INSTRUCTOR INFORMATION:
Michelle Futrell, MA, ATC, SCAT (Sr. Instructor HEHP/Dir. Undergraduate Academic Services)
Phone: (843) 953-5674 (office), (843) 475-1128 (cell-you are welcome to text due to the
number of meetings I am required to attend; this is often the best way to reach me)
Office: Lightsey 101
Office Hours: M-Th 1:00-2:00p or By Appointment (Use Appointment Manager on the
Academic Services tab in MyCharleston and select Undergraduate Academic Services)
Email: futrellm@cofc.edu

PREREQUISITES:
None

GRADING:

COURSE DESCRIPTION:
A study of nutrients and current dietary guidelines. The course will include a personal dietary
and activities analysis and focus on the relationship of food choices to lifestyle, diseases and/or
pre-mature death. Emphasis will be on health-oriented decision making and personal
responsibility.

COURSE OBJECTIVES:
Students will be able to:
1. Comprehend concepts related to health promotion & disease prevention by:
a. describing the basic functions and food sources of the six nutrient food groups
b. identifying the role of nutrition in disease development/ prevention
c. identifying how nutritional requirements vary throughout the lifecycle
d. analyzing the concepts of appropriate weight loss, gain, and maintenance

2. Demonstrate the ability to practice health enhancing behaviors & reduce health risks by:
a. demonstrating knowledge of nutritional planning through food grouping systems
b. correctly interpreting nutrition labels
c. constructing a one-day healthy diet
d. analyzing and reflecting upon personal nutrition habits

FIRST YEAR EXPERIENCE REQUIREMENT:
This course is one that is approved to meet the College’s First Year Experience requirement as
part of a Learning Community. First Year Experience courses are designed to introduce
students to the principles of rigorous academic study expected by students at the College. First Year Experience courses are designed by trained faculty to creatively engage first year students and expose them to skills that will allow them to be successful throughout their college careers. This course is part of Learning Community. Learning Communities pair two related classes from different disciplines attended by the same cohort of students to further enhance student learning and critical thinking. All First Year Experience classes also require a weekly synthesis seminar class led by trained peer facilitator. All First Year Experience courses meet the following FYE Learning Objectives.

**FYE LEARNING OBJECTIVES:**

By the completion of the First-Year Experience, a student will be able to:

**Learning Objective 1: Campus Resources**

- Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

**Learning Objective 2: Information Literacy**

- Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
- Evaluate the relevance, quality, and appropriateness of different sources of information
- Recognize and classify the information contained within a bibliographic citation
- Access and use information ethically and legally

**Learning Objective 3: Integrative Learning**

- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
- Make connections across disciplines and/or relevant experiences

**TEXTS:**

**REQUIRED TECHNOLOGY:**
*Additional directions and tutorials will be provided for all required technologies.*

**Software:**
- OAKS
- Voice Thread (you will need to create a free account and then you will be added to a group managed by the instructor)
- Skype and/or Google+(only if you desire to participate in face to face virtual office hours or group video chat)
- Diet Analysis Plus 9.0 Thomson Wadsworth (Optional)

**Hardware:**
Access to a RELIABLE internet connection
Webcam (recommended but not required)
Microphone (required)

COURSE ADMINISTRATION:
This course will be administered in a fully online distance education format utilizing OAKS as the course management system. There are no face to face required class meetings. Course announcements and information will only be posted on the main OAKS course page. Students are encouraged to check this page daily for updates or communications from the instructor. All required software applications used to deliver course content with the exception of Diet Analysis Plus may be accessed from the course page on OAKS. Checklists are provided with each module and all course components and associated due dates are clearly identified on the course schedule.

Students are encouraged to enable notifications in their OAKS account. If you have not previously enabled your notifications, select the drop down arrow beside your name from the top right hand corner and then select notifications. This will allow you to be notified via email and/or text message when new quizzes, news, dropbox assignments, grades or discussions you have subscribed to are posted. In order to subscribe to a discussion you should select the STAR icon next to the title of the respective discussion to receive notifications.

It is the expectation of the instructor that students will log on and actively participate in course content a minimum of three times every seven days. Failure to log in or participate in class activities for 10 days at any time during the semester will result in a WA (Withdrawal Due to Excessive Absences, which computes as an “F” on your transcript). Regular and active participation is not only a requirement; it is an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor immediately when emergencies arise, and make up missing assignments when permitted by the instructor within 4 days of the assignment’s posted due date.

The majority of course content will be delivered through an interactive lecture tool called VoiceThread. Students should follow the directions provided for creating a free VoiceThread account. To access the interactive lectures, students must follow the links from the discussion board in OAKS. PLEASE NOTE: ALL LECTURES IN VOICE THREAD MUST BE VIEWED THROUGH THE DISCUSSION BOARD IN OAKS IN ORDER TO UNLOCK THE CONTENT ASSESSMENT QUIZ AT THE END OF EACH MODULE AND PROGRESS TO THE NEXT MODULE.

QUESTIONS ABOUT THE COURSE:
For questions about course management or assignments: post to the “Questions” topic in the OAKS discussion board. Please use an abbreviated form of the question as the title of your post. This will allow all students to benefit from the answer to a question. Please review those questions prior to posting the same question. If you can answer another student’s question, please feel free to help. The instructor will check the discussion on a regular basis to help with problems and answer questions.

For questions about course content: post to the individual discussion board associated with that Voice Thread rather than inside the Voice Thread.
To share information of interest to the class: post to the “Class Lounge” topic in the OAKS discussion board. If you come across some great course related information you would like to share (a link to a newscast, a magazine article, a cool website or twitter feed, etc) feel free to upload or include as a link so everyone can benefit.

TECHNICAL ISSUES:
If you have problems related to the course, please contact the instructor immediately. If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email studentcomputingsupport@cofc.edu. Check for computing downloads and tutorials at blogs.cofc/scs/.

Resolve problems promptly. Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.

OFFICE HOURS:
May be arranged by appointment and can be conducted via office visit, Skype, Google+, OAKS chat, email or telephone.

ASSIGNMENT POLICIES:
Unless otherwise noted, all assignments are due by 11:59p EST on the Due Date indicated on the syllabus. A 20% deduction will be taken for any portion of a day the assignment is late. (i.e. If an assignment is due January 19th at 11:59p and the assignment is received on January 20th at 12:02am, 20% will be deducted. If the assignment is received on January 21st, 40% will be deducted, etc. Assignments turned in 5 days late will result in 0 points awarded.) Class Participation comments through Voice Thread that are submitted after the posted deadline will not be accepted late and will not be graded. Points may be deducted for errors in spelling, grammar, and punctuation. All assignments are individual assignments unless otherwise indicated.

HONOR SYSTEM:
The College of Charleston Honor System is recognized and will be upheld during this course. Please consult the College of Charleston Student Handbook for specific details of responsibility, penalty, and appeal.

The Honor Code at the College of Charleston specifically forbids:

Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.

Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other
information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion. **Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal. **Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software. **Attempted stealing:** a willful act designed to accomplish stealing, but falling short of that goal. **Plagiarism:** The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement. Allowing any other person or organization to prepare work which one then submits as his/her own.

Students found in violation of the Honor Code can expect to be reported to the Honor Board and appropriate penalties applied.

**DISABILITY STATEMENT:**
The College of Charleston abides by section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight, or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Center for Disability Services (953-1431) and then provide me with a Professor Notification Letter as soon as possible thereafter so that such accommodations may be arranged.

**EVALUATION CRITERIA:**

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<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Content Assessment Quizzes (4 modules @ 50 pts each)</td>
<td>200 pts</td>
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<tr>
<td>Rate Your Plate Assignments (4 modules @ 50 pts each)</td>
<td>200 pts</td>
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<td>Class Engagement (4 modules @ 40 pts each)</td>
<td>160 pts</td>
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<td>Weekly Discussion Groups (12 @ 10 pts)</td>
<td>120 pts</td>
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<td>Nutrition Fact Sheet &amp; Group Presentation</td>
<td>100 pts</td>
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<td>Nutrition Assessment &amp; Application Project</td>
<td>170 pts</td>
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<td>Synthesis Seminar</td>
<td>50 pts</td>
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<td><strong>Total Points:</strong></td>
<td><strong>1000 pts</strong></td>
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**GRADING:**
A final grade will be assigned based on the total number of points earned. No other factors will be considered in the assigning of the final grades.

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<tr>
<td>A</td>
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<td>Percentage</td>
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<tr>
<td>88-89%</td>
<td>880-899 pts</td>
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<td>850-879 pts</td>
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<td>&lt;62%</td>
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**COURSE COMPONENTS:**

**MODULE CONTENT ASSESSMENTS (4 @ 50 Pts Each):**
At the conclusion of each module, an assessment will be administered using the quiz feature on OAKS. These assessments will not be cumulative, but will cover readings, lectures, class discussions and other information presented in that specific module. The assessment questions will vary in type but may include multiple choice, short answer, matching, scenarios and critical thinking questions. These assessments are designed to be learning activities, and students may utilize class materials when completing the assessment. The assessments are designed to evaluate the student’s ability to apply the information contained in the module and will not be straight recall questions. All module content assessments must be completed by 11:59pm (EST) on the date indicated on the syllabus. Assessments must be completed in one sitting and will have a 60 minute time limit. The assessment will automatically submit on the next key stroke after the 60 minute time limit is exceeded. Students are encouraged to save responses often, but may return to any question before the time limit expires. If internet connection is lost during an assessment and prior to submission, log back into the quiz and notify the instructor immediately.

**RATE YOUR PLATE ASSIGNMENT: (4 @ 50 pts each):**
Each module will contain an assignment that will allow students to apply the information learned in that module. Case studies, discussions and reflection on personal nutritional habits will regularly be included in these assignments. All assignments are due to the DropBox by 11:59pm (EST) on the date indicated on the syllabus.

**CLASS ENGAGEMENT (4 modules at 40 pts each):**
Regular and active participation is an essential part of this online class. Each module will be composed of a series of interactive lectures. These lectures are not designed to replace the text, but instead to enhance and facilitate application of the information found in the text. Students will be expected to view and participate in each of these lectures/discussions. Voice Thread will be used as the primary means for facilitating this course component.

Students are encouraged to read and benefit from responses posted by their classmates before responding. Please do not duplicate information already posted by another student. You may agree or disagree respectfully with someone else’s post, but you must add to the discussion. If
you don’t have anything to add to the discussion, wait and respond to the next discussion opportunity. There are many discussion opportunities provided within each lecture. Students must contribute to a minimum of 10 discussion opportunities in each module and at least 1 in each lecture.

**WEEKLY DISCUSSION GROUPS (12 @ 10 pts each):**
Each week students will be assigned a discussion question through the Discussion Board in OAKS. The discussion question will tie in material being covered in both classes of the learning community. Students will be expected to respond to the question and then reply to at least one post from another group member. Questions will be posted by the instructor each Monday. Original posts are due by Thursday night at 11:59p EST and Reply posts are due by the following Monday night at 11:59p EST (6 pts-original post/ 4 pts-reply)

**Expectations for Online Discussions:**
Discussions may be presented in text, audio or video format. Online participation and discussions will be graded on three components: quality, timeliness and quantity.

In terms of **QUALITY**, responses should be well-constructed and clearly address the issue being discussed. Comments should demonstrate Critical Thinking and/or Application as well as Depth of Thought, Appropriate Length and sound Grammar & Spelling.

**Critical Thinking**: This is accomplished through one of the following: 1) Identifying assumptions underlying the issue or problem, 2) Seeing beneath the surface to less obvious impacts, 3) Seeing implications of alternative responses to a situation or problem, 4) Explaining an issue from multiple perspectives

**Personal and Practical Application**: This is accomplished by discussing the relevance to personal decision making and/or how the information might be applied to everyday choices.

**Depth of Thought**: This is accomplished by analyzing and clearly describing a new insight(s) not considered before. Comments should demonstrate thoroughness and creativity and provide unique ideas. It is not acceptable to just agree with a comment posted by another class member. All comments already posted should be viewed prior to contributing to the discussion so those ideas are not duplicated.

**Appropriate Length**: Comments should contain enough information and be of adequate length to provide a thorough, well-constructed response. There is no specific word count or length required.

**Grammar & Spelling**: Comments should be framed using appropriate sentence format, grammar and punctuation so as not to detract from the content of your post. *(Note: Do NOT use “text” speak or abbreviations in these posts,)*

In terms of **TIMELINESS**, all contributions to the discussions must be submitted prior to 11:59pm (EST) on the designated module completion date or current events discussions due date indicated on the syllabus. **Comments submitted after the due date will not be graded.**

In terms of **QUANTITY**,
VoiceThread: Students must contribute to a minimum of 10 discussion opportunities in each module and at least 1 in each lecture.
Weekly Discussion: Students must respond to the discussion question and reply to the post of at least one group member each week.

GROUP FOOD NUTRITION & SOCIAL ISSUE FACT SHEET and POTLUCK PRESENTATION(100 pts):
Students will work in groups to select a food related issue that has both social and nutrition tie-ins to both classes in our learning community. Each group will research their issue and design a “fact sheet”. A Fact Sheet provides a summary of the important data, research, facts and information on your food issue. The purpose of this assignment is to give you the opportunity to conduct in depth research about a food issue and put it in a form that makes it a useful educational tool for others. This project will provide you with the opportunity to access the CofC Library website to find academic and scholarly resources (academic journals, books, government reports, and research reports). After you complete the Fact Sheet you will teach the rest of the class about the food issue. Additional information and samples of excellent work will be provided on OAKS. During the group presentation session, each student will bring a favorite dish that is meaningful to them to share with the class. Students will provide a nutrition breakdown and a copy of the recipe for the class in OAKS.

NUTRITION ASSESSMENT and APPLICATION PROJECT (170 pts):
As a culminating class experience, students will engage in a multi-faceted project to assess their personal nutrition habits and reflect upon desired changes based on the theories and recommendations presented during the class. Students will also be asked to apply information gained over the course of the semester to demonstrate acquisition of knowledge. A detailed description of the project components will be available in OAKS. Project components include:

- 7 day Initial Personal Dietary Analysis (40 pts): Each student will record all food and beverages consumed for a 7 day period and analyze that information using Diet Analysis Software and provide a graphic analysis and reflection about the results.
- Dietary Change Challenge: (20 pts): Students will identify 3 areas of deficiency based on their Initial Dietary Analysis. Students will then identify three dietary change goals for the remainder of the semester and identify strategies for implementing that change.
- Energy Calculation and Analysis (40 pts): Each student will calculate their total energy expenditure for a period of 5 days and then reflect upon the results and how those results relate to their personal nutrient consumption.
- 7 day Final Personal Dietary Analysis (40 pts): Each student will record all food and beverages consumed for a 7 day period and analyze that information using Diet Analysis Software and provide a graphic analysis and reflection upon the results.
- Dietary Change Reflection (30 pts): Each student will reflect upon the outcome of the dietary change they challenged themselves to make over the course of the semester. In addition, students will comment on the impact (positive or negative) that the class has had on their personal eating habits and dietary choices.

All required project components must be submitted to the respective dropbox in OAKS by 11:59p EST on the posted due date.

SYNTHESIS SEMINAR: (50 pts): All students in a First Year Experience Course are required to attend a weekly synthesis seminar coordinated by an assigned Peer Facilitator. In order to
successfully complete the First Year Experience requirement, students much complete the academic coursework and the synthesis seminar. Points are awarded for attendance, engagement and completion of synthesis seminar assignments.
### Intro
**Jan 12th**

**Course Introduction**

**Instruction:**
Introduction & Syllabus
*(Must be completed before beginning any other modules)*

**Assignments:**
- Syllabus/Student Responsibility Quiz in OAKS
- 2 Truths and a Lie Discussion Board
- Set up Voice Thread Account
- VoiceThread Introduction:
  Post picture, and add voice (and video as an option) by commenting by stating your major, where you are from, something unique about yourself, and why you chose to take this class as your First Year Experience. *(Must be completed before beginning any other modules)*

### MODULE #1
**Jan 19 - Feb 8**

**Tools for Developing a Healthy Diet**

**Readings:**
- Units 2, 3 & 5 (1.1)
- Unit 7 (1.2)
- Unit 1 (1.3)
- Unit 4 & 6 (1.4)
- Units 29, 30, & 31 (1.5)
- Unit 17 (1.6)

**Instruction/Class Participation:**
1.1: What We Eat and Why
1.2: Key Nutrition Concepts
1.3: How the Body Uses Food
1.4: Tools for Designing a Healthy Diet
1.5: Nutrition Through the LifeSpan
1.6: Food Allergies

*All topic VoiceThreads must be viewed through the Discussion Board to unlock the Module 1 Content Assessment Quiz.*

**Assignments:**
- Rate Your Plate Assignment #1 (Due Feb 8th)
- Weekly Discussion Boards:
  - (Initial Posts Due: Jan 22nd, Jan 29th, Feb 5th)
  - (Reply Posts Due: Jan 26th, Feb 2nd, Feb 9th)
- Nutrition Assessment Project:
  - 7 Day Initial Dietary Analysis (Due January 26th)
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<tr>
<th>Module</th>
<th>Content</th>
<th>Readings</th>
<th>Instruction/Class Participation</th>
<th>Assignments</th>
<th>Assessment</th>
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<tr>
<td><strong>Module 2</strong>&lt;br&gt;Feb 9-Mar 1</td>
<td><strong>Energy Balance for Health and Performance</strong></td>
<td><strong>Readings:</strong> Unit 8 &amp; 9 (2.1)&lt;br&gt;Unit 10 (2.2)&lt;br&gt;Unit 11 (2.3)&lt;br&gt;Unit 27 &amp; 28 (2.4)</td>
<td><strong>2.1: Energy Balance</strong>&lt;br&gt;2.2: Weight Control&lt;br&gt;2.3: Disordered Eating&lt;br&gt;2.4: Nutrition for Fitness and Performance</td>
<td><strong>Rate Your Plate Assignment #2 (Due Mar 2nd)</strong>&lt;br&gt;<strong>Weekly Discussion Boards:</strong>&lt;br&gt;(Initial Post Due: Feb 12th, Feb 19th, Feb 26th)&lt;br&gt;(Reply Post Due: Feb 16th, Feb 23rd, Mar 2nd)&lt;br&gt;<strong>Nutrition Assessment Project:</strong>&lt;br&gt;Energy Calculations (Due Feb 23rd)</td>
<td><strong>Module 2 Content Assessment Quiz (Due by Feb 8th)</strong>&lt;br&gt;Required before moving to Module 2</td>
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<tr>
<td>Module #4</td>
<td>Essential Nutrients through the Lifespan</td>
<td>All topic VoiceThreads must be viewed through the Discussion Board to unlock the Module 3 Content Assessment Quiz.</td>
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| March 30-April 19 | | Assignments: 
Rate Your Plate Assignment #3 (Due Mar 30th) 
Weekly Discussion Boards: 
(Initial Post Due: Mar 12th, Mar 19th, Mar 26th) 
(Reply Post Due: Mar 16th Mar 23rd, Mar 30th) |
| | | Assessment: 
Module 3 Content Assessment Quiz (Due Mar 30th) 
Required before moving to Module 4 |
| | Readings: 
Unit 20 (4.1) 
Unit 21 (4.2) 
Unit 23 (4.3) 
Unit 22 (4.4) 
Unit 25 (4.5) 
Unit 24 (4.6) 
Unit 32 (4.7) |
| | Instruction/Class Participation: 
4.1: Vitamins 
4.2: Phytochemicals 
4.3: Minerals 
4.4: Diet and Cancer 
4.5: Water 
4.6: Dietary Supplements 
4.7: The Food Industry and Food Safety |
| | All topic VoiceThreads must be viewed through the Discussion Board to unlock the Module 4 Content Assessment Quiz. |
| | Assignments: 
Rate Your Plate Assignment #4 (Due April 20th) 
Food Issue Fact Sheet: 
In-Person Session with Librarian-Library Rm122 (April 2nd) 
Proposal (Due April 9th) 
Nutrition Assessment Project: 
Begin 7 Day Final Dietary Analysis |
| | Assessment: 
Module 4 Content Assessment Quiz (Due April 20th) |
| April 20 Final | Nutrition Assessment Project: 
7 Day Final Dietary Analysis (Due April 27th) |
### Projects

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>May 5</td>
<td>Food Issue Fact Sheet/ Group Presentations and Potluck</td>
<td>Group presentations will occur during the Final Exam Period. Everyone will bring a healthy food selection to share including recipe and nutrition breakdown</td>
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**Dietary Change Reflection (Due April 27th)**

**EXTRA CREDIT (5 pts each):**
- Students are STRONGLY encouraged to complete the OnLine Course Evaluation provided by the College. (Submit a screen shot or print/scan and submit the completed evaluation form to the dropbox to receive Extra Credit.)
- Complete the End of Course Feedback Quiz in OAKS to provide course specific feedback directly to the instructor.