Instructor: Ms. Shaw  
Office/ Hours: Fieldhouse 209; M 9:30-11:30 am; W 9:30-11:30 am; T/R 9:00-9:50  
Class Website: http://citruscollege.blackboard.com/  
Email/Phone: nshaw@citruscollege.edu; 626.852.6442  

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Student Rights:</th>
<th>Student Responsibilities:</th>
<th>Instructor’s Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify personal nutrition needs</td>
<td>To attend this class</td>
<td>To arrive on time, prepared to work</td>
<td>Polite &amp; Respectful to all</td>
</tr>
<tr>
<td>Demonstrate knowledge gained</td>
<td>To ask reasonable questions</td>
<td>To attend class regularly</td>
<td>Take responsibility for your actions</td>
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<tr>
<td>Create a personal nutrition plan</td>
<td>To learn skills to improve your life</td>
<td>To complete all assignments</td>
<td>“I didn’t know” is not acceptable</td>
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**STUDENT LEARNING OUTCOMES & OBJECTIVES:** This course is designed to provide knowledge about the basic principles of nutrition and to study the role nutrition and to study the role nutrition plays in health promotion. Students will  
a) evaluate and analyze their nutritional status by documenting three days of food intake and comparing this record to recommended standards to learn the characteristics of proper nutrition.  
b) assess personal caloric balance using the Nutritional Analysis Tool documenting food intake and activities/exercise performed for several days to determine daily caloric intake, expenditure and nutritional values.  
c) identify the foods that are the primary sources of each nutrient on an objective exam to become knowledgeable about the sources of nutrients in a healthy diet.  
d) identify the health risks associated with an excess or a deficiency in body fat on an objective exam to promote healthy body composition.  
e) analyze the metabolic demands of various exercise modalities to determine the association between nutrition and fitness through objective exam.  
f) assess their caloric balance by documenting food intake and activities/exercise performed by using the Nutritional Analysis Tool to determine daily caloric intake and expenditure.  
g) assess their personal levels of body composition by using various methods of body composition analysis such as Micro Fit, Electrical Impedance, HealthStatus.com, Nutrition.gov and other internet links and comparing these levels to recommended standards.  

**COURSE OUTLINE:**  
**Unit #1:** Syllabus & Orientation Quiz, Form Groups; Ch. 1-What is Nutrition?(1); Ch. 2- Tools for Healthy Eating; Activity (2); Ch. 3- Digestion; Ch. 4-Carbohydrates; (3); Ch. 5- Fats; Movie- Food Inc (4); Movie cont. - Food Inc; Exam (5)  
**Unit #2:** Ch. 6-Proteins; Ch. 7/8 V&M Activity/ Group Teach Sign-up - (6); Ch. 9- Alcohol; Activity (7) Ch. 10- Weight Management; Activity (8) Activity; Exam (9)  
**Unit #3:** Ch. 11- Nutrition & Fitness; Activity (10); Ch. 12- Consumerism; Activity (11) Ch. 12- Consumerism; Activity (12); Ch. 13- Food Safety; No Class Thursday, 11/22 (13) Ch. 15- Lifecycle Nutrition; Ch. 16- Lifecycle Nutrition (14) Ch. 14- Hunger, Activity(15); Week 16- FINAL EXAM  Thurs. 12/13 @ 10:30am. (Ch.1-16)  

**Project, Paper & Exam Schedule:**  
Research Paper Pt. 1 - Week 2, 9/6  
Research Paper Pt. 2 - Week 4, 9/20  
Exam #1 (Ch. 1-5) – Week 5, 9/27  
Group Paper #1- Week 6, 10/4  
Exam #2 (Ch. 6-9) - Week 9, 10/25  
Research Paper Pt. 2 - Week 4, 9/20  
Group Paper #2- Week 10, 11/1  
Nursitrition Website- Week 12, 11/15  
Group Paper #3- Week 14, 11/29  
Community Service- Week 15, 12/6  
Research Paper, Pt. 3- Week 15, 12/6  
Exam #3- Week 16, 12/13 @ 10:30 am  
**Community Service** (25 points): The purpose of this assignment is to give back 5 hours of positive action to any community you choose. Any group or project is ok as long as you’re not getting paid. **Due:** 12/6. Turn in a completed community service form (see Blackboard) to receive credit.  

**Grading:** Your grade is based on the total number of points earned of those possible.  
**Pop Quizzes** 50 points (5 x10)  
**Exams** 300 points (3 x 100)  
**Research Paper** 200 points (1)  
**Research Topic** 25 points (1)  
**Group Presentation** 100 points (1)  
**Group Papers** 300 points (3 x100)  
**Nutrition Website** 100 points (1)  

**Community Service** 25 points (5 hours)  
**A**= 90% of possible points (990/1100)  
**B**= 80% of possible points (880/1100)  
**C**= 70% of possible points (770/1100)  
**D**= 60% of possible points (660/1100)  
**Total** 1100 points  

**NOTE:** Attendance will be taken PROMPTLY at the hour. Students who are late will be considered ABSENT from the class. Students who are absent three (3) consecutive sessions or five (5) sessions total prior to the “Midterm Instructor Drop Deadline” will be dropped from the course. The entire class will lose 10 points per interruption if any cell phones or other portable devices ring, beep, or buzz during class.  

“If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DSPS office at (626) 914-8675. Please discuss your accommodations with me during office hours or after class and be sure to allow at least one week to arrange appropriate classroom or testing accommodations.”
You will have 1 individual research paper to complete for this course. It will be submitted as (3) three separate parts. Using information covered in the text, classroom discussion, and personal exploration each student will evaluate their current nutritional status, track eating habits, create a plan to support or improve nutritional intake, identify health risks associated with current fuel consumption, and summarize results of dietary changes and their impact.

**Formatting requirements:**
- 4 minimum, 5 pages maximum. Typed. Paper must be submitted to instructor *in class* by the due date.
- Double spaced
- Normal margins (Top/Bottom 1”, Side 1.25”)
- Times New Roman Font- 12
- Or 1250 words

**Part 1: 3-Day Food Log and Paper Topic (2 pages MAXIMUM)**
The purpose of the food log is to help you to review your current eating habits to discover if there is room for improvement. This typed assignment will be use in class on the due date for an activity. You can use any format that allows you to clearly share what, how much, and when you’ve been eating. If you do not bring this type assignment to class - no points.

**Part 2: Analysis & Plan for improvement (2 Pages)**
Select one specific goal to achieve (i.e. decrease the amount of fat in diet, increase lean protein, etc). Identify the specific characteristics to be reduced or minimized as well as those to be attained or maximized. Explain why you selected the area and your reasons for believing that you need to improve your diet in that particular area.

For the one selected goal, choose six or more specific, observable, and measurable behavioral objectives that will represent progress toward achieving your desired outcomes. Describe specifically how you will go about meeting the objectives, who will be involved in what settings or contexts you plan to practice your new behaviors and what objective evidence will indicate that you are making progress toward a new, healthy eating habits.

Example:
1. Eat less when upset.
2. Drink 8 ounces of water before meal.
3. Eat fast food 2 or fewer times a week.

**Part 3: Progress report** (4 Pages)
Review the progress toward meeting your goals. Restate what your beginning condition was along with the measured improvement. What activities have been accomplished? What aspects of your goals have been met? Partially met? What modifications have been made in your plan for improvement? What was the rationale for these changes? Where do you go from here?

**Grading**
-200 points Late Papers; Not turning in a paper. No Exceptions.
-40 points Poor Formatting (Wide Margins, large font, creative font style)
-40 points Per Missing Page
-40 points Major Poor Grammar (misspelling, use of words like, umm, LOL, slang, etc.)
-20 points Minor Poor Grammar (3 or fewer spelling errors, etc)
+25 points Scientific (Pre & Post) Data- collecting and recording actual progress
Group Class Presentation - 100 points

DUE: WEEKS 11-15 (11/5-12/6/2012)

Purpose: This assignment is to demonstrate your understanding of the material in your assigned chapter, requiring you to use that knowledge in an applied context: classroom presentation. Each group will receive PowerPoint slides from which to start exploring the topic as well as these instructions to assist in your success.

Content: Each group will decide on how to
- organize the content of their presentation
- divide work amongst members
- and which activities will best convey the information presented.

INSTRUCTOR REQUIREMENTS for your presentation are as follows
- Presentation must be at least 30 minutes (minimum); no longer than 40 minutes (maximum).
- The presentation must cover the key topics for that chapter. These points should be clearly stated at the beginning of your presentation.
- Your group must develop a quiz to accompany your class. This quiz should have 15-30 questions that are easy to answer after seeing your presentation (fill-in, multiple choice, short answer, matching). An answer key must be submitted with the quiz.
- Your group will submit a summary (1-2 pages single spaced) of your process and experience answering the following questions
  - List/describe the roles of group members (leader, researcher, writer, organizer, etc) in the completion of the project.
  - How did your group develop the presentation?
  - What worked well for your group? What didn’t work well for your group?
  - If you had to develop a follow-up presentation, what would you do differently?
  - What would you suggest to improve the assignment for future classes?
  - How many points would you give your group for this presentation and why?

- Presentation must be shown using Microsoft PowerPoint format. The class podium will be available for your group.

Timeline:
Week 6
  Sign-up for Group Presentation Day & Members

Weeks 11-15
  Group Classes Presented

Weekly
  Each group to must submit materials to instructor by Wednesday prior to presentation. This allows for time to review the presentation, quiz, and to print copies of any handouts needed for the presentation.

Materials to submit: an electronic copy of your PowerPoint presentation, quiz, answer key, slides, and summary. These should be made available to the instructor on a CD-Rom or USB drive.

Sample Day of Schedule
  1-40 minutes: Be prepared for those arriving late, but don’t start over.
  40-50 minutes: Class evaluates your presentation and submits questions to your group.
  50-65 minutes: Question & Answer time for your group.
  65-85 minutes: Time to give your quiz! (All quizzes will be collected and graded by the instructor)

Remember: Your group is the expert on this topic. Be prepared.

Grading:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>40</td>
<td>Clear, easy to follow Presentation</td>
</tr>
<tr>
<td>30</td>
<td>Easy to read Quiz/ Answer Key</td>
</tr>
<tr>
<td>20</td>
<td>Good use of Technology (slides, handouts, resources, etc)</td>
</tr>
<tr>
<td>10</td>
<td>Key Topics Explained and Covered and/or Summary of group Process</td>
</tr>
<tr>
<td>-20</td>
<td>Didn’t meet Material Submission Deadline (see “Timeline” above)</td>
</tr>
<tr>
<td>-20</td>
<td>Poor organization, hard to follow, short or long presentation</td>
</tr>
<tr>
<td>-20</td>
<td>Poor Grammar (misspelling, use of words like, umm, LOL, slang, etc.)</td>
</tr>
<tr>
<td>-30</td>
<td>Missing Quiz or Answer key.</td>
</tr>
<tr>
<td>-50</td>
<td>Inappropriate language, activities, or conduct</td>
</tr>
<tr>
<td>-100</td>
<td>No Presentation Prepared. No Exceptions.</td>
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</table>

*Group members must be present on the day of presentation, regardless of their role, to receive a grade.*
GROUPS PROJECTS (300 POINTS)

Due Dates

| #1- Week 6, 10/4 | #2- Week #10, 11/1 | #3- Week 14, 11/29 |

GROUP PROJECT INFORMATION
Papers must be submitted as a Microsoft .doc, .rtf, .txt, or Adobe .pdf file type. All other file types may not be viewable and will not be graded. I would suggest that students cut and paste the content of their papers into the body of their email to the instructor.

OVERVIEW
The purpose of these projects is to allow you to work in groups to collect, assimilate, and utilize new information to synthesize new ideas. Your ability to immerse yourself fully into this information will not only make the course more interesting, but will make it easier for you to turn the "fuzzy details" into concrete knowledge that will be useful to you long after this course. Each assignment should be no fewer than 2 pages, no greater than 3 pages in length (single spaced, normal margins).

GROUP ASSIGNMENT #1- Supplements, Nutrients, Stored Energy  DUE- Week 6

Write a clear, thoughtful paper describing these three concepts: Supplements, Nutrients, & Stored Energy. This paper consists of research questions to consider and discuss. Key concepts that each group should cover are:

· Discuss the importance of supplements, nutrients, and stored energy to the proper function of the human body.
· Explain clearly their function, chemical creation and/or dietary source(s).
· What are the eight key nutrients and in what foods are they found? (The ANSWER is NOT: fats, carbs, protein, water, vitamins, and minerals)
· Do dietary supplements help or hurt your health?
· Are nutritious foods readily available to everyone? Nationally? Internationally?
· What are the social impacts of nutrient poor diets (e.g. malnutrition) on society? (Hint: It's important to THINK outside of the box!)

GROUP ASSIGNMENT #2- Preventative Nutrition for Successful Competition  DUE- Week #10

This paper consists of a nutritional problem for which your group must devise a solution. The PROBLEM is: Your friend is going to run a marathon. The projected weather forecast is sunny, warm, and humid. What advice would you offer regarding competition meals, consumption and replacement of fluids, including carbohydrates and electrolytes, before, during, and after their race?

Several minerals have been alleged to possess ergogenic potential. Listed below are a few to briefly discuss. Which of these might help, hurt, or do nothing to improve your friend's performance on race day? Key concepts that each group should cover in their SOLUTION are:
Complex Carbohydrates
Fat       Vitamin E       Phosphate Salts
Protein   Betacarotene  Vanadium
Vitamin A Chromium       Water
Vitamin C  Boron

GROUP ASSIGNMENT #3- Body Modification through Nutrition and Supplementation  DUE- Week 14

This paper consists of an ethical dilemma about which your group must thoughtfully consider, discuss and express a scholarly opinion. The ISSUE is: Through your interaction with the material covered you have a pretty good idea that most supplements either hurt or have no effect on improving performance. But some substances can improve your performance, for a price, The question to consider is:
Your friend is a competitive power athlete. They are good at their sport, but have been encouraged to gain a little more muscle.
mass. They know you are taking this class and ask for your help to either create a program to naturally put on muscle or using banned ergogenic substances. The question IS NOT which method you’d go to help them, but to explain to them the risks and benefits of either method of "bulking up" quickly and to provide sound advice.

Key concepts that each group should cover in their ADVICE are:

- Positives and negatives of the high-carbohydrate, low-fat diet; high-protein, high-fat diet; & OR low carbohydrate diet. What appears to be the key factor underlying the potential success of each on the short-term basis?
- Both dieting and exercise may be helpful, but each may possess some drawbacks. Explain how the benefits of exercise may help counteract the possible drawbacks of dieting, and vice-versa.
- Provide clear, simple, and brief explanations of-
  o The physiological means whereby resistance training leads to increases in muscle growth.
  o The five basic principles of resistance training.
  o The strength-endurance continuum as a training concept.
- Describe and discuss the impact of ergogenic aids (steroidal and non-steroidal), including possible benefits and health risks associated with short-term and prolonged use on the systems and structures of the human body.

**EXPECTATIONS AND GRADING FOR GROUP PROJECTS**

While your opinion is valuable, this is a scholarly paper. Opinion must be supported by fact. Review evidence from the text, Internet articles, and print media. It is expected that you will use 5-10 additional resources outside of the class text. To "cite" a source include the author’s name; URL (web address) where anyone can find the article; & when the article was published (Within the past 12 months is best). If your group is familiar with APA or MLA format for citations 10 points extra credit will be given for those who accurately use either citation method. Each assignment should be no fewer than 2 pages, no greater than 3 pages in length.

Each assignment is worth 100 points toward your grade in the course. Each member of the group will get the same grade for the finished product. Work not completed on time will be worth zero credit, no exceptions will be made. A description of a full credit assignment is one that:

- Has no punctuation or spelling errors.
- Uses college-level writing. No AIM/Texting Shorthand (e.g. LMAO, OTFL, etc...)
- Uses clear language to persuade the reader of their opinion and supports these ideas with reliable facts.
- Is organized, thoughtful, and answers all of the questions asked in the assignment description.
- Is the correct length and submitted on time, in the manner the instructor expects.
- Is the original work of the member(s) assigned the work.

**Nutrition Website-100 points**

**DUE: WEEK12- 11/15**

**Purpose:** This group assignment is to demonstrate your understanding of the material covered and ability to transfer this information into a useful, real-world context.

**Content:** Each student will decide on how to organize the content in the site and how to format it so that it can be useful for any person who reads it. **To receive full credit the contents will include**

1. Table of Contents
2. Bibliography Information for each article (Author, Title, Source, Date Published)
3. Website Sections for the following Nutrition areas
   - Carbohydrates, Fats, Minerals, Proteins, Vitamins, Water
4. Each section of the site will include
   - 10 articles in each section that address importance or proper use of these essential dietary components (minimum 200 words in length)
   - A brief summary of each article in your own words explaining why this article is helpful (2-3 sentences)

All articles, summaries, table of contents, and bibliography must be typed. The entire project must be typed. No handwritten work will be accepted.

**Website Grading:**

-1 point Per each missing summary
-2 points Per missing article in each section including articles that are shorter than 200 words.
-10 points Missing Table of Contents; Missing Bibliography
-10 points Minor Poor Grammar (a "few" spelling errors, etc)
-20 points Overuse of inappropriate sources (e.g. Vogue, Glamour, Cosmopolitan, etc)
-20 points Major Poor Grammar (misspelling, use of words like, umm, LOL, slang, etc.)
-50 points Disorganized Sites
-100 points Handwritten, Messy, Sticky, Assignment Submitted Late; Not turning in the assignment. No Exceptions.