Instructor: Dr. Jennifer Ricketts, Shantz 236, jricket@email.arizona.edu
Office Hours: Tuesday 10-12:00, Wednesdays 10-11:30 AND by appt (please email! I am often available). Success is more likely to occur when students take the time to utilize office hours and/or appointments!

COURSE DESCRIPTION, OBJECTIVES, and EXPECTATIONS
Please read through this entire document carefully and contact your instructor or TA if you have questions.

1. Course Identification, Course Number: NSC 170C1, Nutrition, Food and You
2. Prerequisites: None.
3. Course Description: Nutrition, Food and You covers the principles of human nutrition. Topics include digestion, absorption and metabolism of energy nutrients; vitamin structure and function; minerals in the body; eating disorders; nutrition and the life cycle; nutrition and disease; food safety; and the world food situation. The emphasis of the course is the scientific approach to understanding human nutritional needs for proper growth, development and life. The course is designed to help you learn and understand the basic concepts that are the foundations of our understanding of:

- Current nutritional standards and guidelines, and how these are used.
- Influence of nutrient availability on diversity and evolution.
- Cells as the basic units of structure and function in humans.
- Human physiology; the circulatory system, the neurological system and the digestive system as models for functionality at the multi-cellular level.
- Special nutritional needs (athletics, weight management, pathologies).
- Development and nutrition throughout the life cycle, from embryo to elderly.
- Scientific versus anecdotal evidence in health and wellness.
- Nutrition and disease, for both deficiency and degenerative diseases.
- Nutrition and lifestyle choices in health and wellness.
- Food as a vector in disease.
- Chemical and biological effects of preservation in foods.

Key concepts to be covered include:

- The cell as the fundamental unit of tissues and organs.
- Biochemical reactions for energy and growth.
- Qualitative and quantitative aspects of energy metabolism.
- Hormones and neurotransmitters; effects on appetite and hunger.
- Genetic, environmental and behavioral causes of disease.
- Mechanisms for disease prevention; the epithelium and immune systems.
- Digestion, absorption and metabolism of nutrients.
- Nutrition for maximum athletic performance.
- Nutrition and body weight.
- Nutrition and lifestyle, and degenerative diseases.
- Biotechnology in food production.

4. Purpose: Recurring themes throughout the course are biochemistry, physiology, development, health and wellness, genetic and environmental factors in disease, microorganisms in disease, and food in the ecosystem. The course will provide you with the basic concepts you need to understand:

- The language and practice of science in various fields.
- The methods used to propose and test hypotheses.
- The logic used in developing theories, and the knowledge to recognize flaws.
- The scientific method of investigation to understanding nutrition.
- Ways to promote your personal health and wellness through nutrition principles.
- The course intends to provide you with a basic understanding of the science of human nutrition. After successfully completing this course, you will have a better understanding of how the body utilizes nutrients, and you will have enough knowledge to make the best lifestyle choices for nutrition and health. As
well, you will be able to effectively analyze the myriad of health and wellness claims in the popular media, and make informed decisions regarding the validity of those claims. What will be learned here can be incorporated into your daily life, and will help you to live in a healthy way.

5. Objectives: After you complete this course you should be able to:
   - Name the classes of nutrients in foods, and describe how your body uses these nutrients.
   - Discuss the current nutritional standards and guidelines, and how you can use these to create adequate diets.
   - Summarize how your body digests and utilizes dietary protein, fat, lipid, vitamins, and minerals, and discuss the importance of nonnutritive food components.
   - Evaluate special nutritional requirements for special needs people, including nutritional requirements for pregnancy, infants, teenagers and the elderly; people with diseases and people who are being treated with drugs; alcoholism and nutrition; nutrition for optimum athletic performance; and nutrition during weight loss.
   - Describe the relationship between good nutrition and good health.
   - Communicate with nutrition professionals in an informed manner, using the lexicon of nutritional professionals.

6. Instructional Materials:
To purchase the e-book from McGraw Hill (least expensive), go to: D2L/Content/McGraw Hill Learn Smart and Click “Register Now”. I suggest you select the 2-week trial before buying the text in case this class doesn’t remain in your schedule. Once you have bought the e-book (after 2-week trial) you can choose to buy a $15 loose-leaf hard-copy of the book (hardcopy is optional, the e-book is required in order to complete Learn Smart assignments. The e-book will expire after the semester). The U of A bookstore will have textbook codes for students needing to purchase books on scholarships.

7. Special Needs and Accommodations Statement: Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

8. Attendance Policy: This class is delivered both electronically and through lectures and discussions. Turning Technology Clickers will be used to collect lecture attendance. You are expected to fully participate in this class by attending lectures, Friday discussions, completing both D2L and Learn Smart assignments and making connections with the instructors and other students through Email and office hours.

Friday discussions attendance is worth 26% of your total grade. The deadline for turning in work is rigid. Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency will find that “wiggle room” is built into the syllabus so that I will not be taking doctor’s notes, etc. as defined below under “Graded Work”. The UA policy on attendance can be found here: [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See [http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02](http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02)
9. Classroom Behavior: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Office of Diversity (http://diversity.arizona.edu/)
http://www.health.arizona.edu/counseling-and-psych-services
http://oasis.health.arizona.edu/hpps_oasis_program.htm

10. Scholastic Ethics: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

11. Confidentiality of Student Records: This course conforms to the University’s policy pertaining to the confidentiality of student records as represented at http://www.registrar.arizona.edu/ferpa/default.htm

12. Instructor’s Expectations: We expect every student to diligently apply themselves to learn the basic nutrition concepts presented in this course. We promise to serve you as facilitators and mentors, but you must do the learning. Study outside of class time, faithfully work on the assignments, and try to understand the principles presented. We can help you over the hard parts, but you must do the work. You will be expected to read the chapters before they are covered in lecture. This approach is aimed toward stimulating more questions and interaction during lecture.

13. Subject to Change Statement 5
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with notice, as deemed appropriate by the instructor.

Graded Work

Attendance via Turning Technologies Clickers
Please follow the instructions for registration and technical support for your clicker linked in D2L/Content/Turning Technology Clickers to properly receive credit for attendance.
Attendance will be collected via content questions during lecture. I will use 5 correct question answers per week for 5 points. I will collect attendance each of the 15 week throughout the semester for a total of 75 points. I will collect more than 5 questions per week so that missing a day a couple times due to illness will not affect your attendance grade if you attend most of the time. It is your responsibility to ensure your clicker is registered to you and functioning properly. You must inquire about missing attendance points within 2 weeks of their posting in order to investigate changing the score.

**McGraw Hill Connect Unit Assignments**
For your assignments scores to show up in D2L you must begin the assignments from the D2L/Content/McGraw Hill Learn Smart link. Every chapter “unit” in your e-book has a “Learn Smart” assignment worth 5 points each within Connect. There are 11 chapters but only 10 will count towards your grade. These assignments are adaptive and are estimated to take approximately 3/4 hour. There is no time limit to get them done other than the due dates. If you are struggling with the content and cannot answer the questions properly the Learn Smart software will highlight in the e-book paragraphs that you already know (in green) and highlight paragraphs where you are struggling with the correct answers (in yellow). Completion of the assignments may take a very long time if you are having trouble answering questions. Be sure to begin these assignments in advance of the final due date so that you can maximize the points earned. For Learn Smart or Connect help, please contact the McGraw Hill support.

**D2L Discussion Posts, and Dropbox Assignments**
Graded work **will not be accepted** after the due date (matter of fact, you will not be able to access the assignments after this date). All assignments are open for an extended period and will be submitted through D2L per the directions (No extensions, no exceptions). If you are aware of a conflict your only option is to submit work EARLY. Students that need technical help in submitting assignments can attend office hours or seek out help in OSCR computer labs. Follow instructions carefully! Pay attention to directions on what you are to do and how to express your answers/posts/papers.

**Due dates extend to 11:55 pm of the listed day PER THE D2L SERVER CLOCK!!**

**Writing Component**
Students will be required to write in both “graded work” and the “diet analysis”. The discussion posts (250-word min. each) and the dropbox exercises (600 word each) will be graded as is but you are encouraged to look at feedback to improve your score on the subsequent submission. The diet analysis project is in 2 parts. You should pay attention to any lost points in the first submission so that you can revise it for an improved grade for your part 2 submission (1000-word min).

**Diet Analysis**
Students will record their diet over several days, analyze, critique, and combine with other personal data to assess overall health. This project is completed in 2 parts worth 25pts each for a total of 50pts. Part 2 of the diet analysis is based on part 1 so you must complete the whole project for full points. If you do not submit part 1 you cannot earn points on part 2. The part 1 of this assignment can be corrected after grading to earn back lost points. Points lost due to missing sections or unanswered questions cannot be earned back. Instructions on how to properly complete the diet analysis project will be discussed in lecture and in Friday discussion meetings. If you require more guidance you are encouraged to attend office hours.

**Friday Discussions**
Discussions are held during the weekly separate section meeting and provide you with an opportunity to learn about and discuss interesting and hot nutrition topics. Take advantage of this opportunity, ask lots of questions, and have fun! Attendance and completion of preparation exercise both contribute to Discussion points (26% of points for the course). Instructions for preparing for the discussions will be posted on D2L. Please print out and complete the exercises designed to prepare students for the corresponding discussion (see the “Friday discussions” link in D2L/Content) before going to your discussion section. Students can ask in advance for an alternative assignment to earn points for one of the discussions. Students with Dean’s excuses and those looking for one alternative assignment must email Dr. Ricketts one week prior to the missed discussion so you can receive your alternative work to be submitted by the missed discussion day.
Exams
Exams are held during the Friday discussion section meeting. Please make a note of these dates now. There is no such thing as a "make-up" in this class - no exceptions. If you have a single personal conflict with the exam schedule, you may ask Dr. Ricketts about taking an early exam in Dr. Ricketts' office. This is NOT arranged with your Friday TA, it must be arranged by emailing Dr. Ricketts. Please give a week’s notice that you will need an early exam. If you have many conflicts with the exam schedule (those with Dean’s excuses), you must schedule your exams early as well. If you have an emergency the day of an exam and end up missing it (illness, family emergency, injury) the final will be your “makeup”. The final will be the same difficulty as the regular exams.

FINAL EXAM – The final is optional and can replace one of your 4 exam scores, it will be the same length and difficulty as your regular exams. Taking the final is only necessary for those that missed an exam or did very poorly on an exam. The final will only be given at the assigned time: Wednesday, May10th in Harvill 150 at 10:30am

Instructor: Dr. Jennifer Ricketts, Shantz 236, jrickett@email.arizona.edu
Office Hours: Tuesday 10-12:00, Wednesdays 10-11:30 or by appt.

NSC 170C1 Spring 2017 Course Calendar of Semester Schedule and Graded Work

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topics Covered Section 1</th>
<th>Chapters covered</th>
<th>Graded Work and Availability/Due Dates</th>
<th>Friday Discussion Activity Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Basics of Nutrition and Nutritional Sciences</td>
<td>Introduction to course Unit 1</td>
<td>(1/13) D1-Intro to Discussion Section</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basics of Nutrition and Nutritional Sciences</td>
<td>Unit 2</td>
<td>D2L Syllabus Quiz (1/11-1/22)</td>
<td>(1/20) D2-Calculations and Diet Analysis</td>
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<td>3</td>
<td>Tools for improving diet</td>
<td>Labor Day, Unit 3</td>
<td>Unit 1 and 2 Learn Smart (LS) ((1/11-1/22)</td>
<td>(1/27) D3-Anatomy and Food Labels</td>
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<td>4</td>
<td>Human Physio, dig &amp; absorption</td>
<td>Unit 4</td>
<td>Unit 3 and 4LS (1/15-1/29)</td>
<td>(2/3) Exam 1</td>
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Section 2

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<tr>
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<th>Friday Discussion Activity Topic</th>
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<tbody>
<tr>
<td>5</td>
<td>Carbohydrates</td>
<td>Unit 5</td>
<td>DA records and Unit 5 LS (1/20-2/5)</td>
<td>(2/10) D4- carbs and health, DA and calc</td>
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<tr>
<td>6</td>
<td>Diabetes, Fat</td>
<td>Unit 5, 6</td>
<td>Diabetes Online Disc Post &amp; Unit 6 LS (1/29-2/12)</td>
<td>(2/17) D5-TBA</td>
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<td>7</td>
<td>Fats and Cardiovascular Disease</td>
<td>Unit 6, 7</td>
<td>Unit 7 LS (2/5-2/19)</td>
<td>(2/24) D6- IF-AT exam Review</td>
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<tr>
<td>8</td>
<td>Protein and Vegetarian Diets</td>
<td>Unit 7</td>
<td>Diet Analysis part 1 (1/20-3/5)</td>
<td>(3/3) Exam 2</td>
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Section 3

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<tr>
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<tbody>
<tr>
<td>9</td>
<td>Water and Alcohol</td>
<td>Unit 9</td>
<td>Etoh Dropbox (2/19-3/5)</td>
<td>(3/10) D7-Bioactives</td>
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March 13-17 Spring Break

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<tr>
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<tbody>
<tr>
<td>10</td>
<td>Vitamins</td>
<td>Unit 8</td>
<td>Cancer Online Disc Post Unit 8 LS (3/5-3/19)</td>
<td>(3/24) D8-if AT DA part 2</td>
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<tr>
<td>11</td>
<td>Minerals</td>
<td>Unit 9</td>
<td>Unit 9 LS (3/12-3/26)</td>
<td>(3/31) Exam 3</td>
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Section 4

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<th>Friday Discussion Activity Topic</th>
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<tr>
<td>12</td>
<td>Energy balance, weight management, Eating Disorders</td>
<td>Unit 10</td>
<td>Unit 10 LS (3/19-4/2)</td>
<td>(4/7) D9 Diet Analysis part 2</td>
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</table>
Wk 13  
4/10  Sports Nutrition  Unit 10  Fad Diet Dropbox (3/26-4/9)  (4/14) D10 Athlete Case Study
Wk 14  
Wk 15  
May  
8-12  Finals Week  Optional Final  Wednesday May 10th 10:30am in HARV 150

Graduate Teaching Assistants and Friday Section Classrooms

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Classroom</th>
<th>GTA</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>002 A</td>
<td>9 - 9:50</td>
<td>HARV 210</td>
<td>Sarah Lavelle</td>
<td><a href="mailto:sarahlavelle@email.arizona.edu">sarahlavelle@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 A</td>
<td>9 - 9:50</td>
<td>HARV 115</td>
<td>Matt Koppinger</td>
<td><a href="mailto:mkoppinger@email.arizona.edu">mkoppinger@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 B</td>
<td>10 – 10:50</td>
<td>SOC SC 411</td>
<td>Matt Koppinger</td>
<td><a href="mailto:mkoppinger@email.arizona.edu">mkoppinger@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 C</td>
<td>10 – 10:50</td>
<td>MDLG 210</td>
<td>Melissa Pentacost</td>
<td><a href="mailto:melissalopez7@email.arizona.edu">melissalopez7@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 D</td>
<td>10 – 10:50</td>
<td>MDLG 410</td>
<td>Danielle DePorter</td>
<td><a href="mailto:dpd5@email.arizona.edu">dpd5@email.arizona.edu</a></td>
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<tr>
<td>001 E</td>
<td>11 - 11:50</td>
<td>MDLG 210</td>
<td>Edward Lloyd</td>
<td><a href="mailto:el212627@email.arizona.edu">el212627@email.arizona.edu</a></td>
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<tr>
<td>001 F</td>
<td>11 - 11:50</td>
<td>ECE 107</td>
<td>Sarah Wright</td>
<td><a href="mailto:sarahjwright@gmail.com">sarahjwright@gmail.com</a></td>
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<tr>
<td>001 G</td>
<td>11 – 11:50</td>
<td>PSYCH 306</td>
<td>Caitlin Gwaltney</td>
<td><a href="mailto:caitlingwaltney@email.arizona.edu">caitlingwaltney@email.arizona.edu</a></td>
</tr>
</tbody>
</table>

NSC 170C1 section 001, 002 Spring 2017 Grade Determination

Syllabus Quiz 10pts = 10 pts
D2L Discussion Post 2 X 10 pt each = 20 pts
D2L Dropbox Activity 2 X 10 pt each = 20 pts

50 pts

Unit Assignements 11 X 5 pts each= 55 pts

**Drop lowest Unit Assignment scores**

50 pts

Exams 5 x 50pt each (including final) = 250 pts

**Drop lowest or don’t take final**

200 pts

MW Lecture Attendance 1 per week 5pts

15 weeks x 5pts each = 75pts

75 pts

Friday Discussions 11 X 15pts each = 165 pts

**Drop lowest**

150 pts

Diet Analysis 2 X 25 pts each = 50 pts

50 pts

Grade based on Total Points = 575 pts

A = 90% and above = 518 and above
B = 80 - 89% = 460 to 517
C = 70 - 79% = 403 to 459
D = 60 - 69% = 345 to 402
E = 59% and below  = 344 and below

*** NSC 170C1 section 002 (Honors) have an additional 100 pts for their Honors Project therefore their grade determination will be out of 675 points and therefore will need 608 points for an A (90% of 675), etc.