

LAKES REGION COMMUNITY COLLEGE

379 Belmont Road
Laconia, NH 03246
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COURSE OUTLINE/SYLLABUS SHEET

- **COURSE NO:** BIOL0129L
- **COURSE TITLE:** Nutrition for Health and Fitness with Laboratory 100% Online
- **CREDIT HOURS:** 4
- **SEMESTER:** Fall 2021
- **INSTRUCTOR NAME:** Doreen Richards
- **E-MAIL ADDRESS :** d Richards@ccsnh.edu
- **OFFICE LOCATION:** Available by appointment
- **CONFERENCE HOURS:** Available by appointment

- **PREREQUISITES:** N/A

- **COURSE DESCRIPTION:** This course is a study of the nutrients and how the body handles the nutrients throughout the lifecycle. Topics include metabolism of macro- and micro-nutrients; physiological benefits of an optimal diet with exercise; behavioral issues related to eating; energy balance and weight control; and disease prevention strategies related to diet. Lifestyle behaviors, which optimize nutritional health and wellness, are also emphasized. The labs are designed to reinforce selected topics covered in the lecture portion of the course.

- **TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT NEEDED:**
No text is required. All content will be accessed and delivered in the Canvas course.

The use of technology is required for this course. The student must have access to and feel comfortable with online web site access, discussion boards, email and online quizzes. This requires reliable access to computers and the Internet.

- **GRADING:**

Required Items	Percent of Total Grade
Chapter Quizzes	20%
Discussion Board Participation	15%
Chapter Assignments	20%
Nutrient Based Disease 3 Part Project	20%
Laboratory Component	25%
Total	100%

After averaging all scores, your final average will be compared to the scale below to determine your overall grade for the course.

Grading Scale:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

- **COURSE OUTCOMES/COMPETENCIES:** Upon completion of the course, the student will be able to:
 - Use and define vocabulary pertinent to nutrition.
 - Identify and describe macronutrients and micronutrients.
 - Explain digestion, absorption, and utilization of nutrients by the digestive system.
 - Describe the basic principles of nutritional sciences as they relate to health promotion and disease prevention.
 - Understand the energy balance equation for weight control.
 - Explain the differences in nutritional needs throughout the lifecycle.
 - Evaluate foods and food labels for nutrient density
 - Be aware of the latest nutrition updates as the semester allows.

- **ATTENDANCE (ADDITIONAL INFORMATION):**
You are expected to participate in the online component weekly. Attendance is recorded weekly according to your posts of assignments and discussions for the assignment week.

- **MAKE UP WORK**
No makeup work is allowed for graded exercises. This includes labs, lab practicals and exams.

- **TARDY WORK**
Assignments are due at the beginning of the class period on the due date. Assignments turned in after that time will be considered late. **No late work will be accepted.**

- **HOMEWORK/ONLINE ASSIGNMENTS:**
 1. You are expected to complete the assigned chapters and assignments as outlined in the syllabus and on the Canvas Student Site. All online assignments are to be posted to the assignment board before the assigned due date. Assignments will include reading chapters, reviewing videos/power points as posted and answering questions related to the readings. No late assignments will be accepted. Each weekly assignment will be worth points towards the Chapter Assignments Percentage of your overall grade.
 2. Weekly online discussion questions will also be posted. You are expected to answer the assigned questions to the discussion board by **Wednesday** of the assignment week. In addition, you must respond to two fellow students' postings with a question, your opinion or observation, or a response to that other student by Sunday of that week. Each weekly discussion assignment will be worth up to 6 points towards the Discussion Percentage of your overall grade.
 3. Online chapter quizzes will be posted weekly. These must be completed by Sunday evening of each week.
 4. A three-part course project will be completed according to the guidelines on a topic of nutrient-related diseases. Each part will be graded according to the rubric aligned with the project part and account for the Final Project percentage of your overall grade. Expectations and rubrics are included in this syllabus below.
 5. Laboratory assignments will take place in Canvas designed assignments to reinforce learning objectives.
 6. As instructor, I reserve the right to modify any assignments listed in the syllabus or in Canvas.

These activities are designed to increase your knowledge of the subject matter and to involve you in the 100% online class. Discussions are intended to reinforce and clarify specific topics and do not take the place of reading the assigned materials.

- **POLICY ON CHEATING (ADDITIONAL INFORMATION):**

Cheating is not allowed. Toleration of cheating is the same as cheating, and will earn the same disciplinary action. Cheating is defined as any appearance of presenting another's work as your own, or the use of unauthorized materials on any tests or quizzes or any other academic dishonesty. Cheating will earn the grade of F for the exercise being completed. Cheating does NOT apply to classroom work and laboratory work where you are expected to work together to solve problems.

- **SPECIAL NOTES**

1. Dropping the course: If you must drop the course, you must fill out an official DROP SLIP from the Registrar's office. This must be done by the appropriate deadline- check your calendar! If you do not fill out the DROP SLIP, you will receive an "F" for the course.
2. If you miss two (2) classes in a row, you will be administratively withdrawn from the class. With an online class this means not posting assignments for 14 consecutive days.
3. Keep all of your graded materials until you receive your final grade on SIS.
4. It is my hope that this course meets your every expectation as a challenging, engaging, respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy, it is a matter of process and procedure outlined in the LRCC Student Handbook. Should we fail to arrive at a mutually satisfactory understanding, you should refer the matter to my immediate supervisor, Matt Simon, msimon@ccsnh.edu.
5. Academic Affairs Notices can be found online in Canvas.

LECTURE/LABORATORY SCHEDULE: 100% Online

Week :	Topic:	Assignments:
1	The Basics of Understanding Nutrition	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Laboratory Assignment
2	The Pursuit of a Healthy Diet	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Submit Topic for Final Project for Approval by Instructor Laboratory Assignment
3	Anatomy for Nutrition's Sake	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Laboratory Assignment
4	The Carbohydrates: Sugar, Starch, and Fiber	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Submit Project Part 1 – Introduction Paper Laboratory Assignment
5	The Lipids: Fats and Oils	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Laboratory Assignment
6	The Proteins and Amino Acids	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Submit Project Part 2 – Topic Outline Laboratory Assignment
7	The Vitamins: A Functional Approach	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Laboratory Assignment
8	The Minerals and Water: A Functional Approach	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Laboratory Assignment NUTRITION FINAL PROJECT DUE

9	Impact of Fluids and Beverages on Nutritional Health	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Laboratory Assignment
10	Weight Management Nutrition, Physical Activity, and Fitness	Read Assigned Content Complete Online Assignments Complete Discussion Board Assignment and Responses Complete Quiz as Assigned Laboratory Assignment
11	Nutrient Related Diseases	Student Led Discussion Forum – Project Presentations Laboratory Assignment
12	Nutrient Related Diseases	Student Led Discussion Forum – Project Presentations Laboratory Assignment
13	Nutrient Related Diseases	Student Led Discussion Forum – Project Presentations Laboratory Assignment
14	Nutrient Related Diseases	Student Led Discussion Forum – Project Presentations Laboratory Assignment
15	Course Overview	Discussion Forum

Nutrition Project: Nutrient-Related Diseases

Within the study of nutrition, it is imperative to understand nutrient-related diseases and conditions that cause illness in humans. Some examples may include deficiencies or excesses in the diet, obesity and eating disorders, and chronic diseases such as cardiovascular disease, hypertension, cancer, and diabetes mellitus. This research will be done by examining a specific topic chosen and its complexities and presenting your findings. Topics will be posted for approval in a discussion thread week 2 of the semester.

This assignment is comprised of three culminating portions of completion:

1. Course Project: Part 1 - Topic Introduction Paper (Due week 4)

- a. Detailed introduction and explanation with research citations to reinforce your basic understanding of the topic chosen.
- b. APA formatted
- c. 2 pages minimum
- d. Rubric grading

2. Course Project: Part 2 - Topic Outline (Due week 6)

- a. The following key points should be addressed. Other areas that are relevant and obtained through research should be included. Don't limit your findings to this list. Use it as a guide.
 - i. What is the topic and how does this condition relate to nutrition?
 - ii. What are the major causes of the disease?
 - iii. Identify at least 4 symptoms.
 - iv. Where/how you can acquire the said disease?
 - v. Treatment and recovery time (if available)
 - vi. What body system(s) is/are affected by the nutrient/related disease?
 - vii. How can this disease be prevented?
- b. Page count varies with content being covered in outline formatting.
- c. Rubric grading

3. Course Project: Part 3 - Presentation of Nutrient-related Disease (Due week 8)

- a. This project can be presented in your platform of choice. Examples include PowerPoint Presentations, narrated videos, and/or patient educational material. The goal is for you to be creative in your delivery of the material compiled towards best demonstrating your understanding of the disease complexity.
- b. Develop 3 thought provoking questions related to your topic researched that encourage additional research or exploration of material to present to classmates for Student Led Discussion forums. These are to be submitted in a word document attached to your presentation submission.
- c. APA Citations page to be included/attached
- d. Rubric grading

Presentations will additionally be shared for student led discussion forums during weeks 11 – 14. Discussion forums will be graded for responses to classmates' postings with attention to questions regarding the classmate's topics and research to be addressed/answered within the forum.

**Course Project: Part 1 - Topic Introduction Paper
Grading Rubric**

Expectations	Proficient	Average	Needs Improvement
Page Length (20 points)	Minimum length of 2 pages, not including cover or title page, excessive graphs, charts or lists, or the reference page(s).	Less than 2 pages, not including cover or title page, excessive graphs, charts or lists, or the reference page(s).	Less than 1 page, not including cover or title page, excessive graphs, charts or lists, or the reference page(s).
Content (50 points)	Detailed introduction and explanation with research citations to reinforce your basic understanding of the topic chosen. What does this disease cause for symptoms? What does this disease do to the body? Is this disease treatable?	Explanation of disease is somewhat detailed but includes limited research citations to reinforce basic understanding of the disease. Minimally explains why the disease is important and what it does to the body.	Minimally explains understanding with scattered and inconsistent details. No research citations to reinforce basic understanding of the disease.
Organization (20 points)	Presentation is well organized and easy to follow. Transition between topics is smooth.	Presentation is organized and easy to follow but transition between topics is not smooth.	Presentation is very unorganized and difficult to follow.
APA Formatting (10 points)	Followed APA format and plagiarism guidelines with minimal errors	Minimally followed APA format and plagiarism guidelines with considerable errors	Did not follow APA format and plagiarism guidelines

**Course Project: Part 2 - Topic Outline
Grading Rubric**

Expectations	Proficient	Average	Needs Improvement
Structure of Presentation (how will it be presented. I.e. pictures, video etc.) (10 points)	Full explanation of how the presentation will be presented. Audience and information match.	Full explanation is unclear. Audience and information don't match	Explanation is unclear and incomplete. Audience and information do not match.
Identify the major causes of the disease (15 points)	All major causes of the disease are identified.	Less than half of the major causes of the disease is identified.	Minimal to none of the major causes of the disease are identified.
At least 4 symptoms of the disease (15 points)	Clearly identifies 4 or more symptoms of the disease.	Identifies less than 4 of the symptoms of the disease.	Identifies 2 or fewer symptoms of the disease.
Where you can acquire said disease (15 points)	Clearly identifies examples of where the disease can be acquired.	Minimally identifies main examples of where the disease can be acquired.	Does not identify main examples of where the disease can be acquired.
Treatment and Recovery Time (15 points)	Clearly identifies examples of treatment options and recovery time.	Minimally identifies main examples of treatment options and recovery time.	Does not identify main examples of treatment options and recovery time.
What body system(s) are affected by the disease (10 points)	Identifies body systems being affected	Minimally Identifies body systems being affected	Does not identify body systems being affected
How can this disease be prevented? (20 points)	Identifies at least two evidence-based practices for disease prevention	Only clearly identifies one evidence-based practices for disease prevention	Does not identify any evidence-based practices for disease prevention

**Course Project: Part 3 – Presentation of Disease
Grading Rubric**

Expectations	Proficient	Average	Needs Improvement
Understanding of Key Issues (15 points)	All major issues are identified and correctly explained in the presentation.	Superficial as well as some deeper issues are identified and correctly explained in the presentation.	Superficial or obvious issues are correctly identified but more complex issues are ignored.
Aesthetic Quality of Presentation (10 points)	Presentation tools are used to create and deliver a working presentation in which all of the major points are explained using elements that communicate effectively and follow basic principles of design.	Presentation tools are used to create and deliver a working presentation in which most of the major points are explained and most include effective use of graphic layout and design.	Presentation is unattractive or presentation tools (such as Microsoft PowerPoint) are not used consistently throughout the presentation, or the presentation does not work correctly.
Content (40 points)	Purpose of topic is clear, complete, accurate. Facts are supported. Audience and information match.	Purpose is unclear. Not all facts are supported. Audience and information don't match as well.	Purpose is unclear, incomplete, and inaccurate. Facts are not supported. Audience and information do not match at all.
Organization (10 points)	Information is pertinent and main points stand out. Key information is easy to spot.	Straightforward manner and main points inferred but don't stand out. Key information can be located with a little work.	Reader likely to be confused. No main points addressed and key information is difficult to locate.

<p>Format, Layout and Conventions (15 points)</p>	<p>Layout attractive and balanced. Key ideas stand out (bold, italics, numbered list). Uses graphics when needed. Free from error.</p>	<p>Appropriate layout. Key ideas emphasized inefficiently with minimal graphics. Errors but minimal.</p>	<p>Layout is cluttered and key ideas are not emphasized. Graphics are needed and not used. Considerable errors.</p>
<p>3 Thought Provoking Questions Regarding the Topic Research (10 points)</p>	<p>3 Questions developed that encourage additional research and exploration of material by classmates</p>	<p><3 Questions developed that do not encourage additional research or exploration of material by classmates</p>	<p>Questions are basic and do not encourage additional research or exploration of material by classmates</p>