

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number NUTR 120 Nutrition and Wellness or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We respectfully ask that NUTR 120 Nutrition and Wellness be maintained as a course in the Science menu by being added to that menu in the new University Requirements.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

				COUNCIL ³						
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G <i>or</i> G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Sheila Jones</u>	<u>September 13, 2022</u>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Life and Physical Sciences Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Life and Physical Sciences Description

Courses within this domain use the methods and models of the natural sciences to describe, explain, and predict phenomena in the physical world; they employ empirical evidence, scientific principles, and interactions among natural phenomena to understand the world around us.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	NUTR 120 Nutrition and Wellness
Terms offered:	Fall, Spring, Summer
Catalog description:	This course addresses current trends in nutrition (information and misinformation), basic nutrient information, the impact of nutrients, diet, and weight control on health, food safety issues, and world nutrition. It empowers the student to ask questions and seek answers appropriately.
Course prerequisites:	N/A
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	NTRO 120

Other general education menus on which the course appears or you are applying for:	N/A
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Prerequisites

The council understands that many of the courses on this menu will have corequisites and that the second course in a sequence may also have a prerequisite.

1. Is the course a lower-division (100- to 200-level) course in astronomy, biology, chemistry, physics, agricultural science, environmental science, or geology?

☐ Yes ☒ No

If yes, continue to 2. If no, please explain how this course meets the description of life or physical sciences above. Applications for courses originating in other disciplines will be considered.

NUTR 120 Nutrition and Wellness includes many scientific principles because the nutrition field is completely based on scientific studies. Nutrition is integrally involved with chemical reactions every second of the day, all things biochemistry, organic chemistry, genetics, microbiology, anatomy, and physiology. The course discusses processes of digestion, absorption, transportation, metabolism, energy balance, nutrition for exercise, food safety, food sustainability, and specific nutrients needs throughout the life cycle, and these all include principles of these sciences listed.

Learning how the hypothalamus regulates hunger and how the nervous system and hormones are involved sets the student up to learn about digestion and utilization of nutrients. The organs (and accessory organs) involved in these processes and how they are involved are explained. Even the causes of disorders such as gastroesophageal reflux disease, peptic ulcers, celiac disease, food allergies, and food intolerances are explored.

How atoms bond to form molecules and how molecules join to form cells are discussed. There are separate chapters for carbohydrates, fats, protein, and vitamins and minerals. In each of these chapters, the chemical composition and structure, the biochemical reasons we need them, the processes of digestion (including enzymes), the hormones involved, and disease states that can occur with too much or too little are explained. Biochemical pathways such as glycogenesis and glycogenolysis are introduced. Since this is an introductory course for non-majors, they are not required to know every substrate, every enzyme, and every product of any biochemical pathway.

How we generically determine if a diet is healthy is based on the Dietary Guidelines for Americans and USDA Food Patterns which are developed by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. The Nutrition Facts Label is overseen by the Food and Drug Administration. All of these nutrition tools are

developed by panels of scientists, including Nutrition professionals. Students learn about all of these tools. In this course, students learn that predictions can be made concerning adequacy of the diet or health consequences based on the activity of enzymes, transporters, and receptors, for example.

An example of how genetics is included in the course is an explanation of how diet can affect our genes and how histones can be affected by epigenetic factors (nutrients) to promote or inhibit transcription of particular proteins. The text highlights how nutrigenomics could lead to personalized nutrition more and more as genetic research information expands.

Phytochemicals are explained with how they are classified and how those in each classification help prevent disease through biological functions such as reducing inflammation, building immunity, detoxifying, and promoting apoptosis of cancer cells (to name a few). An explanation of the oxidation of molecules through processes such as metabolism and how that can result in free radicals emphasizes the benefit of phytochemicals.

The gut microbiome is presented as extremely important to help prevent disease, even those other than gastrointestinal diseases such as obesity and diabetes mellitus type 2. Microbiology is also included in the chapter on Food Safety. The majority of food-borne illnesses occur from the logarithmic growth of certain bacteria, which is covered in that chapter. The likelihood of food-borne illness occurring can be predicted by the conditions a food has been subjected to that promote the logarithmic growth of bacteria.

An assignment which brings the information “home” is the Personal Dietary Analysis project. Students log their intake for at least 5 days in a dietary analysis program. Although the students learn how to calculate energy needs in this course, the analysis program determines their needs based on their gender, height, and weight. They obtain an average of the percentage of the recommended amounts of at least 30 nutrients. Students then write foods they can increase or decrease for each nutrient depending on whether the nutrients were in excess or deficient in their diet. They are often surprised about the inadequacy of their diets.

Empirical evidence is seen through data obtained in the Research Experiment assignment. Every student follows the steps of the scientific method. They select a research question, usually about food products so that the experiment can be achieved during the course. They gather initial information and develop a hypothesis/null hypothesis. They then gather the results, analyze the results, and determine if the hypothesis or null hypothesis is supported. Some information learned through completing the experiment is surprising to the students, but they are able to understand the results by thinking through the information they have learned in the course. Ultimately, they have participated in the research process.

In addition to the Research Experiment, they learn what the different type of studies are. They learn how to evaluate nutrition claims based on what they have learned in class founded on scientific literature. Students are able to determine which sources of nutrition advice are trustworthy based on several criteria.

2. Does the course have more than one prerequisite and/or more than one corequisite?
☐ Yes ☒ No

If no, continue to 3. If yes, please explain why an exception should be made to include this course in the Life and Physical Sciences menu.

3. If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course does not have prerequisites, but I feel compelled to respond. The content of NUTR 120 Nutrition and Wellness pertains to nutrition that relates to all individuals. Nutrition pertains to everyone – everyone has to eat and drink (consume nutrients) to live. Principles are learned that can help each student be healthier for life in general and for different situations throughout life. The way a person eats can “turn on or off” certain genes that can affect whether or not a disease state is manifested. As shown above, the course touches on several areas of science and is broad in nature. The course does not teach in-depth information particular to the Nutrition degree or for one who desires to become a Registered Dietitian but is an introductory course that is applicable for non-nutrition majors.

Relevant Outcomes

- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.
- C3: Interpret mathematical and/or logical models such as formulas, graphs, tables and schematics, and draw inferences from them; and
- C4: Integrate new data into their existing knowledge.

Describe how the course meets the C2 outcome (100 words or less).

Quantitative data is analyzed in the Personal Dietary Analysis project. Students log intake in a program which provides reports with mcg, mg, or grams of nutrients that composed the student's intake. The percentage consumed of recommendations is given. The student analyzes those percentages and writes a section listing foods they are likely to increase the consumption of or to decrease to improve the diet.

Observable phenomena: how disease states are perpetuated by deficiencies - pellagra from niacin deficiency, or excesses - obesity from excess calorie balance. Students are tested over disease states.

Published writings are analyzed for validity in quizzes.

Describe how the course meets the C3 outcome (100 words or less).

Students learn how to calculate the energy contributions from proteins, carbohydrates, and lipids, how to calculate energy expenditure, and how to compare intake with expenditure. They learn the body mass index calculation but also interpret data from a BMI figure. Students learn to interpret data on labels and translate that into information. They discern what nutrient-related terms and definitions are for labeling from information in a table. They interpret tables of various nutrients with recommended intakes for different genders and age groups. In the Personal Dietary Analysis project, they analyze whether nutrients are deficient or in excess based on information provided in a table.

Describe how the course meets the C4 outcome (100 words or less).

The scientific method is employed in the Research Experiment assignment. Students employ the steps of the scientific method to design and implement a research experiment. Research is done so that new data is obtained by the researcher/student. Once the student gathers/analyzes data, new information that has been obtained is connected to what has been learned in the course (existing knowledge) by drawing conclusions and determining whether the hypothesis or null hypothesis is supported.

Everyone thinks they know about nutrition, but students learn additional information to their existing knowledge and learn valid information that may debunk existing knowledge.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome C2	Personal Dietary Analysis project
Outcome C3	Chapter 10 Quiz on Achieving and Maintaining a Healthful Body Weight
Outcome C4	Research Experiment

Please use the following rubric to perform assessment each year.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.
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Student Learning Outcome C3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interpret mathematical and/or logical models such as formulas.	Little to no demonstrated ability to interpret relationships and/or data in models.	Demonstrates ability to interpret relationships and/or data in models.	Exceptional ability to interpret relationships and/or data in models.

Student Learning Outcome C4

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Integrate new data into their existing knowledge	Shows little to no grasp of new information and/or does not demonstrate adequate connection to previous learning.	Grasps new information and makes connections to previous learning.	Exceptional grasp of new information and/or demonstrates outstanding ability to connect to previous learning.

NUTR 120-W2
NUTRITION AND WELLNESS
Fall 2022 SYLLABUS
ABILENE CHRISTIAN UNIVERSITY

Professor: Sheila Jones, PhD, RD, LD

Office: 258 Student Recreation and Wellness Center, 674-2089, fax: 674-6788, ACU
Box 28084, jones@acu.edu.

ACU Mission: to educate our students for Christian service and leadership throughout the world.

Course Description:

Credit: 3 hours

When & Where: Online

Prerequisites: None

Course description: This course addresses current trends in nutrition (information and misinformation), basic nutrient information, the impact of nutrients, diet, and weight control on health, food safety issues, and world nutrition. It empowers the student to ask questions and seek answers appropriately.

Purpose and audience: The course is offered as a science option in the university core requirements for bachelor's degrees but is not specifically required for any degree plan. It is designed to introduce the student to the basic concepts of current nutrition information and how to obtain reliable information.

Format: Online podcasts, reports, and projects.

Conduct of the Course: Text materials will be covered by students individually. Questions about the material are encouraged via email. Reports, projects, and discussion will be completed and submitted online. Chapter quizzes will be timed and taken online.

Overview of Content: The course examines eating patterns of people today, the importance and roles of nutrients, health as it is affected by diet throughout our lives, weight management, health claims, food safety, and the world's food supply.

Required Text: Modified Mastering Nutrition with MyDietAnalysis with Pearson eText – Standalone Access Card – for Nutrition: An Applied Approach, 5th Edition by Janice Thompson and Melinda Manore. ISBN: 9780134608778

Websites:

<https://www.pearsonmylabandmastering.com/northamerica/masteringhealthandnutrition/i>

[ndex.html](#)
www.mydietanalysis.com
www.nlm.nih.gov
www.niddk.nih.gov/health/nutrit/nutrit.htm
www.cancer.org
www.americanheart.org
www.pueblo.gsa.gov/cic_text/health/fraudulent-health/frdheal.htm
 Many other web sites are recommended in the textbook.

Course goal: By completing this course, students should be able to explain basic information about nutrition trends and issues, locate and assess sources of current information about nutrition and wellness, evaluate their own nutrition profile, and apply healthful habits.

Instructor's philosophy: I Cor. 10:31 states "Whether, then, you eat or drink or whatever you do, do all to the glory of God." We should try to be as Christ-like as possible in all of our activities and serve Him to the fullest extent. Food is a basic need for the body, which is the Lord's temple. For optimal health, appropriate choices concerning foods and diet need to be made. Basic knowledge of reliable nutrition information is fundamental to making those choices. When we take care of the Lord's temple, we are able to concentrate on serving Him more fully.

	Competency	Measurement
1	Analyze data to draw conclusions	Personal Dietary Analysis Project
2	Interpret mathematical and/or logical models such as formulas.	Chapter 10 Quiz
3	Integrate new data into their existing knowledge	Research Project
4	The student will identify basics of macronutrients and micronutrients.	Quiz scores and Homework
5	The student will analyze and evaluate his/her own dietary intake by using a computerized nutrition analysis program.	Personal Dietary Analysis project
6	The student will identify ways to improving their dietary intake by applying basic nutrition knowledge and based on the results of the computerized dietary analysis.	Personal Dietary Analysis project
7	The student will describe why and how sound nutrition is important for the body and how eating patterns affect health and society.	Quiz scores and Homework
8	The student will demonstrate proper implementation of the steps of the scientific method by developing a research experiment.	Research Experiment
9	The student will be able to obtain sound nutrition information founded on scientific evidence via the Internet.	Homework
10	The student will discuss how individual nutrients affect overall health and how God provides food to keep us	Discussions

healthy.	
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Course Requirements:

- | | |
|--|----------------|
| 1. Chapter quizzes worth 20 points each, 300 points total. | 45.4% of grade |
| 2. Personal Dietary Analysis worth 100 points. | 15.1% of grade |
| 3. Research Experiment worth 100 points. | 15.1% of grade |
| 4. Five Chapter Homework Assignments worth a total of 100 points. | 15.1% of grade |
| 5. Five Chapter Discussions worth 10 points each, 50 points total. | 7.8% of grade |
| 7. Final worth 10 points. | 1.5 % of grade |
| 8. A total of 660 points is possible for the course. | |

Grading Scale: A = 90-100%, B= 80-89%, C = 70-79%, D=60-69%, F=59% or below

What the Professor Expects From You:

1. **Read** and **study** each chapter.
2. If you do not understand the material after studying, **ask questions**.
3. **Review** each chapter before taking the practice chapter quiz.
4. **Complete** the assignments by the time they are due.
5. Have a **good attitude** about learning – a “**can do**” **attitude**.
6. Be a **self-learner** (for a lifetime).

IF YOU DECIDE TO STOP PARTICIPATING IN THE CLASS, IT IS YOUR RESPONSIBILITY TO DROP THE CLASS OR RISK GETTING AN “F.”

Attendance

This course will require participation even before the first day of class, and regular participation is imperative each day of class. Work ahead if at all possible, as life has a way of throwing a curve ball when you think you have everything under control. **Work or travel commitments are not approved excuses for late or incomplete coursework or participation.**

Email Conventions

Please send all projects through Canvas. Make sure your first AND last name is on each assignment, in case it is printed for grading. If you need assistance with understanding Canvas, please contact Team 55.

Please send all emails related to NUTR 120 through the email link of Canvas. Please identify yourself each time. If you are asking a question about a specific assignment, please include the name of the assignment in your email. It is your responsibility to check that submissions actually are sent and are not just “hanging out” and waiting for you to hit “submit.” Submissions received after the date on the syllabus are late, regardless of the reason.

Team 55 Support

Please direct all technical questions concerning computer problems to Team 55.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Anti-Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following this link:

<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Sexual Harassment

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

[www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Harassment%20Policy)

NUTR 120 SYLLABUS OUTLINE

EACH CHAPTER QUIZ IS DUE BY 11:59 ON THE SATURDAY OF EACH WEEK

FIVE CHAPTER HOMEWORK ASSIGNMENTS MUST BE COMPLETED DURING THE SEMESTER. IF ADDITIONAL HOMEWORK IS COMPLETED, THE HIGHEST GRADES WILL BE TAKEN TO COUNT TOWARD YOUR FINAL GRADE.

Week 1 (Begins 8/29)	Chapter 1 – Nutrition: Linking Food and Health Homework for Chapter 1 Chapter 1 Discussion Chapter 1 Quiz
Week 2 (Begins 9/5)	Chapter 2 – Designing a Healthful Diet Homework for Chapter 2 Chapter 2 Discussion Chapter 2 Quiz Chapter 3 – The Human Body: Are We Really What We Eat? Homework for Chapter 3 Chapter 3 Discussion Chapter 3 Quiz
Week 3 (Begins 9/12)	Chapter 4 – Carbohydrates: Plant-Derived Energy Nutrients Homework for Chapter 4 Chapter 4 Discussion Chapter 4 Quiz
Week 4 (Begins 9/19)	Chapter 5 – Fats: Essential Energy-Supplying Nutrients Homework for Chapter 5 Chapter 5 Discussion Chapter 5 Quiz
Week 5 (Begins 9/26)	Chapter 6 – Proteins: Crucial Components of All Body Tissues Homework for Chapter 6 Chapter 6 Discussion Chapter 6 Quiz Personal Dietary Analysis Project Due
Week 6 (Begins 10/3)	Chapter 7 – Nutrients Essential to Fluid and Electrolyte Balance Homework for Chapter 7

Chapter 7 Discussion
Chapter 7 Quiz

Week 7 Chapter 8 – Nutrients Essential to Key Body Functions
(Begins 10/10) Homework for Chapter 8
Chapter 8 Discussion
Chapter 8 Quiz

Week 8 Chapter 9 – Nutrients Essential to Healthy Tissues
(Begins 10/17) Homework for Chapter 9
Chapter 9 Discussion
Chapter 9 Quiz

Week 9 Chapter 10 – Achieving and Maintaining a Healthful Body Weight
(Begins 10/24) Homework for Chapter 10
Chapter 10 Discussion
Chapter 10 Quiz
Research Experiment Proposal Due

Week 10 Chapter 11 – Nutrition and Physical Fitness: Keys to Good Health
(Begins 10/31) Homework for Chapter 11
Chapter 11 Discussion
Chapter 11 Quiz
Research Experiment Results Due

Week 11 Chapter 12 – Food Safety and Technology: Protecting our Food
(Begins 11/7) Homework for Chapter 12
Chapter 12 Discussion
Chapter 12 Quiz

Week 12 Chapter 13 – Food Equity, Sustainability, and Quality: The Challenge
(Begins 11/14) of "Good Food"
Homework for Chapter 13
Chapter 13 Discussion
Chapter 13 Quiz

WEEK OF THANKSGIVING IS FREE!!!

Week 13 Chapter 14 – Nutrition Through the Life Cycle: Pregnancy and the First
(Begins 11/28) Year of Life
Homework for Chapter 14
Chapter 14 Discussion
Chapter 14 Quiz

Week 14 (Begins 12/5)	Chapter 15 – Nutrition Through the Life Cycle: Childhood to Late Adulthood Homework for Chapter 15 Chapter 15 Discussion Chapter 15 Quiz
Week 15 (Begins 12/12)	Final

This schedule is subject to revision at the discretion of the professor.