



Department of Public Health Sciences  
Health Promotion Program Syllabus

<b>Course name:</b>	Fundamentals of Nutrition
<b>Course no.:</b>	HSCI 2302
<b>Course CRN:</b>	16056
<b>Semester/year</b>	Fall 2016
<b>Undergraduate credit hrs:</b>	3
<b>Class location:</b>	On-line
<b>Class meeting time:</b>	N/A
<b>Class instructor:</b>	Ximena Burgos-Monzon, Ph.D.
<b>Office location:</b>	CHS 413
<b>Phone:</b>	915-747-8548
<b>Email:</b>	<p>Please feel free to contact me throughout the semester using the <b>my regular email</b> address <a href="mailto:xburgos@utep.edu">xburgos@utep.edu</a></p> <p>Please note that as a general rule I do not reply to email on weekends (Friday late afternoon until Monday morning). If you send a message via email that you think requires my urgent attention, you may type "URGENT HSCI 2302 CRN: _____" in the subject line. Please save such messages for real urgent cases</p> <p><b>Important:</b> Please include your course CRN in the subject line along with a brief description for the reason of the email. When using a cell phone to send an email always include a courteous greeting and closing.</p>
<b>Office hours:</b>	<p>By appointment using Blackboard IM You must download Blackboard IM and create an account <a href="https://www.blackboardim.com">https://www.blackboardim.com</a></p>
<b>Preferred contact method:</b>	Email <a href="mailto:xburgos@utep.edu">xburgos@utep.edu</a>
<b>Course description:</b>	Includes a study of the nutrients and their sources, their metabolic functions and effects of wellbeing and health problems; also the components of adequate diets and local, national and world nutritional problems.
<b>Course pre-requisites:</b>	BIOL 1305 with a grade of "C" or better.
<b>Required textbooks:</b>	<p><b>Nutrition for a Changing World</b>, By Jamie Pope/Steven Nizielski/Alison McCook. 2016, Macmillan learning. Scientific American.</p> <p>You NEED to get the version with LaunchPad access Code Two versions are available, one at UTEPs Bookstore and one online from LaunchPad Site, you only need one.</p>

	<ol style="list-style-type: none"> <li>1) Bookstore: <u>Loose-leaf Version</u> of Scientific American Nutrition for a Changing World w/ 2015 Dietary Guidelines &amp; LaunchPad (Six-Month Access)©2016   First Edition   ISBN-13: 978-1-319-06587-4</li> <li>2) Online LaunchPad for Scientific American Nutrition for a Changing World (Six Month Access) ©2016   First Edition ISBN-13: 978-1-319-01993-8</li> </ol>
<b>Supplemental reading/Resources:</b>	Super Tracker/Food Tracker <a href="https://www.supertracker.usda.gov/default.aspx">https://www.supertracker.usda.gov/default.aspx</a> (Free from USDA) Computer with Internet access Dietary Guidelines: <a href="http://health.gov/dietaryguidelines/2015/guidelines/">http://health.gov/dietaryguidelines/2015/guidelines/</a>
<b>Course format:</b>	On-line
<b>Major learning objectives (must be numbered):</b>	By the end of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Understand the importance of good nutrition</li> <li>2. Identify primary goals and objectives as described in <i>Healthy People 2020</i> and <i>Dietary Guidelines for Americans 2015</i></li> <li>3. Identify and explain the function of the major organs involved in the digestion and absorption of food</li> <li>4. Identify and describe the physiological function, sources, and requirements for major nutrients (e.g. proteins, carbohydrates, fats, vitamins, minerals, and water) by our body</li> <li>5. Identify the different components of a food label; learn how to read and interpret the label information given related to one's own nutritional needs</li> <li>6. Learn about different nutrients which are positively related to health and identify those that increase risk of developing chronic disease</li> <li>7. Analyze the relationship between energy balance and weight management</li> <li>8. Identify the basic principles of food sanitation, safety and food insecurity</li> <li>9. Identify the principles of optimum nutrition</li> </ol>
<b>Assessment strategies: (must be numbered)</b>	<b>Written Examinations</b> <ol style="list-style-type: none"> <li>1. There will be 4 <b>summative Quizzes</b> and one comprehensive final exam. Final exam will comprise text chapters. There will be NO make-up quiz or exams if missed. Each Summative quiz will be based on material covered since the previous quiz. <b>However, one must realize that information in nutrition is cumulative and highly interrelated. Therefore, just because a concept appears on a summative quiz or exam does NOT mean that it will not appear on future tests and quizzes.</b></li> <li>2. <b>Learning Curves</b> will be given every week throughout the semester. Each learning curve will be completed using LaunchPad. Two learning curves will be available each week. Students will have unlimited time to complete the Learning Curve, however they must be completed within the week each chapter is assigned. A total of 21 Learning Curves will be given and comprise 30% of your final grade. There will be <b>NO Makeup for Learning Curves</b>. Learning Curves are a game-like format adaptive quiz that will help students prepare for class and summative quizzes.</li> </ol>

	<p>3. <b>Dietary Analysis:</b> Students will complete the Dietary Analysis using SuperTracker website and LaunchPad. Additional Instruction on this assignments and necessary forms required can be found on Blackboard.</p> <p>4. <b>Discussion boards-</b> A total of three discussion boards are available.</p> <ol style="list-style-type: none"> <li>Introduction (3 points): use this board to introduce yourself to your classmates</li> <li>“The Kids Menu” Documentary (3 points): use this board to post the summary of the documentary. Additional instructions on Blackboard.</li> <li>“Fed Up” Documentary (3 points): use this board to post the summary of the documentary. Additional instructions on Blackboard.</li> </ol> <p>5. <b>Final Exam</b> is comprehensive and will be available On-line on the day Final exam is schedule according to the University’s Calendar. <b><u>You will be exempt from taking the Final exam if you score above 90 in all four Summative quizzes.</u></b></p>

<b>Grading scale &amp; criteria</b>	<p><b>Student performance</b> Work must be <b>neatly and professionally</b> typed, unacceptable written assignments will have points deducted. Additional instructions and necessary forms required for each assignment can be found on Blackboard. <u>5 points will be deducted for late work, for every class day that these are late.</u></p> <p><u>100% of the Grade-</u> Homework Assignments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1- Dietary Analysis</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>2- Learning Curves</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>3- Four Summative Quizzes</td> <td style="text-align: right;">24%</td> </tr> <tr> <td>4- Discussions on Blackboard</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>5- Final Exam Comprehensive</td> <td style="text-align: right;">6%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>*-Extra Credit TBD(pts added to final grade)</td> <td style="text-align: right;">3 points</td> </tr> </table> <p>Grading Scale:</p> <table style="width: 100%;"> <tr> <td style="width: 70%;">89.5%-100%</td> <td style="text-align: right;">=A</td> </tr> <tr> <td>79.5%-89.49%</td> <td style="text-align: right;">=B</td> </tr> <tr> <td>69.5%-79.49%</td> <td style="text-align: right;">=C</td> </tr> <tr> <td>59.5%-69.49%</td> <td style="text-align: right;">=D</td> </tr> <tr> <td>59.4% and below</td> <td style="text-align: right;">=F</td> </tr> </table> <p><u>* In order to obtain all points work must be clean, professional and creative</u></p>	1- Dietary Analysis	30%	2- Learning Curves	30%	3- Four Summative Quizzes	24%	4- Discussions on Blackboard	10%	5- Final Exam Comprehensive	6%	Total	100%	*-Extra Credit TBD(pts added to final grade)	3 points	89.5%-100%	=A	79.5%-89.49%	=B	69.5%-79.49%	=C	59.5%-69.49%	=D	59.4% and below	=F
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<b>Incomplete policy:</b>	<p>An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies.</u> Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</p>																								

### Course/Instructor & Institutional Policies

<b>Attendance:</b>	<p>It is expected that all students enrolled in HSCI 2302 Fundamentals of Nutrition to participate in all instructional activities. Online courses are no different from classroom courses in regards to attendance. Participation must be defined accordingly. Students “attendance” on online courses will be defined as active participation on the course as described in the course syllabus. Online courses will have, at minimum, weekly mechanism for student participation, which can be documented by any or all of the following methods:</p> <ol style="list-style-type: none"> <li>1. Student participation in overall course</li> <li>2. Student participation in discussion boards</li> <li>3. Submission/completion of assignment and evaluations</li> <li>4. Communication with the instructor</li> </ol> <p>Students who do not log on to the course within the drop/add period for the course will be dropped from the course. Students who fail to maintain an active participation in an online course as defined in the course syllabus will be processed in accordance with the university’s current attendance policy.</p> <p><b>Other Attendance Policy:</b> Class participation is a <b>mandatory</b> component of this course. It is the student’s responsibility to get all assignments and/or class notes. Not knowing about an exam or assignment due date because lack of participation in the course is not a valid excuse.</p>
<b>Reading assignments:</b>	All assigned readings need to be completed prior to next scheduled class online session. Example: the reading assignments for week 2 need to be completed prior to week 2 is over.
<b>Writing standards</b>	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our undergraduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
<b>Policy for late assignments</b>	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. Five (5) points will be deducted for each day an assignment is late (excluding weekend days).
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor

<b>Cellphone/electronic tablet/ use policies:</b>	N/A
<b>Field trip policies:</b>	N/A
<b>Class participation:</b>	Active student participation in this course is very important. Students must be prepared to participate in all online activities.
<b>Special accommodations:</b>	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .
<b>Student conduct:</b>	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic

dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

**Examples of “cheating” include:**

- Copying from the homework, on-line work or exams, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

**“Plagiarism”** means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

**“Collusion”** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.