Goals of the Course: at the end of the class you should be able to do the following:

First and foremost, you should be able to distinguish between your personal preferences, beliefs and biases and sound evidence based nutrition science, and should be able to identify when they are in conflict or concurrence.

1. Be able to distinguish among foods as relative sources of calories and the various nutrients and be aware of appropriate sources for this information.
2. Be able to list the nutrients that are essential for normal functioning of the body and briefly describe functions of each of these nutrients as they interrelate for achieving good health.
3. Be able to recognize the following processes as they relate to obtaining nutrients from food and their use within the body: digestion, absorption, transport, metabolism and excretion.
4. Be able to interpret food guides and other dietary guidelines designed to meet nutrition needs.
5. Be able to apply nutrition knowledge to evaluation of consumer concerns such as: food labeling, advertisements, popular publications, food safety, new products, current food and diet fads.
6. Be able to identify current food and nutrition problems.
7. Be aware of methods and areas of nutrition research.
8. Be able to use computer software to assess the quality of your usual diet.

Please be aware that this class is designed to present nutrition concepts as a science, it is not geared directly towards your individual eating/dietary meals, other than by inference. If you are looking for a personal nutrition class, this will probably not meet your expectations. The politics of food, along with agricultural issues, while interesting, is beyond the scope of this class.

Text:
Human Nutrition Custom Edition, by Whitney and Rolfes
-OR-

-Plus-
Online Diet Analysis program version 8.0, 9.0 or 10.0 (bundled with book; must be purchased separately if purchasing a used book).

There are several versions of this book available. All versions that are at the bookstore are OK for this class. Check to make sure the book’s authors are Whitney and Rolfes.

Supplemental Readings, as provided in class or on Blackboard- please check often.

Desire2Learn
This class is supported by Desire2Learn. Log on at www.psuonline.pdx.edu Copies of the slides are provided for each topic area. Many students find it helpful to print them out.
prior to class, but they are not intended to be a substitute for coming to class or for taking notes during class, as there may be changes, relevant discussions, and taking notes often increases learning.

**Diet Analysis Project**  The project is a “term long” independent activity. You will track everything you eat or drink and all of your physical activity for 3 days, enter it into an online computer program and then complete various questions and calculations based upon what you actually ate and nutrient recommendations. Packet will be distributed the first week of class. You will need the Diet Analysis Program for this (see above)

**Classroom expectations**-Generally classroom time will be spent in lecture with occasional movies. *It is strongly urged that you attend class, although attendance is not recorded.*

**Take Home Quizzes**- there will be three take home quizzes, one for each exam. These are available online or may be picked up in class. I suggest you work through these as we go through the material and you do the reading. Each quiz will be due in class on the class day before the respective exam (see class schedule.) They are not graded, but they are required. Each is worth 10 points. No late quizzes will be accepted. If you are unable to be in class to turn in the quiz, you may turn it in early. Illnesses need to be verified for any late hand-ins.

**Office Hours** are before class on Tuesdays and Thursdays (12:45-1:45), or by appointment. You are encouraged to come visit and discuss any problems or nutrition issues. Science Building 1, Room 540

**Grading**
Term grades will be based on the Diet Analysis project, three exams, and completion of the take home quizzes. *Exams will cover all readings, lectures, and discussions.*

Grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diet Analysis Project</td>
<td>75</td>
</tr>
<tr>
<td>Three (multiple choice) tests</td>
<td>60 points each</td>
</tr>
<tr>
<td>Three Take home quizzes</td>
<td>10 points each</td>
</tr>
</tbody>
</table>

Total 285 points

*Make up tests will not be given except for reasons of illness or emergency. You must contact me BEFORE test time.*

**Grades** will be assigned as follows: (as percent of 285 total points)

Numeric grades will be rounded to the nearest % and the final grade given as:

| A 100-92 % | A- 91-90 | B+ 89-88% | B 87-82% | B- 81-80% |
| C+ 79-78% | C 77-72% | C- 71-70% | D+ 69-68 % | D 67-60% |
| F 59% and below |

**You are responsible for all information given during class time. This includes any special assignments, schedule changes and guest speakers**

**Academic Honesty**- Students are expected to be honest and ethical in their academic work.
**Extra Credit Assignment:**
Worth 20 possible points: Putting Dietary Recommendations into Practice

You will write a 3-5 page paper based on the analysis of someone else’s 3 day diet records.

Just as you did for your personal diet, you will record the dietary intake for a friend or family member over 3 days. You may use similar diet record forms as those used during your personal diet analysis. You will enter these records along with the profile information of your “pretend patient” into the Diet AnalysisPlus program to create a 3 day nutrient intake average. Based on the DRI goals report write a 3-5 page essay analyzing this intake and explaining any changes the person should make. A complete assignment will address kcals protein, fat (total and saturated), carbohydrate, fiber and all vitamins and minerals less than 75% or greater than 125% of recommended needs (reminder helpful tables are located inside the front cover of the textbook.)

Specifically, discuss the factors that influence the recommendations, especially for kcals, and compare the 3 day average intake to the recommendations. Describe the function or importance of the nutrient in the body. Then discuss how this person’s nutritional intake compares to the recommendations for kcals, each macronutrient, and any low or high vitamins and minerals. What might be the long term consequences of these intakes? Finally, what change in the diet could rectify these imbalances? What specific foods could you add to or subtract from their meals.

Finally, provide an evaluation of the overall diet: is (s)he maintaining a good diet? Are there minor dietary modifications that would help to make her/his diet better? Does her/his diet require substantial change in order to promote a healthy lifestyle?

**Note: when addressing total macronutrients, remember that carbohydrate and protein “recommendations” shown in the report are minimums and it is better to calculate the percent of kcals from each macronutrient and use the ADMRs for your comparisons.**

Be sure to include each vitamin and mineral where your person’s intake is **below 75% or above 125% of the Recommended Intake.** For each of these nutrients, explain:

a. **Whether or not the deviation is a serious problem?** Briefly, why is the nutrient important? Is there a Tolerable Upper Limit for the nutrient? What might be the consequence of long-term low or high intakes. Were the days that you evaluated representative of your person’s typical diet? Be sure your analysis is based on sound nutritional information from the textbook.

b. **How can the problem be remedied?** What specific foods can be added to the diet to address a nutrient deficiency without throwing the other nutrients too far out of whack? What food intakes can be reduced (or eliminated.)

***Be sure to include a copy of the 3 day food records, the Profile report, and the DRI goals compared to the 3 day average report. ***