

	UNIVERSITY OF SOUTH DAKOTA SCHOOL OF EDUCATION DIVISION OF KINESIOLOGY AND SPORT MANAGEMENT	
	<u>HLTH 422-U822T/U823T/ U824T</u> Nutrition Fall 2018	
	Instructor: Christina Dyer, MS, RD	Class Days: ONLINE
	Office: n/a	Class Hours: ONLINE
	Telephone: please use email	Meeting Room: ONLINE
	Office Hours: via email	Course Credits: 3
	D2L Email: cldyer73143@d2l.sdbor.edu (preferred)* USD Email: christina.dyer@usd.edu	

*Can only send to this email using the **internal D2L email** (i.e., CANNOT send to this email from an external email like your coyotes.USD.edu email, gmail or hotmail)

I. COURSE DESCRIPTION

This course investigates the science of food relative to human performance, nutrition, and health education. Areas of emphasis include nutrient chemistry, function, and interactions; energy consumption and metabolism; and resources for nutrition education.

II. DIVERSITY STATEMENT

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

III. RATIONALE

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Health educators engage in many decision-making processes in the course of delivering a variety of services to the general public. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary intent of this course is to provide students with a basic knowledge of nutrition and how it relates to human health; students will understand the importance of nutrition in maximizing overall wellness.

IV. REQUIRED TEXTBOOK/MATERIALS

- Nutrition for a Changing World by Pope, Nizielski and McCook published by MacMillian with LaunchPad access with Metabolism Chapter: ISBN: 978-131-906-5874
- Access to NutritionCalc Plus published by McGraw Hill: ISBN: 978-007-337-5526
- Adobe Flash Player (needed to use LaunchPad)
 - FREE download here: <https://get.adobe.com/flashplayer/>

V. STUDENT LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

Program Outcomes	Course Outcomes	Assessment Techniques	Cross-Curricular Skills
Communication – apply communication skills to disseminate information in a variety of formats to a diverse set of stakeholders.	Critically evaluate fad diets and/or dietary supplements for effectiveness, safety, and efficacy.	Discussion board	Foundational lifelong learning skills
Personal and Professional Decision Making – utilize a wide base of knowledge to develop both critical thinking and practical skills which allows for the integration of theory and practice.	Assess and analyze one’s own diet, reflecting on changes that could be made to improve personal health.	Newt Tricion’s food diary; Diet Analysis Project	Critical and creative thinking
Practical and Theoretical Competence – incorporate cutting-edge research findings and recent developments in the field-of-study.	Identify the six nutrients contained in food, understand their major functions and how they are digested/absorbed, and list good food sources of each nutrient. Analyze and interpret information contained on the Nutrition Facts Panel.	Diet Analysis Project; Exams Diet Analysis Project; Exams	
Professional Development – collaborate with industry leaders to experience diverse on- and off-campus experiences.			
Self enhancement – demonstrate inclusive excellence by incorporating diversity and social responsibility as core elements in each academic course.	Understand the public health impact of nutrition in the prevention and treatment of chronic diseases.	Exams; Diet Analysis Project	

VI. METHODS OF ASSESSMENT

Syllabus quiz		5 points
Newt Tricion’s food diary		10 points
Discussion board 1		10 points
Discussion board 2		20 points
Exams	5 x 50 points	250 points
Diet analysis project		<u>140 points</u>
		435 points

VII. GRADING SCALE

Grades will be determined by computing a percentage of the total points earned for the semester. The grading scale is a straight standard scale:

90--100%	= A	390 –435 points
80--89%	= B	346 – 389 points
70--79%	= C	303 – 345 points
60--69%	= D	259– 302 points
≤ 59%	= F	≤ 258 points

VIII. EXPECTATIONS FOR GRADED ASSESSMENTS

- 1) **Discussion board posts:** For each discussion board, a question or set of questions will be posed by the instructor. Each student is expected to participate professionally. This includes not only expressing the student's own thoughts, but also providing his/her peers with feedback and asking constructive questions. (Refer to details below.) Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references as appropriate.
 - Frequency of postings—Students will be required to submit at least 2 postings per discussion board on two different days. At least one post should be an original thought and posted before Thursday (by 11:55 pm—Central time). For example, your first post would be in response to the discussion board question(s) and the second post could be in response to one of your peer's postings. Posting two times in one day is not an acceptable frequency (unless you post more than twice per discussion board). The quality of participation and learning increases when postings are spread out over the course of the discussion board. This method of posting provides a greater ability to synthesize other perspectives, demonstrate and increase student listening skills, and contribute more fully to an evolving discussion.
 - Please refer to Rubric (under the Content link) for grading criteria.

- 2) **Online quizzes/exams:** Assessments are based on a multiple choice selection process, are timed and must be taken independently. LockDown Browser is required for all exams. It can be downloaded by visiting the USD Technology page (under Downloads) or by clicking [here](#). Questions for exams will be pulled from text materials and assignments. Exams will only be available for the specified time period. **No late work or make ups will be allowed unless the student has made specific arrangements with the instructor BEFORE the quiz/exam.**

- 3) **Diet analysis project (DAP):** This project is a semester-long project. The project is intended to bring awareness to your current diet and the importance of balanced nutrition. Worksheets will be due throughout the semester. It is the student's responsibility to keep track of due dates for each part of the project. This project requires use of a working printer and reliable internet access. This project must be completed independently. DAP Worksheets must be submitted as a Word document to their respective Dropbox. Please see the instructions under the Content link for more information.
Note: You must correctly submit the 3-day diet record and the NutritionCalc Plus reports or you cannot continue with the DAP and will receive a 0 (zero) grade for the entire DAP project.

- 4) **Learning Curves (LC):** There is an optional LC assigned for each chapter which can be completed and submitted via LaunchPad. These assignments are not graded and can be used as a study guide. LC are an adaptive, personalized, self-study assessment that should be completed AFTER you read the chapter. LC can be thought of as "game-like quizzes" without the pressure of answering questions correctly. A series of multiple-choice questions will be presented to you. To get the most learning out of these LC activities, first, you should read and take notes on the chapter and then use the LC as a "self quiz". You can take a break and come back to complete the LC at any time. The Learning Curves are highly encouraged to be used as a study guide for the content of this course. For a preview of a LC, click here: <https://community.macmillan.com/docs/DOC-6327-learningcurve-introduction-to-learningcurve>. For a demo of a LC, click here: <http://www.macmillanlearning.com/catalog/other/learningcurve>

IX. IMPORTANCE OF NETIQUETTE DURING THIS COURSE

General Netiquette guidelines can be found in the CE Online Orientation (<http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf>). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites: <http://www.dtcc.edu/cs/rfc1855.html> or <http://www.albion.com/netiquette/corerules.html>. If you need assistance with a spell-checker, you can download a

browser based spell-check at <http://www.iespell.com> or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation @ <http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf>

X. CLASS POLICIES

a. Contacting the instructor

The best way to contact me is via D2L email (cldyer73143@d2l@sdbor.edu). To do so, just click on my name in the Classlist tool on D2L (this is under the Resources tab in the black Navigation bar). **Please note you can only send to this email from within your D2L email.** (Do not send to this email using your USD or personal email. It will be rejected.) I will do my utmost to respond to your requests within twenty-four (24) hours during the weekdays, or forty-eight (48) hours on weekends or holidays.

b. Grammar, punctuation, spelling, and capitalization

Although this is not a writing intensive class, points will be deducted for grammar, punctuation, spelling and/or capitalization errors. All written assignments, including email communications, should not contain grammar, punctuation, spelling or capitalization errors.

c. General questions about the course

Because this is a large course, general questions regarding the course should be posted on the Discussion Board (using the General Course Questions forum). Questions could include, but are not limited to clarification about assignments, questions about course content or expectations. Please check this discussion forum before emailing your question to the instructor.

d. Online Attendance

Anticipated absences that include a family emergency situation, personal illness requiring a physician's appointment, and/or sponsored University activities, require each student to contact the instructor prior to the anticipated absence via email. Consideration will be given to each request based on the circumstances. Students are responsible for updating assignments and keeping up with the course pace, regardless of circumstances. In the event that the situation requires a student to miss over 2 weeks of class, it could be difficult to achieve a passing grade; therefore, it might be in the student's best interest to withdraw from the course.

e. Submitting assignments electronically

Some class assignments will be submitted via the Dropbox in D2L. You are responsible for ensuring that your assignment is submitted correctly (e.g., not a blank assignment) and before the Dropbox closes. If a blank document is submitted to the Dropbox, the student will receive a "0" for that assignment.

f. Grading/feedback on assignments

Notify your instructor within 1 week of receiving assignment grades regarding any discrepancies so this can be corrected quickly. **DO NOT LEAVE COMMENTS/QUESTIONS IN THE DROPBOX AS THESE ARE NOT READ UNTIL AFTER ASSIGNMENTS ARE DUE.**

Preliminary grades for quizzes/ exams will be released as soon as you complete them; however, please note that the instructor will review all quiz/exam items and input your final score under the Grades section on D2L. You should expect your final grade for quizzes/exams no later than 1 week after all students have completed the quiz/exam.

g. Late assignments

It is the student's responsibility to submit assignments on time. Due dates are posted in the syllabus as well as on the D2L course homepage under "News". The instructor reserves the right to accept or decline late

assignments. If accepted, late assignments will be penalized up to 5% of the assignment's total points for each day beyond the original due date.

h. Academic Integrity

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.

- All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students' own work.
- Students are expected to learn and practice proper techniques for accurately citing resource material.
- Students are expected to be honest in all academic work, refraining from all forms of cheating.

Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:

- Buying, selling, or trading papers, projects, or other assignments;
- Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- Plagiarizing and/or submitting the work of another as your own;
- Fabricating information or citations;
- Facilitating dishonest acts of others pertaining to academic work
- Possessing unauthorized examinations;
- Submitting, without instructor permission, work previously used;
- Tampering with the academic work of another person;
- Ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
- Forging a faculty members or administrator's signature on any card, form or document.

i. Plagiarism

Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.

Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another's production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn't. Some students are under the mistaken impression that "unintentional" plagiarism may occur; there is no such thing. A good analogy (and I don't mean to offend anyone) would be pregnancy. What someone meant to happen or didn't intend to happen is a moot issue. A person is either pregnant or they aren't. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

Relevant policy links follow below:

<https://www.sdbor.edu/policy/Documents/3-4.pdf>

<https://www.sdbor.edu/policy/Documents/2-33.pdf>

<https://www.sdbor.edu/policy/documents/2-9.pdf>

j. E-Mail

Course e-mail will be used to clarify and/or seek additional information on assignments or to otherwise communicate with the instructor. Under no circumstances should students rely on e-mail to get information presented on the website. **It is the student's responsibility to check the D2L website and D2L e-mail account on a DAILY basis. I WILL use D2L email to contact you and communicate important messages about the course.**

Board of Regents Statements and University of South Dakota requirements Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Special Assistance or Needs. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of Disability Services (Service Center 119B; 677-6389) as early as possible in the semester.

Disability Services
Service Center North Room 119B
414 E. Clark St.
Vermillion SD 57069
Office:605-677-6389
Fax:605-677-3172
disabilityservices@usd.edu
usd.edu/disabilityservices

From the University's Mission and Values: The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

XI. TENTATIVE COURSE SCHEDULE*

HLTH 422-U822T/U823T/ U824T – Nutrition: Tentative Course Schedule*

Date	Lecture/Assignments**	Assignments	Quizzes/exams
Due dates		Sunday by 11:55 pm—Central time***	Sunday by 11:55 pm—Central time****
Week 1: Aug 20-26	Chapter 1: The Science and Scope of Nutrition Learning Curve (LC): 1	Introduction Discussion board-initial post due Thursday, Aug 23 by 11:55 pm ; Follow-up post(s) due Sunday, Aug 26 by 11:55 pm	Syllabus quiz (Due by Sunday, Aug 26)
Week 2: Aug 27-Sept 2	Chapter 2: Healthy Diets LC: 2	Newt Tricion's food diary	
Week 3: Sept 3-9	Chapter 3: Digestion LC: 3	3-day diet records and reports from NutritionCalc Plus	
Week 4: Sept 10-16	Chapter 4: Carbohydrates LC: 4		Exam 1 (Chapters 1-3)
Week 5: Sept 17-23	Chapter 5: Nutrition and Diabetes LC: 5	DAP Worksheet 1: Evaluate Your Energy Balance	
Week 6: Sept 24-30	Chapter 6: The Lipids Chapter 7: Lipids in Health and Disease LC: 6 and 7	DAP Worksheet 2: Evaluate Your Carbohydrate Intake	
Week 7: Oct 1-7	Chapter 8: Protein LC: 8		Exam 2 (Chapters 4-7)
Week 8: Oct 8-14	Chapter 9: Plant-Based Diets Chapter 10: Fat-Soluble Vitamins LC: 9 and 10	DAP Worksheet 3: Evaluate Your Fat Intake	
Week 9: Oct 15-21	Chapter 11: Water-Soluble Vitamins LC: 11	DAP Worksheet 4: Evaluate Your Protein Intake	
Week 10: Oct 22-28	Chapter 12: Dietary Supplements LC: 12	Reserve topic for discussion board (Week 11)	Exam 3 (Chapters 8-11)
Week 11: Oct 29-Nov 4	Chapter 13: Major Minerals and Water LC: 13	Discussion board—Initial post due Thursday, Nov 1 by 11:55 pm ; Follow-up post(s) due Sunday, Nov 4 by 11:55 pm	
Week 12: Nov 5-11	Chapter 14: Trace Minerals LC: 14	DAP Worksheet 5: Evaluate Your Vitamin, Mineral, and Water Intake	

Week 13: Nov 12-18	Metabolism Supplement (Back of Textbook or via Launchpad)		Exam 4 (Chapters 12-14)
Week 14: Nov 19-25	THANKSGIVING RECESS		
Week 15: Nov 26-Dec 2	Chapter 15: Energy Balance and Obesity LC: 15	DAP Worksheet 6: Evaluate Your Weight and Health Risks	
Week 16: Dec 3-9	Chapter 16: Nutrition and Fitness LC: 16	DAP Worksheet 7: Conclusion	
Final exam week: Dec 10-12	Semester ends on Wednesday, Dec 12 EXAM 5 due Wednesday, Dec 12 by 11:55 pm		Exam 5 (Chapters 15, 16, and Metabolism Supplement)

*Subject to change—students will be notified of changes via course e-mail and the revised syllabus will be posted in the D2L course site. All times listed are Central time zone.

**All Chapters are required. All Learning Curves (LC) are optional study guides.

***Note that for the Discussion Board, your initial (1st) post must be posted by Thursday by 11:55 pm.

****Exams/quizzes will be opened on Monday morning of each week and will close Sunday, at 11:55 pm—Central time.