

KES 2303
Nutrition
Spring 2019

Billy Jack Ray, M.S. – Assistant Professor - Kinesiology

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Office Hours: MW 10-11 & 12-4, TR 9-11 & 12-4, and F 9-12 **By appointment** (email to set up an appointment)
Required Text: Nutrition for Health, Fitness and Sport 11th Edition
Meeting: On-line via Blackboard

Course Description

Evaluation of health and fitness levels of athletic and nonathletic population; creating effective exercise programs for various populations.

Purpose of the Course

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

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 and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Learning Objectives

Upon successful completion of this course students will:

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.

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.

STUDENT LEARNING OUTCOMES

At the conclusion of the course each student will be able to:

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 and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

COURSE REQUIREMENTS

- I. QUIZZES.** 13 quizzes covering each chapter.
- II. UNIT DISCUSSION BOARDS.** Choose a topic from each unit and write a minimum 300 word essay, also reply to two (2) classmates' discussion boards with a minimum 100 word scholarly reply.
- III. UNIT TEST.** Four test will be given.
- IV. NUTRITION PROJECT.** Using MYFITNESSPAL app, you will track your nutrition for two (2) weeks and write a one (1) page summary paper of the results.
- V. FINAL PAPER.** A three (3) page paper over any of the topics provided in the UNIT Discussion Boards. This will need to be APA formatted, with minimum of three (3) sources.
- VI. FINAL EXAM.** Will be due at the end of the semester.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade (Points)	Grading Scale (Total Points)
Chapter Quizzes	23% (13 @ 25 points = 325 points)	1253 – 1400 A
Unit Discussion Boards	14% (4 @ 50 points = 200 points)	1113 – 1252 B
Unit Tests	29% (4 @ 100 = 400 points)	973 – 1112 C
Nutrition Project	7% (100 points)	833 – 972 D
Final Paper	13% (175 points)	832 and Below F
Final Exam	14% (200 points)	
Total Points	1400	

No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

Course Assignments

Assignment	Due Date
Chapter 1 Quiz (25 points)	1/27/2019
Chapter 2 Quiz (25 points)	2/3/2019
Chapter 3 Quiz (25 points)	2/10/2019
Unit 1 Discussion Board (30 points for post/ 10 points each for two responses to others' post)	2/10/2019
Unit 1 Test (100 points)	2/10/2019
Chapter 4 Quiz (25 points)	2/17/2019
Chapter 5 Quiz (25 points)	2/24/2019
Chapter 6 Quiz (25 points)	3/3/2019
Chapter 7 Quiz (25 points)	3/10/2019
Unit 2 Discussion Board (30 points for post/ 10 points each for two responses to others' post)	3/10/2019
Unit 2 Test (100 points)	3/10/2019
Nutrition Project (100 points)	3/17/2019
Chapter 8 Quiz (25 points)	3/31/2019
Chapter 9 Quiz (25 points)	4/7/2019
Chapter 10 Quiz (25 points)	4/14/2019
Unit 3 Discussion Board (30 points for post/ 10 points each for two responses to others' post)	4/14/2019
Unit 3 Test (100 points)	4/14/2019
Chapter 11 Quiz (25 points)	4/21/2019
Chapter 12 Quiz (25 points)	4/28/2019
Chapter 13 Quiz (25 points)	5/5/2019
Unit 4 Discussion Board (30 points for post/ 10 points each for two responses to others' post)	5/5/2019
Unit 4 Test (100 points)	5/5/2019
Final Paper (175 points)	5/8/2019
Final Exam (200 points)	5/15/2019

Academic Honesty

Students are expected to do their own work. Cheating in any form will be subject to disciplinary action that can result in dismissal from the class with a grade of F. This includes plagiarism.

All of the following are considered plagiarism: (taken from: <http://www.plagiarism.org/>)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Academic Integrity Statement

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.