to be additional health benefits of any of these dietary routines, but the focus of your discussion will come from a weight management perspective. Be sure to include at least two references from your research.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Students will complete an in-depth Two-Day Self Diet Diary Study analysis This will include analyzing additional micro-nutrients and phytochemicals, identifying consumption of carcinogenic foods and food additives.

This assignment will require that students document/journal their food intake over a two day period. Students will be evaluating items such as their caloric intake, macro nutrient intake, and micro nutrient content. Students will also be analyzing their BMI and energy levels. This assignment will focus on the ability of each student to successfully apply core concepts to there real world situation.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function (which will include a grading rubric with specific criteria), messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

The student will read a peer-reviewed research article to include a minimum of 3 peer reviewed/scientific references. Topics may include, but are not limited to, the following: government connections in nutrition based scientific literature, new developments in farmed raised fish, while also addressing cultural dietary influences and practices. The student will need to discuss how such cultural practices may impact physical/nutritional wellness as viewed by western medicine.

The article should demonstrate originality and innovation and address the specific content listed above. Students will present their review to the class via a multimedia presentation (i.e. poster, self made video, PowerPoint, Prezi, etc). Students will present their topic for 10-15 minutes, followed by a class and instructor Q & A. A rubric will be used to determine whether the student has covered critical content areas.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted, and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Honors Assignments**Assignment**

Honors students will complete the usual course requirements and be graded first by the criteria used for the rest of the class. In addition, to receive honors credit, students will complete Assignments 1, 2 and 3:

Assignment

1. Students will read and analyze a food related book and take part in group discussions facilitated by the instructor. The book is chosen by the instructor at the beginning of the term, taking into consideration current nutrition trends as well as the interests of the students. A minimum of three group discussions will be held to facilitate adequate discussion of the book. Examples of books include "Salt, Sugar, Fat" by Michael Moss and "The Omnivore's Dilemma" by Michael Pollan. The students will also have the option to analyze a film such as "Forks Over Knives" as approved by the instructor.

Required or Optional

Required

Honors Core Values

Engagement

Holistic Well-being

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

Students are more likely to be engaged in a topic if they are demonstrating more interest in the topic. Allowing students to have choices promotes more independent critical thinking and analysis.

Justify how the assignment reflects the Holistic Well-Being Core Value

Understanding health requires that an individual be well holistically. Maintaining optimal wellness not solely judged by physical attributes, but my emotional and social attributes as well.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Fostering creativity, innovation, and risk-taking, is essential for students as they work on assessing and critically thinking about the multiple variables that are associated with nutritional wellness.

Assignment

2. Students will complete a more in-depth Self Diet Diary Study analysis than required in the regular coursework. This will include analyzing additional micro-nutrients and phytochemicals, identifying consumption of carcinogenic foods and food additives, and a more extensive reflection writing component. This assignment will require that students document/journal their food intake over a two day period. Students will be evaluating items such as their caloric intake, macro nutrient intake, and micro nutrient content. Students will also be analyzing their BMI and energy levels.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Holistic Well-being

Justify how the assignment reflects the Academic Rigor and Research Core Value

A more in-depth analysis of the self diary assignment requires greater rigor and overall research. It requires students to expand their research focus by including multiple sources to support their assertions. Additionally, this assignment will allow students an opportunity to reflect on how the decisions that they make with their nutritional intake can affect their long term wellness.

Assignment

3. Students will select either a research paper or service learning project, chosen by the student's interest, and discussed and approved by the instructor. Students will choose either option A or option B.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Giving students options in selecting a topic of interest demonstrates a sense of trust by allowing students to be more engaged with course content.

Assignment

A. The student will write a 10-12 page research paper to include a minimum of six peer reviewed/scientific references. Topics may include, but are not limited to, the following: government connections in nutrition based scientific literature, new developments in farmed raised fish, microbiome and dietary influences. The paper should demonstrate originality and innovation. The paper should be able to expand upon current knowledge and evaluate the possibility of further research. References are to include a mixture of peer-reviewed/scientific articles. Students will present their research to the class via a multimedia presentation (i.e. poster, self made video, PowerPoint, Prezi, etc). Students will present their topic for 10-15 minutes, followed by a class and instructor Q & A. A rubric will be used to determine whether the student has covered critical content areas.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Holistic Well-being

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

As an extensive research paper, the content that is presented in this assignment will demonstrate whether the student has applied extensive research towards better understanding the multiple factors that are required for this assignment. This assignment also allows for further evaluation to assess the student's ability to better understand the validity and reliability of the selected research.

Justify how the assignment reflects the Holistic Well-Being Core Value

As noted previously, being able to look at health in a holistic manner, allows the evaluator to assess whether the student understands basic concepts of holistic health.

Justify how the assignment reflects the Inclusivity Core Value

Such an assignment allows students to have a greater awareness and understanding of the multiple factors that can affect all demographics. Cultural beliefs and practices may impact groups in a different manner. Students must be able to understand what variables are involved in this process.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

This assignment will be evaluated for its creativity and innovation. The assignment will also be evaluated for its ability to expand upon current research.

Assignment

B. A service learning project, including a minimum of an eight page writing component. Examples may include, but are not limited to, the following: developing a nutrition education tool for a target population, creating consumer tutorial videos, participating in a community service project related to food. Students will seek resources such as the Food and Drug Administration (FDA) to present the latest best practices regarding balanced nutritional strategies. Students will present their project to the class via a multimedia presentation (i.e. poster, video tutorials, PowerPoint, Prezi, etc). Student will be encouraged to present this project to a community resource center, such as adult day care centers, or local high schools. The student should work with the instructor to explore more community options for this presentation topic. Students will then present for 10-15 minutes on their topic followed by a class and instructor Q & A.

Required or Optional

Optional

Honors Core Values

Engagement

Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

This project is designed to have students become more proactive within their local communities. Understanding the various differences among each demographic group is important in allowing individuals to develop better nutritional habits.

Justify how the assignment reflects the Leadership Core Value

Leadership core values are enabled in this assignment as it allows students an opportunity to be vested within their communities and allowing them to also get involved in disseminating information to the community, facilitating the transition towards improved nutritional habits of that group.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Presenting such a project to a community resource can present challenges. However, this also allows the student to take risks by presenting information in a creative and innovative manner that is able to resonate with their intended audience.

Course Materials**Textbooks**

Judith Brown (2020). Nutrition Now Cengage Learning. ISBN: 9780357021651. **There is currently not a newer version**.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

This course examines the fundamentals of nutrition and the various influences that affect the foods that we consume. The course also examines cultural influences on nutritional practices. The course objectives address how cultural backgrounds and beliefs influence nutritional choices. The assignments within the textbook also address how cultural values, beliefs, and practices, impact the foods that we choose and how these choices affect our short and long-term health.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class activities include lecture, reading, discussion, multimedia assignments that are inclusive of the various cultural practices of individuals. In class activities are geared towards having students examine their practices and beliefs with regards to their dietary choices. Methods of evaluation are both summative and formative in nature and examine the holistic aspect of nutritional choices and their impact on physical and emotional health. These evaluations are in alignment with course objectives.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course incorporates student-to-student interaction by having students engage in multiple collaborative activities. Some of these activities include discussion boards, video conferencing, in-class group discussions, and an opportunity for group work where students can critically think through assigned case-study scenarios that focus on course objectives.

Explain how the course will incorporate instructor-to-student interaction.

The instructor of the course will participate with classroom discussions as assigned either in the CMS or in the face-to-face meetings. The instructor will continue to interact with student activities by using a Socratic approach, thus enabling students to problem solve case studies and discussions that are presented and geared towards fine-tuning critical thought.

Explain how the course will incorporate student-to-content interaction.

To better understand the fundamentals of nutrition, students will be assigned to readings, audio or visual presentations, written lectures PowerPoint presentations, and embedded multimedia links to either videos, podcasts, or content-relevant films. Students are also encouraged to use resources from our library as there will be readings placed on reserve for them.

Using the course CMS discussion forums, video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical legal decisions and explain the outcome. The course promotes student-to-content interactions by allowing a variety of methods of instruction. The instructor will provide constant feedback and distribute that feedback evenly among all students each week. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self reflection is a critical component of this course. Students will be asked to complete assignments, such as a diet diary, which allows them to better analyze their nutritional intake and factors that influence that intake. Students will need to reflect on the choices that they make and develop a plan of action to improve on the choices that they seek to work on. Students are encouraged, but not required, to share any information that they would like with their peers. The support that they receive from one another allows them to better understand that the struggles that they may encounter are not unique to them.

Key: 2406