**FCS 792: Nutrition and Food Preparation for Healthy Living (4 cr.)**

University of WI-Stevens Point Summer 2018 Online

**Instructors**: Susan Turgeson, Ed.D., CFCS Deborah Tang, MS, RD, CD

**Email**: [susan.turgeson@uwsp.edu](mailto:susan.turgeson@uwsp.edu) [deborah.tang@uwsp.edu](mailto:deborah.tang@uwsp.edu)

**Phone**: 715-346-2263 715-346-2749

**Office**: 236 CPS 240B CPS

**Office Hours:** by appointment by appointment

**Class Schedule:** Fully on-line running from June 25 – August 17, 2018

Students may work ahead at their own pace and complete prior to Aug. 17

**Required Text:**

Brown, A*.* (2008, 3rd ed.) *Understanding food - principles & preparation*. Belmont, CA: Thomson Higher Education.

Available for purchase at: <https://www.amazon.com/Understanding-Food-Amy-Christine-Brown/dp/049510745X/ref=sr_1_1?ie=UTF8&qid=1527703682&sr=8-1&keywords=understanding+food+amy++brown+3rd+edition>

Other readings as determined by content- also see attached reference list

**Course Description:** The course provides students with a fundamental understanding of the functions of essential nutrients, and basic physical and chemical properties of foods; interaction and reaction of food in food preparation procedures and evaluation of prepared products. This information will serve as a background for discussing major health and contemporary nutrition issues, such as the basis for current nutrient and dietary recommendations, the relationship between diet and health, the interaction between diet and physical activity in determining chronic disease risk, and some changes in dietary needs throughout the life cycle.

**This course fulfills content requirement for the graduate level Family and Consumer Sciences Licensure Program and is offered only for those enrolled in that program.**

**Wisconsin State Standards covered include:**

**Standard: Nutrition and Wellness (NW) 1: Students will demonstrate nutrition and wellness practices that enhance individual and family wellbeing.**

1. Analyze factors that influence nutrition and wellness practices across the life span.
2. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
3. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
4. Evaluate factors that affect food safety from production through consumption.
5. Evaluate the influence of science and technology on food composition, safety, and other issues.

**Standard: Food Science, Dietetics and Nutrition (FSDN) 1: Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.**

b. Apply risk management procedures to food safety, food testing and sanitation.

c. Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

d. Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

e. Demonstrate use of current technology in food product development and marketing.

f. Demonstrate food science, dietetics, and nutrition management principles and practices.

**Standard: Food Production and Services (FPS) 1: Students will integrate knowledge, skills and practices required for careers in food production and service.**

b. Demonstrate food safety and sanitation procedures.

d. Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs

**Course objectives:**

Through active participation in class and completion of assignments students will be able to:

* Analyze factors that influence nutrition and wellness practices across the lifespan
* Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan
* Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan
* Evaluate factors that affect food safety, from production through consumption

**Instructional Strategies:**

During the course, we will be utilizing D2L. On the course’s D2L page under ‘Content,’ you can find the syllabus, assignments, and required readings and videos that correspond to each module. These additional materials are meant to help you understand the concepts more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums and the ‘Drop Box’, where you will upload all of your assignments. The course provides a number of activities and assignments that will allow students to work individually, to share ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by completing the assigned readings in advance so that they are prepared to engage fully during on-line discussions. The format of assignments varies. In some cases, your will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze a program, etc.

**Grading Plan: Grade Distribution:**

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| --- | --- | --- | --- |
| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 73-76% |
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% |  |  |
| C+ | 77-79% |  |  |

Class Engagement/ 20%

Online Discussion

Diet Analysis 10%

Nutrient Body 10%

Lifespan Menu Plan 10%

Cooking Demo Video 20%

Persuasive Presentation 15%

Quizzes 15%

**Course Requirements** (please refer to the posted assignment instructions and rubrics for more specific info before completing)**:**

1. **Class Engagement/Online Discussion** –Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. A question will be posted on Monday of each week and you will have until Wednesday to make your initial post and until Sunday to respond to your peers. You are expected to read all of the responses and comment on at least three (3) of your peers responses. Additionally, all students will schedule a Skype or Facetime meeting with Dr. Turgeson between July 11-22 to discuss progress, highlights, concerns, etc. **20%** of your grade will be based upon weekly on-line discussion.
2. **Diet Analysis** – Complete a detailed food record and evaluate using My Fitness Pal. Compare to the recommended amounts and make suggestions for changes. **10%** of your grade will be based on the completion of the analysis and evaluation.
3. **Nutrient Body** – Create an illustration of at least eight (8) nutrient excesses or deficiencies. Include at least three (3) foods that could be included in one’s diet to combat or reduce the likelihood of the condition occurring. - **10%** of your grade
4. **Lifespan Menu Planning** – You will research an assigned stage of the lifespan and create 6 PPT slides and develop a 2-day meal plan to share with your peers - **10%** of your grade
5. **Cooking Demonstration Video** – Record a 15-20 minute cooking demonstration. Select a recipe that will allow you to achieve the criteria identified. - **20%** of your grade
6. **Persuasive Presentation** – Select an issue and encourage your audience to take action or think differently about the topic. Prepare an outline and 15 min. narrated PPT with a handout. - **15%** of your grade
7. **Quizzes** – Each module will have an on-line multiple choice quiz to check for attainment of chapter concepts. Students are always responsible for all materials in assigned readings and materials covered in class**.** The quizzes may be taken at any point in time as long as they are **completed by Friday, August 17**. - **15%** of your grade.

**Note:** You will have the opportunity to make revisions to any written work to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism.

**Reading Requirements:** The expectation is for assigned chapters in the text or any supplemental readings as indicated on the schedule outline or otherwise assigned during the term will be read prior to completing the assignments. This provides you with the opportunity to ask questions or voice concerns about the reading before attempting to complete the assignment.

**Written Work:**

All written work completed for class to be turned in for a grade must be word processed and submitted to D2L or the online discussion area. Please be sure to take the time to check work for errors prior to submitting.

**Online Etiquette:**

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended prior to posting the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. **Keep writing to a point and stay on topic**. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.

3. **Read first, write later.** It is important to read all posts or comments of students and the instructor within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. **An online classroom is still a classroom.** Though the course may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are as important as ever.

6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.

7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.

8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.

9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

10. As the reader, **give the author the benefit of the doubt**. If something seems hostile or offensive, before you leap to that conclusion, ask for clarification. Practice patience and courtesy. (When a misunderstanding occurs, acknowledge when you have been unclear, apologize, say what you meant more clearly, and put it behind you.)

11. **Use "please" and "thank you**". The power of these simple signs of respect and caring cannot be overstated.

12. **Practice random acts of kindness**. Think of what you can say (without being obsequious), that would brighten the recipient's day. It simply makes for a better experience for everyone, and as a bonus you may find that people pay better attention to what you have to say.

13. Above all, **remain polite and professional at all times**. Don't use offensive language, and don't be confrontational for the sake of confrontation. Treat all class members with respect and courtesy, and ask yourself, "Would I say this if we were sitting in a face-to-face classroom?" If the answer is no, rewrite and reread.

14. **Provide citations** for quoted materials or others’ ideas to maintain academic integrity, just as would be done in hard copy.

**UWSP Community Bill of Rights and Responsibilities:**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Honesty:**

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Academic dishonesty will result in failure on the assignment or failure in the course depending on the circumstances. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11> (scroll to page 11)

**Americans with Disabilities Act:**

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Desire2Learn:**

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**Late Work Policy:**

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 11 p.m. on due date. Any work submitted after that time will be considered late and will result in a reduction of the class engagement score.

**Changes to Syllabus:**

We reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. We also reserve the right to modify the course outline to cover material adequately; show newly discovered videos, or any other reason which may require such an adjustment

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| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings / Video** |
| June 25 – July 11 | **Module 1: Food Choices & Nutritional Needs**  Introduction, Syllabus  Food choices and Sensory characteristics  Nutritional needs- Vitamins and Minerals  My Plate  Healthy Choices  Lifespan Meal/Menu Planning  Reducing waste  Food Economics and Convenience  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm  June 27 – Introduce yourself and share what your favorite food is and what factors influence your choice.  July 5 - Watch the video Nutrition Starts Here: Smart Eating on a Budget (on e-reserves).  Which tips do you think are most effective?  Share at least two (2) additional ideas for cutting food costs either at home or in a food lab situation.  **Assignment:**  Diet Analysis- Complete a detailed food record and evaluate using  My Fitness Pal. Compare to the recommended amounts and  make suggestions for changes - (due by July 3)  Nutrient Body - Create an illustration of at least eight (8) nutrient  excesses or deficiencies. Include at least three (3) foods that  could be included in one’s diet to combat or reduce the  likelihood of the condition occurring. (due by July 9)  Lifespan Menu Plan - You will research an assigned stage of the  lifespan and create 6 PPT slides and develop a 2-day meal plan  to share with your peers (due by July 16)  **Quiz:** Complete the on-line module quiz (due by Aug 17) | Chapter 1  Chapter 2  <https://www.choosemyplate.gov/>  <https://www.choosemyplate.gov/myplate-mystate-toolkit-teachers>  Chapter 5, p. 100-110  Video-Nutrition Starts Here: Smart Eating on a Budget |
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| July 11 - 26 | **Module 2: Food Safety, Food Regulations, and**  **Back to Basics**  Food Safety  Food Regulations and Standards  Back to Basics  Measurements  Using/Following Recipes  Space Planning and Equipment  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm  July 11- How can family and consumer sciences teachers effectively maintain safe and sanitary conditions in foods labs? What strategies can be used with students to reinforce the importance of proper procedures? Why should this be a priority?  July 18 – After looking over the Lifespan Menu Planning projects, consider which nutrients were cited most frequently and why these nutrients play such a significant role in various stages of our lives.  Consider how personal health & wellness at later stage of life are affected by diet, nutrition, and physical activity in the earlier stages of life.  How will you use what you have learned to set personal lifetime goals for wellness and help others?  July 25 - After watching the videos Cooking Fundamentals and Math in the Kitchen (both on e-reserves), consider how you would teach this information to students in the FCS classroom.  What concerns do you have?  What suggestions do you have for success?  **Quiz:** Complete the on-line module quiz **AND** Wisconsin Food  Code quiz(due by Aug 17)  **Meeting with Instructor:**  Schedule a Skype or Facetime meeting with the Dr. Turgeson between July 11-25 to discuss progress, highlights, concerns, etc. | Chapter 3  Chapter 28  WI Food Code (11 fact sheets) <https://datcp.wi.gov/Pages/Programs_Services/FoodCode.aspx>  Chapter 4, p. 87-90  Chapter 5, p. 111-113  Appendix C, p. 599-613  Kitchen Work Triangle  Video-Cooking Fundamentals  Video-Math in the Kitchen |
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| July 26 –  August 7 | **Module 3: Food Science and Culinary Techniques**  Heat Transfer in Cooking, Cutlery Techniques  Seasoning and Flavoring Materials  Substitutions  Fats, Frying, and Emulsion  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm  Aug 1 – Review the FCS National Standards 9.0 Food Science, Dietetics and Nutrition and the PPT – Food Science FUNdamentals. A variety of ideas and resources for incorporating food science into the FCS classroom are included in the powerpoint. Choose at least one of these to discuss and identify the standard that would be addressed. How might you integrate food science into your own food and nutrition courses?  **Assignment:** Cooking Demonstration Video (due by Aug 10)  **Quiz:** Complete the on-line module quiz (due by Aug 17) | Chapter 4, p. 78-86  Appendix F, p. 616-618  Appendix E, p. 614-615  Chapter 21  PPT – Food Science  FUNdamentals |
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| Aug. 8 –  Aug. 17 | **Module 4: Issues in Food and Nutrition**  **Discussion:** Initial post due by Wednesday 10pm; comments due by Sunday 10pm (except final week – post by Tues. 8/14 and comments by Fri. 8/17)  Aug 8 – After viewing Food Detectives: Episode 2, what are your thoughts about artificial sweeteners and how they impact our diets? Which other topic from the video was of particular interest to you and why? Check out the related videos listed and choose one to suggest to your peers. Why did you select it and how might you use it in a classroom setting?  Aug 14- Review a minimum of 2 of your peers' presentations and post constructive feedback or ask questions by Aug. 17  **Assignment:** Persuasive Presentation (due by Aug 14) | Video-Food Detectives: Episode 2 |

**Reference List:**

Centers for Disease Control and Prevention. *Childhood Obesity Facts.* Retrieved from CDC website <https://www.cdc.gov/healthyschools/obesity/facts.htm>

*Families, Media Play Key Roles in Childhood Obesity.* Retrieved from Today’s Dietitian website <http://www.todaysdietitian.com/news/050216_news.shtml>

Feeding America <http://www.feedingamerica.org/hunger-in-america/>

Getz, L. (2009, July). *Off to a Good Start – Embracing Slow Food Philosophies for Nutritious and Pleasurable Eating.* Retrieved from Today’s Dietitian website <http://www.todaysdietitian.com/newarchives/062909p34.shtml>

Learning Zone Express (Producer). (2015). *Nutrition starts here: smart eating on a budget* [Video file]. Retrieved from Kanopy.

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United States Department of Agriculture. *2015-2020 Dietary Guidelines for Americans.* Retrieved from USDA website<https://www.cnpp.usda.gov/2015-2020-dietary-guidelines-americans>

United States Department of Agriculture. *Healthier US School Challenge: Smarter Lunchrooms.* Retrieved from USDA website <https://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>

U.S. Food & Drug Administration. *Changes to the Nutrition Facts Label*. Retrieved from FDA website <https://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/LabelingNutrition/ucm385663.htm>

Wolfram, T. (2018, April). *Food Sources of 5 Important Nutrients for Vegetarians.* Retrieved from Academy of Nutrition and Dietetics website <https://www.eatright.org/food/nutrition/vegetarian-and-special-diets/food-sources-of-important-nutrients-for-vegetarians>

Wolfram, T. (2017, June). *Understanding Food Marketing Terms.* Retrieved from Academy of Nutrition and Dietetics website <https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/understanding-food-marketing-terms>

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