

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

KINE 320 DL3 - Principles of Human Nutrition (3)
Fall 2015

DAY/TIME:	Online	LOCATION:	Online
PROFESSOR:	Peter Melanson, MS, CSCS,*D,RSCC,*D	EMAIL ADDRESS:	pmelanso@GMU.edu
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DEPT. WEBSITE	RHT.GMU.EDU	CLASS WEBSITE	Mymasonportal.gmu.edu

PREREQUISITES

None

CATALOG COURSE DESCRIPTION (KINE 320)

Assesses dietary habits and patterns in relation to nutrient requirements across the age spectrum and for a variety of populations. Emphasizes weight control, diet in relation to physical activity, and current nutritional controversies.

COURSE OBJECTIVES (KINE 320)

At the completion of this course, students will be able to:

1. Differentiate the roles of carbohydrates, protein, fats, vitamins, and minerals in one's diet across the lifespan.
2. Describe the digestive process as it relates to the utilization of nutrients for energy production and metabolism.
3. Explain the various methods utilized to measure body composition.
4. Explain the importance of nutrition as it relates to exercise and physical activity for a healthy lifestyle.
5. Evaluate a variety of diets reported in the popular literature.
6. Plan a nutrition program for both weight loss and weight gain for clients.

COURSE OVERVIEW

The course focuses on the basic principles of nutrition and its application in practice and overall health. It will be module based learning to elicit thought provoking discussion to help emphasize key components of the lecture. Current topics and cases will be presented and discussed throughout the course to help students translate theory into practice.

The first part of the course will focus on the components of a nutritious diet, nutrition standards, macro and micronutrients. The second part of the course will delve further into nutrition and its relationship to health, disease, fitness, ergogenic aids, obesity, and nutrition through the life cycle.

DELIVERY METHOD:

This course will be delivered online using an Asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. Asynchronous has no set class times which requires you to stay on top of all readings and assignment. The course site will be available on Tuesday August 25 at 12:01am EST.

ACCREDITATION STANDARDS

This course meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements and covers the following American College of Sports Medicine's Knowledge-Skills-Abilities (KSA's):

KSA	Description	Lecture, Lab, or both
	GENERAL POPULATION/CORE: NUTRITION AND WEIGHT MANAGEMENT	
1.8.1	Knowledge of the role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism.	Lecture
1.8.2	Knowledge of the following terms: obesity, overweight, percent fat, BMI, lean body mass, anorexia nervosa, bulimia, metabolic syndrome and body fat distribution.	Lecture
1.8.6	Knowledge of the difference between fat-soluble and water-soluble vitamins.	Lecture
1.8.8	Knowledge of the USDA Food Pyramid and Dietary Guidelines for Americans.	Lecture
1.8.9	Knowledge of the importance of calcium and iron in women's health.	Lecture
1.8.11	Knowledge of the number of kilocalories in one gram of carbohydrate, fat, protein, and alcohol.	Lecture
1.8.12	Knowledge of the number of kilocalories equivalent to losing 1 pound of body fat and the ability to prescribe appropriate amount of exercise to achieve weight loss goals.	Lecture
1.8.13	Knowledge of the guidelines for caloric intake for an individual desiring to lose or gain weight.	Lecture

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements. For this course the website is the USDA Supertracker diet analysis program. <http://www.choosemyplate.gov/supertracker-tools/supertracker.html>
IMPORTANT: When you create a profile for this or other course-related websites, please use a general user ID and password that is not very personal, as you may be asked to share this with the instructor and or group members.
- If you are having trouble logging into Blackboard, contact ITU at 703-993-8870 or support@gmu.edu. For assistance within Blackboard, contact the Collaborative Learning Hub at or 703-993-3141 or club@gmu.edu
- Blackboard On Demand: For Students: <http://ondemand.blackboard.com/students.htm> This site features video tutorials on how to use many of Blackboard's features, including posting to a discussion board, posting an assignment, and checking your grades.

- Class announcements and reminders will be made through the Blackboard “Announcements” function. Be sure to check Blackboard and your email regularly. You are responsible for being aware of the information communicated through these venues
- Respondus Lockdown Browser is required and should be updated before exams.

REQUIRED READINGS

Sizer and Whitney (2013). Nutrition Concepts and Controversies, 13th Edition. Wadsworth Cengage Learning.
 Online Resource: USDA Supertracker diet analysis program Online resource:
<http://www.choosemyplate.gov/supertracker-tools/supertracker.html>

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor at **minimum of 6 times a week**, not knowing about assignment will not be an acceptable excuse. The discussion boards will require one detailed comment and two responses to other students’ comments.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which may include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 6 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and respectful with your words.** I will try to do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **E-mail Correspondence:** Only messages that originate from a George Mason university address will be accepted. Please address the **subject line** for all email pertaining to this course as: KINE 320: Last Name- purpose of email.

The following is an appropriate professional format

example: Hello Dr. XX (*Beginning salutation*)

I have a question regarding (*Text body*)

Regards, (*Ending Salutation*)

(*Your name*)

If students do not compose emails using this template, the instructor reserves the right to not answer the emails.

- **Professionalism**
- **Students are expected to behave in a professional manner. Depending upon the setting professionalism may appear different, but typically consists of similar components. Professionalism generally comprises the following components:**
- **Communication** – When communicating with the instructor and classmates, either face-to-face or via the assigned George Mason University email address, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.
- **Participation** – Participate in class discussions and activities. Demonstrate that you have an interest in the subject matter.
- **Responsibility/Accountability** – Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes.
- **Honesty/Integrity** – Students are expected to be honest with the instructor, classmates and themselves. Professionals keep their word when committing to something and act in an ethical manner.
- **Self-Improvement/Self-awareness** – One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek out opportunities to increase their knowledge and improve their current skill set.

EVALUATION

This course will be graded on a point system, with a total of 500 possible points.

Exams: The format of these examinations may be multiple choice, true/false, short answer, matching, and fill in the blank type questions. The examinations will be made available and will close as shown on the syllabus course schedule. The exams will cover all chapter materials and assigned readings as outlined in the syllabus.

Online Class Discussions: You are expected to actively participate in online class discussions in the discussion board. Participation in online discussions of course content is expected as topics are introduced and as applied to assigned readings. There are 10 topics and each is worth 10 points.

Each discussion posted will be assigned a date by which the student must respond. If a student is unable to fulfill this requirement for any reason, he/she should notify the instructor prior to the class and make alternative arrangements. The aim is to encourage interaction, and not simply to present information.

Discussions will typically be open from **The beginning of each testing section to the last day of that test section by 11:59 pm after which discussion postings will not count.**

Each student should make a minimum of 2 responses for the discussion:

1. One response addressing the discussion question by the **week before an exam AND**
2. One comment to responses made from by classmates by **the end of that test section week by that Sunday NLT11:59.**

Your responses to discussion questions must be substantive, that is, thoughtful and analytical and is graded using the **Grading rubric for discussion postings** below. Understand that you are held to academic standards of writing style and the use of proper grammar, punctuation and spelling. Also see **netiquette** information above in the EXPECTATIONS section.

Grading rubric for discussion postings:

Grade	Criteria (including but not limited to)
Excellent 10 Points	<ul style="list-style-type: none"> - In depth response to assigned discussion question. - Additional responses to required number of assigned responses. Responses demonstrate in-depth understanding and knowledge citing/utilizing class materials, resources, and personal experiences (if applicable).
Good 7.5 Points	<ul style="list-style-type: none"> - Response to assigned discussion question - Response to classmates' response postings demonstrating an understanding of the topic.
Average 5 Points	<ul style="list-style-type: none"> - Response to assigned discussion question - Responses to postings is superficial, lacks substance/support from readings, exercises, etc. – e.g. a simple “Yes” “No” or “Good /Bad Job”
Poor 2.5 Points	<ul style="list-style-type: none"> - Does not respond to discussion question, or respond to classmates, or other any of the above criteria
No Response 0 Points	<ul style="list-style-type: none"> - No response

ASSIGNMENTS

Nutritional Dietary Analysis Assignment: You will track and record your or another person's (family, friend, or colleague's - hereafter called client) 3-day food intake using Supertracker diet analysis program (Online Resource: USDA Supertracker diet analysis program. <http://www.choosemyplate.gov/supertracker-tools/supertracker.html>), and make appropriate recommendations to improve nutritional status (i.e. suggest a nutrition program for weight loss and/or weight) . More details about this assignment will be offered by **September 14th 2015**. *Note: While you can mock these data, it is best that you use a real person's information.*

Requirement	Number	Points Each	Total Points	Weight
Exam 1 Ch. 1-4	1	100	100	57%
Exam 2 Ch. 5-6	1	100	100	
Exam 3 Ch. 7-10	1	100	100	
Exam 4 Ch. 11-15	1	100	100	
Online Discussions	4	10	40	29%
Nutritional Dietary Analysis Assignment	1	60	60	14%
TOTAL			500	100%

Grading Scale										
A	=94-100		B+	= 88-89		C+	= 78-79		D	= 60-69
A-	= 90-93		B	= 84-87		C	= 74-77		F	= 0-59
			B-	= 80-83		C-	= 70-73			

COURSE SCHEDULE*

WEEK	CHAPTER/TOPIC	ASSIGNMENTS
Week 1 8/31 – 9/6	Introduction/Orientation and Quiz Chapter 1 Basics of Nutrition	Quiz completed by 9/6 Discussion #1 Open
Week 2 9/7 – 9/13	Chapter 2 Nutrition Tools: Standards and Guidelines	
Week 3 9/14 – 9/20	Chapter 2: Nutrition Tools Chapter 3: The Remarkable Body Diet Analysis Project Begins	Diet analysis project Begins
Week 4 9/21 – 9/27	Chapter 4 Carbohydrates: Sugar, Starch, Glycogen and Fiber	
Week 5 9/28 – 10/4	Test #1 Chapters 1 – 4 & Assoc. Reading Assign. Test will be available on Wed 9/30at 5am and is due by Thur 10/1 by 5 PM	Test #1 Discussion #1 Due 10/4 11:59 pm
Week 6 10/5 – 10/11	Chapter 5 Lipids: Fats, Oils, Phospholipids and sterols	Discussion #2 Open

Week 7 10/12 – 10/18	Chapter 6 Proteins and Amino Acids	Discussion #2 Due 10/25 11:59 pm
Week 8 10/19 – 10/25	Test #2 Chapters 5-6 & Assoc. Reading Assign. Test will be available on Wed 10/21 at 5am and is due by Thur 10/22 by 5 PM	Test #2
Week 9 10/26 – 11/1	Chapter 7: The Vitamins Chapter 8: Water and Minerals	Discussion #3 Open
Week 10 11/2 – 11/8	Chapter 9: Energy Balance and Healthy Body Weight Chapter 10: Nutrients, Physical Activity, and the Body's Responses	
Week 11 11/9 – 11/15	Test #3 Chapters 7-10 & Assoc. Reading Assign. Test will be available on Wed 11/11 at 5am and is due by Thur 11/12 by 5 PM	Test #3 Discussion #3 Due 11/15 11:59 pm
Week 12 11/16 – 11/22	Chapter 11: Diet and Health Chapter 12: Food Safety and Food Technology	Discussion #4 Open
Week 13 11/23 – 11/29	Chapter 13: Life Cycle Nutrition: Mother and Infant Thanksgiving Break	
Week 14 11/30 – 12/6	Chapter 14: Child, Teen, and Older Adult Chapter_ Diet Analysis Project Due	Diet Analysis Project Due
Week 15 12/7 – 12/13	Chapter 15: Hunger and the Global Environment Study for the Final Week	Discussion #4 Due 12/13 11:59 pm
Week 16 12/14 – 12/21	Test #4 Chapters 11-15 & Assoc. Reading Assign. Test will be available on Wed 12/16 at 5am and is due by Thur 12/17 by 5 PM *Exact day subject to change*	Test #4

* Faculty reserves the right to alter the schedule as necessary.

+ Other readings may be assigned during the course as appropriate.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

