

## Course Syllabus

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### Course Syllabus

**Department** : Physical & Health Education  
**Course Title** : Personal Health & Nutrition  
**Section #** : PHED 1304 **Day:** Web-Based **Time:** Web-Based  
**Start Date** : 01/22/2013  
**End Date** : 05/17/2013  
**Modality** : Web-Based  
**Credits** : 3

#### Instructor Information

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**Name** : Professor Jon Staton  
**OC Email** : jstaton@odessa.edu  
**OC Phone #** : 432-335-6563  
**Office** : SC 201B

#### Course Description

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This class is intended to investigate of the principles and practices in relation to Personal Health and Nutrition. **Nutrition** “is the science that links food to health and disease. It includes the processes by which the human organism ingests, digests, absorbs, transports, and excretes food substances”. Human Nutrition is a basic course covering the types of foods, their metabolism, and energy transformations. The roles of minerals and vitamins are considered. Nutrition is relation to malnutrition, undernourishment, needs through changes in age, and needs in special activities is examined. An overview of diet therapy for common diseases is reviewed.

**Prerequisites/Co requisites** : None

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## OCI's

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1, 3, 5, 6

## Course Objectives

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*Upon completion of this course, students should be able to:*

1. Describe the chemical nature and dietary role of Carbohydrates, Lipids, and Proteins
  2. Identify dietary sources of Carbohydrates, Lipids, and Proteins
  3. Identify Vitamins, their nutrition roles and deficiency effects
  4. Identify Minerals, their nutrition roles, and deficiency effects
  5. Distinguish between malnutrition, over nutrition, and under nutrition
  6. Prepare a Nutritionally and Caloric balanced Eating Plan
  7. Analyze caloric expenditures in various activities
  8. Analyze nutritional needs of infants, adolescents, adults, elderly, special populations
  9. Describe digestion, absorption, excretion and transportation of foods
  10. Describe the role of the Six Essential Nutrients in the performance of fitness and athletics
  11. Explain how nutrition can affect the performance of fitness and athletics
  12. Describe fluid balance and electrolyte replacement after fitness and athletics
  13. Counsel sounds nutritional practices to reduce the risk of chronic diseases
  14. Describe nutritional therapy for various common diseases
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## **CLASS ATTENDANCE POLICY**

**THIS IS NOT A SELF-PACED COURSE!** This is a web-based course with scheduled tests, quizzes, and assignments that will be ***completed/submitted in Blackboard***. Thus, you should use self-discipline to be efficient with this class, pay attention to the calendar, and take notes over the material.

**Assignments:** This course will be web-based through OC's Blackboard ([www.odessa.edu](http://www.odessa.edu)). Material is presented primarily from reading assignments from the chapters of the text. All assignments posted in the course are expected to be completed in Word document format and submitted in the assignment in the response box on

blackboard. **DO NOT email as an attachment. Do not email assignments to my school email address. All assignments must be submitted on Blackboard.** This will allow for the student and instructor to see if the assignment was posted and for viewing of instructor comments.

It is important that you log-on to the course and check your OC student email every week - it is expected. It is your responsibility to complete assignments by the scheduled date. ***I do not offer Extra Credit or Make Up for assignments, quizzes, or exams that are missed.***

- **ODESSA COLLEGE LINKS**

**PHYSICAL & HEALTH EDUCATION DEPARTMENT:**

<http://www.odessa.edu/dept/phed/>

**SPORTS CENTER:** [http://www.wranglersports.com/fac-serv/community\\_recreation/](http://www.wranglersports.com/fac-serv/community_recreation/)

**ODESSA COLLEGE:** <http://www.odessa.edu/>

### **COURSE UPDATES**

***The student is responsible for checking the syllabus online for updates may occur as needed.***

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#### **Required Readings/Materials**

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a) You must purchase the following ***required*** readings/materials:

***Contemporary Nutrition – A Functional Approach, Wardlaw & Smith***

b) You are encouraged to buy the following ***optional*** books/materials:

None

## Course Requirements (Lectures, Assignments and Exams) Approximately

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Assignments/Projects      500 points

Exams      900 points

### Topic Overview: Summary of Assignments & Exams (*Subject to change*)

Item (Name)	Type	Description	Due* <i>tentative</i>
<b>Week 1</b>	Introduction Discussion Assignment Assignment	<i>Read Syllabus</i> <i>Do Assignment under Discussion</i> <i>Read Chapter 1</i> <i>Chapter 1 Assignment</i>	01/26/2013
<b>Week 2</b>	Assignment Assignment <b>EXAM</b>	<i>Read Chapter 2</i> <i>Chapter 2 Assignment</i> <i>Exam on Chapters 1 &amp; 2</i>	02/01/2013
<b>Week 3</b>	Assignment Assignment	<i>Read Chapter 3</i> <i>Chapter 3 Assignment</i>	02/08/2013
<b>Week 4</b>	Assignment Assignment <b>EXAM</b>	<i>Read Chapter 4</i> <i>Chapter 4 Assignment</i> <i>Exam on Chapters 3 &amp; 4</i>	02/15/2013
<b>Week 5</b>	Assignment Assignment	<i>Read Chapter 5</i> <i>Chapter 5 Assignment</i>	02/22/2013
<b>Week 6</b>	Assignment Assignment <b>EXAM</b>	<i>Read Chapter 6</i> <i>Chapter 6 Assignment</i> <i>Exam on Chapters 5 &amp; 6</i>	03/01/2013
<b>Week 7</b>	Assignment Assignment	<i>Read Chapter 7</i> <i>Chapter 7 Assignment</i>	03/08/2013

<b>Week 8</b>	<b>Assignment</b>	<b>HAVE FUN!! SPRING BREAK!!</b>	03/15/2013
<b>Week 9</b>	Assignment Assignment <b>EXAM</b>	<b>Read Chapter 8</b> <b>Chapter 8 Assignment</b> <b>Exam on Chapters 7 &amp; 8</b>	03/22/2013
<b>Week 10</b>	Assignment Assignment	<b>Read Chapter 9</b> <b>Chapter 9 Assignment</b>	03/29/2013
<b>Week 11</b>	Assignment Assignment <b>EXAM</b>	<b>Read Chapter 10</b> <b>Assignment on Chapter 10</b> <b>Exam on Chapters 9 &amp; 10</b>	04/05/2013
<b>Week 12</b>	Assignment Assignment	<b>Read Chapter 11</b> <b>Assignment on Chapter 11</b>	04/12/2013
<b>Week 13</b>	Assignment Assignment <b>EXAM</b>	<b>Read Chapter 12</b> <b>Assignment on Chapter 12</b> <b>Exam on Chapters 11 &amp; 12</b>	04/19/2013
<b>Week 14</b>	Assignment Assignment	<b>Read Chapter 13</b> <b>Assignment on Chapter 13</b>	04/26/2013
<b>Week 15</b>	Assignment Assignment <b>EXAM</b>	<b>Read Chapter 14</b> <b>Assignment on Chapter 14</b> <b>Exam on Chapters 13 &amp; 14</b>	05/03/2013
<b>Week 16</b>	Assignment <b>EXAM</b>	<b>Read Chapters 15-18</b> <b>Exam on Chapters 15-18</b>	05/10/2013

**Grading Policy – Approximate for total points**

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<b>Grade</b>	<b>Points</b>	<b>Percentage %</b>
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<b>A</b>	<b>1260 – 1400 points</b>	<b>90 -100 %</b>
<b>B</b>	<b>1120 – 1259 points</b>	<b>80 - 90 %</b>
<b>C</b>	<b>980 – 1119 points</b>	<b>70 - 80 %</b>
<b>D</b>	<b>840 – 979 points</b>	<b>60 - 70 %</b>
<b>F</b>	<b>839 or less points</b>	<b>Below 59 %</b>

## Special Needs

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

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The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

## Student E-mail

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Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Student Portal

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Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Technical Support

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## **Important School Policies**

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

### ***Student Success Discount***

10% Discount: Upon completion of 30 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 10% tuition discount on future registrations until reaching 45 credit hours.

20% Discount: Upon completion of 45 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 20% tuition discount on future registrations until reaching 60 credit hours.

### ***Expectations for Engagement – Online Learning***

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.



## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free Wi-Fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,

- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.