**LIFE AND PHYSICAL SCIENCES**
**Student Learning Outcome Alignment Form**

**Course Prefix/Number: BIOL 1322**

**Course Title:**

| Core Objective | Course SLO | General Learning Activities | Assessment |
|---|---|---|---|
| **Critical Thinking Skills** | SLO #4) Compare and contrast the major categories, sources, uses, deficiencies, and toxicities of vitamins and minerals. | The student will be assigned a short research paper –a Diet Dilemma assignment. He or she will be asked to analyze vitamin supplements discussing the contents and various formulations and to use results of their own diet assessment to evaluate their own levels of these nutrients, health effects possible, and a plan for improvement. The assignment is attached. | The student will submit a paper for a grade. The attached rubric for critical thinking will be used. |
| **Communication Skills** | SLO #3) Describe the nature, varieties, functions, recommended intakes, role in health and disease, and homeostasis for carbohydrates, lipids, and proteins. | The student will be ask to do a complete assessment of their diets, body compositions, and fitness levels. Items from a 5-day food diary will be entered into a nutrition assessment program. The student will take the results of this program; calculate how high or low each nutrient is compared to optimal levels. Discuss health implications, and concrete steps that could be taken to improve. The assignment is attached. | The student will submit a paper for a grade. The attached rubric for communication skills will be used. |
| **Empirical & Quantitative Skills** | (SLO #3) Describe the nature, varieties, and functions, recommended intakes, role in health | The student will be ask to do a complete assessment of their diets, body compositions, and fitness levels. Items from a 5-day food diary will be entered | The student will submit a paper and worksheet for a grade. The attached rubric |

| | | | |
|---|---|---|---|
| | and disease, and homeostasis for carbohydrates, lipids, and proteins. | into a nutrition assessment program. The student will take the results of this program; calculate how high or low each nutrient is compared to optimal levels. Discuss health implications, and concrete steps that could be taken to improve. The assignment is attached. | for empirical and quantitative skills will be used. |
| **Teamwork** | (SLO #2) Analyze the fate of nutrient molecules from digestion and describe the major metabolic pathways for the catabolism of carbohydrates, lipids, and proteins, and the anabolic pathway for fat synthesis. | Students will be given a metabolism jigsaw puzzle. In groups the students will learn progressively, over a few class meetings, how to complete the puzzle. A photograph of the puzzle is included. | A participation grade will be given based on teamwork—using the teamwork rubric attached. The details of the pathway will be tested for on an individual basis on the final exam. |

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|---|---|---|
| **Explanation of Issues** | Did not state issue. | Issue is stated without clarification or description. | Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown. | Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| **Evidence** | Does not identify the basic components of an issue | Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question | Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis. |
| **Influence of Context and Assumptions** | Did not show awareness of the issue. | Show an emerging awareness of present assumptions. | Questions some assumptions. Identifies relevant information when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| **Student's Position** | Takes no position on issue | Specific position is stated but is simplistic and obvious. | Specific position acknowledges different sides of an issue. | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position. | Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized. |
| **Conclusions and Related Outcomes** | Does not use previously learned information in new situations. | Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified. | Conclusion is logically tied to information; some related outcomes are identified. | Conclusion is logically tied to a rage of information, including opposing viewpoints; related outcomes are identified clearly | Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order |

# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.
Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|---|---|---|
| **Quality of Information and Organization** | Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized. | Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized. | Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized. | Main points are clear and detailed. Information is linked to presentation topic. Information is well organized. | Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized. |
| **Nonverbal Communication** | Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience. | Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.. | Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation. | Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well. | Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively. |
| **Quality of Verbal Communication** | Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast. | Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast. | Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate. | Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate. | Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate. |
| **Visual Tools** | Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools. | Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools. | Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools. | Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools. | Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools. |

| | | | | | |
|---|---|---|---|---|---|
| **Appropriate Use of Vocabulary** | Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context. | Several terms are included in the presentation. May or may not be used appropriately. May lack context. | Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context. | All terms are included in the presentation. Used effectively. Used in context. | All terms are included in the presentation. Used in unique and creative ways. Used in context |
| **Precision and Detail in Documents Produced** | Written documents have numerous errors and lack detail. Little carte taken in the production. | Documents may have some errors and show some detail. Some care has been taken in production. | Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production. | Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production. | Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents. |
| **Overall Presentational Effectiveness** | The presentation was weak and not effective. | The presentation was average and somewhat effective. | The presentation was good and effective. | The presentation was very good and effective. | The presentation was exceptional and extremely effective. |

# Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

**Definition**

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|---|---|---|
| **Identification** | The purpose, components, and variables of the investigation/project are not identified. | The purpose, components, and variables of the investigation/project are somewhat identified. | The purpose, components, and variables of the investigation/project are mostly identified | The purpose, components, and variables of the investigation/project are clearly identified.. | The purpose, components, and variables of the investigation/project are clearly identified. |
| **Assimilation** | The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present. | The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present. | The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present. | The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present. | The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present. |
| **Analysis** | Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined. | Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined. | All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined. | All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined. | All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined. |
| **Presentation** | A summary of the analysis is either inadequately presented or not presented at all. The presented information is | A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the | A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the | A good summary of the analysis is presented. The presented information is correct, of good quality, and the | A concise summary of the analysis is presented. The presented information is correct, of high quality, and the |

| | | | | | |
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| | mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings. | terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings. | terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings. | terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings.. | terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings. |
| **Application** | The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument. | The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement. | The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement. | The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement. | The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement. |

# Teamwork Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Teamwork is behaviors under the control of individual team members, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|---|---|---|
| **Contributes to Team Meetings** | Does not collect any relevant information; no useful suggestions to address team's needs; | Shares ideas but does not advance the work of the group. | Offers new suggestions to advance the work of the group | Offers alternative solutions or courses of action that build on the ideas of others. | Helps the group move forward by articulating the merits of alternative ideas or proposals |
| **Facilitates the Contributions of Team Members** | Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches; | Engages group by taking turns and listening to others without interrupting. | Engages group by restating the views of other members and/or asking questions for clarification. | Engages group by constructively building upon or synthesizing the contributions of others.. | Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage. |
| **Individual Contributions Outside of Team Meetings** | Completes no assigned tasks outside of team meetings. | Completes some assigned tasks by deadline. | Completes all assigned tasks by deadline; work accomplished advances the project. | Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. |
| **Fosters Constructive Team Climate** | Is argumentative and does not work with the team. | Supports a constructive group climate by treating other members respectfully. | Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work. | Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members. | Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members. |

| | | | | | |
|---|---|---|---|---|---|
| **Responds to Conflict** | Is not present enough to engage in conflict. | Passively accepts alternate viewpoints/ideas/opinions. | Redirects focus toward common ground, toward task at hand (away from conflict).. | Identifies and acknowledges conflict and stays engaged with it. | Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness. |

**Syllabus:** Nutrition
**Course Number:** Biology 1322.03
**Semester & Year:** Spring 2013

**Instructor Information**

Name: Christie H. Anderson MS, RD, LD
Office: via e-mail
E-mail: crystal.anderson@texarkanacollege.edu
Class Meets in Biology Rm 117, 6-9pm, THR

**Textbook Information**

Understanding Nutrition, 13e. Whitney and Rolfes isbn-13:978-1-133-60678-9

**Scan Trans are required for test.**

**Student Learning Outcomes for the Course**

1. Explain what the study of nutrition entails and how it is executed.

2. Describe the concept, the use, the advantages and disadvantages of the food Pyramid/My Plate.

3. Analyze the anatomy and physiology of the digestive system.

4. Describe the major metabolic pathways for the catabolism of carbohydrates, lipids, and protein, and the anabolic pathway for fat synthesis.

5. Describe the nature, varieties, functions, recommended intakes, role in health and disease and homeostasis of carbohydrates.

6. Describe the nature, varieties, functions, recommended intakes, role in health and disease and homeostasis of lipids.

7. Describe the nature, varieties, functions, recommended intakes, role in health and disease and homeostasis of protein.

8. Compare and contrast the major categories, sources, uses, deficiencies, and toxicities of vitamins.

9. Compare and contrast the major categories, sources, uses, deficiencies, and Toxicities of minerals.

10. Describe the mechanism, causes, diagnoses, treatments, and health consequences of overweight and underweight.

11. Explain what fitness is, how it can be measured and achieved, and how it affects nutrient use.

**Student Requirements for Completion of the Course and Due Dates**

| | | |
|---|---|---|
| **Jan 31** | Test Over | **An Overview of Nutrition/Planning a Healthy Diet** |
| **Feb 14** | Test Over | **Carbohydrates/Protein/Lipids** |
| **March 7** | Test Over | **Digestion, Absorption & Transport/Energy Metabolism** |
| **March 14** | Spring Break | |
| **28-Mar** | Test Over | **Energy Balance & Body Composition/ Weight Management** |
| **11-Apr** | Test Over | **The Water Soluble Vitamins/The Fat Soluble Vitamins** |
| **18 April** | Test Over | **Diet & Health** |
| **April 25** | Test Over | **Fitness** |
| **2-May** | | **Make Up Test Day. Only opportunity to make up a missed exam. Exams will be given FOLLOWING LECTURE until 9:00 pm ONLY. No EXCEPTIONS.** |
| **9-May** | | **Final Exam Nutrition Assessment Paper Due** |
| **16-May** | No Class | |

**Student Assessment**

**You have the following possibilities for earning points:**

**(1) 7 exams 100 points each – 700 total points**

**(2) Nutritional Assessment Paper – 100 total points**

**(3) 4, Cooperative Learning Class Activities - 25 points each, 100 total points**

**(4) Final Exam 100 points**

**1000 total points**

**Grading Scale**

| Grade | |
|---|---|
| **A** | 90-100 |
| **B** | 80-89 |
| **C** | 70-79 |
| **D** | 60-69 |
| **F** | 59-below |

You can check your average at any time with the online gradebook

Engrade. Goto www.engrade.com and provide the information given to you by your

T instructor to log into your account.

**Class Schedule**

| | |
|---|---|
| 24-Jan | An Overview of Nutrition/Planning a Healthy Diet |
| 31-Jan | The Carbohydrates: Sugars, Starches & Fibers |
| 7-Feb | The Lipids: Triglycerides, Phospholipids, & Sterols |

| | |
|---|---|
| 14-Feb | Protein: Amino Acids |
| 21-Feb | Digestion Absorption & Transport |
| 28-Feb | Energy Metabolism |
| 7-Mar | Energy Balance & Body Composition |
| 14-Mar | Spring Break |
| 21-Mar | Weight Management: Overweight Obesity and Underweight |
| 28-Mar | The Water Soluble Vitamins: B Vitamins and Vitamin C |
| 4-Apr | The Fat Soluble Vitamins: A,D,E, and K |
| 11-Apr | Diet & Health |
| 18-Apr | Fitness: Physical Activity, Nutrients & Body Adaptations |
| 25-Apr | Nutrition in the Life Cycle/ Water and the Minerals |
| 2-May | Review For Final |
| 9-May | **Final Exam Given in Class/Nutrition Assessment Paper Due** |
| 16-May | No Class |

**Power Point Slides** used in the course are available **for the student to copy** online through the TC website:http://vvvvvv.texarkanacollege.edu, click on "TC online" from the TC homepage and then scroll down to find this class.

**Attendance Policy**

Roll will be taken at the beginning of each class period. Students missing more than 4 meetings in a semester will be dropped for nonattendance.

**Make-up Policy**

There is no such thing as an excused absence. Periodically during the semester there will be (4) cooperative group learning activities **to be completed during class**. **If a student is absent during a class period when a cooperative group learning assignment is completed they will not receive the points for the assignment and no make up assignment will be given. Students will have 1 opportunity during the semester to make up any EXAM missed. The makeup date will be posted on the class schedule. Students will have from the end of lecture until 9:00 pm to complete any missed exams on the designated make up day ONLY.**

**Academic Integrity Statement**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at https://texarkanacollege.edu.

**Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

**Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

## Syllabus Review Statement

Course: Nutrition

BIO 1322.03

Christie Anderson MS, RD, LD

I have read and understand the Syllabus for Nutrition Biology 1322.03. I have paid close attention to the class schedule, grading criteria, attendance and make up policy.

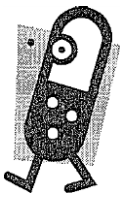
Student Signature_____

Date: _____

Term: _____

# Diet Dilemma #4

Fall **2007**



Should you be taking vitamin/mineral supplementation? In this diet dilemma, examine the pros and cons. What's special about the ones advertised for specific groups like- "women's formula," "weight loss formula,", "energy," "senior?" Are some better than others? How could you tell? What does your nutritiondata printout tell you about your vitamin/mineral status?

# Personal Nutrition Assessment Worksheet

Chapter 2 "Planning a Healthy Diet"

1. Pick a day that seems most average from your five day food diary.
2. Go to http:ljwww.mypyramid.gov and create a customized food pyramid for you.
3. Put the food from your average day into the food pyramid.
4. How does it compare? What are you getting too much of? Too little?

Chapter 7 "Metabolism: Transformations and Interactions"

1. How many Calories (average) did you consume according to the Nutritiondata printouts? Take the Calories off the printout and divide by 5.
2. Using the ATP Expended worksheet from class, how does your Calorie expenditure per day compare with the Calories you're consuming?
3. How will this affect your body weight?

Chapter 4 "The Carbohydrates: Sugars, Starches, and Fibers"

1. How many total Calories (average) did you consume according to the Nutritiondata website? Take your total Calories and divide by 5.

2 Comp ete thetable below:

| | Nutritiondata results (g) divided by 5 | Recommended intake formula | Recommended intake ..... caiculatibn (g) | Comments |
|---|---|---|---|---|
| Total carb. | | #1 ÷ 4 x 0.6 | | |
| Fiber | | n/a | 30 | |
| Sugars | | #1 ÷ 4 x 0.1 | | |

3. Compare each entry 1n the Nutnt1ondata results column to each entry 1n the Recommended intake calculation column. Record your observations in the Comments column.
4. Using the information we've discussed in class, what are the health implications of your carbohydrate intake?
5. What specific things could you do differently to improve your carbohydrate intake?

Chapter 5 "The Lipids: Triglycerides, Phospholipids, and Sterols"

1. How many total Calories (average) did you consume according to the Nutritiondata website? Take your total Gals from your printout and divide by 5.

   _____

2. Comp1ete the table bebw:

| | Nutritiondata results (g) divided by 5 | Recommended intake formula | Recommended ::intake 'talcl.Jiation (g) | Comments |
|---|---|---|---|---|
| total fat | | #1 ⁊ 9 x 0.3 | | |
| saturated fat | | #1 ⁊ 9 x 0.1 | | |
| trans fat | | n/a | 0 | |
| w-3 fatty acids | | n/a | 1.6g men<br>1.1g women | |
| w-6 fatty acids | | n/a | 17g men<br>12g women | |
| cholesterol | mg | n/a | 300 mg | |

3. Compare each entry in the Nutritiondata results column to each entry in the Recommended intake calculation column. Record your observations in the Comments column.
4. Using the information we've discussed in class, what are the health implications of your fat intake?
5. What specific things could you do differently to improve your fat intake?

Chapter 6 "Protein: Amino Acids"

1. How many total Calories (average) did you consume according to the Nutritiondata website? From your printout, divide your total Calories by 5.

   _____

2. Complete the table below:

| | Nutritiondata results (g) divided by 5 | Recommended intake formula | Recommended intake calculation (g) | Comments |
|---|---|---|---|---|
| Total protein | | #1 ÷ 4 x 0.10 | | |
| | | | | |
| | | | | |
| Missing amino acids | Essential or nonessential | | | |
| | | | | |
| | | | | |

3. Are any amino acids missing from your diet? Which ones? Are they essential or nonessential?
4. Compare the entry in the Nutritiondata results column to the entry in the Recommended intake calculation column. Record your observations in the Comments column.
5. Using the information we've discussed in class, what are the health implications of your protein intake?
6. What specific things could you do differently to improve your protein intake?

Chapter H7 "Alcohol and Nutrition"

1. How many grams of alcohol on average did you consume according to Nutritiondata.com? Take your grams of alcohol and divide by 5.
2. Complete the following table:

| | Nutritiondata results g alcohol divided by 5 | Recommended intake formula | Hecommer)ded intake calculation # drinks | Guidelines | Comments |
|---|---|---|---|---|---|
| Alcohol | | g of alcohol ÷ 14 =#of drinks | | Men=2 drinks/day Women=1 drink/day | |

3. Compare the entry in the Nutritiondata results column to the entry in the Recommended intake calculation column. Record your observations in the Comments column.
4. Using the information we've discussed in class, what are the implications of your alcohol intake?
5. Some evidence suggests that liver damage can occur over time with intakes as low as 40g/day for men and 20g/day for women? Are you at risk?

Chapters 10-13 Vitamins, Minerals, and Water

1. Examine that vitamin and mineral sections of your nutritiondata printouts.
2. Complete the fallowing table:

| Vitamin/Mineral | Nutritiondata ' results average % DV divided by 5 | Recommended intake | Comments |
|---|---|---|---|
| Vitamin A | | 100% | |
| Vitamin C | | 100% | |
| Vitamin D | | 100% | |
| Vitamin E | | 100% | |
| Vitamin K | | 100% | |
| Thiamin | | 100% | |
| Riboflavin | | 100% | |
| Niacin | | 100% | |
| 86 | | 100% | |
| Folate | | 100% | |
| 812 | | 100% | |
| PTA | | 100% | |
| Calcium | | 100% | |
| Iron | | 100% | |
| Magnesium | | 100% | |
| Phosphorous | | 100% | |
| Potassium | | 100% | |
| Sodium | | 100% | |
| Zinc | | 100% | |
| Copper | | 100% | |
| Manganese | | 100% | |
| Selenium | | 100% | |
| Flouride | | 100% | |
| water | | 3700 g/day men 2700 g/day women | |

3. Compare the entry 1n the Nutnt1ondata results column to the entry 1n the Recommended intake column. Record your observations in the Comments column.
4. Using the information we've discussed in class, what are the implications of your vitamin and mineral intake?
5. Using the information we've discussed in class, what are the implications of your water intake?
6. What specific things could you do differently to improve your vitamin, mineral, and water intake?

Chapters 8 and 9 "Energy Balance and Weight Control"

1. Complete the table below:

| | Measurement | Formula | Recommended Values | Comments |
|---|---|---|---|---|
| BMI | | Weight in lbs. x 703 .;-height in inches$^2$ | Less than 25 | |
| %Body fat | | Electrical impedence or Bailey's method p. 28 of Fit or Fat | Men: <25%, !5% or less ideal Women: <35%, 22% or less ideal | |
| Weight | | n/a | Metropolitan Insurance Tables p. A-91 | |
| Fat distribution (waist/hip ratio) | | Waist measurement in inches.;.. hip measurement in inches | Men: waist< 40, w/h = 1 or less, Women: waist < 35, w/h = 0.8 or less | |

2. Compare the entries in the Measurements column to the entries in the Recommended Values column. Record your observations in the Comments column.
3. Using the information we've discussed in class, what are the implications of your body composition status?
4. What specific things could be responsible for your status?
5. In addition to BMI and% Body Fat calculations several other critera are important to consider when trying to establish whether or not a person is at a healthy weight. Complete the following table:

| | Your Values | Recommend Values | Comments |
|---|---|---|---|
| Blood pressure | | 120/80 | |
| Cholesterol levels | | Total Cholesterol ÷ HOI= 4.5 or less or Total< 200 mg/dl | |
| Family History: obesity, CVD, uterine or colon cancer | | | |
| Fat Distribution | | Waist measurement in inches ÷ hip measurement in inches | |
| Blood glucose levels | | 70-120 mg/dl | |
| Blood triglyceride levels | | Less 150 mg/dl | |

6. Based on the previous two tables, would you benefit from losing weight?

The Ultimate Fit or Fat

1 Com::>1ete the follOwmg table:

| | Measurement | Formula | Recommended Values | Comments |
|---|---|---|---|---|
| %Body fat | | Electrical impedence or Bailey's method p. 28 of Fit or Fat | Men: !5% or less ideal Women: 22% or less ideal | |
| Weight | | n/a | | |
| Pounds of fat | | Weight x decimal of% body fat | n/a | |
| % Lean | | 100-% Fat | n/a | |
| Pounds of Lean | | Weight x decimal of% lean | n/a | |
| Correct Weight Calculation | | Men: lbs of lean ÷ 0.85 Women: lbs of lean-;- 0.78 | n/a | |

2. How does your percent body fat compare to the recommended values?
3. How does your current weight compare to your Correct Weight Calculation?
4. Using Bailey's four food groups of exercise, and his exercise guidelines, discuss specific things could you do to improve?

Chapter 14 Nutrition for Fitness and Sports

1. How physically fit are you? Complete the follow1ng table:

| | Results | DireCtions | Comparison Values | Comments |
|---|---|---|---|---|
| Cardiovascular | | Walk one mile as fast as you can, timing yourself. | See "Four Part Simple Fitness Test" handout | |
| Strength (1) | | #of pushups you can do- arms fully extended at the top, and chin grazing floor at bottom. (women can use knees) | See"FourPart Simple Fitness Test" handout | |
| Strength (2) | | #of curlups you can do in one minute. See page 550. | See"FourPart Simple Fitness Test" handout | |
| Flexiblity | | Sit and Reach-how many inches can you extend past your feet. See page 550. | See"FourPart Simple Fitness Test" handout | |

2. In the Comments column compare your results to the Recommended Values rating your performance from excellent to very poor.
3. What areas need improvement?
4. What specific things can you do to improve?