

# NUTR 1323 CIN4: Human Nutrition 2

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## Syllabus - webpage

### Course Description

*The application of nutrition through the life cycle.*

Nutrition 1323 presents the application of nutrition throughout the lifespan. The course begins with a detailed analysis of energy and weight balance, and then goes on to cover nutrition specific to each life stage.

Nutrition 1323 furthers your understanding of nutrition as a science. You will be asked to analyze nutritional and dietary claims for validity and use what you already know regarding nutrition to refute any fallacies you encounter.

*NUTR 1323* is broken into 7 modules, each with a specific focus. The Course Schedule outlines the weekly modules.

There are 8 quizzes and 1 Case Study assignment. Study at your own pace (preparing for each module quiz and the assignment), keeping in mind that you have six months to complete the entire course (while many students finish it in less time) and that the assignment must be in at least 1 week prior to the date you wish to write the exam. (See below for information about booking the final exam).

### Learning Objectives

After successfully completing this course you will be able to:

- Identify the sources, functions, requirements and risks of over and under consumption of the nutrients
- Apply the principles of nutrition to the study of energy and nutrient needs during the life cycle.
- Analyze, interpret and apply nutrition assessment information relating to food and nutrient intake of individuals and populations.
- Recognize the value of periodical literature in keeping up to date with current nutrition research.
- Understand the relationship that exists between the foods we eat and human health.

### Instructor

Tristaca is a Registered Dietitian who relocated to Kelowna, BC after living in Halifax for 6 years. While in Nova Scotia, she taught a variety of courses in the School of Nutrition and Dietetics at Acadia University. In fact, she continues to teach 6 Nutrition courses through Acadia's distance education department. While at Acadia, Tristaca founded the first ever Canadian university convivium of Slow Food, aimed at helping dietetics students foster an appreciation for high quality, socially responsible food. She also spear-headed a collaboration between Acadia University and Magnolia Creek, a residential treatment center for eating disorders based in Alabama. This program will allow Acadia staff and faculty to receive mentorship and training to be better able to support students who may be struggling with disordered eating. In addition to her work at Acadia, Tristaca has also developed online nutrition curriculum for Thompson Rivers University, the National Coaching Institute, and Dietitians of Canada. In addition, she has been a content reviewer for several undergraduate nutrition textbooks and co-authored the Instructor's Manual for *Nutrition: Science and Applications, 2nd Canadian Edition*. She has also been both an item writer and appraiser of the Canadian Dietetic Registration Examination. As part of her nutrition practice, she specializes in sports nutrition and media communications.

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**Tristaca Curley, MSc, RD**

Email: [tristaca.curley@acadiau.ca](mailto:tristaca.curley@acadiau.ca)

Please note that I will respond to emails within regular business hours, Monday to Friday. As I teach 6 courses, please allow up to 3 business days for me to respond to your queries, although I will often respond sooner. Please also reference the course you are referring to in any email discussions, as I teach several courses.

## Course Materials

**Required text (See the [student handbook](#) for ordering information.):**

Whitney E, Rolfes SR, Hammond G, and Piche LA. (2016) Understanding Nutrition. Second Canadian Ed. Nelson Education, Ltd. with 12 month access to MINDTAP ISBN: 0176706232.

An electronic copy of this book can be purchased at [here](#).

**MINDTAP:**

Access to MINDTAP is required in order to access the resources used within this course, including module activities and practice questions. Please note that the activities in Mindtap are not graded and are used for extra practice only. Your grade is made up of the assessment activities listed in this syllabus.

How to access MINDTAP:

**Registration**

1. Connect to <https://login.nelsonbrain.com/course/MTPP-CDPP-J1ZS>
2. Follow the prompts to register your MindTap course, using the access code provided with the textbook (ISBN listed above). The course key to register for this course is: **MTPP-CDPP-J1ZS**

**System Check**

To check whether your computer meets the requirements for using MindTap, go to <http://ng.cengage.com/static/browsercheck/index.html>

Please Note: the System Check is also accessible in the drop down box next to your name located in the upper right corner of your MindTap page.

**Required Supplementary materials:**

Eating Well with Canada's Food Guide can be found at the Health Canada website.

You will find information on accessing Library resources from off-campus here - <https://library.acadiau.ca/distance-education/access.html>.

## Evaluation

|                       |     |
|-----------------------|-----|
| Quizzes               | 40% |
| Case Study Assignment | 25% |
| Final Exam            | 35% |

**\*NOTE: The exercises in MINDTAP are optional, but recommended.**

### Quizzes

You are required to complete 8 *quizzes* for this course. Each quiz is comprised of multiple-choice and true /false questions, some of which may be calculations, and is worth 5% of your final grade. Make sure to read each question VERY CAREFULLY!

Be sure you are familiar with the material *before* taking the quiz as each quiz is only *30 minutes* in duration, and can only be *taken once*. The timer will begin counting down once the quiz is opened. When the 30 minutes have passed the quiz will no longer accept new entries. Be sure to submit your quiz prior to the 30 minutes being complete, as once the quiz closes, there is no way to submit your answers and you will receive a zero on the quiz. There are no rewrites permitted for the quizzes. The quizzes will test both your recall and your ability to apply your knowledge. As dietitians, we rarely have clients ask us questions worded exactly like they came from a text book. As a result we need to be skilled in taking the basic knowledge we gain from reading texts, journal articles, research findings etc. and applying this to a clients' particular question or scenario. You will need these same skills to apply what you learned to your everyday life! Hence, in every quiz there will be questions that ask you to apply the concepts you learned in the chapter to different scenarios. That also makes it interesting and should help you retain the information better. It is also important to do the chapters/modules and quizzes in order, as information given earlier in course provides the basis for information given later.

To prepare for quizzes, I suggest using the information provided in each module, the associated text chapters, and practice quizzes from the text companion site, MINDTAP. I would advise that you read the chapter, take some notes, practice the review questions at the end of the chapter and THEN complete the quiz (with your textbook and notes in hand). Try to view the quizzes not just as a test, but also as a way to learn; a way of looking at the material differently and a way to **apply** your knowledge. The quiz questions were selected because they are most relevant to what we as dietitians deal with in our work. Hence, the topics and skills that are most relevant to everyday life are emphasized in these quizzes. An important tip: Read the multiple choice and true/false questions and answers VERY CAREFULLY. ONE word can **completely** change the meaning of the sentence! At the conclusion of your quiz you have immediate access to your results. Make sure you refer back to the text to understand any incorrect answers you gave. These questions may appear again on the final.

Click *Quizzes* on the left of the course homepage to access the quizzes.

### Case Study Assignment

*Purpose:*

- Analyze, interpret and apply knowledge relating to human nutrition across the life span
- Analyze, interpret and apply nutrition assessment information relating to food and nutrient intake of individuals and populations

*Description:*

You will be given the choice of 3 different case studies from which you will choose 1 to complete. Each case study pertains to a different life stage. You will use the textbook, course materials, and do additional research using high quality references to answer your cases.

Your completed assignment should include:

- A title page with your name, course number, and chosen diet
- Your 1000 maximum word report, with the questions listed as subtitles first and answers below
- Reference list in the style of APA.\*
- Submit to me via drop-box in PDF format

\*Please follow the referencing style of the latest version of APA. Acadia Library has a variety of resources for students learn about proper citation. Please refer to their APA Citation Guide for more information.

#### Resources:

Your text book and course modules are a good place to start. Note that the inside cover of your textbook provides energy, fluid, macro and micronutrient intake requirements for all ages. In addition, you must find three additional peer-reviewed sources (e.g.: a peer-reviewed journal article, book, or PEN resource) to strengthen your work. You are expected to use high quality nutrition information. Do not simply "google" your topic. Use the library databases; review articles may be particularly relevant in this situation.

#### Grading:

The case study is worth 25% of your final grade. Marks will be based on your ability analyze, interpret and apply your knowledge of the material and on accurate language and formatting.

#### Please note:

The assignment is to be delivered to the instructor via assignment drop-boxes **in PDF format**. I suggest saving your assignment as PDF in whatever software you use to create your assignment before submitting. Please remember to put your name, student number, and assignment name and keep a copy in the event the original is lost.

The assignment should be **received at least 1 week prior** to the date you wish to write the exam. This will allow adequate processing time for the request and for marking the assignment.

## Course Schedule

This course can be completed much quicker than the 23 weeks outlined in the schedule if you have the time to devote to it.

You have 6 months to complete this course. You may set your own schedule and complete the course in less than 6 months if you choose.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams. As mentioned above, your assignment needs to be submitted 1 week prior to the date you wish to write the exam.

#### Quick Overview: Recommended Schedule

|            |            |
|------------|------------|
| Week 1-2   | Module 1   |
| Week 3-4   | Module 2   |
| Week 5-7   | Module 3   |
| Week 8-10  | Module 4   |
| Week 11-13 | Module 5   |
| Week 14-16 | Module 6   |
| Week 17-19 | Module 7   |
| Week 20-23 | Exam Prep  |
| Week 24    | Final Exam |

## Exam

The final exam will be administered through Acorn and will cover the material from the entire course. **When you have completed all course work, a link to apply to write the final exam will appear in your course home page. Once you apply at that link, the exam will be available to you to write online at an agreed upon time. Please note you must pass the final exam to pass the course.**

It will consist of approximately 60 multiple choice questions and calculations, as well as 4 short answer questions and a Case Study. The Multiple Choice questions will be very similar to the questions asked in the quizzes, so you will have to know the material to the same level of detail. Among the short answer questions there will be some choice. In other words, you may be presented with 5 short answer questions and be asked to answer 4. As a tip, review the course objectives listed in each module. They highlight what I feel are the most important concepts from each chapter. In fact, many of them would make excellent final exam questions stated just as they are. In the Case Study, I will be looking for you to showcase your

ability to synthesize the material covered in the course by detailing SPECIFIC and comprehensive answers. Also, review the course content and learning activities provided by the text and CengageNow website. .

## Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

### Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: [openacadia@acadiau.ca](mailto:openacadia@acadiau.ca)

## Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

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