

**School of Continuing and Professional Education  
DePaul University**

**SW 282, CCS 282: Nutrition: Basics and Beyond  
Fall 2019**

**1. Instructor: Elizabeth Wall, MS, RDN-AP, LDN**  
[ewall@depaul.edu](mailto:ewall@depaul.edu)  
**773-834-2876**  
**Appointments per student request**

**2. Course Dates: Sept. 11- Nov. 20**  
**Wednesday evenings 5:45 – 9:00 p.m.**

**3. Course Location: Loop Campus, room TBD**

**4. Course Description**

Americans have become increasingly interested and knowledgeable regarding nutrition. This introductory nutrition course will include such topics as the fundamentals of nutrition, nutrition and disease prevention, nutrition throughout the life cycle, weight management, malnutrition and hunger, and more. Each class will build upon the basics by exploring current issues and research related to the specific topic. Throughout the course, students will begin to separate nutrition information from misinformation as well as gain practical knowledge to incorporate into one's day to day life. Students will gain competence and knowledge through class lectures, readings, diet analysis, group activities, research, and student presentations.

**5. Learning Outcomes, Competencies, and/or Objectives Competencies Offered**

- S2A** Can describe, differentiate, and explain form, function and variation within physical systems.
- Can describe at least one biological system, e.g., circulatory, skeletal, ecological, in terms of its structure and organization.
  - Students will study the connections between nutrient intake and disease prevention for various systems of the human body.
  - Students will gain competence in this area by exploring the basics of human nutrition, the impact of diet on metabolic diseases, and social aspects of hunger and malnutrition.
- S2C** Can describe, categorize, and explain development or change within physical or biological systems.
- Can articulate the process by which change occurs in at least one physical or biological system.
  - Can describe the sequence of development or evolution in that system.

- Analyzes the variations in the development or change of physical or biological systems.
- Students will gain competence in the S2C subcategory by studying the basics of human nutrition for each age group in the life cycle.

**S-4** Can describe and explain connections among diverse aspects of nature.

- Explains how parts of the system are interconnected.
- Demonstrates how such connections are found elsewhere in nature.
- Students will study independent physical or natural systems related to health and nutrition and develop a clear argument to demonstrate a connection between the systems. The systems discussed in this course include, but are not limited to human biological systems, environmental systems, and social systems as they relate to nutrition.

**CCS282** Can describe, categorize, and explain development or change within physical or biological systems. Can describe and explain connections among diverse aspects of nature.

### **Outcomes**

All students will understand the basic principles of nutrition including physiological requirements for nutrients and the connections between dietary intake and health or disease. Each student will analyze his/her dietary intake and compare the results to national standard. Additional learning objectives are listed below and dependent upon the competencies for which the student is registered.

**S2A** – Students will be able to articulate the current nutrition recommendations for the American public and identify unsubstantiated nutrition information in the media.

**S2C** – Students will identify specific nutrient needs for each stage of the life cycle.

**S4** – Students will identify and discuss the connections between economics and malnutrition, diet and disease, or the environment and the food supply.

## 6. Learning Strategies & Resources

Textbook: *Nutrition Now*, 8<sup>th</sup> edition (Brown) – required

a. New - \$174.95, Used rental -\$33.80, or ebook rental \$55.49

Lectures with class notes (Desire-to-learn site or D2L)

Class discussions – large and small groups during class

sessions In-class activities

Class assignments including diet analysis and research.

## 7. Learning Deliverables (Evidence Students will submit)

### Diet Analysis Project

Due on or before October 2

Students will have the opportunity to apply the course content by analyzing their diet for macronutrient content and comparing it to national standards. Specific details will follow in class.

### Research Options: Term Paper or Media Journal

Due on or before November 6

Specific details to follow based on the competence for which the student is registered.

**Research Option: Oral presentation** to be scheduled between October 2 and November 6.

**Final Exam** in class on November 20

The final exam will cover topics and principles discussed throughout the term.

Questions will be true and false, multiple choice, matching, short answer and essay.

Attendance is mandatory.

### Participation

Class attendance is required and students will earn one point for each class they attend and participate in class discussions. The class experience is part of learning, so attendance is crucial. You must be present in class to earn the points. Students who miss class for any reason (work, family matters, illness, etc.) will not earn a point for that week.

**NOTE:** If you are taking this class for **TWO competencies** you take **ONE** final exam, complete **ONE** diet analysis project, give **ONE** oral presentation for one competency, and write **ONE** term paper or media journal for the other competency. Students who take the class for **ONE competency** can choose to write a term paper or compile a media journal.

## **Research Assignments:**

### **Media journal-**

Eight current **NUTRITION** articles are to be collected during the term. For **S2A** the articles will be summarized and evaluated for sound and accurate nutrition information; for **S2C** the articles can target any stage in the life cycle or an issue affecting one specific population such as, women, children, elderly or newborns; and for **S4** the articles should discuss or explain a **connection** between diet and health, social/cultural factors and nutritional status, or the environment and health/nutritional status (the key here is to find articles that discuss connections between two systems that relate to health/nutrition of a person or population). A brief 1-2 page synopsis and critique of each article should be submitted with a copy of the article. The critique should demonstrate the student's understanding of the basic nutrition principles discussed in class and the assigned readings as they apply to the selected articles. All eight articles should be compiled and submitted together.

**OR**

### **Term paper-**

A five to seven page research paper will be submitted on a topic determined to be appropriate based upon the competence for which the paper will be graded. The paper should be based on facts extracted from 3 peer-reviewed sources. Grades will be assigned based on the student's ability to assimilate the nutrition information, develop a concrete argument, and communicate their learning through writing. For **S2A** the student will target one nutrition topic relating to any of the themes covered during the quarter or a wellness issue; for **S2C** the student will target one stage in the life cycle and discuss the major nutritional issues or concerns of this age group; and for **S4** the student will target two systems (examples: the food supply or access to the food supply, the eco-system/environment and it's influences on health and nutrition, or an organ system) and discuss the connections between the systems as related to health and nutrition.

**OR**

**Oral Presentation-** Students taking the class for two competencies can choose to give an oral presentation (15 minutes) on a topic that relates to one of their competencies. The presentations will be scheduled throughout the quarter based on student research topics and the general class schedule. Grades will be assigned based on the appropriateness of the topic relative to the competency statement, the accuracy of the nutrition information presented, the slides and general flow of the presentation, appropriateness of selected peer-reviewed sources, and the student's ability to field questions from their peers.

## 8. Assessment of Student Learning Overall Grading

### Criteria

A = High quality work that reflects an understanding of the material and ability to apply and clearly discuss the main issues under discussion. Work includes identifiable thesis and argument that demonstrates creative development and support of ideas. Oral presentations are well rehearsed and demonstrate an identifiable thesis that is supported with the student's original ideas. Written work is submitted on time and without flaws.

B = Good quality work that reflects an understanding of the material and ability to apply and clearly discuss the main issues under discussion. Work includes identifiable thesis and development of support ideas. Oral presentations flow reasonably well and demonstrate an identifiable thesis. Written work is submitted on time with only minor errors at most.

C = Work meets the minimum requirements set forth by the assignment guidelines. Work is organized and has a clear flow of information and ideas. Oral presentations are delivered in superficial or simplistic manner; may address only part of the assignment or be otherwise incomplete.

D = Poor quality work which does not meet the minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic. Oral presentation is delivered on the wrong evening, shows signs of poor preparation, and demonstrated poor understanding of the material; the student mispronounces words and/or reads straight from a source.

*\* The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

## 9. Grading Criteria & Scale

### EVALUATION

1. Final Exam - 35% of course grade (35 points possible)
2. Research Project -35% of course grade (35 points possible)
3. Diet Analysis Project - 20% of course grade (20 points possible)
4. Class Participation - 10% of course grade (10 points possible)

Final grades will be assigned as follows:

A = 90- 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points

### NOTES

- Students with questions regarding course expectations, including need for assistance with assignments, or any personal issues that arise during the quarter and may impact course performance or attendance should contact me as soon as possible.
- Half points will be rounded up to the nearest whole number at the end of the quarter when the final grade is calculated.
- Ten percent of the grade will be deducted if an assignment is submitted after 9:00 pm on the due date.
- Attendance at the final exam is mandatory – no make-up exams will be given.
- Incomplete work or assignments requiring revision must be submitted by the beginning of the final exam or an incomplete grade will be assigned when the course is graded. However, to receive an incomplete grade the student must have had regular class attendance and submit a written contract for completion of all outstanding work.
- Decision to take the class Pass/Fail must be communicated by email by the second week of class.
- Attendance will be taken each class session and credit will be given for each class attended. It is the responsibility of the student to obtain information presented during any absence(s) from class.
- Students missing more than two classes during the quarter will find it difficult to successfully meet the requirements for a passing grade.

## 10. Course Schedule

### Topics and Time Framework:

(Reading assignments will correspond to class topic and can be used to supplement lectures)

- Sept. 11** Introduction, The Basics Part One: Reading scientific information, Proteins and Carbohydrates  
**Keep food records for two days this week**  
READ Units 1-1 to 1-5 plus Nutrition Concept #2, 3-1 to 3-9, 12-1 to 12-5 and 12-10 to 12-18, 15-1 to 15-9
- Sept. 18** The Basics Part Two: Fats and cholesterol, overview of vitamins, phytochemicals and functional foods  
READ Units 18, 20, 21, and 24  
Diet analysis project calculations (page 9-3) – **bring book to class**  
Phytochemical List – in class; Vitamin worksheet at home
- Sept. 25** The Basics Part Three: fluids, the Dietary Guidelines, Nutrition Labeling  
Diet Analysis Project – MyPlate  
Up close 4-13  
**Bring a Nutrition Label and the Vitamin worksheet to class**  
READ Units 1-14 Concepts #9 & #10, 4, 6, 7-1 to 7-8, and 25
- Oct. 2** Diet and Health I  
Assessing your calcium intake – in class  
READ Units 2-3 to 2-11, 6-12, 19, 23 **DIET ANALYSIS PROJECT DUE**
- Oct. 9** Diet and Health II  
Family Health History – in class  
READ Unit 13, 7-9 to 7-13, 22
- Oct. 16** Weight Control  
READ Units 8, 9
- Oct. 23** Weight Control and Exercise  
**Weight Control and Exercise worksheet – bring to class completed**  
READ Units 10, 27, and 28
- Oct. 30** Nutrition through the Life Cycle  
READ Units 29, 30, 31
- Nov. 6** Malnutrition and Hunger and special topics  
**MEDIA JOURNAL/TERM PAPER DUE**  
READ Units 1-13 Concepts #1, #6-#8; 33
- Nov. 13** Special Topics and Final review  
**Bring your completed Food Expense Worksheet to class**
- Nov. 20** **FINAL EXAM 6:00 – 7:30 p.m. Attendance Required**

## **11. Course Policies Addenda**

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

(UGRAD) [Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

## **12. Course Resources**

**Writing Help**

[University Center for Writing-based Learning](#)

[SCPS Writing Guide](#)

[Dean of Students Office](#)

## **13. Instructor's Brief Bio**

I am Registered Dietitian Nutritionist – Advanced Practice, licensed in the state of Illinois, and on staff at The University of Chicago Medical Center. After earning a Bachelor of Science degree in Dietetics at the University of Illinois in Urbana I completed an internship at the Massachusetts General Hospital. From Boston I relocated to Chicago and joined the staff of The University of Chicago Medical Center while completing a Master of Science degree in Human Nutrition and Nutritional Biology at The University of Chicago. My professional work focuses on nutrition therapy for adults with gastrointestinal diseases and need of artificial nutrition support. I have taught Nutrition: Basics and Beyond at DePaul University since 1994.