REEDLEY COLLEGE

Food and Nutrition FN 40-50929

Fall 2019 Syllabus

Instructor: Rolanda "Kim" Helmey, RDN

Emails: Rolanda.helmey@reedleycollege.edu

Location: RC Campus

Meeting times: MW 2-3:15p

Rm -   FEM 4

Office Hours:

Starting on September 16th, I will have regular scheduled on- campus office hours.

M – 11:30 am – 12:30 pm – Library Computer Lab

W – 12:30 pm – 1:30 pm CCI 217

To accommodate student needs, I will make myself available upon request. Please email to set up an appointment.

COMMUNICATIONS POLICY:

Emails, and Canvas Inbox messages will be answered within 24-48 hours except on weekends. I will return emails and Canvas Inbox messages received on weekends and Holidays no later than 5pm the following Monday or on a holiday will be no later than 5pm the next working day.

Important Dates: (Check your Academic Calendar for drop deadlines)

CATALOG DESCRIPTION:

Nutrients and their ingestion, digestion, absorption, transportation, metabolism, interaction, storage, and excretion. The relationship of diet, to physical and emotional health, diet patterns through the life cycle, consumer concerns, and recent developments. **Basic Skills Advisories:** Eligibility for English 125, 126, and ESL 67 and 68) (A, CSU, UC).

Monday, September 23, 2019

GOALS AND OBJECTIVES:

Student Learning Outcomes (SLOs): Upon successful completion of the course, what should the student be able to do?

Upon completion of this course, students will be able to:

- ❖ Critically evaluate nutrition information
- ❖ Analyze the relationship between diet and disease in order to apply to life's situations
- ❖ Evaluate their dietary intake and as a basis for making lifelong dieting choices

In the process of completing this course, students will:

- ❖ Identify the social, physiological and cultural factors that influence food choices throughout the life cycle
- ❖ Describe the body's basic need for nutrients and give the details of many of the systems as they relate to nutrition
- ❖ Compare nutrition information from a scientific perspective to distinguish from fallacy
- ❖ Use the concept of food grouping and exchange systems
- ❖ Identify the major functions of carbohydrates, lipids, proteins, vitamins, minerals, and water
- ❖ Describe food patterns that increase the risk of health problems and recommend appropriate modifications in dietaries to reduce the risk of developing health problems
- ❖ Compare his/her nutrient intake to that of the U.S. Recommended Dietary Allowances

TEXTBOOKS, MATERIALS, EQUIPMENTS, AND RESOURCES:
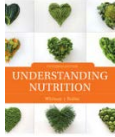
Understanding Nutrition, 15th Edition
Eleanor Noss Whitney | Sharon Rady Rolfes
ISBN-10: 1337392693 | ISBN-13: 9781337392693
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Bundle **Diet and Wellness Plus, 1 term (6 months) Instant Access, 1st Edition**
Cengage | Michelle 'Shelley' McGuire | Kathy A. Beerman | Marie Dunford | J. Andrew Doyle
ISBN-10: 128585621X | ISBN-13: 9781285856216
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1. Other Readings as Assigned.
2. Active SCCCD email account is required.
3. An Internet Connection (reliable connection with a backup plan in case you lose a connection). A dial up and wireless connections are not recommended when taking quizzes and exams online.
4. Compatible browser (Google Chrome, Firefox or Internet Explorer) with JavaScript enabled and a media player (QuickTime or Windows Media) are needed. Alternative product for a Mac should be installed if you have an Apple system.
5. Contact the Student Service Helpdesk if you need assistance at (559) 442-8240 or ext. 3261 from any campus telephone.
6. Contact the Cengage Learning Customer Support if experience product issues at 1-800-354-9706.
7. Contact Canvas Support or go to: https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents to view the Canvas Student Guide

Note: This course requires regular use of a computer and access to the Internet.

Note: Knowledge and use of APA writing style is required for this class.

METHODS OF INSTRUCTION INCLUDE:

1. Face to Face Lecture with PowerPoint and Animation
2. Use of Canvas for assignments and quizzes
3. Other forms of media such as videos
4. Online Quizzes and Exams
5. In-class and Online Assignments
6. Research Paper Preparation Feedback
7. Guest Speakers

CANVAS:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at through the main Reedley College home page. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester. Please note that ONLY your RC (my.scccd) email address is recognized by Canvas or for emails. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance ("I didn't check my email," "My e-mail isn't working," I don't have access to a computer," etc.) is not an acceptable excuse.

CLASS ATTENDANCE AND PARTICIPATION:

1. Students' participation is based on in class discussion as well as weekly online discussion. Simply logging in to the course is <u>not</u> considered participation or attendance. All discussion board activity is collected and evaluated by the instructor failiure to participate in the weekly in class or online discussions/postings, assignments, and quizzes for <u>longer than one week</u>. The instructor may drop students who have no participation for more than a week. Ultimately, it is the student's responsibility to drop this course if they no longer want to participate. If the student does not drop the course and their name remains on the roster at the end of the course, they will receive a letter grade (A, B, C, D or F).
2. Student's attendance and active participation are important as they help contributing quality-learning experiences in this class. Work schedules, other course works, personal appointments, and vacations are not excuses for not participating in class or completing assignments.

Monday, September 23, 2019

3. It is helpful to find/connect with at least one study buddy who is willing to review class materials and study together.

Students with disabilities: If you have a verified need for an academic accommodation or materials in alternate media per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact your instructor, or the DSPS office – ext.3332 as soon as possible.
(i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

ASSIGNMENTS AND EXAMS:

1. Students are expected to read the text and be prepared to participate in class discussion. A broad range of topics is covered extensively and quickly, which demands strenuous study at a rapid pace. It is the student responsibility to stay current with reading, notes, and assignments. We will cover about 1 chapter per week.
2. Weekly assignments in the form of homework and/or case studies, weekly quiz (post learning assessment), and all other assignments should be submitted electronically via Canvas.
3. Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least three times per week, prepared and ready to discuss reading assignments.
4. All assignments must be neat and clearly labeled with student name and date.
5. Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
6. Always make a copy of your work.
7. Weekly modules and assignments will be posted on Sunday by 12pm for the upcoming week. **All assignments are due by Sunday at 11:59 pm of the following week unless otherwise noted.** Assignments will be graded one week from due date.
8. Exams and Quizzes will cover information from textbook, lecture, Canvas assignments i.e. Videos assigned for viewing on Canvas, and presentations by guest speakers in class. There will be <u>no</u> make-up exams or quizzes.
9. Late work will only be accepted 1 day past due date with valid explanation and will be graded at half credit of the original point value.

Written Work Expectations
Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children

and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at

638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a

variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358

Evaluating a College Writing Sample RUBRIC

CRITERIA / SCALE	A Grade Exceeds Expectations	B Grade Meets Expectations	C Grade Needs Improvement	D Grade Inadequate
Structure • Organization • Flow of thought • Transitions • Format	• Paper is logically organized • Easily followed • Effective, smooth, and logical transitions • Professional format	• Paper has a clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic transitions • Structured format	• There is some level of organization though digressions, ambiguities, irrelevances are too many • Difficult to follow • Ineffective transitions • Rambling format	• There is no apparent organization to the paper. • Difficult to follow • No or poor transitions • No format
Grammar/mechanics • sentence structure • punctuation/mechanics	• Manipulates complex sentences for effect/impact • No punctuation or mechanical errors	• Uses complex sentences • Few punctuation or mechanical errors	• Uses compound sentences • Too many punctuation and/or mechanical errors	• Uses simple sentences
Language • Vocabulary; use of vocabulary • Tone	• Vocabulary is sophisticated and correct as are sentences which vary in structure and length • Uses and manipulates subject specific vocabulary for effect • Writer's tone is clear, consistent and appropriate for intended audience	• Vocabulary is varied, specific and appropriate • Frequently uses subject specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience	• Vocabulary is used properly though sentences may be simple • Infrequently uses subject specific vocabulary correctly • Writer's tone exhibits some level of audience sensitivity	• Vocabulary is unsophisticated, not used properly in very simple sentences. • Uses subject specific vocabulary too sparingly
Content/information • Clarity of purpose • Critical and original thought • Use of examples	• Central idea is well developed and clarity of purpose is exhibited throughout the paper • Abundance of evidence of critical, careful thought and analysis and/or insight • Evidence and examples are vivid and specific, while focus remains tight	• Central idea and clarity of purpose are generally evident throughout the essay • Evidence of critical, careful thought and analysis and/or insight • There are good, relevant supporting examples and evidence	• The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay • Some evidence of critical, careful thought and analysis and/or insight • There are some examples and evidence, though general	• Central idea and clarity of purpose are absent or incompletely expressed and maintained • Little or no evidence of critical, careful thought or analysis and/or insight • There are too few, no examples and evidence or they are mostly irrelevant

ACADEMIC SUCCESS:

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

Monday, September 23, 2019

*This semester I am using **Starfish Early Alert** as a tool to further inform you of progress in this course. Starfish Early Alert is a tool for instructors, student services, and campus resources to communicate with you and to help support your academic success, as well as identify additional resources that are available to you at Reedley College.*

Starfish Early Alert allows an instructor or staff that you have a connection to on campus to notify you when there is a concern, a referral to services, or a congratulations on a job well done. This also helps connect key people on campus to help make sure you receive appropriate services. You may receive notification regarding the following items from Starfish:

- ***Flags:** can be raised by instructors to provide you with timely feedback regarding a progress in a course, or other concerns that may be observed.*
- ***Kudos:** as a form of providing positive recognition.*
- ***Referrals:** can be made to specific services and offices on campus, to help connect you to resources that are available.*

You will be sent an email from your instructor through Starfish Early Alert to your SCCCD student email regarding the early alert raised and comments made by your instructor, if applicable. Please contact your instructor about the flag as soon as possible to get recommendations for how to improve in the course. For Referrals, please follow instructions in the email to access services.

***Starfish Early Alert respects your privacy:** When an instructor raises a flag or kudos, email notification is sent directly to you and/or service areas on campus. Though all instructors have access to Starfish Early Alert, flags, kudos, and referrals are only visible to the instructor who raised them, the student and, particular student service areas. Starfish Early Alert is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA).*

DICUSSION FORUM:

1. Students must complete their weekly discussion question(s) by 11:59 pm on **Wednesday**, although students may make their entries on the discussion board sooner. Each student is required to respond or comment to <u>TWO</u> other classmates' posts by 11:59pm on **Sunday**. Failure to respond or comment to classmates post will result in no credit for the assignment.
2. Respect your classmates' viewpoints when providing comment and feedback on the discussion board at all times.

Monday, September 23, 2019

3. Weekly discussion points will be based on the well thought out contributions on the discussion questions, completeness and quality of the answers to the questions. Keep posting constructive and precise.
4. Restrain words and/or signs such as "lol" and smiling or sad faces. Please limit words such as "good job" or "good work". Students need to elaborate your thoughts when posting.
5. Type all words appropriately, for instance: do not use "u" when it should be "you", "idk" when it should be "I don't know", or "4" when it should be "for".

MAKE-UP WORK POLICY:

1. Technology problems occur occasionally; students are allowed to have make-up assignment only when technical problem is verified. Take a screen shot of your computer if needed.

2. Emergency situation arises sometimes; students are allowed to have make-up assignment only when **verification is presented**.

3. There will be **NO** make-up exams or quizzes. Students will not be permitted to take an exam or quiz before it is scheduled.

EMAIL COMMUNICATION:

A SCCCD email address is required for all students. Students are required to have an active Reedley College Email account and access to Canvas. To avoid delay replying or no replying from your instructor, be sure to include the following items when composing an Email to your instructor:

- Use **subject line** to include:
- Course #, your first and last name, and question you are writing about.
- **Example: FN35 John Doe-Discussion Question**

GRADING POLICY:

The final grade will be averaged from the scores of exams, papers, weekly class discussion, weekly quizzes and assignments, group project, personal diet analysis, and self-reflection assessments.

Students are recommended to monitor their class performance first by **checking gradebook** in Canvas **AND THEN** check with the instructor concerning course progress. Your final grade will be based on overall percentage as follows:

Monday, September 23, 2019

A	90-100%	900-1000 Points
B	80-89%	800-899 Points
C	70-79%	700-799 Points
D	60-69%	600-699 Points
F	50-59%	500-599 Points

Break down of the overall points as follows

Major Assignments	300 points

- Research Paper (100 Points)
- Menu Planning Assignment (Group Project 100 Points)
- Personal Diet Analysis Project (100 Points)

Post Learning Assessments (9@20 points ea)	180 points
Case Study's (9@20 points ea)	180 points
Chapter Assignments (9@20 points ea)	180 points
Topic Discussions (12@10 points ea)	120 points
Final Self Reflection Assessment	40 points
Total Points Possible	**1000 points**

GRADE CHECKS

If you are in a program that requires grade checks. Bring the form to class, leave it with the instructor **BEFORE CLASS BEGINS!** No exceptions. The instructor will complete the form and have it ready for you by the end of class.

STUDENT CODE OF CONDUCT:

Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Academic Dishonesty
Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility

ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college; each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, is viewed as an attempt to gain an unearned academic advantage.

Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. **When you incorporate those words or ideas into your own work, you must credit where the sources is cited**. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

FINAL COMMENT:

Any sign of academically dishonest cheating, or plagiarism will receive zero for the assignment (s) or exam(s) and potential further academic discipline or dismissal from the class.

Your instructor reserves the right to revise the syllabus content as appropriate during the semester. Any changes to the syllabus will be announced to the class in advance.

Monday, September 23, 2019

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student's decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlines by this syllabus.
3. the student's understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
4. the student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated time.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Monday, September 23, 2019