



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan, Sultan Kudarat
College of Industrial Technology
2nd Semester S.Y. 2024-2025



FPS222

FOOD NUTRITION AND CULTURE

2ND Semester
School Year 2024 – 2025

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FPS 222- FOOD NUTRITION AND CULTURE

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓				✓	
b. demonstrate independently the 21 st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓
g. participate actively in the national, regional and local development plans.	✓	✓	✓	✓	✓	✓	✓

1 COURSE CODE FPS 222
 2 COURSE TITLE Food Nutrition and Culture
 3 PREREQUISITE None
 4 CREDITS 3 units

5 COURSE DESCRIPTION

This course deals with the study of the importance of nutrition to human health, including the prime sources of nutrients and their benefits. It also covers cultural eating patterns and family traditions, such as core foods, traditional celebrations, and fasting, emphasizing how these practices influence nutritional choices and dietary habits across different societies.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

At the end of the course, a student can:	Course Learning Outcomes (CLO)	Program Outcomes						
		a	b	c	d	e	f	g
a. Understand SKSU-VGMO, Classroom Policies, Course Overview, Course Requirements and Grading System;		✓	✓	✓	✓	✓	✓	✓
b. Identify the six major categories of nutrients;		✓	✓	✓	✓	✓	✓	✓
c. Recognize which factors can influence a person's nutrient needs;		✓	✓	✓	✓	✓	✓	✓
d. Read and analyze a food label and the Philippine Food Composition Table;		✓	✓	✓	✓	✓	✓	✓
e. Demonstrate knowledge regarding the functions, sources, and dietary requirements for carbohydrates, lipids, proteins, water, minerals, and vitamins;		✓	✓	✓	✓	✓	✓	✓
f. Understand the relationship between food, culture, and human behavior, including cultural identity, symbolic use of food, and the impact of acculturation on dietary habits.		✓	✓	✓	✓	✓	✓	✓
g. Analyze cultural eating patterns and food habits using models such as the Core and Complementary Foods Model and the Consumer Food Choice Model, considering factors like food availability, traditions, and developmental influences.		✓	✓	✓	✓	✓	✓	✓
h. Develop cultural competency in nutrition by evaluating the role of family traditions, fasting practices, and intercultural nutrition in promoting health and well-being.		✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOME S (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the week, the student can: a. Discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	a. Participation in discussions	abcdefg

2	Background on Food & Nutrients	<p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. Explain the three basic functions of nutrients to the body b. Identify foods that will provide energy, provide structure, and help to regulate processes; c. Differentiate the three classes of nutrients; d. Explain and illustrate how nutrients are digested and absorbed in the body; and e. Describe the two types of malnutrition. 	<ul style="list-style-type: none"> a. Video/power point presentation b. Individual participation in online discussions c. Online Quiz d. Activity 1.1 Using the Philippine Food e. Composition Table Database f. Activity 1.2 Keep a One- Day Food Record: 	<ul style="list-style-type: none"> a. Quiz b. participation c. activity outputs 	abcdefg	
3	Carbohydrates	<p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. the structure of carbohydrates, mono-, di-, and poly-saccharide and their examples. b. roles of carbohydrates, calories contributed by carbohydrates and the bad and good carbohydrates. 	<ul style="list-style-type: none"> a. Describe the structure of carbohydrates; differentiate mon-, di-, and poly-saccharide; give examples of mon-, di-, and poly- saccharide; and determine in the ingredients lists on packages the added sugars. b. Explain the roles of carbohydrates in the body; determine how much and what kind of carbohydrates are needed; compute the calories contributed by carbohydrates in one's diet; and discover that carbohydrates can be either good or bad. 	<ul style="list-style-type: none"> a. Online Quiz b. Video/power point presentation c. Individual participation in online discussions d. Activity 2.1 Added Sugars Reality Check 	<ul style="list-style-type: none"> a. Quiz b. participation c. activity outputs 	abcdefg
3	Dietary Fiber	<p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. the benefits of fiber in the diet and functions, sources, and recommended dietary requirements for fiber. 	<ul style="list-style-type: none"> a. Identify the sources of dietary fiber; differentiate soluble and insoluble fibers; explain what happens to fiber in the digestive tract; discuss the relationship of fiber with diseases such as heart disease, diabetes, and colon cancer. discover the effects of a high-fiber diet; and differentiate probiotic and prebiotic. 	<ul style="list-style-type: none"> a. Students participation in online discussions. b. PowerPoint and video presentation. c. Online Quiz d. Activity 3.2 — Are You Getting Enough Fiber? 	<ul style="list-style-type: none"> a. Quiz b. participation c. activity outputs 	abcdefg

4	Lipids a. sources of saturated fats, trans fats, and omega-3 fats and functions, sources, and recommended dietary requirements for lipids.	At the end of the week, the students can: a. Illustrate the structure of a triglyceride; differentiate saturated fats, unsaturated fats and cholesterol; distinguish bad and good cholesterol; and enumerate essential fatty acids.	a. Students participation in online discussions. b. PowerPoint and video presentation. c. Online Quiz d. Activity 4.1 Are You Getting the Right Kinds of Fats?	a. Quiz b. participation c. activity outputs	abcdefg
5	MIDTERM EXAM				
6	Proteins a. How proteins are digested and absorb by the body and functions, sources, and recommended dietary requirements for proteins.	At the end of the week, the students can: a. Evaluate the effects of globalization on food cultures and understand its impact on food security.	a. Students participation in online discussions. b. PowerPoint and video presentation. c. Quiz d. Activity 5.1 How Much Protein Did You Eat Yesterday?	a. Quiz b. participation c. activity outputs	abcdefg
7	Water, Vitamins, and Minerals a. sources and benefits of water, dehydration and overhydration, and functions of water. b. four major functions of vitamins and vitamin basics: identify daily requirements, good food sources, and signs and symptoms of deficiency c. major functions of minerals and mineral basics: identify daily requirements, good food	At the end of the week, the students can: a. Regulates body temperature; discuss the four major functions of water; interpret color of urine as basis for hydration level; determine the amount of water in different food system; discuss the effects of dehydration; and determine the recommended daily water intake. b. Determine the recommended vitamin intake per day for adults; identify the different sources of Vitamin A, D, C and folate; and discuss Vitamin deficiencies. c. Enumerate the major minerals; and determine the recommended mineral intake per day for adults.	a. Students participation in online discussions. b. PowerPoint and video presentation. c. Quiz d. Activity 6.1 Staying Hydrated? Perform a Urine Test e. Activity 7.1 What are Your Favorite Sources of Key Vitamins? f. Activity 8.1 — How much sodium is in your foods g. Activity 8.2 — What are Your Favorite Sources of Key Minerals? (Domingo, 2022)	a. Quiz b. participation c. activity outputs	abcdefg

	sources, and signs and symptoms of deficiency.			
8	What is Food? a. Symbolic Use of Food b. Cultural Identity What is Culture? a. The Acculturation Process	At the end of the week, the students can: a. Define food, its symbolic use, and its connection to cultural identity. b. Explain the concept of culture and the acculturation process.	a. Lecture and Discussion: Present key concepts of food symbolism, cultural identity, and culture. b. Case Study Analysis: Use real-world examples to examine core and complementary food models.	a. Written Assignments: Students will write short essays discussing how food symbolizes cultural identity and the impact of acculturation. b. Group Presentation: Groups will present cultural food habits, including core and complementary food models.
9	Cultural Food Habits a. Core and Complementary Food Models b. Meal Patterns and Meal Cycles Individual Food Habits a. Edible or Inedible? b. Consumer Food Choice Model	At the end of the week, the students can: a. Understand the concept of meal patterns and cycles, and how they vary across cultures. b. Discuss the relationship between food habits and cultural identity. c. Analyze individual food habits and their relation to cultural influences.	a. Activity-based Learning: Students will map out meal patterns and cycles in different cultures. b. Interactive Discussion: Role-playing or simulation of meal cycles from different cultures. c. Case Study Analysis: Examine different foods considered edible or inedible based on culture. (Counihan & van esterik, 2013; Kittler et al., 2011)	a. Case Study Analysis: Examine and compare meal patterns and cycles from different cultures. b. Written Report: Assess how meal patterns vary across cultures and their relationship to cultural identity. c. Class Discussion: Debates or discussions about foods considered taboo or culturally inappropriate.
10	FINAL EXAMINATION			

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. submit accomplished assignments, and activities;
2. make a PowerPoint presentation, and a written summary of the assigned report;
3. participate actively in all discussion;
4. discuss an assigned topic to report and participate in class discussions; and
5. pass the major exams (midterm and final)

JRSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed. A scientific calculator (e.g. Casio fx-991ES) shall be utilized in solving.

GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM	Midterm Grade		Final Term Grade		FINAL GRADE	
	Midterm Examination	50%	Final Term Examination	50%	Midterm Grade	50%
	Attendance/ Class Participation	5%	Attendance/Class Participation	5%	Final Term Grade	50%
	Quizzes	5%	Quizzes	5%		
	Recitation	5%	Recitation	5%		
	Activity	20%	Activity	20%		
	Report	15%	Report	15%		
	TOTAL	100%	TOTAL	100%	TOTAL	100%

Materials used: Laptop, Powerpoint presentations and video clips
Books, Magazines, Online slides, Teacher-made slides

References:

- Counihan, C., & van esterik, P. (2013). *Food and Culture* (Third). Taylor & Francis.
Domingo, C. J. (2022). *Food and Nutrition* (1st ed.). IMINNOVATIVE Book Publishing House.
Kittler, P., Sucher, K., & Nelms, M. (2011). *Food and Culture* (Sixth). Wadsworth, Cengage Learning.

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