

Las Positas College
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Course Outline for NUTR 1

NUTRITION

Effective: Fall 2012

I. CATALOG DESCRIPTION:

NUTR 1 — NUTRITION — 3.00 units

The basic science of nutrition including the nutrients, their functions, sources and recommended intakes. Nutritional assessment and the role of nutrition in the maintenance of health. For students majoring in the science and/or health fields

3.00 Units Lecture

Strongly Recommended

CHEM 30A - Intro and Applied Chemistry I

MATH 110 - Elementary Algebra
with a minimum grade of C
and

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

- A. CHEM30A
- B. MATH110

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. describe nutrition as an evolving science;
2. evaluate the credibility of nutrition information and misinformation;
3. evaluate the efficacy and safety of nutrition trends and controversies based on established nutrition science;
4. apply established standards/tools/guidelines to make informed decisions regarding food choices and diet;
5. utilize the information presented on a food label to make informed choices regarding food products;
6. describe the characteristics, functions and sources of the energy nutrients: carbohydrates, lipids, and proteins;
7. describe the characteristics, functions and sources of the non-energy nutrients: vitamins, minerals, and water;
8. describe the characteristics, functions and sources of non-nutrients including phytochemicals and antioxidants;
9. describe the processes of digestion, absorption and metabolism, including substrates, location, and outcome;
10. describe energy balance and its role in body weight and body composition;
11. explain the role of nutrition in health promotion and chronic disease risk reduction;
12. evaluate diet in terms of nutrients required and food sources;
13. analyze nutritional intake compared to scientifically derived recommendations and make recommendations for improvement;
14. identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence, and older adulthood;
15. prevent food borne illness through proper handling and preparation of food items
16. Describe the connection between conventional vs. sustainable agricultural practices on quality of food and effects on environment.

V. CONTENT:

A. Food choices and human health

1. The role of nutrition in the prevention of disease
2. Chemical elements in foods
3. The role of scientific research
4. Basics of research design, including descriptions, advantages/disadvantages and contributions to science of nutrition of:
 - a. Case studies/ clinical research

- b. Intervention studies
 - c. Epidemiological studies
 - d. Experimental studies
- 5. Foodways; cultural preferences and social connections that effect food choices
- B. Nutrition standards and guidelines
 - 1. Nutrient recommendations
 - 2. Planning and assessing diets with current nutrition tools
 - a. Adequacy, Balance, Calorie Control, Moderation, Variety
 - b. Nutrient Density
 - c. Dietary Guidelines for Americans, 2005
 - d. USDA Food Guide
 - e. Dietary Reference Intakes (DRI)
 - 1. Recommended Dietary Allowances (RDA)
 - 2. Adequate Intakes (AI)
 - 3. Estimated Average Requirements (EAR)
 - 4. Tolerable Upper Level Intakes (UL)
 - 5. Acceptable Macronutrient Distribution Ranges (AMDR)
 - 6. My Pyramid
 - f. Food Labels
 - 1. Requirements of the Nutrition Education and Labeling Act
 - 2. The Nutrition Facts Panel
 - 3. Nutrient claims permitted on labels
 - 4. Health claims permitted on labels and degree of evidence required
 - g. Exchange system
 - h. Diet planning using a variety of standards and guidelines
- C. Nutrient characteristics, functions, sources, deficiencies and excesses:
 - 1. Carbohydrates
 - 2. Fats
 - 3. Proteins
 - 4. Vitamins
 - 5. Minerals
 - 6. Water
- D. Biology and physiology of the digestive system
 - 1. Structures and functions of gastrointestinal tract
 - 2. Process of digestion including foods, substrates, location, and outcome
 - 3. Role of enzymes in digestion
 - 4. Absorption of nutrients
 - 5. Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.
- E. Malnutrition
 - 1. Undernutrition
 - 2. Deficiencies
 - 3. Toxicity
 - 4. Obesity
- F. Energy balance and body composition
- G. Nutrients, physical activity, and metabolism
 - 1. Components of fitness
 - 2. Benefits of physical activity
 - 3. Fueling the body
 - 4. Fluids and temperature regulation
- H. Role of physical activity and nutrition in health promotion and disease risk reduction
 - 1. Cardiovascular diseases
 - 2. Hypertension
 - 3. Cancer
 - 4. Type 2 Diabetes
 - 5. High Cholesterol
 - 6. Obesity
 - 7. Osteoporosis
- I. Nutritional needs throughout the lifecycle
 - 1. Pregnancy
 - 2. Fetal needs
 - 3. Infancy
 - 4. Child
 - 5. Adolescent
 - 6. Adult
 - 7. Older Adult
- J. Food safety
 - 1. Microbes
 - 2. Preventing food borne illness
 - 3. Natural toxins in foods
 - 4. Contaminants
 - 5. Bioaccumulation
- K. Food Technologies
 - 1. Pasteurization
 - 2. Irradiation
 - 3. Genetically Modified Organisms
- L. Hunger and the global environment
 - 1. Food insecurity, hunger, and overview of U.S. Food programs
 - 2. Conventional agriculture
 - 3. Environmental degradation
 - 4. Sustainable agriculture, and the "slow food" movement
 - 5. Organic foods
 - 6. Organic foods, the "slow food" revolution

VI. METHODS OF INSTRUCTION:

- A. Read text and internet based materials
- B. **Discussion** -
- C. Media presentations
- D. **Lecture** -
- E. Diet analysis projects

- F. Research Projects
- G. Group projects and presentations

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 - 1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen and Fiber
 - 2. Read the Controversy about artificial sweeteners
- B. Discussion
 - 1. Should a person avoid carbohydrates to lose weight?
 - 2. To what degree are sugar and artificial sweeteners "bad" for you?
- C. Food Label
- D. Diet Analysis Project
 - 1. keep a food diary
 - 2. analyze nutrient intake using computer based tools
 - 3. compare food intake to recommendations
 - 4. compare and contrast food intake to nutrient recommendations
 - 5. make recommendations for improving and/or maintaining diet

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Research Projects
- B. **Frequency**
 - 1. Frequency
 - a. Daily participation in activities
 - b. Weekly homework, including readings and activities
 - c. 1-2 Course Projects (research paper, diet analysis) per semester
 - d. 2-3 Exams per semester

A. Frequency

- 1. Daily participation in in-class activities
- 2. Weekly homework, including worksheets
- 3. 1-2 Course Projects (research paper, diet analysis) per semester
- 4. 2-3 Exams per semester

IX. TYPICAL TEXTS:

- 1.Sizer, Frances and Eleanor Whitney. *Nutrition Concepts and Controversies*. 12th ed., Thomson/ Wadsworth, 2011.
- 2. Grosvenor, Mary and Lori Smolin *Nutrition: Science and Applications*. . 1st ed., John Wiley & Sons, Inc., 2008.
- 3. Manore, Melinda; Thompson, Janice; and Vaughn, Linda. *The Science of Nutrition*. 2nd ed., Pearson/Benjamin-Cummings, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Internet access.