COURSE DESCRIPTION
Today’s consumers want and need to be educated about taking charge of their own health. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our body’s nutritional needs. The greater our understanding of our basic biological needs, the better able we are to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between nutrition and disease as evidenced by current research findings.

COURSE COMPETENCIES

S3B Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

1. Formulates personal health philosophy as it relates to diet and nutrition.
2. Develops a list of biological and social factors that can influence health and nutrition related principles.
3. Explains how nutrition influences health at the biological level.
4. Describe and explain nutrition related health care practices and assess their validity.

S2C Can describe, categorize, and explain development or change within the human biological system.

1. Describe how nutrients impact various human biological systems at the cellular level.
2. Can describe the time frame over which development or evolution within the human body has occurred as a result of nutrient intake.

3. Can describe variations between individuals with respect to changes related to nutrition.

S4  Can describe and explain connections among diverse aspects of nature.

1. Describes the human biological systems.

2. Can describe how nutrient intake affects the human biological systems.

3. Can describe how other aspects of nature impact the relationship between human biological systems and nutrition.

S2D  Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments

1. Develop a list of various environments that affect nutrition/food intake.

2. Explain how the environment affects nutrition and health.

3. Demonstrates the interrelationship between human nutrition and its environment

S2A  Can describe, differentiate, and explain form, function, and variation within biological systems.

1. Can demonstrate understanding of the relationship between human biological systems and nutrients.

2. Can compare, contrast, and articulate understanding of the variables that may impact the relationship between the body and nutrients.

COURSE LEARNING OUTCOMES

After completing this course, you will be able to:

- Formulate a personal philosophy on the relationship of nutrition and health.
- Develop a list of your health care experts and offer reasons for them.
- Demonstrate ability to read and interpret food labels.
- Describe the nature of cells.
- Explain the processes involved in the assimilation of nutrients from food.
- Describe and explain how nutrients impact the cell and its functions.
• Describe the ways the body uses energy from food nutrients.
• Explain the relationship between physical activity and energy expenditure.
• Understand the relationship between physical activity and health.
• Evaluate the energy found in food using food labels.
• Explain the relationships of fluids to homeostasis.
• Evaluate the quality of various beverages.
• Describe the types of carbohydrates.
• Understand the relationship between carbohydrates and disease.
• Evaluate dietary carbohydrate choices using food labels.
• Describe the various dietary lipids.
• Explain the relationship between dietary lipids to health and disease.
• Evaluate dietary lipid choices using food labels.
• Explain how various technologies, inventions, and processes influence food and nutrients.
• Understand the relationship between manufacturing and manipulation of food and nutrients to health.
• Revisit your personal philosophy with respect to nutrition and health.
• Reflect on the factors that influence the relationship between nutrition and health.
• Investigate and report on a specific nutrition related topic.
• Evaluate the relationship between various nutrition topics and health.
• Appreciate scientific study and the forthcoming information applicable to everyday life.

LEARNING STRATEGIES


B. Scholarly articles
C. Food labels
D. Discussion
E. Audiovideo adjuncts

• Textbooks can be ordered at: http://depaul-loop.bncollege.com
LEARNING DELIVERABLES

A. Portfolio (one/competence)
B. Summary Project (combine competences)
C. Course Participation and attendance (all competences)
D. Final take home exam (one/competence)

ASSESSMENT OF STUDENT LEARNING

Evaluation Guidelines:

A. Literature Review/Portfolio (one/competence)

Over the course of the next eight weeks, develop a balanced collection of work that reflects an understanding of the basic competence premise as it relates to the topic of the course by substantiation through outside sources. Reviews of popular magazine articles, books, newspaper articles, journals, TV broadcasts are but a few potential approaches. Be creative and try to include topics of particular interest to you. Attach a copy of the article. Include 5-7 entries per competence statement. Must be typewritten.

Format suggestion - several paragraphs that 1. review and 2. assess the articles. The actual article summary is weighted 40% based upon the criteria listed below (a – g) and the article assessment/evaluation is weighted 60% based upon the criteria listed below (a – j).

The following are the specific guidelines:

Review criteria:

a. Statement of central thesis/basic premise/main point
b. Topics covered/summary
40%
c. Specific nutrition information/new vocabulary
d. Appropriate university level source
e. Conclusion
f. Correct grammar and syntax
g. article is competence appropriate

a. analysis by reader with respect to accuracy of article, or validity of author’s assertions
b. possible implications of information on individual or society level
c. thorough assessment of review with respect to competence statement/how does it connect with your competence?
60%
d. Personal comments/reactions/ reflection thoughts/ creative insights/”I” statements
e. Practical applications
f. Creative/unusual approach
g. broad competence application
h. insightful and integrated development of topic and competence relationship
i. why do I care?
j. evidence of competence development

Below are some specific questions to consider as part of the competence assessment for each competence:

S-2-A
a. What biological systems are involved with the nutrient assimilation?
b. What variables effect nutrient assimilation? What are the variations within nutrition?
c. What is the nutrition information?

S-2-C
a. What is the time framework over which the biological change has occurred?
b. How do you know a change has occurred?
c. What is the biological or physical change that has occurred?
d. What is the nutrition information and how does it relate to a change?

S-2-D
a. What is the nutritional environment discussed?
b. How does the nutritional environment effect human physiology?

S-3-B
a. What is the health care practice discussed?
b. How does it relate to nutrition?
c. Is the practice valid based upon your understanding of human nutritional assimilation systems?

S4
a. Explain how the nutritional system works.
b. What is the connection between the nutritional systems and another aspect/system of the human body?
c. Is there a relationship between differences in human nutrition nature among individuals or between differences in stages of human development?

The finished portfolio is due week 8. Highly recommend submitting one to two articles/week for early and continuous feedback. Portfolio graded as a collection. Emphasis on student feedback/assessment of the articles.
The portfolio entries are to be viewed as a written dialogue between instructor and student. Weekly submissions allow for timely instructor feedback of the student’s work, as well as ample opportunity for the student to revisit and revise as necessary, especially with respect to competence development.

B. Final Project/Oral presentation

Develop an oral presentation that specifically addresses each competence registered for in the course as it relates to nutrition and health. There should be a direct link between the topic of the class and the competence statements. For all of the competences, a documented, complete, and clear visual presentation of a creative topic is required. If registered for two competences, choose a presentation topic that allows development of both competences in one project. Be creative! I am happy to help with ideas!

By week 3, please either submit a written outline or several paragraphs to help explain your proposal. All oral presentation topics need to be approved in advance in order to avoid duplications. First come, first served when it comes to topic approval and assignment!

Projects will be presented throughout the quarter, integrating them with the broad lecture topics. Each student will be assigned a presentation date. Any changes to the assigned presentation date must be discussed and approved in advance by the instructor. Missed due dates/late presentations will be graded on a pass/fail basis with the highest possible grade a C. An oral presentation rubric will be used for evaluation and posted in advance on D2L.

Presentations should be no longer than fifteen minutes. A bibliography must be submitted at the time of presentation.

Just a few possibilities . . .

- Nutrition and mental health
- Sleep and nutrition
- Stress and nutrition
- Eating disorders
- Government regulations
- Food controversies
- Synthetic foods
- GMO
- School lunch programs
- Nursing home nutrition
- Organic farming
- Pesticides
- Prenatal nutrition
- Irradiation
- Fast foods
- Nutrition and gut

C. Final Take Home Exam: posted on D2L. Due: no later than June 5, 2017

D. Participation
GRADING CRITERIA AND SCALE

a. Portfolio (one/competence) 30%
b. Summary Project (combine competences) 30%
c. Course Participation and attendance 20%
d. Final take home exam (one/competence) 20%

Total 100%

COURSE GRADING SCALE

A = 95 to 100   A- = 91 to 94   B+ = 88 to 90
B = 85 to 87   B- = 81 to 84   C+ = 77 to 80
C = 73 to 76   C- = 69 to 72   D+ = 65 to 68
D = 61 to 64   F = 60 or below IN incomplete

Grades lower than a C- do not earn credit at the School for New Learning.

Request for Pass/Fail grading option must be done no later than the due date as published in the DePaul University calendar.

Difficulties with submitting all written and oral assignments by the due date should be brought to the instructor's attention immediately. Late work will only be accepted with advance discussion and notification of the instructor. Late work will be assessed on a pass/fail basis only, with the highest possible grade a late score can achieve is a C.

Due to the nature of the course material, dynamics of the classroom experiences, and the requirements for written assignments, all attendance is required. Loss of more than 2 classroom sessions constitutes a major gap in the course flow and is viewed negatively toward the overall student evaluation and grade. Additionally, proper and respectful classroom behavior is required, including mindfulness of other student’s ideas and positions, courteousness to each other, and respectful of other student’s right to learn.

Late work will not be accepted without the prior consent of the instructor. Late work will be assessed on a pass/fail basis only, with the highest possible grade a late score can achieve is a C. All unfinished or late work course work must be completed and submitted by the
negotiated due date established between the instructor and student. Absolutely no late work will be accepted after the last night of class.

Both written and oral work will be evaluated as follows:

A = designates work of high quality; reflective, thoughtful, comprehensive; clear and high level integration of the topic and competence; articulate and logical expression of understanding; completion of all assignments

B = designates work of good quality; steady competence development; able to articulate an idea and provide support for the idea; completion of all assignments

C = designates work which minimally meets requirement outlined for the assignments; basic competence development; may not fully address the entire assignment; issues with articulating understanding

D = designates work that is close, but not adequate or complete; very weak competence development

F = designates work that is not even close

There will be no grades of IN(incomplete) given unless discussed in advance with the instructor.

COURSE SCHEDULE

Week 1  Introduction/Review of syllabus/D2L  Read Nutrition Now, Units 1-4; 6
Overview of competences  Collect Food Labels

Week 2  Digestion and Absorption  Read Nutrition Now, Units 2; 5-7,26
Review of cells  Collect Food Labels
Food Labels
Literature review entry
TED: “Epigenetics Makes You Unique”
Video: “The Journey of the Digestive System”

Week 3  Energy and Physical Activity  Read Nutrition Now, Units 8; 27
Food Label discussion
Literature Review entry
Oral Presentation topic due

Week 4  Fluids  Read Nutrition Now, Units 25
Literature Review entry
Watch and discuss movie: “Tapped”

Food Label discussion

Week 5
Carbohydrates and Diabetes

Food label discussion
Read Nutrition Now, Units 12-13

Oral Presentations

Literature review entry

Week 6
Lipids and Cardiovascular Disease
Read Nutrition Now, Units 18-19

Food label discussion

Literature Review entry


Oral Presentations

Week 7
Micronutrients
Read Nutrition Now, Units 15, 16, 20, 21, 23, 24

Osteoporosis

Video: New Insights on Bone Biology
Naked Scientists (2011). Boosting Your Bones

Literature review entry

Oral Presentations

Week 8
Appetite and Taste
Read: Microbes on your Mind, Moheb Costandi, Scientific American Mind, July/Aug2012 1

Video: The Science of Sweetness
Read: Gut Hormones and the Regulation of Energy Homeostasis, Murphy, Kevin G and Bloom, Stephen R. Nature, 12/14/2006

Video: The genetics of taste and Nicole Garneau

Literature Review Due
Oral Presentations

Week 9  
Food Processing and Technology/Future of Food  
Read *Nutrition Now*, Units 32-33

Oral Presentations

Week 10  
Final topics/wrap up

Oral Presentations

Week 11  
Final exam due

The course schedule is subject to change. Changes that could include adjustments to reading assignments and topic order will be announced in advance and posted on D2L.

**COURSE POLICIES**

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)

**COURSE RESOURCES**

- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

**INSTRUCTOR BIO**

Patricia Stifter received her DDS from the University of Illinois in 1984. She has been on the faculty of DePaul University for over thirty years. She has practiced dentistry in the southwest suburbs for over three decades, bringing practical clinical experience to the classroom. She has taught numerous health science courses both at DePaul University and at Prairie State Community College. Those subjects include microscopic anatomy, pharmacology, and nutrition. She is a lifelong learner.