

# KES 2303 Nutrition

Fall 2015

Sul Ross State University  
Department of Kinesiology

**Class Time:** MWF 10:00 a.m. – 10:50 a.m.

**Class Location:** GPC 106

**Instructor:** Tyler Card

**Office Location:** GPC 102A

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**Office Phone:** 432-837- 8228

**Office Hours:** By appointment

**COURSE RATIONALE:** The purpose of this course is to provide an in-depth study of the principles of nutrition.

**Other Materials:** There may be handouts from various sources and outside readings assigned periodically. Additional course materials may be posted on Blackboard.

**COURSE OBJECTIVES:** Students will be able to:

1. Discuss diet plans for individuals of varying nutritional needs due to chronic health conditions.
2. Identify the role of nutrients and describe their physiological importance.
3. Describe the importance of nutrition during various stages of life.
4. Examine psychosocial aspects of eating and their relevance in creating nutritional guidelines.
5. Analyze food labels and integrate that knowledge to create a basic meal plan based on ACSM & USDA recommendations.

## **PROGRAM LEARNING OUTCOMES:**

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).

3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education in physical education and uses knowledge to promote students' development; understands the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

## **STANDARDS**

### **Standard II**

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

#### ***Competency 009***

The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

**STYLE OF TEACHING:** The objectives of this course will be met through an integrated teaching style that will include discussion via Blackboard and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

#### **GRADING:**

##### **450 total points possible**

- Final Exam 100 points
- Quizzes (2 @ 25 points each) = 50 points
- In-Class Activities (10 @ 10 points each) = 100 points
- Group Presentations 50 points
- Outside Assignment 50 points
- Participation 100 points

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|----------------------|
| <b>A = 405 – 450</b> |
| <b>B = 360 -404</b>  |
| <b>C = 315 – 359</b> |
| <b>D = 270 – 314</b> |
| <b>F = ≤269</b>      |

#### **EVALUATION PROCEDURES:**

- ✓ **Final Exam = 100 points each**
  - The final exam may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions and could cover any material provided in the assigned readings.
  - All students are expected to take the exam on the designated day and time assigned. If a student cannot take the exam during the scheduled time, it is the student's responsibility to approve the absence and request a make-up exam with the instructor at least one week PRIOR to the week of the exam.

- In the case of an unexpected emergency, proper documentation for the absence is required (e.g., physician's excuse) in order to be able to make-up the exam for full credit. Students who fail to take an exam on the designated day and time (without proper documentation or prior notification) will be allowed to make up the exam for half credit only (i.e., 50 points maximum). The make-up exam may differ from the regularly scheduled exam (and will likely be more difficult).
- ✓ **Quizzes = 25 points each**
  - Quizzes may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions and could cover any material provided in the assigned readings.
  - All students are expected to take quizzes on the designated day and time assigned. If a student cannot take the quiz during the scheduled time, it is the discretion of the instructor to allow the student to make-up a missed quiz.
- ✓ **In-Class Activities = 10 points each**
  - Students will participate in in-class activities on the dates outlined in the syllabus.
  - In-class activities will consist of various projects related to the topic area of discussion for the week.
  - Each student will submit a "homework" assignment following the in-class activity. This will be done during the scheduled class time.
- ✓ **Group Presentations = 50 points**
  - Students will give a professional presentation discussing a nutrition-related disease deficiency as described in class.
  - Groups will be preselected by the instructor and consist of 3 to 5 students.
  - A rubric with detailing the expectations of the group presentation assignment will be distributed by the instructor.
- ✓ **Outside Assignment = 50 points**
  - Students will document their dietary patterns for five consecutive days during the Thanksgiving break. Each student will keep a detailed diary and calculate their total caloric intake for each day.
  - Students will report their findings to the class on the day designated to discuss the outside assignment (12/01/2014) and will include in their discussion:
    - Eating patterns over the holiday
    - Identification of potential nutrient deficient areas

**Note:** All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. All written work should be submitted in APA format.

- ✓ **Attendance/Participation = 100 points**
  - Regular and punctual attendance is expected of all students.
  - Each designated class meeting will be worth 3 points. Students will receive points for significant contributions to discussion.
  - Emergencies will be handled on an individual basis.

**Note:** The first week of class will not count toward attendance

**EXPECTATION OF STUDENTS:**

- Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion.
- Handouts distributed through Blackboard and in class should be kept in a notebook in order to be referred to as necessary.

**ACADEMIC DISHONESTY OR MISCONDUCT:** Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include: receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

**DROP POLICY:** Access information regarding schedule changes at: <http://www.sulross.edu/page/967/schedule-changes-withdrawals>

## Tentative Course Outline

*This schedule is subject to revision. Please check Black Board for updates.*

| Date        | Topic  | Assignment Due |
|-------------|--|----------------|
| 8/24        | Class Introduction   |                |
| 8/26        |  |                |
| <b>8/28</b> | <b>Blackboard Discussion DUE</b>   |                |
| 8/31        | <i>Introduction to Nutrition for Health, Fitness, and Sports Performance</i> | Chapter 1      |
| 9/02        | <i>Introduction to Nutrition for Health, Fitness, and Sports Performance</i> | Chapter 1      |
| <b>9/04</b> | <b>Blackboard Discussion DUE</b>   |                |
| 9/07        | <b>*Labor Day – No Class* ☺</b>  |                |
| 9/9         | <i>Healthful Nutrition for Fitness and Sport</i>                             | Chapter 2      |
| <b>9/11</b> | <b>Blackboard Discussion DUE</b>   |                |
| 9/14        | <i>Human Energy</i>  | Chapter 3      |
| 9/16        | <i>Human Energy</i>  | Chapter 3      |
| 9/18        | <b>Blackboard Discussion DUE</b>   |                |
| 9/21        | <i>Carbohydrates: The Main Energy Food</i>                                   | Chapter 4      |
| 9/23        | <i>Carbohydrates: The Main Energy Food</i>                                   | Chapter 4      |
| 9/25        | <b>Blackboard Discussion DUE</b>   |                |
| 9/28        | <i>Protein: The Tissue Builder</i>   | Chapter 5      |
| 9/30        | <i>Protein: The Tissue Builder</i>   | Chapter 5      |
| 10/2        | <b>Blackboard Discussion DUE</b>   |                |

|                                       |  |            |
|---------------------------------------|--|------------|
| 10/5                                  | <i>Fat: An Important Energy Source During Exercise</i>                   | Chapter 6  |
| 10/7                                  | <i>Fat: An Important Energy Source During Exercise</i>                   | Chapter 6  |
| 10/9                                  | <b>Blackboard Discussion DUE</b>   |            |
| 10/12                                 | <i>Vitamins: The Organic Regulators</i>                                  | Chapter 7  |
| 10/14                                 | <i>Vitamins: The Organic Regulators</i>                                  | Chapter 7  |
| 10/16                                 | <b>Blackboard Discussion DUE</b>   |            |
| 10/19                                 | <i>Minerals: The Inorganic Regulators</i>                                | Chapter 8  |
| 10/21                                 | <i>Minerals: The Inorganic Regulators</i>                                | Chapter 8  |
| 10/23                                 | <b>Blackboard Discussion DUE</b>   |            |
| 10/26                                 | <i>Water, Electrolytes, and Temperature Regulation</i>                   | Chapter 9  |
| 10/28                                 | <i>Water, Electrolytes, and Temperature Regulation</i>                   | Chapter 9  |
| 10/30                                 | <b>Blackboard Discussion DUE</b>   |            |
| 11/2                                  | <i>Body Weight and Composition for Health and Sport</i>                  | Chapter 10 |
| 11/4                                  | <i>Body Weight and Composition for Health and Sport</i>                  | Chapter 10 |
| 11/6                                  | <b>Blackboard Discussion DUE</b>   |            |
| 11/9                                  | <i>Weight Maintenance and Loss through Proper Nutrition and Exercise</i> | Chapter 11 |
| 11/11                                 | <i>Weight Maintenance and Loss through Proper Nutrition and Exercise</i> | Chapter 11 |
| 11/13                                 | <b>Blackboard Discussion DUE</b>   |            |
| 11/16                                 | Video: Bigger, Stronger, Faster  |            |
| 11/18                                 | <b>Group Presentations</b>   |            |
| 11/20                                 | <b>Group Presentations</b>   |            |
| 11/23                                 | <b>Outside Assignment</b>  |            |
| 11/25–11/28                           | <b>*Thanksgiving Break – No Class* ☺</b>                                 |            |
| 11/30                                 | Semester Wrap-Up<br>Discuss Outside Assignment                           |            |
| 12/2                                  | Review for the Final Exam  |            |
| 12/4                                  | <b>*Dead Day*</b>  |            |
| <b>COMPREHENSIVE FINAL EXAM – TBA</b> |  |            |