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Lecture: W 6pm-8:50pm, L Forum  
Office hour: After class, as needed.  
Website: <http://www.laney.edu/wp/erickatz/human-nutrition>  
email: ekatz@peralta.edu

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**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. Classes will involve over two hours of lecture and discussion each evening

**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**

**EXAMS**

There will be 3 multiple choice exams based on lecture material and reading for the course. Be sure not to get behind in the reading or course material. The final exam will be cumulative, with emphasis on the final weeks of class. You are provided practice quizzes with your textbook, so make sure you can answer those as practice. **There is limited time to complete the exam, so make sure you are on time!**

**HOMEWORK 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) **Nutrition Label Analysis** – Choose two food products. For each product, fill out the Nutrition Label Analysis sheet that is listed on the course website, and bring to class on date listed in the schedule below.
- 2) **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. For each dietary analysis, please print out your intake, the nutritional analysis and a short paragraph describing your personal reaction to this analysis.
- 3) **Topic Selection for Final Paper** - Choose a topic relevant to nutrition and find an article or advertisement that makes a specific claim about that topic (e.g. an ad for a nutritional supplement, or a web page that extols the virtue of a new "revolutionary" diet. The best topics will be controversial but believable and testable). Write a one-page summary of the item you have chosen. Make sure to describe (1) what the product or theory is and (2) exactly what is claimed.
- 4) **Diet Plan Challenges** -- There will be four of these, due on the days indicated in the schedule (see below). For each one, print out the full day's diet and the nutritional analysis. Then write one paragraph describing the difficulties you faced in planning the diet.
  - a. Using <http://www.choosemyplate.gov>, you will plan a set of meals for one day that meets all the recommended nutritional requirements for your body. **No restrictions are placed on the types of food that you may choose.**
  - b. For the second Challenge, plan a balanced set of meals as before, but include **no meat, fish or shellfish.**
  - c. For the third Challenge, plan balanced a set of meals but **include two pounds (mandatory) of 85% lean ground beef, grilled.**
  - d. For the fourth challenge, plan a set of meals, but **include no grain products of any kind.**

### Final Paper

Nutrition is a rapidly-changing field, so the student of Nutrition must understand how to look up and evaluate new information for him or herself. The goal of the final paper will be to weigh the evidence for and against a controversial nutritional claim. The students will choose their own topic, research it, and write a 5-page paper which summarizes their findings. There will be an opportunity to hand in a rough draft, but it is optional.

### 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. Students who do not attend class or frequently come late may lose any or all of their participation points.

### 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!

### OVERALL ASSESSMENT

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

<b>Participation points</b>	<b>20</b>
<b>Exams (3x100 points each)</b>	<b>300</b>
<b>Homework (8 x 10 points)</b>	<b>70</b>
<b>Final Paper</b>	<b>100</b>
<b>TOTAL</b>	<b>490</b>

### Final Grade Breakdown:

There are 490 points available, but **only 480 are necessary to get a "perfect" score**. Those extra 10 points act as a sort of "**floating extra credit**." Since a perfect score is 480 points, grades are assigned as follows:

- A) 480pts x 90% = 432 to 490 points
  - B) 480pts x 80% = 384 to 431 points
  - C) 480pts x 70% = 336 to 383 points
  - D) 480pts x 60% = 288 to 382 points
- Anything lower than 228 points is an F.

### 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** session and **actively participate** in the learning process. Students who do not come to class, or come late, will miss important materials and may be subject to further grade penalties. I reserve the right to take attendance at any time, and use these results to levy penalties up to and including the loss of all participation points. However, I will not take attendance regularly, and isolated absences will most likely be excused.

### 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 of 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)**

<b>Date</b>	<b>Topic</b>	<b>Reading/What's Due</b>
8/20	Nutrition, Science and Chemistry, Designing Healthy Diet	Ch. 1,2
8/27	Chemistry and Carbohydrates	Ch. 2, 3 <b>Nutrition Label Analysis</b>
9/3	Lipids	Ch. 4; <b>Dietary Analysis 1</b>
9/10	Proteins	Ch. 5
<b>9/17</b>	<b>Exam 1</b>	
9/24	Digestion	Ch. 6; <b>Diet Challenge 1</b>
10/1	Water & Electrolytes	Ch. 8; <b>Paper Topics Due</b>
10/8	Vitamins & Minerals	Ch. 9/10
10/15	Supplements	Ch. 11; <b>Diet Challenge 2</b>
10/22	Alcohol	Ch. 12
10/29	Safe Food Supply	Ch. 13; <b>Rough Draft Due</b>
<b>11/5</b>	<b>Exam #2</b>	
11/12	Sports Nutrition	Ch. 14; <b>Diet Challenge 3</b>
11/19	Eating Disorders	Ch. 15; <b>Diet Challenge 4</b>
11/26	Pregnancy and Infants	Ch. 16; <b>Dietary Analysis 2</b>
12/3	As We Grow	Ch. 17; <b>Final Papers Due</b>
<b>12/10</b>	<b>Final Exam (Cumulative)</b>	