

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

KINE 320 C01 - Principles of Human Nutrition (3)
Summer 2016

| | | | | |
|---------------|---|--|----------------|--|
| DAY/TIME: | Online | | LOCATION: | Online |
| PROFESSOR: | Jatin P. Ambegaonkar PhD ATC OT CSCS | | EMAIL ADDRESS: | jambegao@gmu.edu |
| OFFICE HOURS: | By Appointment | | | |

PREREQUISITES

None

CATALOG COURSE DESCRIPTION

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

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 lecture based 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. The course site will be available on **June 27th 2016.**

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

REQUIRED READINGS

Sizer and Whitney (2013). Nutrition Concepts and Controversies, 13th Edition. Wadsworth Cengage Learning.

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 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 4 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 **CLASS 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, and you are unable to come to the Mason campus, we can meet via telephone or web conference. 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.

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 by **Wednesday 8.00 am Eastern Standard Time (EST – Note: All times are EST)** and will close at **Sunday 11.59 pm**. The exams will cover all chapter materials and assigned readings.

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.

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 **Tuesday 8.00 am until Sunday 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 **Thursday 11.59 pm** AND
2. One comment to responses made from by classmates by **Sunday 11.59 pm**.

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 | <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 | <ul style="list-style-type: none"> - Response to assigned discussion question - Response to classmates' response postings demonstrating an understanding of the topic. |
| Average | <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 | <ul style="list-style-type: none"> - Does not respond to discussion question, or respond to classmates, or other any of the above criteria |
| Not Applicable | <ul style="list-style-type: none"> - No response |

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. <https://www.supertracker.usda.gov/>)

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 **July 24 2016 8.00am**. *Note: While you can mock these data, it is best that you use a real person's information.*

| Requirement | Number | Points Each | Total Points |
|---|---------------|--------------------|---------------------|
| Exam 1 Ch. 1-4 | 1 | 100 | 100 |
| 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 |
| Nutritional Dietary Analysis Assignment | 1 | 60 | 60 |
| TOTAL | | | 500 |

| Grading Scale | | | | | | | | | | |
|----------------------|-----------------------|--|----|----------------------|--|----|-----------------------|--|---|-------------------------|
| A | =94-100 (468– 500) | | B+ | = 88-89 (438–447) | | C+ | = 78-79 (388– 397) | | D | = 60-69 (298– 347) |
| A- | = 90-93 (448 –467) | | B | = 84-87 (418-437) | | C | = 74-77 (368- 387) | | F | = 0-59 (297 or less) |
| | | | B- | = 80-83 (398–417) | | C- | = 70-73 (348 –367) | | | |

COURSE SCHEDULE*

| WEEK | TOPIC | READINGS + | ASSIGNMENTS |
|---------------------|--|---------------------------|-------------------------------|
| June 27 – July 3 | Introduction, Nutrition Standards and Guidelines, Label Reading, The Body, Carbohydrates | Chapter 1, 2, 3, 4 | Discussion 1 Exam 1 |
| July 4 - July 10 | Lipids, Protein and Amino Acids | Chapter 5, 6 | Discussion 2 Exam 2 |
| July 11- July 17 | Vitamins, Water and Minerals, Energy Balance, Nutrients and Physical Activity | Chapter 7, 8, 9, 10 | Discussion 3 Exam 3 |
| July 18- July 24 | Diet and Health, Life cycle Nutrition: Mother and Infant Child, Teen, Older Adult | Chapter 11, 12,13, 14, 15 | Discussion 4 Exam 4 |
| July 25- July 30 | Food Diary, Nutrition Analysis | Assigned readings | Nutrition Analysis Assignment |

* 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/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

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.

