

# ESSENTIALS OF HUMAN NUTRITION

NUTR 150



## Join me!

Vegetarian. Vegan. Atkins. The Mediterranean Diet. South Beach. The Word of Wisdom. Have you heard of these different types of eating patterns? How do they differ? Are they healthy? Which one is healthiest? Why? I invite you on a journey this semester to explore the science of nutrition, to learn the language of nutrition and how to analyze food and food patterns. We will discover many aspects of food including what happens to food when we eat, consequences of food choices/behaviors and take a scientific examination of controversial topics. Food and nutrition are all around us and affect each of us. I promise you as you prepare and participate in this class you will gain an understanding of food and nutrition to help you develop personal healthy eating patterns to improve your health and lifestyle.



Fresh Fruit at Pike Place Market in Seattle, WA  
YUM!

## Assessment of Learning

As with all classes, there will need to be some type of assessment to determine if you are learning the material. During this journey, you will have the opportunity to read and analyze food and nutrition information and apply it in your life. To ensure you are acquiring the appropriate skills, **four assignments** and **five tests** will help us evaluate your progress along with other informal assessments such as group discussions, case studies, and preparation quizzes. The activities have been designed to help you make connections with the material you have read and your own dietary choices, gain skills in online nutrition assessment and revelatory scripture. You will have the most success through completing the activities outlined under “prepare” and “engage” in each week’s lesson. Active participation throughout the week is important to elevate your learning. This is also part of the Learning Model which you are encouraged to fully implement in this course.

## COURSE MATERIALS

- Textbook: Visualizing Nutrition: Everyday Choices, 2<sup>nd</sup> edition, Mary B. Grosvenor and Lori A. Smolin (ISBN-13 978-1118277515)
  - Compare prices for your textbooks through the [University Store Price Comparison site](#). They will show you all of the options from the University Store plus several online options to help you find the best price.
- Microsoft Word (Pages or other open software programs discouraged)



*"I was 32 when I started cooking; up until then, I just ate." -- Julia Child, celebrity chef and cookbook author*



### CHOOSE YOUR COURSE MEAL TYPE

It is possible to take this course, and possibly even do well, without having changed your thought process or taking action to apply this knowledge. Your commitment and desire to acquire knowledge in this course will deepen your understanding and ability to seek further knowledge.

Imagine this class as a Six Course Meal. You have arrived and see several food items and drinks available for you to enjoy. Join me in class and decide how you would like to partake:

#### **Sampling:**

You may choose just to sample bits and pieces of each course. This may work for you if you only wish to gain enough knowledge to just “get by”. Your performance will be poor or sufficient because your initiative for preparation activities is not satisfactory. Sampling will allow you to taste but not enjoy the information presented and you may wish to stay here if this is the only Nutrition course you will be taking.

#### **Dining:**

If you choose to dine you will be more satisfied. You will take time to not only sample, but enjoy the food and drinks you choose. You will apply the Learning Model as required by class. Your level of understanding will be sufficient to significant and you will most likely have the skills to proceed to higher level courses.

#### **Feasting:**

Feasting on the course material will allow you to understand and seek further knowledge. You will apply the knowledge you have gained to your own life, not just because the assignment required it, but because you have a desire to gain a better understanding. You will solve complex problems and demonstrate diligent application of the Learning Model principles, including initiative in serving other students.

*The Learning “for which the Church stands – is the application of knowledge to the development of a noble and Godlike character.”  
David O. McKay*

### NUTRITION 150 COURSE GOALS/OBJECTIVES

- Evaluate nutrition information using established recommendations based on scientific evidence and Latter-Day revelation
- Explain the basic roles of nutrients in the body
- Assess the nutritional adequacy of dietary intake
- Apply nutrition knowledge to promote healthy eating patterns

**“FEASTING UPON THE WORD OF  
CHRIST”**

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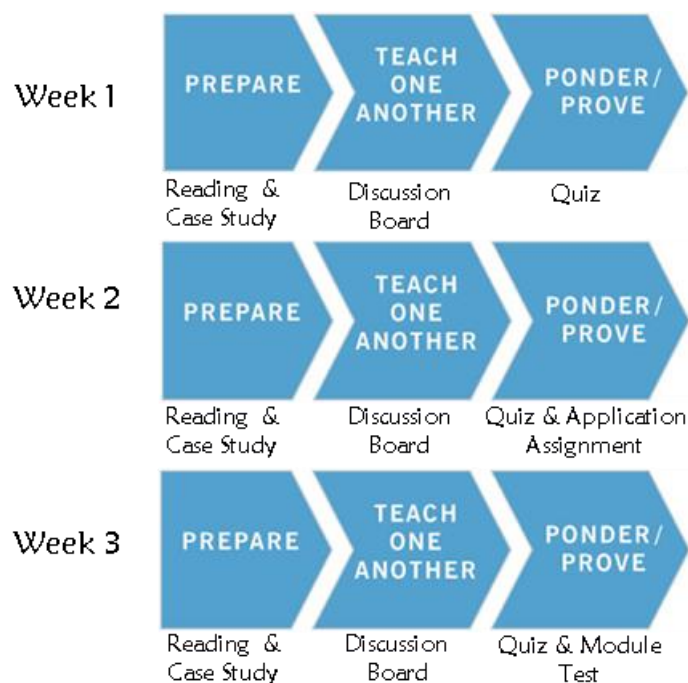
NUTR 150



The NUTR 150 online class is made up of an introductory overview, four learning modules (three weekly lessons each), and a final case study assessment/exam. During the first part of each week, you will complete preparation activities (readings, videos, and a case study), take an open-book, timed quiz, and begin a small group discussion on nutrition issues. During the second half of the week, you will finish the small group discussions. Each three-week module has a personal application assignment that provides opportunities for you to apply the nutrition concepts to your life and a summary test. The activities, assignments, and tests in each module build on one another and culminate in a final case study assessment at the end of the semester.

Note: The course is not an independent study course. The group learning and teaching activities, although asynchronous, do require students to participate in a discussion board throughout the week.

## BYU IDAHO Learning Model



You are encouraged to learn by study and also by faith (D&C 88:118). The three processes of the Learning Model listed above will help you deepen your learning experience. For more information about the Learning Model visit <http://www.byui.edu/learningmodel>.

Free tutors are also available. You do not have to be struggling in the class before you request a tutor. Go to <http://www.byui.edu/AcademicLearning> for information about how to get a tutor or how the writing, reading, math and study skills centers can help you increase success in all of you classes. To schedule a tutor for a specific class, log on to Tutor Scheduling System and follow the instructions.



## GRADING POLICES:

### Tests (Approximately 44% of the grade)

There are four module tests and a final case study test. Each test is worth 100 points. These tests are not timed. They will be open book, open note, but not open person. You may take each test only once. You are on your honor to complete the test on your own without help from another person. If you have a concern with one of the test questions, you should contact the instructor by email. The four module tests need to be submitted by Due Date #2\* of the third week of each module. The final case study needs to be submitted Due Date #1\* of Lesson #14 (the final week).

### Personal Application Assignments (Approximately 17% of grade)

Each module has a personal application assignment that applies the principles learned in the module and provides an opportunity for you to ponder on how the principles relate to your life. The application assignments use Microsoft Word software. The personal application assignment needs to be submitted by Due Date #2 the second week of each module. To avoid stress we recommend you start on and submit the assignments earlier than the deadline.

### Quizzes (Approximately 18% of grade)

There is a syllabus quiz and 13 preparation quizzes. Some of the lessons have practice quizzes that can help you evaluate your skills before you take the timed quiz. The practice quizzes are optional and the scores do not contribute to your grade. The timed quizzes are open book, open note, but not open person. You may only take the quiz once. You are on your honor to complete the quiz on your own without help from another person. If you have a concern with one of the quiz questions, you should contact the instructor by email. Your email will be answered within 24-hours M-F. The quizzes for Lessons 2 through 13 must be completed by Due Date #1.

### Discussion Boards (Approximately 21% of grade)

Each lesson has a group discussion board worth 20 points. The discussion boards have one to two topics from which you can choose to participate each week. Your first discussion board response needs to be posted by Due Date #1 and at least two other responses need to be posted by Due Date #2. In order to receive full credit for the discussion board activity, you will need to have at least three timely posts that expand the depth, breadth, or meaning of the discussion. Full credit means you did an excellent job expanding the discussion and used citations where needed. An activity explaining the discussion board guidelines will be given in Lesson 2 (second week of the semester).

\*Refer to the "How to Understand Due Dates" document (found in the course) for an explanation of the terms "Due Date #1" and "Due Date #2".



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## Grading Scale:

Grade	% Score	Description
A A-	93-100% 90-92%	Represents outstanding understanding, application, and integration of subject material and extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. Demonstrates diligent application of Learning Model principles, including initiative in serving other students.
B+ B B-	87-89% 83-86% 80-82%	Represents considerable/significant understanding, application, and incorporation of the material which would prepare a student to be successful in next level courses, graduate school or employment. The student participates in the Learning Model as applied in the course.
C+ C C-	77-79% 73-76% 70-72%	Represents sufficient understanding of subject matter. The student demonstrates minimal initiative to be prepared for class. Sequenced courses could be attempted, but mastering new materials might prove challenging. The student participates only marginally in the Learning Model.
D+ D D-	67-69% 63-66% 60-62%	Represents poor performance and initiative to learn and understand and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter.
F	Less than 60%	Represents failure to meet the requirements of the course.

## RESOURCES:

### Online Support Center

The Online Support Center (OSC) is designed to help any students taking online courses at BYU-Idaho. If you have questions about any online course or any feedback concerning online courses, instructors, or your online learning experience please contact the OSC.

### OSC Contact Information

Hours: Monday-Friday, 7 AM – 7 PM, MST

Phone: 208-496-1800

Toll Free Phone: 866-672-2984

Text Messaging: 208-557-4142

Email: [onlinelearning@byui.edu](mailto:onlinelearning@byui.edu)

Live Chat: [Click Here](#)

Website:

<https://www.byui.edu/online/online-support-center>

## COURSE POLICIES:

### Late work

Late submissions on course work will **not** be accepted unless previous arrangements have been made with the instructor.

### Original work

You are expected to do your own work. Do not use work from current or past students. Do not reuse work from other courses or this course if you have taken it before.



**BYU**  
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