For the most up to date version of this syllabus, please click on or copy/paste link below directly into browser: https://docs.google.com/document/d/1vYOMVmNreQB1ZtRf4i4TK3HQWylRHVGvooVpZnojpHg/edit?usp=sharing

NUTR/NUTC 202  
PRINCIPLES OF NUTRITION SCIENCE  
Tufts University, Friedman School of Nutrition Science and Policy  
SUMMER 2018  
(May 23 - August 26, 2018)  

Students are not required to attend classes, but must have access to a reliable computer and internet connection to download pre-recorded lectures and course materials. The online learning management system used for administering this course is called Canvas. Students will be able to access the course website through Canvas by 5pm (EDT) on Monday, May 21, 2018. An orientation to Canvas is provided under Dashboard (once you logon via canvas.tufts.edu), and an orientation to the layout of the course itself will be provided under Modules.

Instructor:
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Skype: diane.mckay1  
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Office Hours: email, text (24/7) or online (Skype or Webex) by appointment

Teaching Assistant (TA):
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Biochemical and Molecular Nutrition  
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Office Hours: email (24/7) or online (Google) by appointment

Teaching Assistant (TA):  
TBD  
Program  
Email address  
Phone or text  
Skype ID or other:  
Office Hours: email (24/7) or online (Skype) by appointment
Tufts Graduate Credit: 1.0

Prerequisite: One semester of college level biology, chemistry or physiology (preferred).

Course Description and Goals:
This course presents the scientific principles of human nutrition. During the course of the semester students will learn the components of a healthy diet, and their health implications; understand the major nutritional problems that affect individuals and populations from conception and throughout the life cycle; and understand the scientific basis for nutritional recommendations brought before the scientific and lay communities.

Course Objectives/Outcomes:
By the end of this course, students will:

- Categorize the accepted name(s) of each macronutrient and micronutrient; their common food sources; recommended intake; major functions and biochemical role in the body
- For each nutrient, be able to explain their digestion, mode of absorption, transport, and excretion from the body.
- Explain the health effects associated with a deficiency or toxicity of each nutrient, and any potential major public health problems
- Be able to summarize the dietary recommendations of the major groups/organizations in the United States that recommend what to include in a healthy diet
- Be able to discriminate between sound and questionable nutrition information sources.
- Assess their own dietary habits and physical activity levels
- Compare and contrast their own dietary intake with nutritional recommendations
- Be able to identify sources of the nutrients in their own diet
- Know how to critically evaluate the quality of their own diet
- Evaluate the quality and health implications of the class’ average nutrient intake

Textbook and Software:

STUDENTS ARE STRONGLY ENCOURAGED TO PURCHASE THE REQUIRED TEXTBOOK AND SOFTWARE AT LEAST 2 WEEKS BEFORE THE CLASS STARTS.

The print, rental, and e-book versions of the text are available on many websites (new and used). The software is available for purchase directly from the publisher at www.cengagebrain.com.

Required text - Wardlaw’s Perspectives in Nutrition (McGraw-Hill, 10th edition, 2016), by Byrd-Bredbenner et al., ISBN 9780078021411 is the recently updated version of this text. The 9th edition of this text is also acceptable. When ordering the print version of the text, keep in mind that it may take up to 2 weeks for shipping. (In the event that your textbook does not arrive by the start of class, please note that Chapters 1-3 of the 10th
edition may be available online via Canvas under Modules>Course Orientation>Textbook Chapters).

**Note:** The 11th edition was recently released, but it is expensive, and used copies are not available yet. While it is okay to purchase this new edition, the 10th or 9th editions are fine.

**Required software -Diet and Wellness Plus** (web-based software program from CengageBrain) will be used for analyzing your 3-day diet record. The program is available in an online version to which you will have instant access (do not purchased the printed card with access code). You may purchase either the 2-semester instant access (**ISBN 9781285856209**) or a 1-semester access for less money (**ISBN 9781285856216**). **Earlier versions of this software are unacceptable for this course.**

**IMPORTANT NOTES ABOUT DIET AND WELLNESS PLUS:**
- Please consider cost-sharing the access code for this software with your fellow students. Each access code allows up to 10 student profiles. Feel free to post your request to share on Cafe McKay, the general class discussion forum on Canvas.
- **DO NOT** purchase a used access code for this software unless you know when it expires.
- Students must have access to Diet and Wellness Plus in time to complete Part 1 of the Diet Record assignment, which is due at the end of Week 2.

**INTERNATIONAL STUDENTS ONLY** may order this software from the publisher's UK site, [http://edu.cengage.co.uk/](http://edu.cengage.co.uk/) or you may contact the publisher's international customer service rep directly: Aline Mitchell, International Customer Service, 800.599.3663 Ext. 5457, Aline.Mitchell@cengage.com (cc INTLCS@cengage.com). **Note:** This info is for students who are taking the course from outside of N. America, and who have not purchased this software prior to their leaving the U.S.

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**Assignments, Exams and Grade Evaluation:**

**Grade Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflective Journal Entries (1 per chapter)</td>
<td>5%</td>
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<tr>
<td>Graded Discussions (6)</td>
<td>12%</td>
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<tr>
<td>Weekly Quizzes (13)</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Diet Record Project (Parts 1-5)</td>
<td>23%</td>
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</tbody>
</table>

**Grading Scale:**
A+ = 98.50 - 100
A  = 92.50 - 98.49
A- = 90.00 - 92.49
B+ = 87.50 - 89.99
B  = 82.50 - 87.49
B- = 80.00 - 82.49
(No credit for course if grade is below a B-, per Friedman School policy)

Assignments, Exams and Activities:
Assignments for this course include required readings, online lectures, weekly quizzes, weekly journal entries, 6 online discussions, a 5 part dietary assessment project, and 2 exams (midterm and final). Detailed instructions for each of these assignments will be provided on the course website in Canvas, the Tufts learning management system.

There are NO opportunities for extra credit work in this course.

Assignment due dates/times
Due dates for all assignments are listed in this syllabus under the section labeled Lecture & Assignment Schedule below. Students are responsible for knowing these due dates, and adhering to them. All assignments, including quizzes, exams, and discussion forum postings, must be submitted on their specified due date no later than 11:59PM ET (Boston time) or your local time, whichever is latest. Please inform the instructor if you are taking the course in a time zone other than the eastern coast of the U.S.

Assignments submitted after the posted due date/time will be assessed a 5 point per day penalty effective immediately. To avoid a late penalty, you MUST email, text, or call the instructor at any time PRIOR to the posted due date/time to request an extension.

Required readings, online lectures, and supplemental materials
Students are required to complete all required readings (in textbook and online) and watch/listen to each online lecture. Supplemental readings, although not required, are highly recommended. Lecture outlines and supplemental lecture slides are provided for each chapter to enhance your learning experience. (You will find the lecture outlines and the learning objectives particularly helpful when preparing for exams). All readings, lectures, outlines, and supplemental materials can be found on the Canvas course site under Modules.

Weekly reflection journal entries
After each chapter/lecture students will be asked to reflect upon the information presented with a 3-2-1 journal entry. This 3-2-1 journal entry requires you to write out the following for each assigned chapter: 3 things you learned that you can use in the real world OR in your chosen/intended field, 2 questions you still have, and 1 thing you thought was most interesting (or challenged your previous beliefs). By the end of each week (Tuesdays!), you must submit a 3-2-1 journal entry for each chapter covered that week. For example, in Week 6 you are assigned 2 chapters, so you must submit a total of two (2) separate 3-2-1 journal entries - one (1) for each chapter assigned that week. Each journal entry should be properly labeled by
chapter and date. Each journal entry is worth ~0.6% of your course grade. **Please review these examples before submitting your first journal entry.**

**Weekly quizzes**
Graded **weekly quizzes** are provided to enhance your learning experience, and prepare you for your exams by highlighting concepts/issues of importance. Each week, students must complete a quiz based on the materials presented in the assigned chapter(s). Each quiz will be open for one 7 day period only (Wednesday to Tuesday at 11:59pm Eastern Time), and may be completed anytime within the specified period. Students can take each quiz up to 2 times during that week, and your final score will be the average of the 2 attempts. Students may opt to take the quiz only once if they are confident of their answers. Feedback on the quiz questions will not be provided until after the due date. That is, students will not know whether their answers were correct or incorrect until the week is over. All quizzes are open-book and timed (20 minutes per quiz). Each quiz is worth 1% of your course grade. During Weeks 12 and 13 on Life Cycle Nutrition (I, II, and III) and Diet, Health and Disease, students must complete 2 quizzes, i.e., one double-length quiz, per week (one per assigned chapter/lecture).

**Online class discussions**
Students **must participate** in all 6 **graded discussion forums**. For each discussion, students will be expected to 1) read the assigned background materials prior to their participation, 2) compose and submit their initial posting by 11:59pm ET on **Saturday** of that week, and 3) compose and submit at least 2 reply postings by 11:59pm ET on the following **Tuesday**. **Each student will be expected to post thoughtful, substantive comments that address the specific questions posed by the instructor, incorporate facts from the text/lectures, and are directly relevant to the assigned topic.** Students will be graded on the quality of their initial and reply postings, demonstrated understanding of the assigned materials, and timeliness of each posting. Students are expected to participate actively, and in a timely fashion. Please refer to the **Grading Rubric for Online Discussions** for details on these expectations, and how they relate to your grade for this assignment. Students may submit their postings only during the week in which a discussion forum is active. Each discussion forum is worth 2% of your course grade.

**Diet record project**
For the **diet record project**, students will be asked to **a)** observe and record their own dietary habits for 3 days, and **b)** enter the data they have collected into the required software program, Diet and Wellness Plus (version 10.0 or higher), generate a 3-day average report, and **c)** provide a written assessment of their diet based on the information generated in these reports that addresses specific questions posed by the instructor.

This assignment will divided into 5 parts, due at specified intervals corresponding with the materials presented throughout the course. **Part 1** is due at the end of week 2 and will require students to record their own dietary intake for 3 days, and generate a 3-day average intake report using Diet and Wellness Plus. **Parts 2-5** will require students to submit their answers to specific questions related to this report. Part 1 is worth 5% of your grade, Parts 2 and 3 are each worth 4%, and Parts 4 and 5 are each worth 5% of your course grade. Please refer to the **Grading Rubric** for this assignment, and to the specific grading criteria provided in the instructions for
Midterm and final exams
Students must complete the midterm exam at the end of Week 6, and the final exam by the end of Week 14 (end of session). Each exam will be based on the materials presented in the required readings and online lectures. The midterm exam will cover all material presented in the course through the end of Week 6 and is worth 20% of your course grade. The final exam will cover all material presented after Week 6 and is worth 25% of your course grade. Although the final exam is not cumulative, the material presented after the midterm exam does build upon and refer to the material presented prior to the midterm.

Both exams will be administered in an online format through Canvas. Each exam will be open during a specified 48 hour period, and you may start your exam at any time during this period. Once you start an exam, you will have 2 hours to complete it.

Unlike the weekly quizzes, each exam will require you to write comprehensive answers demonstrating your knowledge of and ability to apply the materials presented in this course. While the exams are open book, your written answers must be in your own words. Please review the Tufts policies on plagiarism prior to taking each exam (links to these policies are provided under the Academic Conduct section below).

Timed Quizzes and Exams in Canvas - Technical Info:
Please keep in mind that for each online quiz/exam you will need a good internet connection to access them. You should also plan accordingly by making sure you can access Canvas and the internet at the location you choose to take your quizzes/exams. Some offices and corporations have firewalls that might block a system like this.

Technical issues do happen, sometimes in the middle of quizzes. Please know that we are aware of this, and will make every effort to work with you (and tech support) to resolve the issue. Technical issues may include your computer crashing, internet access issues, or Canvas going down. If you experience technical issues during your timed quiz, the timer will continue to run in Canvas and your work will be saved. Try to go back into Canvas and back into the quiz as soon as you can. The time will continue to count down, but Canvas will have saved your answers up to the point you lost access (Note: You do need to SAVE your answers in Canvas for them to actually be saved in case of a crash). Resume your quiz, but be sure to send an email to canvas@tufts.edu after the quiz/exam to document what happened and when. If you continue to have difficulty, shut down your computer, restart your browser, and log back into Canvas again. If you still have difficulty, email technical support and "cc" your instructor.

Technical Support:
Online course support is provided by Friedman support staff and/or IT Support. Please do not contact faculty or TAs for technical support.

- Telephone: (617) 627-3376
- Email: canvas.tufts.edu
- **Hours**: 24 hours a day, seven days a week.

When reporting a problem, please include:

- The name and number of your online course (e.g. "NUTR/NUTC 202 Online")
- Your operating system and browser
- A detailed description of the problem

This information will expedite the troubleshooting process. If you are sending a support request via email, please use your Tufts email address.

**Many problems with Canvas are a result of using an unsupported browser.** Please make sure you are using an up-to-date version of Firefox, Safari, Chrome, Edge, or Internet Explorer.

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**Class Policies and Expectations:**

Students will have only one (1) opportunity to complete each assignment and exam.

Students who are unable to complete an assignment on time for any reason should notify the instructor by email (preferred), text message or phone call **prior to the deadline**, with a brief explanation for why the extension is needed.

Instructors and other university personnel may request that students submit written assignments to plagiarism prevention resources, websites, or other authoritative databanks, such as (but not limited to) “turnitin.com,” or a similar site. These services compare student-produced documents with web content, newspapers, journals & magazines, books, student essays, and other data to determine the originality of student work.

**Students are expected to complete all assignments on their own**, i.e., without assistance from other students, faculty, etc., unless otherwise noted. All outside documents used in the preparation of students’ work must be properly referenced. (References to the textbook are not required).

**Academic Conduct:**

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual (http://nutrition.tufts.edu/student/documents) and Tufts University policies (http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

**Communication Policy:**

All communications will be sent to your Tufts email address - please check it at least once a day. Please use "Cafe McKay," the online class discussion forum on Canvas, to post questions to your fellow students, or the instructor, about course-related issues that might also be of
interest to your classmates. Students should check this discussion board frequently to seek out information for themselves before contacting the instructor. The answers to your questions may have already been posted by your peers, or the instructor. If you cannot find your answer on "Cafe McKay," or prefer privacy, feel free to contact the instructor or TA via email. Please do not wait until the last minute if your question is urgent. Since students may not all be in the same time zone, you must give the instructor some time to respond to your question. Faculty will respond answer within 24 hours (please note my response time is often much sooner than this).

**Accommodation of Disabilities:**
Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

**Lecture & Assignment Schedule:**
*This schedule is subject to modification at the instructor’s discretion*

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>May 23-29</td>
<td>1</td>
<td>Introduction to Nutrition</td>
<td>Discussion O (ungraded)</td>
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<tr>
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<td></td>
<td>Basis of a Healthy Diet</td>
<td>Week 1 journal entries (2) - May 29</td>
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<td>Week 1 quiz - May 29</td>
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<td>May 30-Jun 5</td>
<td>2</td>
<td>Digestion</td>
<td>Discussion I, initial posting - <strong>Jun 2</strong></td>
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<td>Discussion I, reply postings - Jun 5</td>
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<td>Diet project, part I - Jun 5</td>
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<td>Week 2 journal entry - Jun 5</td>
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<td>Week 2 quiz - Jun 5</td>
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<td>Jun 6-12</td>
<td>3</td>
<td>Carbohydrates</td>
<td>Diet project, part II - Jun 12</td>
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<td>Week 3 journal entry - Jun 12</td>
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<td>Week 3 quiz - Jun 12</td>
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<td>Jun 13-19</td>
<td>4</td>
<td>Lipids</td>
<td>Discussion II, initial posting - <strong>Jun 16</strong></td>
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<td>Discussion II, reply postings - Jun 19</td>
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<td>Week 4 journal entry - Jun 19</td>
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<td>Week 4 quiz - Jun 19</td>
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<td>Jun 20-26</td>
<td>5</td>
<td>Proteins</td>
<td>Diet project, part III - Jun 26</td>
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<td>Week 5 journal entry - Jun 26</td>
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<td>Week 5 quiz - Jun 26</td>
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<td>Jun 27-Jul 3</td>
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<td>Energy Metabolism</td>
<td>Week 6 journal entries (2) - Jul 3</td>
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<td>Alcohol</td>
<td>Week 6 quiz - Jul 3</td>
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<td>Midterm Exam Due: Jul 2-4</td>
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<td>Jul 4-10</td>
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<td>Energy Balance</td>
<td>Discussion III, initial posting - <strong>Jul 7</strong></td>
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<td>Week</td>
<td>Day</td>
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<td>Jul 10</td>
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<td>Weight Management</td>
<td>Discussion III, reply postings - Jul 10</td>
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<td>Week 7 journal entry - Jul 10</td>
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<td>Jul 11-17</td>
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<td>Fat soluble vitamins</td>
<td>Discussion IV, initial posting - Jul 14</td>
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<td>Discussion IV, reply postings - Jul 17</td>
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<td>Week 8 journal entry - Jul 17</td>
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<td>Week 8 quiz - Jul 17</td>
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<td>Jul 18-24</td>
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<td>Water-Soluble Vitamins</td>
<td>Week 9 journal entry - Jul 24</td>
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<td>Week 9 quiz - Jul 24</td>
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<td>Jul 25-31</td>
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<td>Major Minerals/Water</td>
<td>Discussion V, initial posting - Jul 28</td>
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<td>Discussion V, reply postings - Jul 31</td>
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<td>Week 10 journal entry - Jul 31</td>
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<td>Week 10 quiz - Jul 31</td>
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<td>Aug 1-7</td>
<td>11</td>
<td>Trace Minerals</td>
<td>Diet project, part IV - Aug 7</td>
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<td>Week 11 journal entry - Aug 7</td>
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<td>Week 11 quiz - Aug 7</td>
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<td>Aug 8-14</td>
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<td>Lifecycle Nutrition I, II</td>
<td>Week 12 journal entries (2) - Aug 14</td>
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<td>Week 12 quizzes (2) - Aug 14</td>
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<td>Aug 15-21</td>
<td>13</td>
<td>Lifecycle Nutrition III</td>
<td>Discussion VI, initial posting - Aug 18</td>
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<td>Diet, Health, and Disease</td>
<td>Discussion VI, reply postings - Aug 21</td>
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<td>Week 13 journal entries (2) - Aug 21</td>
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<td>Week 13 quizzes (2) - Aug 21</td>
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<td>Aug 22-26</td>
<td>14</td>
<td>Final exam</td>
<td>Diet project, part V - Aug 26</td>
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<td>Final Exam Due: Aug 24-26</td>
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**Readings, Learning Objectives, & Activities**

For the most up to date information regarding assigned readings, instructions, and due dates please check the Canvas course site. Click on the link labeled Modules to access the readings, online lectures, and assignments for each week.

**IMPORTANT ASSIGNMENT NOTE: 3-Day Diet Record, Part 1 (Due end of Week 2)**

- You may begin collecting your own diet and activity data for the Diet Record Project as soon as you have access to the course site on Canvas. Instructions for Part 1, due at the end of Week 2, can be found under the Assignments link on the Canvas course site.
- Students must have access to the required software, Diet and Wellness Plus in order to complete Part 1 of this assignment, due at the end of Week 2.
- You may begin working on Parts 2-5 as soon as you have completed Part 1.

**Week 1 Lecture: Nutrition Overview and Basis of a Healthy Diet**

**Lecture Learning Objectives:**

By the end of this lecture, students should be able to:
- Be able to define “nutrition” and “essential nutrients.”
- Identify the six major classes of nutrients and their basic chemical structures.
- Describe foods in terms of their energy values, including alcohol.
- Explain the role of national nutrition surveys (NHANES)
- Describe the typical American diet.
- Summarize the ABCDEFs of nutrition assessment, and their limitations.
- Explain the scientific method.
- Be able to identify the red flags of poor nutrition advice.
- Identify reliable sources of nutrition information.

- Identify the components of a healthful diet, i.e., the diet planning principles.
- Define nutrient density, and identify nutrient dense foods from each food group.
- Name and define the four sets of dietary standards of the DRIs.
- Describe how the DRIs are determined and how/when each is used.
- Compare the DV to DRI and explain how they are used Nutrition Facts Panels.
- Interpret the nutrition information provided on food packaging labels.
- Describe the different types of claims allowed on food labels.
- Summarize the purpose of the Dietary Guidelines for Americans.
- Describe the components of the current USDA Food Guide Graphic.

**Required readings:**
- Wardlaw, Chapters 1 and 2
- Critical Health Applications of the DRIs
- “Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels” (from FDA website)
- Dietary Guidelines for Americans 2015 - Executive Summary
- Current USDA Food Guide Graphic: MyPlate
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lectures - Nutrition Overview AND Basis of a Healthy Diet
- Discussion “O” postings (for practice, no credit)
- Week 1 journal entries (2)
- Week 1 quizzes (Chapter 1 quiz is for practice, Chapter 2 quiz for credit)
- Begin working on Diet project, part I (due at end of Week 2)

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 2 Lecture: Digestion and Absorption**

**Lecture Learning Objectives:**
By the end of this lecture, students should be able to:
Describe the overall physiological processes of digestion and absorption, including the roles played by the organs of the gastrointestinal tract and the related accessory organs: liver, gallbladder, and pancreas.

Describe, in detail, the digestion of a meal containing all 3 macronutrients.

Describe the differences between the digestion and absorption of the fat- vs. water-soluble nutrients, and be able to outline each step in the process.

Identify the enzymes and hormones that act in the digestion of the various nutrients, and indicate how they work.

Summarize the major nutrition-related gastrointestinal health problems and typical approaches to treatment.

**Required readings:**
- Wardlaw, Chapter 4
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lecture - Digestion and Absorption
- Discussion I postings
- Week 2 journal entry
- Week 2 quiz
- Diet project, part I

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 3 Lecture: Carbohydrates**

**Lecture Learning Objectives:**
By the end of this lecture, students should be able to:
- Describe the differences and similarities among mono-, di-, oligo-, and polysaccharides and identify food sources of each.
- Explain the functions of simple and complex carbohydrates.
- Describe the digestion and absorption of carbohydrates.
- Discuss the role of fiber in human nutrition.
- Discuss the problems that can occur with carbohydrate digestion and absorption.
- Know the recommended intake of dietary carbohydrate.
- Explain the roles of hormones in the regulation of blood glucose.

**Required readings:**
- Wardlaw, Chapter 5
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lecture - Carbohydrates
- Week 3 journal entry
• Week 3 quiz
• Diet project, Part II

Supplementary readings and links:
• Please refer to the Canvas course site

Week 4 Lecture: Lipids

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
• Describe the structure of saturated, monounsaturated, and polyunsaturated fatty acids and identify the fatty acids that are considered essential.
• Describe the structure of triglycerides and phospholipids and explain their biological significance.
• Summarize the role of cholesterol in human nutrition.
• Explain the effects of omega-3 and omega-6 fatty acids on cell function and health.
• Describe the functions of dietary fat and body fat.
• Explain the digestion and absorption of dietary fat, including the role of bile.
• Describe the transport of lipids in the blood and throughout the body, and the role of each lipoprotein.
• Identify food sources of dietary cholesterol, saturated fat, mono- and polyunsaturated fats.
• Discuss the origin and food sources of trans fatty acids and their effect on health.

Required readings:
• Wardlaw, Chapter 6
• Please refer to the Canvas course site for complete list and links

Assignments:
• Online lecture - Lipids
• Discussion II postings
• Week 4 journal entry
• Week 4 quiz

Supplementary readings and links:
• Please refer to the Canvas course site

Week 5 Lecture: Proteins

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
• Describe the chemical structure of amino acids and proteins.
• Identify the amino acids that are essential in the diet.
• Describe the special category of conditionally essential, or indispensible, amino acids.
• Summarize the process of protein synthesis.
• Describe deamination and transamination.
• Explain the difference between high-quality and lower-quality proteins, their specific food sources, and the concept of a limiting amino acid.
• Summarize protein digestion and absorption.
• Specify the physiological functions of protein.

Required readings:
• Wardlaw, Chapter 7
• Please refer to the Canvas course site for complete list and links

Assignments:
• Online lecture - Proteins
• Week 5 journal entry
• Week 5 quiz
• Diet project, Part III

Supplementary readings and links:
• Please refer to the Canvas course site

Week 6 Lecture: Energy Metabolism and Alcohol

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
• Define **anabolic** and **catabolic reactions**, and give an example of each
• Define ATP, and describe its 3 major functions in the body.
• Besides ATP, list the other 2 compounds produced in cells after food is completely metabolized.
• Identify where energy metabolism occurs in the cell.
• Identify the 3 major metabolic pathways through which the macronutrients are converted into energy.
• Examine the general differences in the breakdown of carbohydrates, fats, and proteins to usable energy components (ATP).
• Define **ketosis** and describe the conditions in which it occurs.
• Outline the metabolic consequences of consuming an excessive amount of any macronutrient (in excess of the body's energy/calorie needs)
• Describe the fate of each macronutrient during short-term and prolonged fasting (starvation).

• Define **moderate alcohol consumption** for both men and women
• Define **one drink** when referring to an alcoholic beverage
• Briefly describe the process of alcohol absorption and metabolism, including the role of the enzyme alcohol dehydrogenase and the microsomal ethanol oxidizing system (MEOS).
• List the potential health benefits associated with moderate alcohol consumption


● List the nutrients that are most likely to be deficient in a diet of a person who abuses alcohol.
● Define Wernicke-Korsakoff Syndrome
● Summarize the negative health effects of alcohol abuse, i.e., how alcohol damages body organs, such as the liver, heart, and brain.
● Define fatty liver disease, cirrhosis
● Describe the impact of alcohol consumption during pregnancy.

Required readings:
- Wardlaw, Chapters 8, 9
- Please refer to the Canvas course site for complete list and links

Assignments:
- Online lecture - Energy Metabolism AND Alcohol
- Week 6 journal entries (2)
- Week 6 quiz

Supplementary readings and links:
- Please refer to the Canvas course site

MIDTERM EXAM: Due July 2-4 - See instructions under Modules on Canvas

Week 7 Lecture: Energy Balance and Weight Control

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
● Define energy balance, and discuss how changes in energy balance affect body weight
● Describe the major components of "energy in" vs. "energy out"
● Define & state the relative contributions of the 3 major components of energy expenditure (basal metabolism, physical activity, thermic effect of food)
● List several factors that can affect BMR.
● List the variables required to calculate your estimated energy requirements (EER).
● Define BMI, describe its limitations, and summarize how BMI is used to define underweight, healthy weight, overweight, and obesity.
● Describe the common methods used to assess body composition, i.e., proportion of fat mass to lean mass (muscle), and their limitations.
● Explain the health risks of too little and too much body fat, with an emphasis on central obesity and its associated health risks.
● Discuss the prevalence of overweight and obesity among American adults.
● Describe how fat cells develop, and the role of LPL in fat storage.
● Discuss how genetics, environment, and the regulation of hunger and satiety contribute to the development of overweight and obesity.
● List the health risks associated with fad diets, weight loss products, prescription drugs and surgical interventions in treating obesity.
● Discuss the role of diet, physical activity, and behavior change as keys to managing
body weight.
● Summarize the characteristics of a sound eating plan for weight management.

**Required readings:**
- Wardlaw, Chapter 10 (skip section on Eating Disorders)
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lecture - Energy Balance AND Weight Management
- Discussion III postings
- Week 7 journal entry
- Week 7 quiz

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 8 Lecture: Fat-Soluble Vitamins**

**Lecture Learning Objectives:**
By the end of this lecture, students should be able to:
● Summarize the general differences between macronutrients (carbohydrates, lipids, proteins) and micronutrients (vitamins and minerals)
● List the fat-soluble and water-soluble vitamins, and describe how solubility affects the absorption, transport, storage, and excretion of each type of vitamin.
● Identify the roles of vitamin A in the body, and describe the effects of vitamin A deficiency and toxicity.
● List the major food sources of vitamin A (preformed) and beta-carotene.
● Describe the uses of vitamin D in the body, and the effects of deficiency and toxicity of this vitamin.
● Identify the major food and non-food sources of vitamin D.
● Identify the role of vitamin E in the body and the effects of vitamin E deficiency and toxicity.
● List the major food sources of vitamin E.
● Identify the major role of vitamin K in the body, and the effects of vitamin K deficiency and toxicity.
● List food and non-food sources of vitamin K.
● Define the term *antioxidant*, and name the vitamins that act as antioxidants in the body.
● Identify the population group or groups at risk for fat-soluble vitamin deficiencies.

**Required readings:**
- Wardlaw, Chapter 12
- The Vitamin D-lemma, Nature 2011
- Please refer to the Canvas course site for complete list and links
Assignments:
- Online lecture - Fat-Soluble Vitamins
- Discussion IV postings
- Week 8 journal entry
- Week 8 quiz

Supplementary readings and links:
- Please refer to the Canvas course site

Week 9 Lecture: Water-Soluble Vitamins

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
- List the B vitamins, and identify the major functions of each vitamin in the body.
- List the major food sources of each of the B vitamins.
- Identify the major deficiency disease(s) associated with each B vitamin
- Describe the digestion and absorption of vitamin B12 from food
- List the major uses of vitamin C in the body
- Identify the signs and symptoms of vitamin C deficiency and toxicity
- List the major food sources of vitamin C
- Describe the population group or groups at risk for water-soluble vitamin deficiencies.

Required readings:
- Wardlaw, Chapter 13
- Please refer to the Canvas course site for complete list and links

Assignments:
- Online lecture - Water-Soluble Vitamins
- Week 9 journal entry
- Week 9 quiz

Supplementary readings and links:
- Please refer to the Canvas course site

Week 10 Lecture: Major Minerals and Water

Lecture Learning Objectives:
By the end of this lecture, students should be able to:
- Describe the absorption, storage, and risks of toxicity of the major minerals.
- List the functions of each major mineral.
- Identify food sources and state the recommended intake of each of the major minerals.
- Describe the major mineral deficiency and toxicity conditions.
• Identify the population group or groups at risk for major mineral deficiencies.
• Describe the general difference between minerals and vitamins
• Describe the general difference between the major minerals and trace minerals
• Describe the role of calcium in the body and the factors that enhance or limit its absorption in the intestines
• List the hormones needed to maintain blood calcium levels, and describe how calcium homeostasis is maintained
• Identify food sources of calcium, and describe the effects of calcium deficiency
• Identify the risk factors for the development of osteoporosis and the roles of physical activity and calcium intake.
• Identify the major roles of phosphorus in the body, and food sources in the diet
• Identify the role of magnesium in the body, and major food sources
• Define electrolyte, list the 3 major electrolyte minerals, and describe their common functions
• Identify the role of sodium in the body, the effects of excessive intake, and major food sources
• Identify the role of potassium in the body, the effects of inadequate intake, and major food sources.
• Describe the food components of the DASH diet, the minerals provided by each food component, and specify who might benefit from such a diet.
• Identify the major role of chloride during digestion.
• Discuss the reasons why a protein-adequate diet can meet the body's need for sulfur
• Describe the population group or groups at risk for major mineral deficiencies.

• Summarize the key roles of water in the body.
• Discuss the daily water needs of humans.
• Define water balance and its components.

**Required readings:**
- Wardlaw, Chapter 14
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lectures - Major Minerals AND Water
- Discussion V postings
- Week 10 journal entry
- Week 10 quiz

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 11 Lecture: Trace Minerals**

**Lecture Learning Objectives:**
By the end of this lecture, students should be able to:
- Define trace mineral.
- List the primary functions and deficiency/toxicity issues for each trace mineral.
- Describe, in general, how trace minerals are absorbed, transported, and excreted.
- Identify foods that are concentrated sources of each trace mineral.
- Identify the population group or groups at risk for trace mineral deficiencies.
- Identify the major functions of iron in the body.
- Compare the availability of iron from plant vs. animal sources.
- Describe the role of zinc in the body, major food sources, and consequences of a zinc deficiency.
- Discuss the mucosal block theory.
- Describe the role of copper in the body.
- Identify and describe the potential consequences of trace mineral interactions (i.e., iron, zinc, copper).
- Describe the effects of insufficient and excess iodine intake.
- Describe the use of chromium in the body and its relationship to diabetes.
- Describe the use of selenium in the body and the role of selenium in cancer protection and as an antioxidant.
- Explain the use of fluoride in the body and its role in dental caries prevention.

**Required readings:**
- Wardlaw, Chapter 15
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lecture - Trace Minerals
- Week 11 journal entry
- Week 11 quiz
- Diet project, Part V

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 12 Lecture: Lifecycle Nutrition I and II**

**Lecture Learning Objectives:**
By the end of this lecture, students should be able to:
- Explain why a nutritionally adequate diet is important long before a pregnancy is established.
- Describe prenatal growth and development.
- Define placenta, critical period, NTD, and spina bifida.
- Explain the role of folate during the early stages of fetal development.
- Describe the relationship between maternal weight gain during pregnancy and infant birthweight.
- Discuss the increased nutrient needs of the mother during pregnancy including total calories and specific micronutrients required for blood production, cell growth, and...
bone development.

- Discuss the effect of nutrition on pregnancy and its outcome.
- Summarize the nutrient needs of the mother during lactation
- Summarize the physiology of the letdown reflex.
- Outline the benefits of breastfeeding for both the infant and mother
- Discuss the need for additional calories and fluids during lactation, and list the habits that are incompatible with lactation.
- Define *fetal alcohol syndrome*.

- Discuss how an infant's calorie needs differ from an adult's needs.
- Explain the consequences of under-nutrition or over-nutrition at different stages of growth and development.
- Describe how to assess the growth and nutritional status of infants and children
- Discuss the 2 dietary practices that have the most significant effect on an infant's nutritional health, i.e., the milk an infant receives, and the age at which solid foods are introduced
- Describe and compare the nutrient needs of infants, children, and adolescents
- Describe the nutritional problems that may occur during the growing years (obesity in particular) and their potential impact on future health

**Required readings:**

- Wardlaw, Chapters 16, 17
- Please refer to the Canvas course site for complete list and links

**Assignments:**

- Online lecture - Pregnancy and Lactation **AND** Infancy Through Adolescence **AND** Aging and the Elderly
- Week 12 journal entries (one for each chapter)
- Week 12 quiz (40 questions, 40 minutes)

**Supplementary readings and links:**

- Please refer to the Canvas course site

**Week 13 Lecture: Lifecycle Nutrition III and Diet, Health, & Disease**

**Lecture Learning Objectives:**

By the end of this lecture, students should be able to:

- Discuss the physical changes of the aging process and nutritional implications.
- Describe the role of physical activity during aging.
- Summarize the nutrients of concern for aging adults, i.e., identify the nutrients for which there are different requirements in older adults
- Outline food-related factors that can predict malnutrition in older adults.
- Identify the commonly used drugs that adversely react with nutrients, and explain the potential consequences of these interactions.
• Identify the important lifestyle factors (modifiable and non-modifiable) that promote health and disease
• Describe the development, risk factors, and specific nutrition recommendations for each of the major chronic diseases discussed (CVD, hypertension, diabetes, and cancer)
• Compare the two major forms of diabetes mellitus
• Define the role of nutrition in the metabolic syndrome
• Describe how nutrition impacts the immune system
• Discuss the potential impact of adhering to the Dietary Guidelines for Americans and the food guide graphics, MyPyramid/MyPlate, on chronic disease risk.

**Required readings:**
- Wardlaw, Chapter 18
- Whitney & Rolfes, Chapter 18
- Please refer to the Canvas course site for complete list and links

**Assignments:**
- Online lecture - Aging and the Elderly AND Diet, Health, and Disease
- Discussion VI postings
- Week 13 journal entries (one for each chapter)
- Week 13 quiz (40 questions, 40 minutes)

**Supplementary readings and links:**
- Please refer to the Canvas course site

**Week 14**

• **FINAL EXAM: Due Aug 24-26** - See instructions under Modules on Canvas

• **DIET RECORD PROJECT, PART V: Due Aug 26** - See Instructions under Modules on Canvas