BIOLOGY 028 Human Nutrition Fall 2013

Instructor: Amy Bohorquez Voicemail: 464-3472

# Lecture 06:00 – 08:50 WEDS Forum

# Office hour (by appointment) 04:30 – 05:30 WEDS B 267

# Website: [www.laney.edu/wp/amy\_bohorquez/](https://mail.peralta.edu/owa/redir.aspx?C=9ea3c1dc8d8f46f6ad8ecaf0bbd180a3&URL=http%3a%2f%2fwww.laney.edu%2fwp%2famy_bohorquez%2f) e mail: abohorquez@peralta.edu

**Materials Required:**

1. Scantron forms & # 2 Pencils
2. BOOK: (Required): Nutrition: Real People, Real Choices. Hewlings and Medeiros

**COURSE GOALS:**

To help create informed citizens and professionals who value nutrition as a science, who can apply critical thinking skills to decision-making about personal food choices, nutrition issues, and health; who appreciate the cultural and social heritage underlying dietary patterns, and who are able to identify social, political, economic, and scientific considerations surrounding national and international food and nutrition policy decisions and controversies. Additional goals for the course include instilling within students enthusiasm for life-long learning about nutrition and for the universal importance of adequate diets to the health and well-being of people.

**CLASS STRUCTURE:**

This class is designed to help facilitate your learning the material and encourage you to learn on your own. Each night we will be covering at least a chapters worth of material and since our class spans almost three hours, be sure you are ready to participate. Sometimes we will have some class discussion, or small group discussion during lecture, so bring your questions and be sure you review the material ahead of time. We will take breaks throughout the evening to stretch and grab a snack.

**STUDENT LEARNING OUTCOMES:**

1. Demonstrate a basic understanding of nutrients including carbohydrate, fat, protein, vitamins, and minerals by identifying specific foods with these nutrients.
2. List food sources of nutrients and their function in maintaining health.
3. Demonstrate knowledge of the diet and disease connection by articulating basic nutrition guidelines for prevention and management of common chronic diseases
4. Identify a variety of alternative diet therapies and their interface with basic nutrition.
5. Accurately evaluate nutrition claims and food labels to make proper food choices for good health.
6. Demonstrate the ability to find accurate sources of nutrition information.
7. Analyze current diet and Utilizing appropriate tools and formulate a diet plan that meets current needs
8. Demonstrate the ability to communicate basic nutrition information regarding healthy eating guidelines, nutrition disorders and evaluating food products/marketing during exams, in oral and written communications using graphs, tables and other multimedia tools

**It is your responsibility to drop out from the class by College due date. Do Not Depend on Me to Do That for You!** Protect yourself from receiving an "F" for a class that you stopped attending at some point in the semester!

**ASSESSMENT**

**DIETARY ANALYSIS**

To help you apply nutrition principles in everyday life, you will be keeping a food and physical activity journal and analyzing your diet. We will be using <http://www.choosemyplate.gov/> to do the dietary analysis. Your first dietary analysis will be “baseline” data because we will do this at the beginning of the semester. You will collect 3 consecutive days of food intake and physical activity in a journal and then analyze it on MyPlate. This first assignment will be worth 30 points. Use the Nutrition Chart file on my website to record your data (it’s the second tab in the file). The second dietary analysis will serve as a comparison to the first analysis, after you have learned more about nutrition. You will collect 4 consecutive days of food intake and physical activity data in your journal and analyze it on MyPlate. You can add columns to the excel spreadsheet if you need them.

**EXAMS**

There will be 3 exams based on lecture material and reading for the course. These exams will be worth 100 points each made up of multiple choice, matching and short answer. Be sure not to get behind in the reading or course material. You are provided practice quizzes with your textbook, so make sure you can answer those as practice. **If you are late to an exam, you lose 1pt per minute after the start of the exam so make sure you are on time!**

To learn from your mistakes and understand more about your test-taking skills, you should go over your test once it’s returned to you. You may re-earn half of the points you missed on your lowest scoring test (excluding the final exam) by completing test corrections for the exam. These corrections need to be in writing with each question, the correct answer explained biologically, your answer and why you chose the answer you did. If you believe your answer is correct and you can explain it biologically speaking and also submit that in writing. **Due 1 week from the date you took the exam.**

**ASSIGNMENTS**

To help you integrate what you learn in class into your daily life and help you become more aware of how food issues surround us everyday, you are to complete homework assignments throughout the semester. There will be handouts provided for all of these. Each is worth 10 pts.

* + 1. Food Analysis – Analysis the nutritional information in different types of packaged foods we will conduct this in class.
    2. Article Analysis – Using the two articles chosen for the semester, write an essay analysis on the comparison of the two. This should be done in 5-paragraph form (about 2 pages). The articles you will be analyzing will be presented in class.
    3. Daily Values Chart – On my website, you’ll find an Excel File labeled Nutrition Charts. As we go through the different types of nutrients, you need to fill out the spreadsheet. You will be turning it in right before the second exam. Use the sheet labeled **DV info** for this assignment. If you get full points (meaning, it’s on time), you can use it on the exam.

**PRESENTATION OF CURRENT ISSUE**

During the semester we will be talking about topics that are important to our community. Many of these topics are also discussed in the news. To help you become aware of current topics that connect industrialization and nutrition, you will be writing an essay analyzing a current article concerning an issue discussed in class. With other students, you will present your information to the class. After each exam, you will have time to meet with your group and will be completing an assignment to keep you on track. Each member of the group is responsible for their own paper, but the presentation is graded all together. The group will also be responsible for providing test questions for the class (one per presenter). Grading Sheets for the paper and talk are provided now to show you exactly what you need to receive full credit. Be sure to read them now so you don’t waste your time!!!

**PARTICIPATION POINTS**

Because participation in lecture means not just being physically present, but mentally and intellectually present as well, it is important that I hear from you in an individual way and also through group work. It is also important that you talk to and learn from those around you – learning gains are often much greater through peer-to-peer interaction than through instructor-to-peer interaction. During lecture, you will be asked to interact with your classmates and the class as a whole.

**LATE WORK:**

Any assignments will be due at the beginning of class on their due date. If you turn something in after the beginning of class, it will be considered late and there will be a point deduction of 10% per class day. No exceptions!

**EXTRA CREDIT**

There may be lectures, activities and assignments you may complete for extracredit. You may complete one extra credit per test section. All extra credit must be completed before the day your grades page is due.

**OVERALL ASSESSMENT**

The class is grade by points, so what you earn on each assignment will give you your grade!

**Participation points 20**

**Exams (3x100 points each) 300**

**Homework (3 x 10 points) 30**

**Presentation (30 essay, 20 talk, 30 in class work) 80**

**Dietary Analysis (2 separate) 70**

**TOTAL 500**

**Final Grade Breakdown:**

Since there are 500 points possible in the class,

* + 1. 500pts x 90%= 450 – 500 points
    2. 500pts x 80%= 400 – 449 points
    3. 500pts x 70%= 350 – 399 points, and so on..

**To keep track of your grade during the semester:**

Your points earned x 100%

Points possible

**ATTENDANCE**

* Any student who fails to attend all class sessions between the first day of the class [and the CENSUS DAY will *be marked* NO SHOWS on the CENSUS ROSTER
* **Attend** the entire **lecture** sessions and **actively** **participate** in the learning process. **On each day of lecture you are responsible for checking off your own name.** Signing in and then leaving is not considered adequate attendance.

**NOTE THE FOLLOWING**:

1. If you have to miss a class for unavoidable circumstances, talk to the instructor and class fellows to know what you have missed.
2. I wish to make this course as accessible as possible to students who fall under the “***Americans with Disabilities Act***” that may affect any aspect of course assignments or participation. I encourage such students to communicate with me by the second week of the course about any accommodation that will improve your experience in [or access to] this course. You may also contact the Disability Services and Programs for Students at 464-3428 for assistance.
3. Below are the posted class rules for students:

* Treat all in the classroom with respect: **no put-downs!**
* Follow the **College** **Student** **Code** **o**f **Honor** and all student policies and procedures.
* NO CELL PHONE, PAGERS or iPODs. TURN THEM OFF DURING THE CLASS.
* Everyone is responsible for seeing that all common areas are clean.
* **Plagiarism or cheating** may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own or anything else I see fit. Plagiarism or cheating will result in at least zero for the assignment [and could be given an F in the class]. All instances of plagiarism will be reported to the Dean of the Division, and further action may be taken by the College.
* Don’t talk during exams. If you have a question, ask me, quietly.
* You should keep track of your absences and grades and let me know if you want help. Remember, it is your responsibility to get as much as you can from this course.
* Always follow the safety rules.

## Asking questions

If you have a question while I am lecturing feel free to raise your hand. I will repeat things as often as necessary for the majority of students to catch on. If you have a question that is not related to the topic we are working on, or is not appropriate for the lecture period, or you need individual attention for any reason, see me during office hours. If at any time you have a problem that affects your performance in class, please talk with me about it ASAP.

**Biology 28 Human Nutrition Schedule (subject to change)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading/What’s Due** |
| **8/21** | Nutrition & Science  Designing Healthy Diet | Ch. 1 & 2; **Food Analysis** |
| **8/28** | Carbohydrates | Ch. 3 |
| **9/4** | Lipids | Ch. 4; **Dietary Analysis 1** |
| **9/11** | Proteins | Ch. 5 |
| **9/18** | **Exam 1:** In class meeting with group (graded handout) | |
| **9/25** | Digestion | Ch. 6 |
| **10/2** | Water & Electrolytes | Ch. 8; **Article Analysis** |
| **10/9** | Vitamins & Minerals: Micronutrients with Macro Powers, Supplements | Ch. 9 & 11 |
| **10/16** | Alcohol: The Good, the Bad, & the Fermented | Ch. 12; **Daily Values Chart** |
| **10/23** | Energy Balance: The Obesity Problem | Ch. 7 |
| **10/30** | **Exam 2:** In class meeting for presentations (graded handout) | |
| **11/6** | Nutrition for Development and Aging | Ch. 16 |
| **11/13** | Eating Disorders & Exercise Nutrition | Ch. 14 & 15 |
| **11/20** | Food Safety: Impacts on Consumers | Ch. 13; **Dietary Analysis 2** |
| **11/27** | Review of Sustainability Issues (no presentations) |  |
| **12/4** | Food Availability Issues | **Grades Page Due\***; |
| **12/11** | **Final Exam Wed. 6pm, Forum** |  |

\* Grades Page is posted on my website, you may be asked to turn in the grades page throughout the semester, so keep track of your grades. This will be part of your participation grade.

\*\*\* Student Presentations start 11/6. Your topics need to relate to the final topics covered in class. We will split up the topics on 9/18, after the first test. Your paper is due the night you present you topic.

Current Issue -Writing Assignment Grading Chart

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment:

1. Find a current article that is related to one of the topics in the last section of class
2. Find two other references to increase your knowledge of the issue. Use these to help explain what the article is about.
   1. These references must be reliable sources, journals, other articles, books.
   2. Website references must be verified by another source, therefore, 2 websites with count as 1 reference
3. Write about 4-5 pages discussing the article using your new knowledge of the topic.

Follow these guidelines to ensure a good grade. Be sure to turn in this page with your paper.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Points | 5 – Great! | 4 – Good | 3 – Okay | 2 – Not okay | 0 |
| Relevance Current Article | Article from this year & relevant to class | From last year | More than two years old | Article over 3 year old | Not about a relevant topic |
| Background References\* | At least 2 references with supportive data tied in | Two random references not used to explain | One reference that supports article | One reference only | No other references |
| Paragraph Structure | Thesis statement first, followed supporting information | Good thesis statement, new data presented mid-way | Weak thesis statement, no concluded sentence | No thesis statement, no concluded sentence | No thesis statement,  no flow of sentences |
| Summary of Information | Presented:  Issue discussed, background info on topic, relevant, suggestions | Missing one of the previous items | Missing two of the previous items | Missing three of the previous items | Missing all of the previous items |
| Overall Presentation | Good flow of sentences and between paragraphs.  Easy to read | Paragraph structure good with no flow between them | No structure to paragraph, but sentence structure okay | No paragraph or sentence structure. No misspellings | No paragraph or sentence structure, misspellings |
| Followed directions | 3 pages, no more than 12 pt font, double spaced,  references cited | Missing one of the previous items | Missing two of the previous items | Missing three of the previous items | Not a discussion of the article |

\* 2 websites = 1 reference!!

Overall Point Total

Total Points \_\_\_\_\_\_/30

Comments:

Group Presentation Assessment Chart – 20 points

Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment:

1. Although you are responsible for your own paper, you are to present the material with a group of students
2. You will be meeting with your group throughout the semester to make sure your talk is well organized.
3. Groups should consist of 3-4 people
4. Each person should plan to speak for about 5-8 minutes

* 3 people in group in group = 15 – 24 minute talk

1. Your group will also create 1 multiple choice question per person to share with the class
2. You will be graded as a group on the following topics.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Points | 4 – Great! | 3 – Good | 2 – Okay | 1– 0 |
| Content - 12 | | | | |
| Explanation | Well explained in your own words | Explained paper | Just re-read explanation | No explanation |
| Supportive Evidence | At least 2 references, well tied to topic | 2 references, not well tied to topic | One other reference | No background |
| Application to Class | Clear example of how skill is useful in science classes | General explanation of class use | Related to class with no explanation | No application |
| Presentation - 8 | | | | |
| Timing/  Preparation | Well rehearsed, filled time appropriately | 20 minute talk, well prepared | No segue between presenters | Obviously not rehersed |
| Eye Contact-Voice | Kept good eye contact with audience | Some eye contact, distracting mannerisms | Lost eye contact, presentation skills lacking | No eye contact with audience |

Overall Point Total

Content \_\_\_\_\_\_\_\_\_\_/12 Total \_\_\_\_\_\_\_\_\_/20

Presentation \_\_\_\_\_\_\_\_\_\_/ 8

Comments: