

# NUFD 112: CURRENT TOPICS IN NUTRITIONAL SCIENCES

## In Workflow

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## Approval Path

1. Fri, 31 Jan 2020 22:49:50 GMT  
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Fri, 31 Jan 2020 22:56:35 GMT  
Lynn Hanna (lhanna): Approved for FACS Chair
3. Thu, 20 Feb 2020 17:11:34 GMT  
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
4. Fri, 21 Feb 2020 00:58:27 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Thu, 30 Jan 2020 21:44:55 GMT

## Viewing:NUFD 112 : Current Topics in Nutritional Sciences

Last edit: Thu, 20 Feb 2020 17:11:23 GMT

Changes proposed by: Wendy Buchan (101043939)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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### Catalog Title:

Current Topics in Nutritional Sciences

### Class Schedule Title:

Current Topics Nutr Sci

### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

### Academic Organization: (Department)

Family and Consumer Sciences; Family Life Education

### Will this course be offered through the College of Continuing Education (CCE)?

Yes

### Please specify:

CCE and Stateside

### Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

### Subject Area: (prefix)

NUFD - Nutrition and Food

**Catalog Number: (course number)**

112

**Course ID: (For administrative use only.)**

132981

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course was re-evaluated and determined that it would be appropriate for Nutrition and Food or Dietetic majors, to use as their writing intensive or for additional units. Therefore, the only proposed change to this course is to delete the course note "Not open for credit to Dietetics/Nutrition and Food majors." The course description remains the same. The course objectives were only updated to include student focused and more measurable language.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Examination of contemporary and controversial topics in nutrition science and how they relate to nutritional needs of different population groups. Analyzes the research process and evaluation of validity of nutrition research. Lecture, discussion.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#03 - Lecture Composition/Counseling/Case Study (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

No Change to Expected Learning Outcomes from prior approval just updated to be student focused with action verbs. Only change requested at this time is to delete course comment: "Not open for credit to Dietetics/Nutrition and Food majors"

Students will be able to:

1. Recognize and recall the basic functions of macro, micro and non-nutrients in the body.
2. Evaluate the relationship between nutrition and chronic health problems.
3. Apply scientific knowledge to the analysis of contemporary nutrition issues.
4. Verify credible sources of nutrition information
5. Critique research methodology, scientific inquiry and evidence on nutrition related issues
6. Apply current knowledge and generate evidence based conclusions on nutrition-related issues.
7. Organize information and present it in a clear, concise and logical written form.

GE Area Student Learning Outcomes

Students will be able to:

- A. Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.
- B. Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.
- C. Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

**Attach a list of the required/recommended course readings and activities:**

2020revisedNUFD 112 Syllabus\_GEB5.doc

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

There will be two online exams (50 questions each). Exams will include multiple choice, matching, and possible short answer and/or brief essay questions. meet course objectives 1 and 2.

**WRITTEN ASSIGNMENTS**

This is a Writing Intensive course. Each student is required to complete the equivalent of 20 typed pages, (5000 words) in order to meet the specified GE requirements. This will be accomplished by completing the following:

Assignment 1: Nutrition Claim and Web Critique. This includes a typed detailed critique of a web site promoting a nutrition-oriented product. Your critique should address the credibility of the claim. Meets course objectives 3-7 (3 to 5 pages).

Assignment 2 Research Study Critique – find a research study on a nutrition topic and critique the research methodology, validity of the results, credibility of the researchers and their methods, appropriateness of their conclusions based on their methods and results – your write up about your diet should address all the assignments questions and be three to five pages. Meets course objectives 3-7.

Assignment 3: - Nutrition Debate on a Contemporary Nutrition Topic - Draft a paper debating both sides of a contemporary nutrition topic/ nutrition controversy. This will be an analysis of the research on both sides of a selected nutrition controversy presenting the validity and accuracy of research conducted on the subject and the pros and cons related to each side of the issue. Meets course objectives 2-7. Detailed instructions will be posted in canvas (5-10 pages) due .

Assignment 4 - Directed Peer Review of Assignment 3. Each student will evaluate the draft paper of two fellow classmates using a designated rubric and feedback form. This counts as part of your writing so please provide well written, constructive feedback, as well as stating whether you feel the writer has given evidence based to formulate an opinion on one side of the nutrition controversy. Meets objectives 2-7. (2 reviews – 1 ½ pages each DUE in class \_\_\_\_\_).

Assignment 5 – presentation on your contemporary nutrition topic – each student will provide a brief review of both sides of their topic to the class and answer questions. Meets objectives 2-7

Assignment 6 - Final Contemporary Nutrition Topic Paper including an analysis of a selected nutrition controversy presenting the validity and accuracy of research conducted on the subject and the pros and cons related to the issue. Detailed instructions and rubric will be provided. The paper should incorporate suggestions provided by peer review from your draft and editing for a final draft (5-10 pages + reference page). Meets course objectives 2-7.

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

Yes

**Indicate which department(s) will be affected by the proposed course:**

Department(s)
Family and Consumer Sciences

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

### Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Writing Intensive

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

2020revisedNUFD 112 Syllabus\_GEB5.doc

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## General Education Details - Writing Intensive

### Section 1.

**Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:**

**The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.**

Students will use basic skills and knowledge of English and Grammar to examining complex contemporary issues in Nutrition and writing a critique, a paper and providing peer feedback on other student's writing. They will revise and edit a paper and resubmit with feedback from peers and turnitin to improve their writing.

**The course must expand students' knowledge by examining complex issues.**

Students will examine contemporary, complex and debated issues in nutrition science. They will evaluate evidenced based analysis of a topic and write a critique and paper on the issues. They will also critique both a web site and a research study.

**The course must expand students' abilities to reason logically and to write clearly in prose.**

Students will write a critique on a website, a research paper as well as a contemporary nutrition topic. They will research a nutrition topic and write a paper on the pros and cons of a contemporary, complex nutrition topic in a paper as well as the evidence for and against it. Each student will provide feedback on at least two other student papers to see analysis on contemporary, complex nutrition topics by others and practice editing. They will receive feedback on their own writing to revise and edit their work for a final paper. They will debate a contemporary complex nutrition topic in class.

**Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).**

Students will write a nutrition critique of 3 to 5 pages, critique a research study write up of 3 to 5 pages, a paper on a contemporary nutrition topic of 5 to 10 pages, a critique and peer review of two students papers 1-2 pages each, and write a final paper of 5 to 10 pages. Additionally they will write short essay responses in their exams. This will result in 13 to 35 pages of written work or approximately 6,500 to 15,500 words.

**Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.**

Students will receive feedback from the instructor on each writing assignment, as well as feedback from two peers and turnitin on one writing assignment. They will be required to use this feedback to revise, edit, and improve their writing for a final paper submission.

**Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).**

Major writing assignments will be due in week 2, 4, 8 and 10th week of instructions.

**Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.**

Students work will be graded using department established rubrics as well as comments from instructor, turnitin and two peer reviews within one week of submitting the assignment on subject matter content and writing skills.

### Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.**

This course has not been changed except for the request to delete the course note: not open to credit for dietetics/ food and nutrition majors. This course has previously been evaluated for GE and approved as an area B5 GE course, writing intensive without issues. The course description, course objectives, assignments and content have not changed except to update the course objectives to be student focused and action orientated. The only change requested is to delete the course note and allow food and nutrition majors to get credit for the course.

### WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

#### Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

#### Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Key: 13987