Instructor: Dr. Jennifer Ricketts, Shantz 430, jrickett@email.arizona.edu

Office Hours: Monday 10-11:30, Thurs 11-12 or by appt. (see TA and Friday classroom info below)

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, NSC 101 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 as a means 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 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 (Available at the U of A Bookstore and online):

7. Special Needs and Accommodations Statement: Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. 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. The need for accommodations must be documented by the appropriate office.

8. Attendance Policy: This class is delivered both electronically and through lectures and discussions. You are expected to fully participate in this class by attending lectures, discussions, and making connections with the instructors and other students through Email and office hours. Guidance on exam questions is given in the lecture and Friday discussions attendance is worth 30% of your total grade. The deadline for turning in work is rigid. You must use the textbook and login to D2L regularly.

9. Scholastic Ethics: All students at the University of Arizona are considered responsible adults and, as such, are accountable for their own personal behavior. All students are expected to conform to local, state and federal laws. The Code of Academic Integrity of the University of Arizona places the responsibility on each student for the conduct and integrity of all academic work submitted as homework or examinations. The guiding principle of academic integrity is that a student's submitted work, examinations or projects are that student's own work. Students must in no way misrepresent or be party to another student's failure to maintain academic integrity. Copies of the Code are available from the Office of the Dean of Students, 203 Old Main
Hall. Failure of any student to maintain the integrity of any assignment will result in an automatic grade of 0 points on that assignment, and a written notification of this grade, and the reason for it, to the student, the Department Head and Office of Resident Instruction, College of Agriculture. Please note that students failing to maintain the academic integrity of their work diminish their own education and discredit the academic community.

10. 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

11. 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.

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

Graded Work (Quizzes, Online Discussion Posts, and Dropbox)
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 according to 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. At the end of the semester your lowest “graded work” score will be dropped. Due dates extend to 11:55 pm of the listed day ACCORDING TO THE CCIT SERVER CLOCK!!

Writing Component
Students will be required to write in both “graded work” and the “diet analysis”. The discussion posts and the dropbox exercises will be graded as is but you are encouraged to look at feedback to improve your score on the subsequent submission. In the diet analysis you should pay attention to any lost points in the first submission so that you can revise those answers for your final submission.

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. Instructions on how to properly complete the diet analysis project will be discussion in lecture and in 2 separate 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. 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 the right-side frame of each “unit” in D2L) 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 the instructor 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: **Tuesday, Dec. in S17th in HARV 150 at 3:30pm**

**Instructor:** Dr. Jennifer Ricketts, Shantz 430, jrickett@email.arizona.edu
Office Hours: Monday 10-11:30, Thurs 11-12 or by appt.

**Graduate Teaching Assistants and Friday Section Classrooms**

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Classroom</th>
<th>GTA</th>
<th>Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC 101 (MAJ)</td>
<td>10– 10:50</td>
<td>ILC 141</td>
<td>Dr. Ricketts <a href="mailto:jrickett@email.arizona.edu">jrickett@email.arizona.edu</a></td>
<td>Anggie Lewis <a href="mailto:anggiel@email.arizona.edu">anggiel@email.arizona.edu</a></td>
</tr>
<tr>
<td>002 A (HON)</td>
<td>9 - 9:50</td>
<td>CHAV 104</td>
<td>Jennifer Ravia <a href="mailto:jravia@email.arizona.edu">jravia@email.arizona.edu</a></td>
<td>Mike Wallace <a href="mailto:wallace2@email.arizona.edu">wallace2@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 A</td>
<td>9 - 9:50</td>
<td>Soc Sci 222</td>
<td>Yael Greenblatt <a href="mailto:yaelg@email.arizona.edu">yaelg@email.arizona.edu</a></td>
<td>Lorraine Mericle <a href="mailto:lmericle@email.arizona.edu">lmericle@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 B</td>
<td>9 - 9:50</td>
<td>M LANG 210</td>
<td>Melissa Wyatt <a href="mailto:melb2@email.arizona.edu">melb2@email.arizona.edu</a></td>
<td>Stephanie Cullan <a href="mailto:scullan@email.arizona.edu">scullan@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 C</td>
<td>10– 10:50</td>
<td>M LANG 210</td>
<td>Melissa Wyatt <a href="mailto:melb2@email.arizona.edu">melb2@email.arizona.edu</a></td>
<td>Brienne Berg <a href="mailto:bnberg@email.arizona.edu">bnberg@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 D</td>
<td>10– 10:50</td>
<td>COMM 206</td>
<td>Yael Greenblatt <a href="mailto:yaelg@email.arizona.edu">yaelg@email.arizona.edu</a></td>
<td>Kaitlin Charette <a href="mailto:kaitlincharette@email.arizona.edu">kaitlincharette@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 E</td>
<td>10– 10:50</td>
<td>HARV 210</td>
<td>Adam Lyon <a href="mailto:alyon@email.arizona.edu">alyon@email.arizona.edu</a></td>
<td>Jessica Freeman <a href="mailto:freeman2@email.arizona.edu">freeman2@email.arizona.edu</a></td>
</tr>
<tr>
<td>001 F</td>
<td>11 - 11:50</td>
<td>McClell 127</td>
<td>Adam Lyon <a href="mailto:alyon@email.arizona.edu">alyon@email.arizona.edu</a></td>
<td>Sarah Alsing <a href="mailto:sarahalsing@email.arizona.edu">sarahalsing@email.arizona.edu</a></td>
</tr>
</tbody>
</table>

**Who Do I Contact for Questions?**

Lecture content questions
- TA’s, preceptors, Dr. Ricketts (jrickett@email.arizona.edu)
Discussion content questions, graded work, discussion points
  ➢ TA’s

Early exam (at least 1 week prior, 1 per semester without Dean’s Excuse)
  ➢ Email Dr. Ricketts

Early discussion for those with Dean’s Excuse
  ➢ Email Dr. Ricketts

Questions about the auto-grader (2 week limit from due date)
  ➢ Email Dr. Ricketts

Questions about posted exam or discussion points (2 week limit)

**NSC 170C1 Fall 2013 Overview of Semester Schedule and Graded Work**

<table>
<thead>
<tr>
<th>Topics Covered Unit 1</th>
<th>Chapters covered</th>
<th>Graded Work and Availability/Due Dates</th>
<th>Friday Discussion Activity Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1 8/26</td>
<td>Introduction, Basics of Nutrition and Nutritional Sciences</td>
<td>Introduction to how the course is run</td>
<td>(8/30) D1 Intro to Discussion Section</td>
</tr>
<tr>
<td>Wk 2 9/2</td>
<td>Nutritional Sciences, Tools for improving diet</td>
<td>Ch 1, 2, 3, 4 (Health, Science, Tools)</td>
<td>Syllabus Quiz (8/26 to 9/8)</td>
</tr>
<tr>
<td>Wk 3 9/9</td>
<td>Human Physio, dig &amp; absorption</td>
<td>Ch 5, 6 (Digestion)</td>
<td>Digestion Quiz (8/26 to 9/8)</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td></td>
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<td>(9/6) D2 Food Label Exercise</td>
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<tr>
<td>Wk 4 9/16</td>
<td>Carbohydrates</td>
<td>Ch 7, 8 (Carbohydrates)</td>
<td>Carbohydrate Quiz (9/1 to 9/15)</td>
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<tr>
<td>Wk 5 9/23</td>
<td>Diabetes, Fat and Cardiovascular Disease</td>
<td>Ch 9 (Diabetes), Ch 10 (fat)</td>
<td>Diabetes Online Disc Post (9/8 to 9/22)</td>
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<tr>
<td>Wk 6 9/30</td>
<td>Fat and Cardiovascular Disease</td>
<td>Ch 10 (fat), Ch 12 (CVD)</td>
<td>Protein Quiz (9/22 to 10/6)</td>
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<tr>
<td>Wk 7 10/7</td>
<td>Protein and Vegetarian Diets</td>
<td>Ch 13, 14, 15 (Protein, vegetarian)</td>
<td>(10/11) Exam 2</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Wk 8 10/14</td>
<td>Vitamins</td>
<td>Ch 16 (vitamins)</td>
<td>Diet Analysis part 1 (9/20 to 10/13)</td>
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<tr>
<td>Wk 9 10/21</td>
<td>Minerals</td>
<td>Ch 17 (minerals)</td>
<td>Etoh Dropbox (10/6 to 10/20)</td>
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<tr>
<td>Wk 10 10/28</td>
<td>Water, Alcohol and Cancer</td>
<td>Ch 18, 19 (water, etoh) Ch 27 (CA)</td>
<td>Cancer Online Disc Post (10/13 to 10/27)</td>
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<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td></td>
<td>(11/1) Exam 3</td>
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<tr>
<td>Wk 11 11/4</td>
<td>Energy balance, weight management</td>
<td>Ch 20, 21 (wt mgmt)</td>
<td>Fad Diet Online Disc Post (10/20 to 11/3)</td>
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<tr>
<td>Wk 12 11/11</td>
<td>Eating Disorders Sports Nutrition</td>
<td>Ch22 ED Ch 24, 25 (sports nutrition)</td>
<td>Sport Nutr Quiz (10/27 to 11/10)</td>
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<tr>
<td>Wk 13 11/18</td>
<td>Pregnancy</td>
<td>Ch 25 (sports nutrition)Ch 29 (pregnancy)</td>
<td>Pregnancy Quiz (11/3 to 11/17)</td>
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<tr>
<td>Wk 14 11/25</td>
<td>Lifecycle</td>
<td>Ch 29, 30 (life cycle)</td>
<td>Diet Analysis part 2 (11/8 to 11/24)</td>
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<tr>
<td>Wk 15</td>
<td>Food Safety</td>
<td>Ch 27 (food safety)</td>
<td>Safety Quiz (11/17 to 12/1)</td>
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<tr>
<td>Wk 16/17</td>
<td></td>
<td></td>
<td>(12/17) Optional Final</td>
</tr>
</tbody>
</table>

pg. 5 (170C1/101)
NSC 170C1 section 001, 002, NSC 101 Grade Determination

Syllabus Quiz 10 pts = 10 pts
Graded work 10 X 10 pts each = 100 pts
Drop lowest score = 100 pts

Exams 5 x 50pt each (including final) = 250 pts
Drop lowest or don’t take final = 200 pts

Discussions 10 X 15pts each = 150 pts = 150 pts

Diet Analysis 2 X 25 pts each = 50 pts = 50 pts

Total Points = 500 pts

A = 90% and above = 450 and above
B = 80 - 89% = 400 to 449
C = 70 - 79% = 350 to 399
D = 60 - 69% = 300 to 349
E = 59% and below = 299 and below