Spring 2019 Course Syllabus
BIOL 1322-Nutrition and Diet Therapy
Eastfield College 3737 Motley Dr.
Mesquite, Texas 75150
Dallas County Community College District

This course syllabus is intended as a set of guidelines for BIOL 1322-41435/91407. Both Eastfield College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Lisa Blackman, MS, MCN, RD, LD (Ms. B)
E-MAIL (the BEST way to contact me) lblackman@dcccd.edu

Student Technical Assistance:
If you require technical assistance, you may access our customer service center via phone or Web eCampus StudentTutorials
Web: Technical Support
Phone: 1-866-374-7169 or 972-669-6402.

BIOL 1322 Nutrition & Diet Therapy
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. (Cross-listed as HECO 1322)

Approval Number ......................................................... 19.0501.51 09
maximum SCH per student .......................................................... 3
maximum SCH per course ........................................................... 3
maximum contact hours per course ...........................................48

Learning Outcomes
Upon successful completion of this course, students will:
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.

**Online Instructor:**
The online instructor acts as a course facilitator rather than a classroom teacher. Students, therefore, assume the responsibility of learning course content through readings in the textbook, watching videos, completing Power points, discussion boards, and by the instructor.

**Prerequisites:** College ready level in reading and writing.

**Recommended:** One semester of chemistry or human physiology

**Required Materials:**

**CORE CURRICULUM STATEMENT**

- **Critical Thinking** -to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication** -to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork** -to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

BIOL 1322 develops **Critical Thinking and Empirical and Quantitative Skills** by requiring students to research, analyze and interpret data derived from an experimental setting and drawing a well-informed conclusion of the data through the application of sound biological concepts.

BIOL 1322 develops **Teamwork and Communication** by requiring students to effectively work in a small group on an assigned problem, exercise or course concept that will then be presented in a written, oral or visual format.

**Evaluation Procedures**

“What you bring to this class is yourself and your desire to participate, and what you do in here depends finally upon that.” Paul Baker, 1977.

With the above quote in mind, please consider this course another "job" and you are going to get paid in points rather than $$:

1. You are expected to perform the "job" (the assignments) until the "job" is completed.
2. You will be "paid" (with points) for how well you do your "job."
3. If you do not do your "job" in a timely manner (by the posted deadline), then you will not be "paid" the full amount.
4. If you do not perform your "job," then you will not be "paid" at all. There are 830 points possible in this course.
Point Distribution:
- Online Introductions: (10 Pts.)
- Written Exams: (400 Pts.)
- 12 Quizzes: (120 Pts.)
- Diet Analysis (130 Pts.)
- Case Study: (70 Pts)
- Group Presentation (80 Pts.)

Grading Scale:
Course Grades will be issued according to the following 830-point scale*:
A = 830-743
B = 742-660
C = 659-577
D = 576-494
F = <494

Exam Testing Schedule
See the Semester Calendar online for Exam deadlines.

Exam Make-Up Policy
There are no make-up exams unless there is a documented medical or family emergency. There will be no make-up for the final exam.

Late Work
No work will be accepted one week past the due date. All late assignments will have 10% deducted from the grades.

Recommended Learning Process:
In order to gain an understanding of each lesson, you should study a minimum of six hours/week. This recommendation is in keeping with the number of hours spent studying for a traditional 3-hour lecture class. To get the most out of your study time, the following study sequence is recommended:

To complete this course successfully, each week you should:
- Check e-mail and announcements daily during the week. If you wait too long to login to your course, you will fall behind and find it hard to catch up.
- Verify deadlines on the course calendar and mark your own calendar with the deadlines to remind you of the due dates.
- Be self-motivated and self-disciplined. With the freedom and flexibility of the online environment comes responsibility.
- Set aside specific time to complete the lesson readings and activities.
- Give yourself ample time to think over what you write in Discussion boards.
- Submit assignment on time and complete all quizzes and examinations on time.
- Realize that you, and only you, are responsible for your own success or failures.
- Let your instructor know if you’re having a problem; the sooner it is resolved the sooner you can continue.
- your studies.
- Keep in mind that the District performs daily maintenance on eCampus from 3:00 a.m. to 6:00 a.m. Therefore, you will experience a slowdown in the response time of the system. Avoid taking tests during maintenance hours.
Final Words to the Wise . . .

▪ Review notes frequently - the material in this course can be detailed and difficult!
▪ Do not wait until the night before an exam to study - unless you enjoy pain and agony!

Other Suggestions:

▪ Complete all Project components and other activities assigned by your instructor and submit by the stated deadline.
▪ **Contact:** E-mail your instructor if you need help with course content or course procedure.

Course Schedule:

<table>
<thead>
<tr>
<th>Assignment/Exam/Quiz</th>
<th>Date Active</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>1/22/2019</td>
<td>1/29/2019</td>
</tr>
<tr>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes 1-4</td>
<td>1/22/2019</td>
<td>2/20/2019</td>
</tr>
<tr>
<td>Exam One</td>
<td>2/18/2019</td>
<td>2/20/2019</td>
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<tr>
<td>Group Project Sign-Up</td>
<td>2/20/2019</td>
<td>3/20/2019</td>
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<td>Group Project Outline</td>
<td>2/20/2019</td>
<td>3/31/2019</td>
</tr>
<tr>
<td>Quizzes 5-7</td>
<td>2/20/2019</td>
<td>3/20/2019</td>
</tr>
<tr>
<td>Exam Two</td>
<td>3/18/2019</td>
<td>3/20/2019</td>
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<tr>
<td>Diet Analysis</td>
<td>1/22/2019</td>
<td>3/22/2019</td>
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<tr>
<td>Quizzes 8-10</td>
<td>3/20/2019</td>
<td>4/17/2019</td>
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<tr>
<td>Exam Three</td>
<td>4/15/2019</td>
<td>4/17/2019</td>
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<tr>
<td>Drop Date</td>
<td></td>
<td>4/17/2019</td>
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<tr>
<td>Case Study</td>
<td>1/22/2019</td>
<td>4/24/2019</td>
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<tr>
<td>Group Project</td>
<td>1/22/2019</td>
<td>4/29/2019</td>
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<td>Discussion Board EC</td>
<td>1/22/2019</td>
<td>4/29/2019</td>
</tr>
<tr>
<td>Quizzes 11-13</td>
<td>4/17/2019</td>
<td>5/15/2019</td>
</tr>
<tr>
<td>Exam Four (Final)</td>
<td>5/13/2019</td>
<td>5/15/2019</td>
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</tbody>
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Have a great summer!

Institutional Policies and Services

“Institutional Policies relating to this course can be accessed from the following link:”


Instructor’s Right to Amend Syllabus:
The instructor reserves the right to amend this syllabus as deemed necessary.