

*Fall 2019*

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| <b>Meeting days:</b> Thursday                   | <b>Instructor title and name:</b> Brittany Johnson, MS, RDN, CSSD                               |
| <b>Meeting times:</b> 12:30-2:10pm              | <b>Phone:</b> (951) 282-0650, cell for emergencies  |
| <b>Meeting location:</b> Evans 121              | <b>E-mail:</b> <a href="mailto:brittanyjohnson@pointloma.edu">brittanyjohnson@pointloma.edu</a> |
| <b>Final Exam:</b> Dec. 19 <sup>th</sup> 1:30pm | <b>Office location and hours:</b> Evans Hall 133  |

**Mission Statement**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

Introduction to the role of nutrition in human health with respect to essential nutrients, factors that affect eating habits, nutrition research and social media, and establishing a healthy lifestyle.

**COURSE LEARNING OUTCOMES**

Upon completion of this course you:

- identify credible, scientific sources of nutrition information.
- identify the six classes of nutrients, the essential nutrients, their functions and significant food sources.
- describe food choices which promote optimal wellness.

- use various tools (Dietary Guidelines, Food Labels, DRIs) to assess and create a healthful diet.
- describe the benefits and controversies of food technology.
- identify the unique nutrient needs of lifespans
- define food insecurity and identify the causes and efforts to alleviate.

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **COURSE SCHEDULE AND ASSIGNMENTS**

|   | <b>Topic</b>  | <b>Pre-Class Video</b>                               | <b>Chapter Readings</b>   | <b>Assignments</b>   |
|---|---|--|---|--|
| 1 | Introduction to Nutrition: Why is it needed?? <i>Course Overview</i>  |  |   |  |
| 2 | Macronutrients:<br>Carbs, Protein, & Fat  |  | Pg 8-12 & 14  | <i>Class Pass 2</i>  |
| 3 | Dietary Tools to Plan Health-Giving Diets <ul style="list-style-type: none"> <li>• MyPlate</li> <li>• Food Labels</li> <li>• DRIs/RDAs/AMDR</li> <li>• Portion Control</li> </ul> | Overview of DRIs<br>DRI vs. RDA:<br>Nutrition Facts: | Pg. 36-37 Dietary Guideline   | <i>Class Pass 3</i>  |
| 4 | Nutrient Review (online)  | What constitutes a well-balanced meal                | Ch. 4 pg. 94-95; 98-99<br>Ch. 5 pg. 140-141<br>Ch. 6 pg. 182-185; 208-213 | <i>Class Pass 4</i><br><i>Evolution of MyPlate</i><br><i>Discussion Post</i> |

|    |  |   |  |  |
|----|--|---|--|--|
| 5  | Micronutrients:<br>Vitamins, Minerals & Water            |   | Ch. 7 pg. 226-233<br>Ch. 8 pg. 278-289 | <b><i>Class Pass 5<br/>Personal Diet Analysis (Sun.)</i></b> |
| 6  | Digestion: How we get from plate to energy               |   | Pg. 66-69<br>*bring book to class      | <b><i>Class Pass 6</i></b>                                   |
| 7  | Nutrition Research: Why all the confusion?               | Nutrition Research: The Good, The Bad, & The Ugly | Pg. 15-20                              | <b><i>Class Pass 7<br/>Midterm</i></b>                       |
| 8  | Healthy Diet and Disease Prevention                      |   | Located on Canvas                      | <b><i>Class Pass 8</i></b>                                   |
| 9  | Fueling for Active Lifestyles                            |   | Pg. 416-426                            | <b><i>Class Pass 9</i></b>                                   |
| 10 | Lifespan: Preconception, Pregnancy, Lactation, & Infancy |   | Ch. 15 pg. 542-545; 559                | <b><i>Class Pass 10</i></b>                                  |
| 11 | Lifespan: Toddler, Childhood, and Elderly Adults         |   | Pg. 580-591; 565                       | <b><i>Class Pass 11</i></b>                                  |
| 12 | Hunger and Food Insecurity                               |   |  | <b><i>Research Paper Due (Sun.)</i></b>                      |
| 13 | Thanksgiving Break, No Class                             |   |  |  |
| 14 | Media and Nutrition                                      |   | Pg. 469-475                            | <b><i>Class Pass 14</i></b>                                  |
| 15 | Final Project Presentations                              |   |  | <b><i>Final Project Presentations<br/>Final Exam</i></b>     |

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Blake, J.S. (2012). *Nutrition and You, 2<sup>nd</sup> Edition*. Pearson.

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## COURSE ASSESSMENT

|                                     |            |
|-------------------------------------|------------|
| Class Pass Entry (10 @ 10 pts each) | 100        |
| Personal Diet Analysis              | 50         |
| Food Inequality Research Paper      | 50         |
| Final Project                       | 100        |
| Exams (2 @ 50 pts each)             | 100        |
| <b>Total Points</b>                 | <b>400</b> |

|    |        |    |        |
|----|--------|----|--------|
| A  | >93%   | C  | 73-76% |
| A- | 90-92% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B  | 83-86% | D  | 63-66% |
| B- | 80-82% | D- | 60-62% |
| C+ | 77-79% | F  | <59%   |

### LATE WORK

Be prepared to submit all assignments on Canvas on or before the due date. **If you choose to turn in your assignment after the due date, each day thereafter will receive 50% less.** For example, if the assignment is due 9/10 for a possible score of 100, but the assignment is turned in on 9/11, the highest possible points would be 50. On 9/12, the highest possible points would be 0. In cases where assignments/quizzes/exams are missed, extreme circumstances will be considered but only on a case-by-case basis. To receive a postponement, you **MUST** speak with me to negotiate an arrangement prior to the due date. You can choose if you'd like to receive all the points possible or lose 50 percent each day past the due date.

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***As an instructor,*** I have the responsibility to be prepared and conduct the class to facilitate learning and contribute to your growth in the field. *IF* at any time you do not understand a concept explained in class, please raise your hand and let me know you're struggling to understand. Most likely you are not the only student confused. We don't want to move on to a new topic without mastering the current topic.

***As a student,*** you have a responsibility to attend class, motivate yourself to learn, be prepared to participate, complete required assignments and provide a good learning environment for your fellow peers. This includes staying off your cell phone unless it is related to the class discussion.

The following behaviors will help you succeed in this course:

1. Attend class every session and read assigned chapter pages *before* class.
  2. Be aware of the due dates on assignments---I give you plenty of time to complete them, there is no excuse for late assignments. Plan ahead for potential technological errors.
  3. Come to class and participate--- I will identify important points to know for quizzes and exams
  4. Communication is important. If you have to miss class let me know, I am more willing to work with those who let me know what is going on.
  5. Check Canvas frequently, I will keep the class updated about upcoming assignments.
  6. Actively engage in class discussion. This is a learning environment....no question asked is dumb. Most likely other students have a similar question. It is OK to make mistakes.
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## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## What's an Entry Class Pass?

I'm glad you asked!

An Entry Class Pass illustrates you took time to understand the readings *before* coming to class by thinking about what you already know (Novice), demonstrating what you learned (Advanced Beginner), and relating it to YOUR life (Proficient) by creating a social media visual along with 280 characters that summarizes your NAP. Does that sound familiar...

We are combining Twitter **and** Instagram to enhance your learning!

Here are the steps: create a tweet that follows the acronym **NAP** (but don't fall asleep!).

What's a NAP tweet?? **A NAP tweet consists of the following:**

1. **N**-- Novice-- What did you previously know about the topic.
2. **A**--Advanced Beginner-- After reading the required pages (don't worry it's not a whole chapter), what did you learn? A succinct summary increases your critical thinking on the content.
3. **P**--Proficient-- Relate the content to your life. How might you apply it??

Once you are done with your **NAP** :) include a visual image that relates to your tweet that could be posted on Instagram (you do not need to create a fancy post, just find something around you in your daily life that relates to your readings). Submit the NAP tweet consisting of no more than [280 character](#) and your photo each week *before* coming to class.

See Canvas for the full Class Pass Entry example—*These must be submitted on Canvas before* class. They can be hand written or created online.

Sugar is bad for you! (**Novice**) Not so fast, sugar is a natural molecule in carbohydrates. Not all sugar is BAD! Sugar is found in nutrient-dense carbs that provide our bodies with glucose necessary to produce energy! (**Advanced Beginner**) I guess I can justify eating my cookie..oops that's added sugar! (**Proficient**)

