**Department of Nutrition and Food Sciences/California State University, Chico**

**NFSC 200W-05 (4900) – Health at Every Size: A Weight-Neutral Approach to Health- Writing Intensive (Online)**

Spring 2018 Semester Syllabus

**Instructor Information**

Instructor: Melanie King MS, RD

Office: Holt 351

Office Hours: Monday from 10:00am-1:00pm and Friday 10:00 -11:00am

Office Telephone: (530) 898-3061 (worst contact method)

E-mail: mdking@csuchico.edu (preferred contact method)

**Course Description**

Provides an overview of the Health at Every Size® paradigm. Topics include size discrimination, cultural influence on body dissatisfaction and the adoption of enjoyable physical activity and mindful eating. This course is approved for both writing intensive and US Diversity general education and is part of the Individual and Society component of the D-1 Health and Wellness pathway. Pre-requisites: none

**Defining Health At Every Size**

Health at Every Size is based on the simple premise that the best way to improve health is to honor your body. It is a weight-neutral approach that supports people in adopting healthy habits. Health at Every Size encourages:

* Accepting and respecting the natural diversity of body sizes and shapes.
* Eating in a flexible manner that values pleasure and honors internal cues of hunger, satiety, and appetite.
* Finding the joy in moving one’s body and becoming more physically vital.

**Course Requirements and Materials**

* There is no textbook for this class, however you will need to do a significant amount of printing, as I upload lectures slides, articles, assignment instructions and supplemental materials to Blackboard Learn.
* Microsoft Word
* **Optional for extra credit**: The Diet Survivor’s Handbook by Judith Matz and Ellen Frankel (Please order/purchase ASAP, available for order online at <http://a.co/dIU9jXu>)

**Course Access**

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Blackboard Learn (Bb Learn)

**Course Structure**

This course will be delivered online through Bb Learn system, which you can access online after using your CSU, Chico ID to login to the [Chico State Portal](http://portal.csuchico.edu/). You are responsible for regularly checking the online resources.

Everything in the course will be accessible via your Blackboard Learn page. It is your responsibility to monitor your grades and postings on a regular basis. Please inform your instructor immediately if an error has been made. Keep all documents (and emails) to verify mistakes. Also know that I have the ability to track your use of Blackboard Learn.

**Course Objectives**

At the conclusion of the course, students will be able to:

* Describe the physical, social, psychological and economic impact of the diet industry on individuals and society
* Identify the relationship between the food and pharmaceutical industries and government agencies responsible for nutrition recommendations
* Critically evaluate the credibility of weight-related claims from a social perspective by locating appropriate scholarly articles, evaluating methodologies employed, interpreting results and applying the findings of research
* Describe the direct and indirect costs of size discrimination in society
* Describe the historical and contemporary perspectives of media’s influence on body dissatisfaction
* Describe how body size and shape are areas of human difference subject to privilege and discrimination that intersects with other systems of oppression in the U.S. based on gender, race, class, religious belief, age, sexual orientation, and ability
* Describe strategies to improve current body image and self-image
* Describe the evidence-based Health at Every Size® (HAES®) weight neutral paradigm and consider appropriate applications of HAES
* Identify social, cultural and environmental barriers and enablers of mindful eating and enjoyable physical activity to personal lifestyle patterns

**General Education Student Learning Objectives**

**Health and Wellness Pathway:** In the past, weight loss has been touted as the cure-all to health and wellness. Evidence suggests that dieting efforts often result in short term weight loss, followed by weight regain. Not only does yo-yo dieting negatively influence health, but new research also suggests that fitness may be a more important predictor of health than body weight. Furthermore, the stigma that the obese experience seems to have a direct impact on their physical, mental, and emotional health. In this course, students will explore social, cultural and environmental influences on body esteem. Weight-based oppression will be framed as a social justice issue and ideas for activism to counter weightism will be explored. In addition, students will learn strategies for applying non-diet approaches to wellness that involve size acceptance, mindful eating and physical activity.

The GE program at Chico State prepares students for continual learning and application of knowledge to career as well as personal life. It provides the education necessary for success as a lifelong learner and civically engaged individual in the twenty-first century.

**NFSC 200I is a Writing Intensive Course.** Therefore, you’ll be doing a LOT of writing. The writing will be designed to help you demonstrate the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication.

You will be assigned several different types of writing assignments, including reflections in response to assigned readings and lecture discussion posts. In addition, you will have less-formal personal journaling activities each week as you experiment with various health behavior changes. Finally, you will write a formal research paper, which you’ll submit in stages for both peer and instructor evaluation and feedback.

**Critical Thinking**. In this course you will identify issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

**Personal and Social Responsibility.** You will demonstrate knowledge and skills necessary to take responsibility for making health-related behavior changes, and to become engaged in our various local, regional, national, and international communities.

**Diversity.** In this class, we will discuss how different cultures in the US view weight and health. Size discrimination is often referred to as the last “acceptable” form of discrimination. Due to the emphasis on weight in the media, overweight and obese individuals are often discriminated against. You will help complete a class research project and conduct an interview with a person different from yourself on the topic of size and culture. In addition, in this class you will be given the skills to advocate for individuals who are the subjects of discrimination.

**Creativity.** Creativity involves taking intellectual risks and applying novel approaches to varied domains. In this class, you will have the opportunity to express yourself creatively through various styles of writing, both formal and informal. You will be encouraged to employ innovation in all projects.

**Technical Assistance**

**IT Support Services (Optional)**

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the [ITSS web site](http://www.csuchico.edu/itss). Additional labs may be available to students in your department or college.

**Student Services (Optional)**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the [current students page of the CSU Chico web site](http://www.csuchico.edu/current-students).

**Americans with Disabilities Act**If you need course adaptations or accommodations because of a disability or chronic illness, please make an appointment with me as soon as possible, or see me during office hours.  Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities.  ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is: <http://www.csuchico.edu/arc/index.shtml>

**Grading**

**Grading Criteria**

| **Requirement** | **Percent of Grade** |
| --- | --- |
| Exams: 3 Tests | 25% |
| Weekly Assignments | 25% |
| Discussions | 20% |
| Research Project | 30% |
| Total | 100% |

**Evaluation (based on weighted average score)**

| **Percent Score\*** | **Grade** |
| --- | --- |
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| Below 60 | F |

\*0-2 = “minus,” 3-6 = “letter,” 7-9 = “plus.” I do not round up or down. For example, 89.9% is still a B+.

**Assignment Descriptions (Formal instructions will be provided for each assignment via BbLearn)**

Note: Spelling, punctuation, grammar, sentence structure, and overall organization are important when writing (exception: personal journals). Please proofread assignments before submitting them. You are strongly encouraged to read your work out loud before submitting.

**Research Project**, submitted in stages:

You will write a 3-5 page traditional essay on the impact of culture on body image, weight-management practices and health implications of these (to be determined each semester/session) of a select ethnic or cultural group within American society, citing a minimum of five peer- reviewed scientific articles, as well as other supporting information (i.e. newspaper articles and personal stories/blogs). Detailed guidelines will be provided on your course page. Peer review will be an important part of your project and will count as a significant portion of your grade.

**Reading Reflections, Discussions, Quizzes and Personal Journals** (due Fridays at 10AM). Each week you’ll have a folder with the lecture set plus three of the following four activities:

*Reading Reflections or Reading Quizzes*:

-Reading Reflections: The instructor will ask a controversial question or questions related to the assigned reading and class discussions. You must write a reflection to each assigned reading, demonstrating a thoughtful understanding of the reading. Reading reflections must be minimum 200 words, but some will be considerably longer in order to thoroughly address the assigned topic. Your grade will be based 70% on content and 30% on writing quality, however if writing quality gets in the way of the content, that may shift.

-Reading Quizzes: Alternatively, you may have a quiz on the assigned reading.

*Class Discussions*: Each week you’ll participate in online discussions. Your grade will be based on how prepared you are, how well you facilitate the forward movement of the discussion, and how well you follow discussion guidelines. Details are in the “Discussion Guidelines” video on your course page.

*Personal Journals*: You will write in your own personal journal on Blackboard Learn. Sometimes the journal will have a prompt/topic. Other times, you’ll be free to write anything that has to do with your personal experiences with the course content. You must write a minimum of 200 words for each journal entry.

Alternatively, you may have a quiz that replaces either the reading reflection or the personal journal.

PLEASE NOTE: Journals, reading reflections and discussions will be graded at random, however all lectures and readings are required/testable material. No late submissions will be accepted. If you have a legitimate, documented excuse for missing a response, you will be exempted from that assignment. There are no make-ups.

**Exams**: All exams will be online. After the exam closes, your opportunity to take that exam ends. Be sure you have a reliable Internet connection to take exams. If you have a legitimate, documented excuse for missing an exam, you will be exempted from it. Missing more than one exam will result in an incomplete in the course.

\*Legitimate, documented excuse = documentation from a doctor, funeral home, tow truck, police officer, judge or other acceptable official that you were unable to attend class and/or complete assignments or quizzes. Documentation from ITSS that your Blackboard account malfunctioned counts if applicable. Travel plans do not count as legitimate excuses.

**Diet Survivor’s Handbook Questions (Extra Credit):** After reading The Diet Survivor’s Handbook, you will answer questions provided by your instructor and submit these answers for extra credit.

**Late Policy**

All “weekly” assignments (reading responses, journals, quizzes and discussions) are due Fridays at 10AM. The upcoming week’s content will open early so you may work ahead. There will be no make-ups for weekly journals, reading responses, quizzes or discussions. Research project due dates/times are in your course schedule. If submitted late, 25% of the possible points will be deducted from your score.

If you have a legitimate, documented excuse for missing a weekly assignment, you will be exempted from that score.

**Course Policies**

**Academic Integrity**

This professor is committed to compliance with the University’s statement on academic integrity. Ignorance of university policies are not acceptable excuses for violations. Please see the university’s web site for complete text of these policies, as this is required content and testable material. <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>.

Any violation of the university’s policy on academic integrity will result in a report to Student Judicial Affairs.

In addition, penalties may include an F on the assignment, and F in the course, and charges of cheating/plagiarism that can affect the student’s ability to enroll in future classes.

**Add/Drops**

University policy states that Add/Drops must be completed within the first two to four weeks of the semester. Following this time period, students must have a “serious or compelling reason” to add or drop a course. It is the student’s responsibility to add/drop classes, not the instructor’s (even if you have come to class only one time).

**Student Expectations and Behaviors**

1. You are expected to make all deadlines for projects and assignments. (See Late Policy)
2. We will be discussing controversial subjects in class. As this is a university, thoughtful and contrasting views will be respected. Please treat all members of the class with respect at all times, even if you disagree. AVOID saying “you’re right” or “that’s wrong,” in favor of “I disagree with this point because…” or “I agree with Jenny when she said…”
3. Any violation of the university’s academic integrity policy will result in an automatic F in the course and a report to Judicial Affairs.
4. Keep copies of everything.
5. If you need help, please contact me. All I ask is that you do so once you are prepared. Have the readings completed and your notes and questions organized. Use each other as resources as well!
6. Remember: All due dates are firm. Therefore, if you are anticipating heavy traffic, loss of your keys, automotive breakdown, a faulty alarm clock, computer/printer malfunctions, a fight with your roommate, a break up with your significant other, your dog escaping the yard, a tree falling on your car/scooter/motorcycle/bike, an overnight stay in jail, a court date due to said overnight detention, bad news from home (there’s often a surge of crippling bad news from home the day there’s an exam or a major assignment is due), a hangover, your birthday, dehydration, your sister’s wedding, a delayed flight, lost luggage from said flight, a sunburn, a windburn, being trapped on a ski lift, being trapped in an elevator, being shot from a cannon, a sudden questioning of your life path, being struck by lightning, being struck by lightning twice, uncontrollable sniffles, rage/despair over the injustice in the world, a zombie apocalypse or any combination of these, BE SURE TO WORK AHEAD.
7. This class is not a spectator sport. This class also has the potential to change your life. Expect to be involved, not sit on the sidelines and watch. If this is uncomfortable for you, I will help you get more comfortable as best I can. This is YOUR time at the university. Jump in!

**Tentative Course Outline/Schedule**

Important reminder: Reading responses, discussions and personal journals are due Fridays at 10AM. The schedule is subject to change. Any changes will be announced to you via Blackboard.

|  |  |  |
| --- | --- | --- |
| **Week**  **Beginning on:** | **Topics** | **Notable Dates:** |
| 1 Health at Every Size® Overview Week 1 reading, discussion and journal | | |
| 8/27 Introduction to HAES **Rule #1: Don’t skip anything, including:**  It’s a weight-neutral, non-diet approach -Directions  to HEALTH. Therefore, before we do -Announcements/emails  anything else, let’s talk a whole lot about -Readings  weight and diets. -Assignments  The research behind HAES – Are -Videos  We Promoting Obesity? (Spoiler Alert: No) -Others’ discussion posts | | |
| 2 Body Image and Beginning your Research Week 2 reading, discussion and journal | | |
| 9/3 | Begin Research Project    Body Image 101 (Hint: Body Image = the way you view your own body) | **Topic assignment for research paper**   |  |  | | --- | --- | | Note: Use of Word “References” tab is | | | required | for this assignment, as shown in |   your video directions. This will make life easier for you later on in the course. |
| 3 The Science and Research Behind Weight Week 3 reading, discussion and journal Regulation | | |
| 9/10 | Research Methods and Weight Science: It’s  Complicated |  |
| 4 Mindfulness and Mindful Eating Week 4 reading, discussion and journal | | |
| 9/17 | Born This Way: Eating according to physical cues |  |
| 5 Media and Body Dissatisfaction Week 5 reading, discussion and journal | | |
| 9/24 |  | **Exam I**    **Annotated bibliography** due to Google Doc for peer review per instructor’s directions. This is not a “rough draft.” |
| **Week ­­­­­­­­**  **Beginning on:** | **Topics** | **Notable Dates:** |
| 6 Physical and Psychological Side Effects of Week 6 reading, discussion and journal  Dieting | | |
| 10/1 | Film: America the Beautiful II  Eating Disorders  Disordered Exercise | **Peer review of assigned annotated bibliography is due, along with review of peer feedback** |
| 7 | Extreme Weight Loss Measures | Week 7 reading, discussion and journal |
| 10/8 | Medications  Surgery: A very personal decision! Let’s make sure it’s an informed decision. | **Final annotated bibliography due to**  **Blackboard link in Research Project folder** |
| 8 | Eating Competence | Week 8 reading, discussion and journal |
| 10/15 | The four components of Eating  Competence and how they fit together: contextual skills, eating attitudes, food acceptance and internal regulation |  |
| 9 | Intuitive Exercise | Week 9 reading, discussion and journal |
| 10/22 | Exercise Adherence Research: How can we help Americans become lifelong exercisers? | **Exam 2**  **Any “Deal-breaker” Annotated Bib Rewrites for 75% Credit Due.** |
| 10 | Children and Weight – Helping Without Harming | Week 10 reading, discussion and journal |
| 10/29 | Childhood Obesity: Stats and Causes  Eating Competence and Kids: Division of  Responsibility |  |
| 11 | Nutrition 101 for HAES | Week 11 reading, discussion and journal |
| 11/5 | Nutrition Basics: Striking a Healthy  Balance | **Essay with full reference list and in-text citations due for peer review.** |
| 12 | Social Justice | Week 12 reading, discussion and journal |
| 11/12 | Strategies for Comfortably Communicating  the HAES Message | **Peer review of assigned essays due, along with review of peer feedback.** |
| 13 | Fat Politics | Week 13 reading, discussion and journal |
| 11/26 | Is obesity the government’s business? |  |
| 14 | Communicating HAES | Week 14 reading, discussion and journal |
| 12/3 | How to comfortably and effectively  communicate the HAES message | **Final paper (complete with in-text citations and reference list) due to Blackboard link in**  **Research Project folder** |
| 15 | Wrapping up | Week 15 discussion and journal only |
| 12/10 |  | **Diet Survivor’s Handbook Questions (optional)** |
| 16 | Final Exam Week |  |
| 12/17 |  | **Exam 3**  **Optional**: Extra credit due Friday by 10am to link on Blackboard. |