COURSE SYLLABUS
BIOL 1322: Nutrition & Diet Therapy

FAST TRACK Course
This is an accelerated course, condensing 16-weeks into an accelerated, 7-week class.

CONTACT INFORMATION:

PROFESSOR: Kathryn Fink Martinez
E-MAIL: kMartinez@dcccd.edu
eCampus TECHNICAL SUPPORT: 972-669-6402 or 1-866-374-7169

PHED/ATH/NUTR DIVISION PHONE: 972-860-4120

CATALOG DESCRIPTION: BIOL 1322 Nutrition & Diet Therapy (3 Lec.)
- The Texas Common Course Number and Cross listed as HECO 1322.
- Coordinating Board Academic Approval Number 19.0501.51 09

Prerequisite: One of the following must be met:
- Developmental Reading 0093 AND Developmental Writing 0093
- English as a Second Language (ESOL) 0044 AND 0054
- Have met Texas Success Initiative (TSI) Reading and Writing standards.

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.

COURSE OUTCOME:
This course satisfies the Tier 1 requirement for Social and Behavioral Sciences (CB080) in the 2018 DCCCD Core.

The core of learning in college is a set of courses that will provide you with the knowledge, skills and educational experiences you need to succeed in higher education. Those courses - called the Core Curriculum - lead to an associate degree from the colleges of DCCCD and transfer to four-year colleges and universities. Core courses are guaranteed to transfer to Texas public colleges and universities.

The BIOL 1322 course outcome is to help students apply basic scientific nutrition principles as well as practical nutrition information to personal life and/or therapeutic situations to enhance health, wellness, and longevity. Students will engage in a variety of activities/assessments in order to demonstrate learning of the course outcome (see NOTE: under Student Learning Outcomes below).
STUDENT LEARNING OUTCOMES /EXEMPLARY EDUCATIONAL OBJECTIVES

The learning objectives summarize the desired outcomes for each student upon completion of the lesson. Graded assessments will evaluate whether students have learned the material sufficiently to demonstrate the objectives. Therefore, students should use the objectives to guide their learning and study activities.

Students who successfully complete the BIOL 1322 Nutrition & Diet Therapy course should be able to achieve the following learning outcomes:

1. Apply nutritional knowledge to analyze personal dietary intakes, to plan nutritious meals using nationally established criteria to meet recommended goals, and to evaluate food labels and the validity of nutritional claims.
2. Trace the pathways and processes that occur in the body to handle nutrients and alcohol through consumption, digestion, absorption, transport, metabolism, storage and waste excretion.
3. Discuss functions, sources, deficiencies, and toxicities of macro- and micronutrients, including carbohydrates, lipids, proteins, water, vitamins, and minerals.
4. Apply the concept of energy balance and its influences at the physical, emotional, societal, and cellular level to evaluate advantages and disadvantages of various methods used to correct energy imbalances.
5. Utilize concepts of aerobic and anaerobic energy systems, and knowledge about macronutrients, vitamins, minerals, ergogenics, and supplements and relate them to fitness and health.
6. Describe health and disease issues related to nutrition throughout the life cycle, including food safety, corrective dietary modifications, and the influence of specific nutrients on diseases.

NOTE: Supporting Activities may include but are not limited to: Chapter Quizzes, Discussions, Diet Analysis Project, and Exams.

INTELLECTUAL COMPETENCY/CORE CURRICULUM INFORMATION

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

As defined by The Texas Higher Education Coordinating Board, the Intellectual Competency of students taking core curriculum courses will be measured. Students utilize Critical Thinking, Communication Skills, Empirical and Quantitative Skills as well as show Social Responsibility in the course material. Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

Intellectual competency is assessed in BIOL 1322 through the successful completion of a diet analysis project, answering a Food Group DAP question pertaining to food groups consumed and changes needed to improve nutrition intake. Students will utilize computer software to analyze nutrient data for three or more days, answer specific questions related to health and wellness, and
explain the challenges they will overcome in order to implement a personal nutrition and exercise plan. Questions on this summary analysis will combine these skills to show mastery of course content and core curriculum competencies.

**LATE WORK POLICY:**
All your assignments and tests are all available at the beginning of the semester to take at your own pace, up until the assignment deadline. Technical difficulties, being “busy” at home or work, minor illness, or similar problems are not acceptable excuses at any time in this course. No exceptions, so please plan.

**REQUIRED MATERIALS**

**TEXTBOOK:** Textbook options are provided to allow purchasing of your preference of book format (hard cover, loose leaf, digital, bundle, unlimited)

**TEXTBOOK Title:** Understanding Nutrition, 15th edition

**Authors:** Whitney, Elli and Sharon Rady Rolfes.

**Publisher:** Cengage Learning

**DIET ANALYSIS SOFTWARE PROGRAM:** The Diet and Wellness Plus software program is used to do the Diet Analysis Project for this semester. This is an internet-based program used for a food and nutrient analysis for the semester.

**Program Title:** Diet and Wellness Plus, 1st edition

**Publisher:** Cengage Learning

**ISBN Number Options:** Options to help with cost and preference are available. You are required to have a textbook and the Diet and Wellness Plus Dietary Analysis program software.

Bundles are the least expensive way of purchasing if you have one class, Cengage unlimited is the most cost effective if you have other classes using Cengage products included in Unlimited Bundle. To check the other courses at Brookhaven College using Cengage this semester, check [this website](https://www.cengage.com/coursepages/unlimited_brookhaven) and be sure to verify with your instructor for that course:

- Cengage Unlimited Bundle * (includes digital text, Diet & Wellness Plus and any other Cengage textbook) ISBN: 9780357700013
- Hardcover text with Diet & Wellness Bundle ISBN: 9781337881500
- Hardcover text only ISBN 9781337392693
- Loose-leaf of text only ISBN: 9781337556316
- Diet & Wellness only ISBN: 9781285856230
- Diet & Wellness Plus instant access ISBN: 9781285856216

*For this Course in Cengage Unlimited:* It’s important to note that this course will NOT use MindTap. If you purchase Cengage Unlimited, you will need to add the eBook for Understanding Nutrition and not MindTap to your Dashboard. The easiest way to add is to search by ISBN for the eBook which is 9780357165553

**NOTE:** You can choose the textbook format that works best for you: eBook, hardcover, rental, own. You do NOT need to purchase Cengage Unlimited.

**Can I use an earlier edition?**

14th edition is acceptable but not optimal and all content and assignment references are from the up to date 15th edition.)
• Previous editions will not be accepted as nutrition is not like Math or Chemistry, which is established with little changes. Nutrition is a very young science and multiple studies come out daily. There are committees that review the most current information we have available to revise guidelines that include the most up to date scientifically proven information.

• Old textbooks contain old information and will cause a student to lose points, learn in accurate information and may become confused. The reason behind this recommendation is not just to have student purchase the newer textbook but is for the educational purpose of learning accurate information.

Copyright content
Publisher content is copyright protected and is used solely for the Nutrition and Diet Therapy class. This content may not be reproduced or used except for this class.

COURSE DESIGN:
LEARNING UNITS
• This course is divided into 4 units with materials for each chapter in the chapter folder. Each major exam will cover several chapters, and the final exam is not comprehensive and covers the last course chapter materials.
  o The course requires purchase of a textbook.
  o The online unit materials are designed to guide student learning through supplementary explanations of the chapter material, interactive animations, self-assessments, and connections and applications to real life.
• The online diet analysis project includes entering your food and beverage intake and answering questions based on your intake, as well as applying concepts learned from the chapter materials.
• This online course is NOT self-paced. The course calendar provides the due dates for each quiz, project part, and discussion board at the beginning of the semester. Students are encouraged to work ahead and may complete the course early.

UNIT 1: The chapter lessons and content will provide the student with an overview of nutrition, steps for planning a healthy diet, and introduce students to digestion, carbohydrates, and fats. Students will also begin their personal diet analysis project.
UNIT 2: The chapter lessons and content will introduce students to protein, metabolism, energy balance & body composition, weight management, and water-soluble vitamins. Students will continue their diet analysis project.
UNIT 3: The chapter lessons and content will introduce students to fat-soluble vitamins, water & major minerals, trace minerals, fitness, and nutrition during pregnancy. Students will complete their diet analysis project.
UNIT 4: The chapter lessons and content will introduce students to nutrition during infancy, childhood, & adolescence, nutrition during adulthood & later years, diet and health, and consumer concerns about food & water.

COURSE REQUIREMENTS AND ASSESSMENTS:
There are 1000 points possible in Nutrition & Diet Therapy. The assessments in this course are designed to measure student progress toward achieving the course outcome and student learning outcomes and may include but are not limited to the following grading components:
• Online Orientation (100 pts, 9 activities, points earned on quiz, and discussion forum)
• Unit Exams Online (4 Unit Exams @ 100 pts each = 400 pts)
• Diet Analysis Project (11 parts @5 - 100 pts each = 250 pts)
• Chapter Quizzes (12 quizzes @ 6-10 pts each = 100 pts)
• Nutrition Discussion Forums – (2 discussion forums @ 50 point = 100 pts)
• Realistic Approach Essay Assignment @ 50 points

Orientation Activities: All students must complete the orientation activities posted in the “Getting Started” menu button during the first few days of the class. There are several orientation activities that will help you become familiar with the set-up of course and include introducing yourself on the discussion boards. The orientation activities conclude with a graded orientation quiz and orientation checklist. **Students must complete the orientation activities by the orientation deadline or will not be certified in the class.**

Discussion Board: This assignment is designed to stimulate scientific thought and class interaction to connect your learning of science to the real world. Your discussion activity will begin with a discussion prompt, an assignment to write about a topic. Students will be expected to think about the topic, review course materials, and perform research (using your textbook, or any specific instructor referenced sources for the activity) to produce an original written essay that answers the prompt. The original essay will be posted in a designated discussion board forum by the due date assigned. Then, students will be required to read posted essays and provide at least two thoughtful responses to two different student’s posts. There are two Nutrition Discussion Forum activities worth 50 points each and one Getting Let’s Get Acquainted Discussion Board with the Orientation.

Chapter Quizzes: Twelve-chapter quizzes will be taken online in the course management system and will consist of multiple-choice questions over the chapters indicated in the course calendar. Students will have 3 attempts to take their quizzes for a grade. These three attempts allow for any technical errors or disconnects that may happen, so please take each quiz like it is your only attempt. Do not take your quiz/exams using tablets or phones.

Dietary Analysis Project (DAP) The DAP requires students to use the Diet and Wellness Plus program online. There are 11 parts to the assignment, see calendar dates. A minimum of 3 days of food and beverage intake will be tracked and entered in a food program and reports generated. The generated reports will be submitted and used (along with your textbook) to answer questions for the individual DAP content sections throughout the semester and the final summary project essay.

Exams: There are 4 exams that must be completed. You will have 75 minutes to take each exam. Exams have 50 multiple choice questions. There are 4 exams, your 4th exam is your final exam. The exams test your understanding of the chapter material and assess comprehension and application of knowledge learned. You are allowed one attempt to take the exam only (even though the exam says multiple attempts allowed, the multiple attempt is ONLY for a technical problem and an email should be sent immediately to instructor alerting me of the technical error and what happened.)

Essay Assessment: The essay for the class is available at the beginning of the semester and can be found under Unit 4 folder material. You are required to submit 1 essay. Your essay must be submitted in your own words, citing textbook page numbers of sources, in a well written, grammatically and spelling correct essay with 700 – 1000 words. For help with APA format, (https://owl.english.purdue.edu/owl/resource/560/01/). Your essay should include a clear, personal tie in example to an experience you have had or someone you are acquainted with. Since you have the essay ahead of time, your essay should be grammatically and spelling error free, with a minimum of 700 – 1000 words or points will be deducted.

Final Exam: The final exam will consist of 50 multiple choice questions covering materials from chapters 16 - 19. If you have 900 points before taking exam 4, you do not need to take the exam, as you will already have an A.
**Extra Credit:** A few extra credit assignments are offered during the semester:

1. At the beginning of the semester, up to 10 points extra credit on orientation extra credit study skills activities, found under Getting Started.
2. There will be at least one extra credit student survey offered. Watch your announcements for release of surveys and deadlines to earn points.
3. No individual extra credit will be offered, the points you earn for the class will equal to the grade you earn in the class.

**Final Course Grade**

The final course grade is based on total points accumulated by the deadlines. The Course Grade will be issued according to the following 1000-point scale:

- **A** = 1000 – 900.00
- **B** = 899.99 – 800.00
- **C** = 799.99 – 700.00
- **D** = 699.9 – 600.00
- **F** = <600.00

**Note:** Number grades are NOT rounded to the nearest whole number. Grades will NOT be curved (adjusted) for students close to a cut-off between letter grades.

**COURSE POLICIES:**

**Financial Aid Certification of Attendance:**

You must attend and participate in your online course(s) to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus course for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not enough by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.

**Student-Instructor Contract**

To create a course environment focused on understanding of the course content, application to the student’s life, and fostering student responsibility, both instructor and student will attempt to follow these guidelines: The instructor agrees to provide timely responses to student requests or inquiries and communicate frequently through email, online chat, course announcements, and timely grading with feedback. In return, the student agrees to devote a reasonable amount of time and energy to successful completion of the course, to meet all deadlines, to avoid plagiarism, academic dishonesty and other forms of cheating, and to communicate frequently and clearly with the instructor, particularly when difficulties arise. The student agrees to not copy content directly from textbook, websites or other materials and must provide summaries of information, in their own words for essays, diet projects, discussion boards and any content submitted for this class.
If eCampus is down, the instructor will communicate with students via Blackboard IM and sending out emails using the eConnect system. In the case that the DCCCD email system is down, students can use my personal business email address of kat@confidenceineating.com

**Attendance and Participation**

Students are expected to log-in and utilize the course materials and activities in the eCampus Blackboard system on a regular basis. As a minimum expectation, you should log-in to the course at least three times per week but it is recommended you sign in daily.

As a general guideline, for a 16-week semester course, you should be actively learning through working with the online Chapter materials for about 3 hours per week (the same as attending class) and dedicate at least 3 hours per credit our additional time to studying and reviewing the lesson materials either offline or online. In total, to be successful, students should spend a MINIMUM of 12-15 hours working on course materials each week of the semester. For an 8-week course that number should be doubled, and triple for a 4-week course.

**Late Work and/or Make-up Policy**

This course has set a schedule to complete each graded activity. All assignments are expected on or before the deadline indicated in the syllabus course calendar, available from the beginning of the semester. Students are expected to plan to allow time to complete all graded assignments by the due date and time. The exams are to be completed by the 10:00 p.m. deadline, not started by the 10:00 p.m. deadline.

Problems and Emergencies: Since all your coursework is available and encouraged to submit ahead of time, there are no late submissions of any coursework. **Technical problems occurring during the last hour before an exam is due does NOT count as an emergency and is not an excuse for a late assignment.** Start exams well before the time they must be submitted to allow for technical issues that may arise.

Since your course activities are available ahead of schedule and can be completed anytime up until the deadline, there is **no late or make-up work for this class.** Students are highly encouraged to complete their work ahead of time.

**Grammar and Spelling**

Your work is expected to be submitted grammar and spelling free and required by the college to meet these standards. There are many programs you can use to double check your grammar and spelling. You will lose points for submitting work that does not adhere to college and state standards. If I am unable to read your work because of extensive grammar and spelling errors, you will receive a zero for your work.

**Instructor Communication and Response Time**

The primary means of communication for this class will be EMAIL. You are responsible for ensuring that your email address is correctly listed in the course (check this on the first day!) and that you are receiving emails from the instructor. To ensure you receive all notices from the instructor in a timely manner, check your email frequently (daily).

If you send the instructor an email with a request that requires a rapid response to meet a deadline, make sure to use the correct subject line and then check your email frequently between the time you send your request/problem and the due date. Extensions will NOT be granted in situations where the instructor responded before the due date with instructions, but the student did not check frequently enough to see the response or was submitted too close to the deadline for the instructor to reasonably answer the question.
The instructor will reply to all emails sent in the proper format within 24 hours on weekdays and 48 hours on weekends, but usually sooner, so double check your format and re-send your email if you do NOT hear back from the instructor within this time frame. Do NOT assume that an unanswered email was received – ALWAYS RE-SEND if you do not receive a reply in 24-48 hours! Always carbon copy yourself, so you have documentation that you sent the email to the proper email address and when it was sent. If you do not receive the email, I likely did not either.

**Technical Support or help with problems with eCampus:**
Unfortunately, problems do occur from time to time. For this reason, it is recommended to work on your assignments far in advance to allow time to solve problems.

The fastest way to get technical support with eCampus is to call 972-669-6402 or click the "Help" link at the very top of the eCampus screen and then "Submit a Ticket". Sample issues technical support can help you with:
- login not working
- eCampus unavailable for over a day
- system error messages
- system not working properly
- gradebook or a quiz not working correctly

*If the system isn't available, wait a few minutes then try again. It may be just a temporary problem. See Getting Started, Technical Support for additional information on minimizing technical problems and addressing when these problems occur.

### ONLINE CONDUCT

Students will not send unsolicited email espousing a cause, religion, or activity to other class participants and will not add other class participants to any listservs or other entity which distributes unwanted email or material.

Violation of these guidelines may result in disciplinary action against the offending student. This action can include termination of the student's participation in the class and a grade of "F".

The instructor has the right to add to, delete or revise segments of the course or syllabus.

### DROP DATE:

Students must drop themselves from the course. The deadline to drop the course with a “W” is February 23rd.

*All students enrolled in BIOL 1322 must have a functional email address and access to a computer.* You should have regular, reliable access to the following software and Internet resources (access to only a mobile device is NOT enough to succeed class)

**Basic Computer Skills**
A basic level of technical competence and equipment are necessary for participating in this online class. You should already be able to perform the following tasks:
- Attach document files to e-mail.
- Complete assignments using word processing software.
- Locate, save, and retrieve files on the computer.
- Send/receive email.
Submit comments to a discussion board.
Save documents as a pdf
Use a web browser like Internet Explorer or Firefox and search engines like Google.

*If you do not possess the above computer skills (or if you cannot work independently), you should be in a traditional nutrition, please request a Lateral Transfer into a traditional section BEFORE the class starts.*

**Academic Honesty**

I take academic honesty very seriously. You will likely find that class performance will benefit from discussion with your classmates. I therefore encourage you to work with others to help clarify concepts, understand class material and to set up study groups. However on essays, exams and assignments you must supply answers with your own reasoning and words. Outright copying, paraphrasing or academic dishonesty will result in an F (zero points) on the assignment, an additional 10% penalty points deduction for all individuals involved and potential referral and documentation of the case in college file.

Academic dishonesty is normally defined as, but not limited to, the following two categories:

1. **Cheating** – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

   **Case #1:** A student is enrolled in the Biology 1322 course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the essay assessment done and asks one of his co-workers for help. His co-worker hands him an essay that he submitted in a similar course. The student makes minor modifications to the paper and submits it under his own name.

   **Case #2:** A student is unsure about how to structure an essay. She is doing research on the World Wide Web and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

2. **Plagiarism** – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

   **Case #3:** A student is conducting research for a Discussion Forum. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary and that the information is likely the same information in his textbook, so he cites his textbook.

   **Case #4:** A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

   **Case # 5:** A student is writing an essay that is over chapter material. The student writes the essay, using a sentence that is word for word from the textbook, without quotations and citing the source.
Case # 6: A student uses a few of the sentences from the textbook or another student's paper, cites the textbook and page number as a source of the information and thinks this is putting in her own words and citing appropriately. After a few of the sentences the student cites the textbook and page number as a source of the information and thinks this is putting in her own words and citing appropriately.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. Your professor and college does not tolerate cheating in any form. Academic dishonesty is a serious breach of conduct with serious consequences.

Helpful links:
- APA style information link (https://owl.english.purdue.edu/owl/section/2/10/)
- Plagiarism website link (http://www.plagiarism.org)
- Plagiarism tutorial link (http://lib.usm.edu/plagiarism_tutorial.html)

Policy & Procedure Agreement
Continuing with the course past orientation is agreement that students have read the course policies and will adhere to the policies and syllabus. If you have any questions regarding the course policies below, please contact me immediately.

1. All work is to be submitted before 10 PM on the deadline day, 10:01 is late and will not be accepted.
2. There is no late work accepted for orientation, quizzes, and discussion boards. Minor illnesses, being busy at home or work, technical problems, internet or power outages, or similar instances are not considered for special exceptions.
3. I am encouraged to submit my work early to avoid losing points for last minute problems.
4. I am encouraged to submit my work ahead of time and can finish the course early if I desire.
5. All work is to be submitted to the links on eCampus and will not be accepted via email.
6. The grading policy and the class is based on points earned and not averages. The more points I accumulate, the better I will do in this class.
7. I have only 1 attempt to each exam, even if the directions say multiple attempts (the multiple attempts are set up in case of a technical error problem ONLY and has a set procedure to follow).
8. Reading exam directions before each exam is important to minimizing problems.
9. Technical problems must be addressed immediately with technical support if there is a problem and is no excuse for a late assignment/exam.
10. If a technical problem happens with an exam, I must address with technical support, send an email to my professor and retake the exam immediately before the deadline.
11. Discussion Forums are meant to be “discussions” among my classmates and require multiple interactions with my classmates.
12. The dietary analysis project consists of 11 parts, my personal nutrient analysis (2 reports to submit Part A) and sets of questions from the chapters, culminating with a final project summary essay worth 100 points that is analyzing my intake and capturing content from my textbook.
13. All my work must be double checked before submitting to confirm I am ready to have my work graded for what I submitted or did not submit.
14. The work I submit must be college level work, which is grammatically correct and spelling error free, or points will be deducted.
15. Discussion Forums and Essay assessments must use in-text citations with specific page numbers referencing my required textbook as well as a personal tie in example.
16. I must adhere to the college academic honesty policies and all of my work must be in my own words as well as paraphrased and summarized work must include proper citations.
17. Academic dishonesty will not be tolerated. I will receive a zero for the assignment, plus a 10% penalty for the first occurrence. A second occurrence will be reported to school administration.

18. I acknowledge this class is a fast track course and requires increased time studying each week.

**INSTITUTIONAL POLICIES:**

Important policies that affect you and your career are found at:

Brookhaven College Syllabus Addendum:
[Link to Institutional Policies](#)

Academic Calendar:
[Link to Academic Calendar](#)