



## SAMPLE SYLLABUS OF RECORD

### I. Catalog Description

FDNT 143 Current Issues in Food and Nutrition

3 class hours

0 lab hours

Prerequisites: None

3 credit hours

(3c-0l-3cr)

and overall health. Completion of FDNT 143 fulfills the Liberal Studies Dimension of Wellness

**Expected Student Learning Outcomes 1 and 2 and 3:**

Informed Learner and Empowered Learners and Responsible Learner

**Rationale:**

Assignments will require students to compare and analyze current nutrient recommendations (eg. Myplate) to their own intake. Students will use this comparison to identify factors that contribute to their overall health. Assignments will also require students to assess their overall dietary behaviors and reflect on strategies to improve health.

**Objective 4:**

Evaluate the credibility of food and nutrition information.

**Expected Student Learning Outcomes 1 and 2 and 3:**

Informed Learner and Empowered Learners and Responsible Learner

Assignments will require students to evaluate scientific findings and to distinguish fact from fiction regarding beliefs about nutrition, potential risks versus benefits of

Exam 2

(1 hour)

F. Foods and Nutrients to Increase

(9 hours)

1. Vegetables and fruits

2. Whole grains and health

4. Nutrients of concern

F. Building Healthy Eating Patterns

(5 hours)

1. Research regarding healthy eating patterns
2. Balancing protein
3. Dietary Approaches to Stop Hypertension (DASH)
4. Mediterranean eating patterns
5. Vegetarian eating patterns

Exam 3

(1 hour)

G. Principles for Achieving a Healthy Eating Patterns

(3 hours)

1. Focus on nutrient dense food
2. Follow food safety principles
3. Consider the role of supplements and fortified foods

H. Putting the Principles for a Health Eating Pattern into Action

(2 hours)

1. USDA food patterns
2. Vegetarian adaption's of the USDA food pattern
3. DASH eating plan

exercises. Quantitative mechanisms such as exit slips in class participation tallies

or discussion board posts will be used to determine their participation grade.

Note: These percentages are approximate and may be changed based on course developments and instructor planning.

V. **Grading Scale:** A:  $\geq 90\%$  B: 80-89% C: 70-79% D: 60-69% F:  $< 60\%$

VI. **Attendance Policy**

The attendance policy for this course conforms to the University's Undergraduate

Press.

Nestle, M. (2006). *What to eat*. New York: North Point Press.

Otten, J. J., Hellwig, J. P., Meyers, L. D. (Eds.) (2006). *Dietary reference intakes: The essential guide to nutrient requirements*. Washington, D.C.: National

Academies Press.

Pollan, M. (2009). *In defense of food: An eater's manifesto*. New York City: New

York: Penguin Press.

Thompson, J., & Manore, Melinda. (2012). *Nutrition an applied approach* (MyPlate ed.). San, Francisco, California: Pearson Education.

Sizer, F. S., & Whitney, E. (2008). *Nutrition: Concepts and controversies* (11<sup>th</sup> ed.). Belmont, California: Thompson Wadsworth.

Webb, G. (2011). *Dietary supplements and functional foods* (2<sup>nd</sup> ed.). Hoboken, New Jersey: Wiley-Blackwell.

Whitney F. & Boltes S. R. (2011) *Understanding nutrition* Belmont California:

Websites:

<http://www.cdc.gov/>

<http://www.choosemyplate.gov/>

<http://www.nih.gov/>

<http://www.hhs.gov/>

## Course Analysis Questionnaire

### A. Details of the Course

- A1. *How does this course fit into the programs of the department? For what students is the course designed? Explain why this content cannot be incorporated into an existing course.*

This will be a variable title course. This course is designed to meet the Expected

Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives found in the criteria for a Liberal Studies Dimensions of Wellness Course. The primary focus of this course is current issues in food and nutrition and how they relate to physical well being.

- A2. *Does this course require changes in the content of existing courses or requirements for a program?*

No, this course does not require changes in the content of existing courses or requirements.

- A3. *Has this course ever been offered at IUPUI on a trial basis (e.g. as a special topic)? If so*



healthful lifestyle.

NYU Steinhardt

<http://steinhardt.nyu.edu/courses/course/show?id=602>

NUTR-UE 119- Nutrition and Health, 3 cr.

Introduction to nutrition science & its role in health & society: nutrient characteristics, requirements, & food sources, energy balance, weight control, dietary guides & food planning, & social & economic factors that affect food production & consumption.

Arizona State University

NTR 100- Introductory Nutrition, 3 cr.

Basic concepts of human nutrition. Recent controversies in nutrition and how food choices affect personal health.

*Is the content or are the skills of the proposed course recommended or required by a*

*professional society, accrediting authority, law or other external agency? If so, please provide documentation.*

No, the content of this course is not recommended or required by a professional society, accrediting authority, law or external agency.

No additional resources are needed to teach this course.

No course resources have been funded by a grant.

CA How frequently do you expect this course to be offered? Is this course particularly

designed for or restricted to certain seasonal semesters?

## Sample Assignment

The following is an example of a supplemental reading assignment.

### *Issue: Is the Dietary Guideline for Sodium Realistic?*

1. Referencing your supplemental reading text read the following articles:
  - Institute of Medicine, from "Strategies to Reduce Sodium Intake in the United States: Brief Report," *The National Academics Press* (April 2010)
  - Michael Moss, from "The Hard Sell on Salt," *The New York Times* (May 29, 2010)
2. State the functions of sodium in the body. (3pts)

What role does sodium play in food processing? (2pts)

4. List five strategies proposed by the Institute of Medicine to lower sodium in the American diet. (5 pts)

## Answers to Liberal Studies Questions

- A. This is a multiple-section, multiple-instructor course. The structure of this course will remain the same for all sections and each instructor will identify topics to be addressed and utilized. The same strategies for evaluation will be used for all sections. Prior to the beginning of each semester instructors will meet to coordinate their classes and ensure comparable course requirements.
- B. The nature of this course implicitly includes ethnic and racial minorities and women by nature of the content area. Specifically it addresses women, African American, Asians, and other ethnic backgrounds. For example, issues such as lactose intolerance, susceptibility to hypertension, and reproductive health, which affect various ethnic populations disproportionately, are uniquely defined and

addressed throughout the course.

- C. Required readings for this course include a collection of articles related to contemporary food and nutrition issues. These articles will provide different viewpoints on current controversies in food and nutrition, presenting alternative positions of various authors and interest groups.