**Nutrition/HLTH 201**

**Syllabus (S20)**

Professor : Tiffany Young Klockziem, Ph.D.

Phone: 344-7583 (O)

Email: tyoung@blc.edu

Office: Tweit 140

**Required Text:** Blake J. (2013). *Nutrition and You: Core concepts for good health and you. (My plate edition).* Benjamin Cummings: San Francisco, CA.

**Text book information:** There may be a lower cost e-text available (on the publisher website at [www.pearsonhighered.com](http://www.pearsonhighered.com/)) if you prefer.  This textbook or e-text package includes the textbook and the My Diet Analysis portion as well.  (My Diet Analysis is a software system that allows students to do a diet assignment and then enter their information to create a variety of reports, in addition to other tools).

ISBN 13:  978-0-321-89723-7

**Catalog Description:**  The scientific study of nutritional needs throughout the life span; includes interaction and function of nutrients in metabolic processes and examines dietary choices related to behavior and health.

**Course Objectives:**

At the conclusion of this course, you will be able to do the following:

1. Provide an overview of the major macro and micronutrients relevant to human health. (ESG 1,2).
2. Discuss the scientific rationale for defining nutritional requirements in healthy individuals and populations (ESG 1,2).
3. Present current evidence for the role of key nutrients in the prevention of chronic diseases. (ESG 1,2).
4. Discuss major nutrition-related diseases (ESG 1,2).
5. Demonstrate application of nutrition knowledge in regards to food choices, consumer behavior, obesity prevention and reduction, eating disorders, sports nutrition, and personal nutrition choices. (ESG 1,2).
6. Demonstrate knowledge of healthy food preparation. (ESG 1,2).

**HLTH 201 is a required lower division course for General Education Objective 3a, the Exercise Science major, Nursing major, and Health 5-12.**

**Exercise Science Student Goals**

1. Develop broad learning in light of the Philosophy and Objectives of Bethany Lutheran College.
2. Demonstrate a sound foundational knowledge in the principles of the general sciences such as biology, chemistry, health & wellness, nutrition, human growth and development, human anatomy, and physiology as they relate to responses and adaptations to physical activity and exercise.
3. Demonstrate advanced knowledge in the field of Exercise Science including motor learning & development, kinesiology, exercise physiology, and aerobic and anaerobic conditioning responses in health and disease.

**Exercise Science Learning Objectives**

* 1. Demonstrate competency in health & fitness testing and measurement of individuals
  2. Appropriately assess, design, and implement fitness programs for all individuals, including those in special populations
  3. Formulate a personal philosophy of wellness consisting of a balanced holistic outlook, and Christian ethics as applied to the field of Exercise Science
  4. Begin to interpret appropriate research and apply it to the practice of Exercise Science

**BLC Institutional Objectives**

By graduation, a Bethany Lutheran College student will:

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

**Common General Education Core Requirements**

**General Education Objective #1:** Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.

**General Education Objective #2a:** Demonstrate intellectual skills.

**General Education Objective #2b:** Demonstrate creative skills.

**General Education Objective #2c:** Demonstrate problem-solving skills.

**General Education Objective #3a:** Demonstrate understanding of personal responsibility.

* **Personal Responsibility: Discernment in personal decision making that is reflective of ethical truths found in Scripture.**
* **For HLTH 201: Students will be able to: 3C. Articulate how personal choices and stances impact you and others. • Understand how people interact on personal, social and cultural levels.**

**General Education Objective #3b:** Demonstrate an understanding of public responsibility.

**General Education Objective #4:** Develop habits of thinking that apply to a fulfilling life of learning.

**Education: Health 5-12 Standards (see end of syllabus)**

**Tentative Topic Groupings**

Group 1: Ch 1-6

1. Why You Eat What You Eat
2. What is Nutrition?
3. Nutrition Claims: Sorting Fact from Fiction
4. Tools for Healthy Eating
5. Food Labels: Cracking the Code
6. Digestion: How Food Becomes Nutrition

Group 2: Ch 7-12

1. Carbohydrates: Facts to Know; “Sugar: The Bitter Truth”
2. Carbohydrates: Foods to Eat
3. Diabetes: A Growing Epidemic
4. Fat: Facts to Know
5. Fat: Foods to Eat
6. Eat to Beat Heart Disease

Group 3: Ch 13,14, Ch 16 & 17, 27

(Ch 16 & 17: Learning via Poster sessions; more specific instructions will be given); excerpts from Ch 27 plus Food co-ops, Farmer’s Markets, Organics, GMO’s

13. Proteins: Facts to Know

14. Proteins: Foods to Eat

16. Vitamins: Small but Powerful

17. Minerals: Essential Elements

27. Food Safety

**High Stakes and Low Stakes Assignments:**

I have “high-stakes” and “low-stakes” activities and assignments. So, someone who may not do well on a test can definitely bring their grade up by doing daily assignments; I reward hard work and you earn a good grade through a combination of both high-stake and low-stake activities, plus participation and attendance.

High-stakes assignments are more difficult, and thus have a higher point value (like a written test; about 100 points).

Low-stakes would be writing down takeaway points from a video we watch, for example (about 5 points).

Reflection papers would be in the middle- they don’t require a lot of research, but do require writing and critical thinking (worth 10-15 points). A journal article review is a little more difficult, and thus has a higher point value (20-25 points).

Writing out thoughts and ideas are an excellent way to learn and remember things, especially for adults.

Plus, the more you write, the better writer you will be. ☺

**APA style is utilized for this class.**

Free APA tips: <http://www.apastyle.org> and <https://owl.english.purdue.edu/owl/resource/560/01/>

**Tentative Learning Activities:**

**Diet Analysis:** Utilizing the “My Diet Analysis” software that is included with a new textbook, (or an approved diet analysis app like MyFitnessPal), you will investigate what you eat and create a printed report. This report will be a private assignment between the professor and the student, but you will be free to talk and share in class regarding what you learned about yourself. Be HONEST! I am not grading you on if you’re eating “good” or not, but that you did the assignment.

Part 1: 1-Week Diet Log: A 1 week log of everything you eat and drink on MyFitnessPal ([www.myfitnesspal.com](http://www.myfitnesspal.com)) OR MyDietAnalysis through your textbook (this comes with new textbooks, but usually not used books, so it is not required for this class. However, I highly recommend it due to its more in-depth diet analysis capability). You will enter everything you eat and drink for 1 week, plus the amounts, on MyFitnessPal diet analysis. (It’s free). You can access the app on phones or a computer, but to print it out, you will probably need to do so from a computer. Hand in: Log of what you ate/drank from EACH DAY, plus write a short reflection (1-2 pages, double spaced/typed) focusing on a) what you learned from doing the week-long log, b) the quantity of what you’re eating, and c) quality of what you ate/drank. Staple and hand in as 1 document.

Part 2A: 3 Day Diet Log and Basic Analysis: After we have learned more about macronutrients and nutritional recommendations, you will do a 3-day diet log and basic analysis. 1. Write down everything you ate or drank for 3 days (2 week days and 1 weekend day), including the AMOUNTS of everything you ate or drank. 2. Write down 3 strengths and 3 weaknesses in your diet. Hand in: your 3 day diet log and the print out of your strengths and weaknesses. Must be typed and double spaced. Staple both together to make one document.

Part 2B: 3 Day Diet Advanced Analysis: You will enter everything (foods, drinks, and amounts) from your 3-day diet log into a diet analysis app or software. You will generate a report and print it out. Then you will write a reflection paper and include the following: a) comparing and contrasting the printed summary report findings from Assignment 2A to now; and b) write down 10 nutrition goals for this semester. (Goals should be specific, measurable, and attainable). Hand in: Assignment should include the computer/app generated report, plus your comparison and goals (typed), both stapled together to make one document.

**Follow the Media Trail (at least 3 sources):** Select a nutrition topic that interests you, then find an article/news report/ documentary about it. Read /watch, and then pick out something (a topic, a word you don’t understand, another article, etc.) mentioned, and follow that train of thought to another article or media form, and so on. 1. Print out a copy of all articles, and attach to the back of your reflection paper. 2. Write a short reflection paper (2 pages) discussing your findings, plus a reference page.

**Food, A Love/Hate Relationship:** You will pick two food items, one that you love and one that you hate, and explore in a 2-page reflection paper: (a) nutritional information about the food (this info should be sourced); and (b) why you feel this way about the food- is it the taste, the texture, the memories associated with it, social aspects, etc. Think about what these foods remind you of, what is associated with them, above and beyond the nutritional aspects and the taste. This will help us explore the emotions that are sometimes associated with eating and food. Sources are required in APA style.

**Food Fight:** You will pick two food items and they will “fight” it out to determine which one is the “best/healthiest.” You will investigate nutrient information for each (you DON’T have to buy them). You will write a short paper (approx. 2 pages), including: 1. A print out nutrition ingredients (if applicable) and nutrition facts for each food. 2. Pick which is the healthiest, and defend your answer using dependable sources, such as your text or reputable websites and journal articles. 3. Reference all sources in APA style.

**I Can Cook Too (utilizing a UCook recipe from your textbook or other healthy recipe):** This is your chance to take a hand in cooking- some of you may be “pros” and some not so much! You will adapt to your environment (do you live in the campus residence halls, campus apartments, off-campus, at home, etc). You get to decide which UCook recipe you are going to follow, and you will VIDEO or take pictures of you during your preparation: shopping for or choosing your ingredients, cooking it, eating it (and sharing it if your friends or our class if you choose), along with your reaction to your final product and to the experience of cooking itself- what did you learn? Required: a short paper, including the recipe, plus what you learned from the experience, plus pictures you took. You will present the video and/or pictures during class. Video should be between 3-5 minutes.

**Journal Article Review:** Review an academic journal article (see guidelines in syllabus).

**Poster Session:** You will create a poster (1-2 page Power point slide) for a given topic. You will also be required to write down a takeaway regarding the poster of your fellow students. More information will be provided when assigned.

**Reflection Paper:** A reflection paper should consist of the following, in this order:

a) Your name and date in the upper right corner;

b) Title of the item you are to reflect on, centered;

c) Summary (of the video, article, website, experience, etc);

d) Thoughts: what you thought about it, what did you learn, like or dislike, what did it remind you of, can you connect it to any other classes or experiences, etc.

e) References: Include the reference information of the article, website, or video you are to reflect on, in APA format.

The reflection paper should be typed, double-spaced, and approximately 1-2 pages. Please staple if your paper is more than one page.

**Research Paper:** Write a research paper relating to nutrition (additional guidelines will be provided).

**Takeaways:** We often do takeaways during class and for assignments. Your takeaways on a topic are what you learned, thought was interesting, what it reminded you of, what you can connect to other things you have learned, etc. Takeaways are very individual- generally not a right or a wrong, but just what you took away from the topic. It is a critical thinking exercise- and will help you learn how to evaluate and form an INFORMED opinion.

**Try Something New Report:** You will GET ☺ to try a new and wonderfully HEALTHY fruit or vegetable that you’ve never tried before, of your choosing. You will be reimbursed up to $2.00, IF you bring a receipt of your purchase to Prof. TY.

This assignment will have two parts:

* Part I Present and Share Day with a Handout (for all students and your professor) about the New Food Item
* Part II Reflect on the Experience/Reflection Paper (due the following class period after present/share day)

Part I/Present and Share Day: Bring in some of your “new” item to share with the rest of the class on presentation day. (You should have cut it up PRIOR to class). I will provide any paper plates, napkins, etc., if needed. VIP: you do not HAVE to try all the other foods except your own. However, I highly recommend it (unless you are allergic, then of course not)! ☺ You will also prepare a handout (and bring copies for all fellow students and your professor), including the following:

* Name and picture of your item
* Nutrition facts about your item
* Different methods of preparation

Part II: Reflect on the Experience/Reflection Paper (due the following class period after present/share day)

You will write a short reflection paper, including the following: a) reactions to your new food, and b) reactions to your fellow student’s new foods, and c) the experience of trying something new. What did you think? Would you try the food your chose again? Why or why not? Feel free to include more information, as applicable (1-2 pages, double spaced, typed)

**Taste Test:** Organic vs Non-organic vs New Foods. In connection with our study of organic foods, your professor will bring in a series of organic and non-organic products and the class will get to do taste-tests to guess which are organic or not. We will also try some new (to some) and novel foods as well.

#### Tests: Written examinations will be worth approximately 100 points each. All material covered in the course may be tested, including lectures (notes and videos shown in class), required readings in the your textbook, tours, and handouts.

**Visit Hy-Vee:** We will go on a class field trip to the Hilltop Hy-Vee in Mankato, MN. A registered dietician will give us a guided tour. Your attendance is required, along with a reflection paper describing what you learned from the experience. (1-2 pages, double spaced, typed).

**Visit the St. Peter Food Co-Op:** We will go on a class field trip to the St. Peter Co –Op at the end of the semester. Before we go, you will prepare a short research paper, including background of a co-op, positives and negatives of a co-op.

**Visit the Mankato Farmer’s Market:** You will go to one of the Mankato Farmer’s Market. You don’t have to buy anything, but you will write a reflection, including pictures and/or video of your experience.

**Class Procedures**

1. Attendance and active participation required. **After two unexcused absences, the instructor will drop letter grades for each additional absence.**
2. Academic integrity. As stated in the Bethany Lutheran College Academic Catalog (p. 16), “Bethany is a Christian Liberal Arts institution. Its fundamental purpose is Christian growth and pursuit of knowledge. Consequently the principle of ethical academic integrity is an integral part of this community. Every student is expected to be honest. Academic plagiarism, cheating, and other misrepresentations are not condoned.”
3. Critical thinking and active learning are integral to this course.
4. Please be prompt- class time is valuable and there is a great deal of material to be covered.
5. **Late assignments will not be accepted without prior approval from the instructor. If accepted, 10% will be taken off the total points earned, per DAY, that the assignment is late. (2 days late= 20% off, etc.).**
6. All assignments **must be typed** unless otherwise stated.
7. No emailed assignments will be accepted for credit.
8. Assignment Information: Unless otherwise noted, on the day the assignment is due, you must do BOTH of the following:
   1. Hand in **a paper copy** of your assignment in class to me on the day it’s due (it will be used for class discussion), AND
   2. Submit it to **MyBLC for credit by 11:55pm** on the day it is due. **I correct the online submissions.**
   3. The paper copies are to foster class discussion, and serve as a back up in case of a MyBLC breakdown.
9. **“In-Class Assignments”** are low-stakes, required assignments/in-class activities. You do NOT upload these to MyBLC but you do need to participate (if you miss class, you are still required to do the assignment).
10. It is important that you are actively involved in class discussions. Please be prepared each class period for group discussions and projects.
11. Respect. We are privileged to work and learn in a Christian environment, and thus should treat others as we wish to be treated.
12. Misuse of technology during class: Misuse of technology (i.e. cell phone or laptop usage for non-sanctioned, non-class related activity) is not allowed during class. (Be respectful of your professor and fellow students).
    1. Technology (laptop) can be utilized for note-taking.
    2. Cell phones are not allowed in class UNLESS as part of an in-class, instructor-guided activity and/or is sanctioned/OK’d by your instructor.
    3. Cell phones may not be on the desk. **They must be put away in your backpack.**
    4. Failure to respect computer and cell phone usage guidelines will result in student being asked to leave class and earning an unexcused absence from that class period. (See Guideline #1)
13. **Grading Scale**

**93-100% A**

**90-92% A-**

**87-89% B+**

**83-86% B**

**80-82% B-**

**77-79% C+**

**73-76% C**

**70-72% C-**

**67-69% D+**

**63-66% D**

**60-62% D-**

**Below 60% F**

**\* The final grade will be determined on a straight percentage scale**

**INSTRUCTOR STATEMENT**

* The instructor reserves the right to modify, amend or change the syllabus as the curriculum and/or program changes.
* The Bethany Academic Honor Code will be applied in this course (See #2). So don’t cheat. ☺ Do your own work- I want to know what YOU think!
* Cheating results in an automatic fail of the assignment.
* Treat others as you wish to be treated.
  + Be respectful in terms of class decorum (no cell phones unless being used in class for a learning activity as directed by your professor (see #9)
  + Refrain from talking to your classmates while your professor or another student is speaking to the class
  + Be professional, be prepared, and be the best version of yourself.
  + This class is what you make it- “Attitude is Everything- Pick a Good One!” (G o d) ☺

**Criteria For a Professional Journal Review**

1. Select a Professional article for review
2. Read the article you have selected.
3. Write a review of the article in four parts (typed).

**Part A. (Name, Class Info, Date)**

Give a complete, correct citation at the top of page one. Please use the form given in the example below.

Mia Hamm

PE 450

1/18/15

**Part B. (Summary) - ½ page, double-spaced, typed**

Summarize the article in your own words. State the author’s purpose, methods, results, and conclusions. Save judgments and other comments for the next section.

***Part C. (Analysis) – 1 page, double-spaced, typed***

Write critically about the article’s content and value. Include your reactions to the paper’s findings and reasons for your reactions. Mention any changes in your thinking about this topic and personal reasons why the article is relevant to you. State the importance of the paper to Health, Fitness, and /or Wellness. Explain why you agree/disagree with the articles conclusion. You must provide evidence that you have closely examined the paper. Saying that the paper is well done, or that you like it, or that you agree with the authors, or learned a lot is not enough.

**Part D. (Reference)**

For citations, the American Psychological Association (APA) style format will be used.

**Example:**

Reference:

Keusch, G. & Farthing, K. (1998). Nutritional aspects of AIDS. *Annual Review of Nutrition,10,* 475-501.

**Grading:**

You will receive the credit/points for each of these areas: correct citation, adequate summary, adequate analysis, correct punctuation, spelling, and evidence of critical thinking. In addition, proper paraphrasing and/or correct use of quotes are required. DO NOT PLAGIARIZE!! I want to read what YOU think.

***Criteria For Short Research Paper***

You will be required to write a Nutrition-related research paper, which is due at the end of the semester. Both a topic idea and a research question must be approved by your instructor before mid-term.

**Requirements:**

1. A title page (student name, class, date, title of paper, research question)

2. A reference page

3. A total of at least 10 references, including:

At least 6 journal article references (publication date of 2000 or later)

At least 2 book references

At least 2 RELIABLE internet/web references

4. Correct referencing and citations using the APA style format.

5. Your research paper must be **4-6 pages** (NOT including your title page or reference page), double-spaced, and stapled in the corner.

6. Academic writing is not what you think or feel, but what you can prove and back up with sources. Unless what you are saying is common knowledge, every sentence must be referenced!

7. When you directly quote an author within your paper, you must also note the page number.

For example:

“Immobilization appears to affect both type I and type II fibers” (Wilmore, Costill, & Kenney, 2008, p. 211).

8. Remember, paraphrasing is not simply switching out a word or two (that would be plagiarism), but summarizing in your own words!!! Paraphrasing still requires a reference.

9. Referencing within your paper:

1-2 authors = mentioned every time you use their information

(Smith & Wesson, 2008)

3-5 authors = all authors mentioned the 1st time in text, with 1 author mentioned thereafter. In your reference list, you list all authors.

Eat fast food sparingly (King, Bell, McDonald, Hardee, & Wendy, 2007).

The grilled chicken sandwich has the least amount of fat (King, et al., 2007).

More than 6 authors = only the first author mentioned (King, et al, 2007) within the paper.

10. Referencing in your reference list:

**Single Author**

Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science, 11*,

7-10.

**Two Authors**

List by their last names and initials. Use the ampersand instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency

hypothesis. *Journal of Personality and Social Psychology, 66*, 1034-1048.

**Three to Seven Authors**

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem

than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology, 65*, 1190-1204.

**More Than Seven Authors**

List by last names and initials; commas separate author names. After the sixth author's name, use an ellipses in place of the author names. Then provide the final author name. There should be no more than seven names.

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H. (2009).

Website usability for the blind and low-vision user. *Technical Communication, 57*, 323-335.

**Correct Citation For Journal Articles:**

Authors. (year published). Title of article with only the first word capitalized unless it is country,

for example, America: Or capitalize the first word after a colon. *Title of Journal. Issue,* page numbers.

1. Remember to italicize title of journal only and indent the 2nd line and thereafter.

2. When referencing within your paper, include authors, year, and page number if using a direct quote:

According to Wilmore, Costill & Kenney (2008), a precompetition meal should take place at least two hours prior to competition. In comparison, a precompetition meal high in fat, such as a steak, takes hours to fully digest, and “is probably the worst food an athlete could eat before competing” (Wilmore, et al., 2008, p. 348). By limiting a precompetition meal to easily digestible carbohydrates, an athletes digestive system will not have “to compete with the muscles for the available blood supply,” resulting in extended endurance capability (Wilmore, et al., 2008, p. 348).

**Correct Citation for Books (APA):**

Example:

Wilmore, J., Costill, D., & Kenney, L. (2008). *Physiology of Sport and Exercise.* (4th Ed.)Champaign, IL:

Human Kinetics.

Authors. (year published). *Title Of Book In Italics With All Words Capitalized.* (Edition if not the 1st Edition). City,

State where the publishing company is located: Company That Published The Book.

**Correct Reference Citation for Websites:**

1. Example for a U.S. government report available on government agency Web site, no publication date indicated:

United States Sentencing Commission. (n.d.). *1997 sourcebook of federal sentencing statistics.* Retrieved

from <http://www.ussc.gov/annrpt/1997/sbtoc97.htm>.

Note: if a publication date was given, instead of (n.d.), you’d write the date (2000, March 7).

1. Website with no author

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from

http://news.ninemsn.com.au/health/story\_13178.asp

**For more information regarding APA style, visit the source**:

American Psychological Association. (2010). *Publication manual of the American Psychological Association.*

(6th Ed.). Washington, DC: Author.

Free APA tips: <http://www.apastyle.org> and <https://owl.english.purdue.edu/owl/resource/560/01/>

Healthy Quotes:

“Whether, then, you eat or drink or whatever you do, do all to the glory of God.” 1st Corinthians 10:31

“Nobody wants to eat food like they’re taking medicine.” Dr. Cyrus Raj, resident radiologist at UCLA

”Finally, brothers, whatever things are true, whatever things are honest, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report; if there be any virtue, and if there be any praise, think on these things.” Philippians 4:8

 

**HLTH201 Nutrition**

8710.4500 (Health)

Sub. 3.D. 2, 3

**HLTH201 Nutrition**

|  |  |  |
| --- | --- | --- |
| Substandard | Text | Assessment |
| 8710.4500 Health | | |
| 3.D. A teacher of health understands health-enhancing behaviors that reduce health risks including: | | |
| 3.D.2 | the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior; | Students will complete a Health Family Tree, including health histories of themselves, along with close relatives. They will then note diseases they have (if any), along with diseases that run in their family. Then, students will come up with specific, preventative actions they can take in regards to nutrition and physical activity choices to improve their current health and decrease their chance of chronic disease. |
| 3.D.3 | the importance of individual responsibility for health; and | Students will complete a Health Family Tree, including health histories of themselves, along with close relatives.  They will then note diseases they have (if any), along with diseases that run in their family. Then, students will come up with specific, preventative actions they can take in regards to nutrition and physical activity choices to improve their current health and decrease their chance of chronic disease. |