FDNT 10 Course Outline as of Summer 2017

CATALOG INFORMATION

Dept and Nbr: FDNT 10 Title: ELEM NUTRITION
Full Title: Elementary Nutrition
Last Reviewed: 2/10/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

Catalog Description:
Introduction to the basic principles of nutrition and the relationship of the human diet to health and lifestyle related diseases. Descriptions of individual nutrients, optimal daily intakes, and food sources. Discussions of factors that influence nutrient bioavailability, results of nutrient deficiencies and excesses, consumer nutrition food issues, reliable sources of food and nutrition information.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent and CSKLS 371

Limits on Enrollment:

Schedule of Classes Information:
Description: Introduction to the basic principles of nutrition and the relationship of the human diet to health and lifestyle related diseases. Descriptions of individual nutrients, optimal daily intakes, and food sources. Discussions of factors that influence nutrient bioavailability, results of nutrient deficiencies and excesses, consumer nutrition food issues, reliable sources of food and

nutrition information. (Grade Only)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent and CSKLS 371
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	C	Natural Sciences	Fall 1981	
CSU GE:	**Transfer Area**		Effective:	Inactive:
	E	Lifelong Learning and Self Development	Fall 1989	
IGETC:	**Transfer Area**		Effective:	Inactive:

CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:
CID Descriptor:NUTR 110 Introduction to Nutrition Science
SRJC Equivalent Course(s): FDNT10

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Determine nutritional adequacy of a given diet and make scientifically appropriate recommendations for improvement for health promotion and disease prevention.
2. Critically evaluate consumer nutrition issues.
3. Use scientific principles to evaluate emerging nutrition information and nutrition fads.

Objectives:
Upon completion of the course, students will be able to:
1. Differentiate between opinion and scientifically accepted fact;
2. Describe the normal digestiveand absorptive processes, common digestive problems and related risk factors;
3. Describe the sources, intake recommended for well-being, and metabolism by the human body, including results of over and under consumption, for the following:
    Carbohydrate, including dietary fiber
    Lipids
    Protein
    Vitamins and minerals
    Water
    Alcohol and caffeine
4. Describe the sources and uses of energy for the human body;
5. Translate recommendations from the Dietary Guidelines for Americans, the American Heart

Association and the American Cancer Society into a basic balanced diet for well-being;
6. Identify and discuss potential problems in a poorly constructed diet;
7. Analyze a personal diet and critically evaluate the results related to topics covered in class;
8. Relate the importance of good nutrition to quality of life and describe the long term damage to the body caused by poor nutrition including chronic diseases such as cardiovascular disease, diabetes and osteoporosis and including eating disorders such as anorexia nervosa and bulimia nervosa;
9. Examine and discuss claims related to nutrition myths; apply course principles to justify criticism of unfounded claims and practices;
10. Develop an ongoing incentive and ability to gather and apply information related to good health and a high quality of life.

Topics and Scope:

1. Scientific methods of investigation
2. Nutrients and physiology related to nutrient use.
   a. General anatomy and physiology of the digestive tract, including absorption.
   b. Energy nutrients: carbohydrates, lipids, protein
   c. Metabolism and weight management
   d. Vitamins and minerals
   e. Water and water homeostasis; alcohol and caffeine
   f. Assessment of nutritional status (over/under nutrition)
3. Recommended nutrient intake and diet planning guides
   a. Dietary guidelines for Americans.
   b. Daily Reference Intakes (DRI) and related standards
   c. American Heart Association and American Cancer Society dietary guidelines
   d. Food planning tools (food groups,nutrient density, nutrition labels)
4. Nutrition for life span including pregnancy, lactation, infants, children, teens, adults, elderly
5. Nutrition related to health promotion and disease prevention
   a. Cardiovascular Disease (CVD)
   b. Diabetes
   c. Osteoporosis
   d. Anorexia nervosa & bulimia nervosa
6. Consumer food issues
   a. Phytochemicals
   b. Nutritive supplements
   c. Food additives and contaminants
   d. Food safety - avoiding microbiological hazards
7. Careers in nutrition and dietetics

Assignment:

1. Nutrient intake self-study (Computer Diet Analysis) and critical evaluation based on text.
2. 3-4 Exams related to assigned reading and class activities.
3. Short written homework and in-class assignments on current nutrition topics.
4. Daily assigned reading in text and in associated nutrition publications, 20-30 pages per week.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because this course includes essay exams that fulfil the writing component of the course.	Writing 0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework and in class problems; written assignments on current nutrition topics.	Problem solving 15 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

3-4 exams	Exams 50 - 60%

Other: Includes any assessment tools that do not logically fit into the above categories.

Computer Diet Analysis assignment; critical evaluation of findings.	Other Category 20 - 35%

Representative Textbooks and Materials:
Concepts and Controversies, Sizer and Whitney, 13th Edition, 2014. Cengage Publishing