NFS 43
Fundamentals of Nutrition
Spring 2023, 3-credits
4:25-5:40 T/Th Marsh Life Science 235

Instructor: Lizzy Pope, PhD RDN
Office: 254 Carrigan Wing
Email: efpope@uvm.edu
Phone: 802-656-4262
Office Hours: Each week I post my available meeting times on Calendly which you can find here: https://calendly.com/efpope/lizzy-s-office-hours If you want to meet with me outside of these times, please send me an email with THREE possible times you are available to meet, and we will schedule a meeting.

Graduate Teaching Assistant: Michelle Leonetti
Email: Michelle.Leonetti@uvm.edu
Office Hours: https://calendly.com/michelle-leonetti

COURSE OVERVIEW
NFS 43: Fundamentals of Nutrition is designed to introduce you to the fascinating world of nutrition! The course will begin by discussing sources of nutrition information and the government guidelines for optimal health. The process of digestion will be introduced, so you’ll learn how we convert food to useful energy. We’ll then discuss the three categories of macronutrients - carbohydrates, proteins, and lipids. From the macronutrients we’ll transition to the micronutrients – vitamins and minerals. The final section of the course will help you synthesize what you’ve learned and hopefully help you reexamine the connections between nutrition, weight, health, and justice. We’ll talk about energy utilization/storage as well as weight inclusivity, anti-fat bias, and intuitive eating. Once you’ve completed NFS 43, you’ll have the foundation you need to continue your study of nutrition, interpret the plethora of nutrition-related news in the media, and/or reflect meaningfully on your own diet and how it can best fuel you for success!

LEARNING OBJECTIVES
At the end of this course students should be able to meet the following objectives:

1. Define and identify basic nutrition-related terms and concepts.
2. Recognize how food becomes energy and explain basic information about the macro and micronutrients.
3. Demonstrate the ability to find and use scientific articles pertaining to nutrition.
4. Evaluate your current diet and how it does or does not align with the U.S. Dietary Guidelines, as well as your goals for your relationship with food.
5. Compare the weight inclusive with the weight normative approach to health, and demonstrate the use of weight-inclusive language.
CLASS PLAN
NFS 43 will follow a weekly class plan that hopefully will allow you to learn the basics of nutrition, as well as feel comfortable applying the information you've learned and going a bit beyond the basics. Each week there will be assigned readings and content videos that will cover the material of the week. You can watch the videos and read from the textbook, or you may find that you learn best watching just the videos or only reading from the textbook, you can experiment with which resources help you learn best!

It is my hope that you will start the content videos and readings by Tuesday’s class and finish them by Thursday’s class. On Tuesday in class I will highlight some of the biggest points of the week, but I will not touch on everything that is in the videos and readings. We will use our iClickers to review the material. By Friday you will complete a quiz to show me that you’ve learned the week’s content.

During Thursday’s class we will begin the week’s Nutrition in Action activity which is an activity designed to help you apply the information you’ve learned that week. We will also answer application questions together and generally focus on applying the material we’ve learned to “real world” situations. You will then finish the Nutrition in Action at home and submit it on Blackboard by the following Tuesday’s class. My hope is to spend much of our class time actively engaging with the material and each other. I think this will help further your learning and be most engaging.

REQUIRED MATERIALS
Nutrition: Concepts and Controversies, 16th Edition by Frances Sizer & Ellie Whitney. If you choose to purchase an earlier edition, beware that it may not contain the most up-to-date nutrition guidelines and recommendations, although the majority of the content is similar (especially in the 15th Edition which is quite similar).

iClicker – You will need to signup for iClicker cloud. UVM has a site license you can use to sign-up for free, more information will be forthcoming in class. You DO NOT need to purchase an iClicker cloud subscription.

Laptop or tablet – Especially on Thursdays please bring your laptop or tablet so you can work on the Nutrition in Action activities in class.

You will need to use the ASA24 Nutrient Tracking program to do several of the Nutrition in Action activities, as well as one of the final project options. Your account information and more details about how to use this software will be provided in class.

There are some additional readings posted on Blackboard for specific class periods. You will be responsible for the material in these readings, so please check the syllabus and Blackboard frequently.
GRADING AND ASSIGNMENT OVERVIEW

In this course you can make many choices regarding which assessments and assignments you’d like to complete. This is nice because it really lets you demonstrate your learning in a way that is exciting to you. However, there are still deadlines, and you still want to have consistent engagement with the material. I would suggest that at the beginning of the course you use the Points Tracker on Blackboard to map out which assignments from each category you’d like to complete. You should also plan which assignments you will add if you earn less than perfect points on a quiz or assignment and need to accumulate additional points to reach the grade you’d like. Really understanding the syllabus and using the Points Tracker will help you to stay on course and not miss opportunities for earning points.

There are four main categories of assignments: Quizzes/Participation, Nutrition in Action Activities, Application Questions, and Bringing it All Together. You will build points by completing assignments within each category but will have choices along the way. There is a minimum number of points that you need to accumulate in each category, but you can choose to do more or less of the assignments in a category to accumulate the rest of your points. Your objective is to build points continuously towards your final grade.

Quizzes

Weekly Quiz – Each week there will be a quiz posted on blackboard worth 40 points that will cover the readings and class content for the week. The majority of quiz questions will be based on the videos, textbook and any additional readings assigned for the week. There will be several questions on each quiz that address material from previous weeks.

1. You only get one chance on the quiz to earn points, you cannot retake these quizzes.
2. You can complete the quizzes over multiple sittings, so you can go check out the questions, watch the videos, do the readings, consult your notes, and then go back in and finalize your answers before submitting.
3. You will be able to see the correct answers to each quiz after the quiz due date.
4. Quizzes will be released every Thursday at midnight and you’ll have until the following Friday at 5PM to complete the quiz.

QUizzes ARE DUE EACH FRIDAY BY 5PM

Participation

You will receive 10 points for each Tuesday and Thursday. Attendance will be determined by participating in iClicker questions. You must have participated in at least half of the iClicker questions each class session to get any iClicker points for that session. If you are sick and can’t attend the class, that’s ok, you can excel in NFS 43 even if you miss a few classes, and you can watch the content videos on Blackboard to catchup on material. The points are an incentive for coming and being part of the NFS 43 community. You will want to have consistent attendance, as coming to the majority of classes will be necessary to earn enough points to do well in the course.
UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington. This includes following all rules regarding facial coverings when attending class and generally in indoor spaces. If you do not follow these guidelines, I will ask you to leave the class, and you will not receive participation points. The Code of Student Conduct outlines policies related to violations of University policies that protect health and safety on campus.

**Application Questions**
Each week you’ll be asked to generate one application question. This is just a question you have that relates to how the material we’re covering that week might be applied to actual life. For submitting a relevant application question you'll get 5 points.

**APPLICATION QUESTIONS ARE DUE EACH TUESDAY BY CLASSTIME – 4:25PM**

**Nutrition In Action Activities**

Each assignment in the Nutrition in Action category asks you to apply the information you’ve learned in the class to yourself or others. Each Nutrition in Action is worth 40 points. We will begin each Nutrition in Action activity during class on Thursdays. This will give you a chance to work with peers and me to start the activity. You will then finish the activity outside of class time and submit it on Blackboard. The specific directions for each activity can be found on Blackboard beginning each Thursday at 2:50PM.

**ALL NUTRITION IN ACTION ACTIVITIES ARE DUE BY CLASSTIME – 4:25PM – on TUESDAY OF EACH WEEK**

The following are examples of the type of assignments you’ll find in the Nutrition in Action category:

- What Do You Already Know About Nutrition?
- Find a Scientific Article
- Debunk a Popular Diet
- Social Media Response Activity
- Search for Weight Normativity/Weight Inclusivity
- Favorite Food/Meal Breakdown Activities

**Bringing It All Together**
To bring together everything you’ve learned in NFS 43, you’ll have the choice of completing **ONE** of three final assignments. You must complete at least one of the Final Assignment options. You can complete either the Dietary Assessment Assignment, the Family/Friend Food Interview Assignment, or the TikTok for Truthful Nutrition Assignment.
**Dietary Assessment Assignment**
You will be asked to record your food intake for two weekdays and one weekend day, analyze your intake using a nutrient analysis program, and answer several questions about what your analysis revealed. More information and specific instructions for this assignment can be found on Blackboard.

**Family/Friend Food Interview Assignment**
You will choose a family member or friend to interview about their relationship with food. You’re trying to get a sense for how someone else views and relates to food. What was their relationship with food growing up? Did it change over time? Have they ever been on a diet? Have they ever felt pressure to be a certain weight? How do they eat now? Do they feel satisfied? What do they think a nutritious diet is? If you find that your family/friend has some misconceptions about food, you can indicate how you might correct them (gently). Did you learn anything from talking to someone else about how they relate to food? More specific instructions about this assignment can be found on Blackboard.

**TikTok for Truthful Nutrition Assignment**
TikTok is a social media site where people post videos of all sorts, but some of them are nutrition related. Many of these food/nutrition videos on TikTok are fat phobic, fad diety, and encourage a disordered relationship with food. In this assignment you need to think about what you believe a nutritious diet is based on what you’ve learned in class. You then must use TikTok to portray what you believe a nutritious diet is. Finally, you will summarize any comments you receive on your post. More specific instructions about this assignment can be found on Blackboard. Yes, you can use Instagram Reels if you must.

**Final Grades**
Your final grade will be based on the following criteria:
1. Points Available
   a. Weekly Quizzes: 13 quizzes, 40 points/quiz = 520 points
   b. Weekly Application Questions: 14 questions, 5 points/question = 70 points
   c. Nutrition in Action Activities: 12 Activities, 40 points/activity = 480 points
   d. Synchronous Meeting Participation: At least 29 meetings, 10 points/meeting = 290 points
   e. Final Activity: 200 Points
   Total Points Available = 1560 points
2. You MUST complete a final project, you can choose how to accumulate the remainder of your points.
3. Grade Cut-Offs
   The following represent the point cut-offs for each letter grade. There will be no negotiating on these cut-offs

   1. 1010-1049 Points = D-
   2. 1050-1089 Points = D
   3. 1090-1129 Points = D+
How to Best Operate in this Points Menu System

Ok, so how can you operate in the points menu system to get the grade you want? First, you want to recognize that there are more total points available – 1560 than the number you need to get an A – 1410. So you don’t need to do every assignment even to get an A, and you don’t need to do every assignment perfectly to get an A. But, you will need to stay engaged throughout the course, and you will need to do many of the assignments and come to class frequently.

The following is an example of how you could earn 1410 points:

1. You come to all but two classes and contribute, so that’s 270 points
2. You do the final project which is 200 points, so you’re up to 470 points and you need 940 more.
3. Nutrition in Actions and Quizzes are both worth 40 points. If you did 11 of the 13 quizzes you’d earn 440 points bringing your total points to 910. You now need 500 points to get to 1410.
4. You could choose to do 11 of the 12 Nutrition in Actions which would earn you 440 points, leaving you with 60 points left.
5. You earn you remaining 60 points by completing 12 of the 14 Application Questions.
6. Keep in mind that you probably won’t get full points on every activity/quiz you do, so instead of doing 11 quizzes or activities to get to the number of points needed for an A, you might need to do 12 for some “point insurance.”
7. Notice that there are 13 total quizzes that you could take, but to get an A in this example, you only had to take 11 of the 13 quizzes because you did some Nutrition in Action Activities. Conversely, you could take all of the quizzes, and do fewer Nutrition in Action activities, it’s really up to you!

You want to keep track of the points you’ve earned throughout the semester (the Points Tracker on Blackboard will help with this), and just consistently work towards the number of points that equates to the grade you want. The worst thing you can do is to wait too long to start accumulating points. I’d recommend being highly engaged with quizzes, application questions, class attendance, and Nutrition in Action activities at the beginning.
of the semester, and then you can skip some in the middle or later on in the course when you have a clear idea of how many points you have and how many points you need.

Class Evaluation
A course evaluation will be administered in-class at the end of the semester. The evaluation is anonymous and used to help improve the course as well as for promotion and tenure decisions for the instructor. It is my expectation that you will complete the evaluation.

LATE POLICY, EXCUSED ABSENCES, and DISPUTING GRADES
To honor the fact that “life happens,” you can extend the due date for TWO quizzes or Nutrition in Action activities by 48 hours. To activate this extension, you need to contact your assigned TA and let them know that you are using one of your “Life Happens” extensions. Beyond these two opportunities for extensions, late quizzes and Nutrition in Action Assignments will not be accepted. If you're having a tough week, and forget to do a quiz or Nutrition in Action assignment, it’s not a huge deal because you can make up those points another week. For the Final Assignments you will receive a 10-point penalty for each day the assignment is late.

If you wish to dispute a quiz or assignment grade, you must do that within one week of when grades are posted. To dispute a grade you need to write a brief explanation of why you believe your answer was correct and email it to the graduate TA within one week of grades being posted.

There is no mandatory attendance in this class, so if you're not able to come to class, you are not penalized. If you do come to class and engage, you can earn 10 points per class, but there are other ways to earn points if you miss class, and therefore there is no excused absence policy for missing class. Please do not come to class if you are feeling at all unwell. We need to take care of each other, and until you know you’re not sick with something contagious, it’s a good idea to miss class and catchup with the videos on blackboard. Missing 10 points is not a big deal at all, and is easily made up by doing a quiz or Nutrition in Action.

You do not need to let me know when you won’t be in class. I trust that if you're not in class, you have a good reason and you’re managing your life in a way that works for you. Please do not ask for ways to makeup attendance points, if you miss class for any reason your “makeup” is doing the week’s quiz, application question, and Nutrition in Action, completing those is how you can makeup points that you miss from being in class.

If I need to be absent because of COVID-symptoms I reserve the right to either adjust our schedule to accommodate a cancelled class, or to convene the class remotely on Teams. If I need to be absent or convene a remote session, I will communicate with you as early as possible. It is my hope and intention to stay healthy all semester, but it’s good to have contingency plans!
COMMUNICATION AND COURSE TA’S

Communication
There is lots of support available in this course! Each of you has been assigned to an undergraduate TA, who you should contact first if you’re having an issue in the course. There is also a graduate TA who you can email for help. I want to facilitate your success in the course and will be happy to meet with you during office hours, or schedule an appointment as needed. Please try to come to office hours to get your questions answered, if it’s impossible for you to come to office hours, and you want to set up an appointment with me, email me three possible times you can meet. Also, I do not generally answer emails during the evenings or weekends (work-life balance is important for health!), but I do promise to do my absolute best to get back to you within 1 working day.

How to Write an Email to a Professor or TA
Sometimes students are confused about how to write an email to a professor or TA. Using professional communication is important, and this class is a good chance to practice. A nice starting point is to say “Hi” or “Dear” and then the professor or TA’s name, ex: “Hi Dr. Lizzy,” or “Hi Prof. Pope,” or “Hi Lizzy.” Examples of non-professional salutations would be “hey there,” “hey,” or “what’s up.” It’s also not professional to send an email without a greeting AND a name. After your greeting, you then want to succinctly state your question or issue. If you need to meet with the email recipient, suggest three meeting times that would work for you. You can then close by writing your name. Below is an example of an appropriate email from a student to a professor.

“Hi Dr. Pope,

I was wondering if I could come meet with you to better understand the main types of carbohydrates. I can’t make it to your office hours this week, but could meet on Monday from 12-1, Tuesday from 2-3, or Wednesday from 4-4:30.
Thank you,
Sarah Student”

Course Teaching Assistants
There is one graduate TA and eleven undergraduate TAs for this course. You are assigned a particular TA, but can contact any of the TAs for course issues.

<table>
<thead>
<tr>
<th>Our Undergraduate Teaching Assistants</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Beard</td>
<td><a href="mailto:aebeard@uvm.edu">aebeard@uvm.edu</a></td>
</tr>
<tr>
<td>Christa DeMichelis</td>
<td><a href="mailto:cdemiche@uvm.edu">cdemiche@uvm.edu</a></td>
</tr>
<tr>
<td>Kathleen Fahey</td>
<td><a href="mailto:kefahey@uvm.edu">kefahey@uvm.edu</a></td>
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CLASSROOM ENVIRONMENT EXPECTATIONS
In this class, we will work together to develop a learning community that is inclusive and respectful. As a learning community we will seek to encourage and appreciate expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach and the ability of students to engage may result in my asking a student to temporarily leave the classroom. See Undergraduate Catalogue - Classroom Code of Conduct (p. 443-444).

Statement on weight inclusivity:
This course will take a weight-inclusive approach with the intention of improving access to health care that is non-stigmatizing. This approach is built on scientific evidence that individuals can maintain a healthy body and achieve a state of well-being independent of their weight. This approach moves away from blaming the individual for being unable to lose weight. It allows for a decrease in fat stigma and body shaming, while increasing focus on overall improvement in psychological well-being and social determinants of health. In this course, a weight-inclusive approach will be applied to all facets of dietetics & nutrition practice. This approach is consistent with CALS commitment to Diversity, Equity, and Inclusion.
TECHNICAL SUPPORT FOR STUDENTS
Please read this technology checklist to make sure you are ready for classes.
https://www.uvm.edu/it/kb/student-technology-resources/

Students should contact the Helpline (802-656-2604) for support with technical issues.

POTENTIAL CHANGES DURING THE SEMESTER
The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

PROHIBITION ON SHARING ACADEMIC MATERIALS
Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM’s Intellectual Property policy and Code of Academic Integrity.

ACADEMIC INTEGRITY
UVM has an Academic Integrity policy that should be adhered to during this course. You can find a copy of the policy here: http://www.uvm.edu/policies/student/acadintegrity.pdf.

RELIGIOUS HOLIDAYS
Students have the right to practice the religion of their choice. Each semester students should submit, in writing to their instructors, by the end of the second full week of class, their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

DISABILITY ACCOMMODATIONS
Students requiring special assistance due to a disability are asked to contact the instructor during the first week of classes so that reasonable accommodation for the disability can be determined and arranged. Disability documentation, testing, and accommodations are coordinated through the Student Accessibility Services office on campus:
http://www.uvm.edu/~access/.

ACADEMIC-ATHLETIC CONFLICTS
Student athletes need to notify me of any classes they may miss due to documented athletic conflicts by the end of the second week of the semester. We will then work on a plan to allow the student-athlete to make-up any work they miss because of an athletic conflict.

UVM FINAL EXAM POLICY
This course will abide by the UVM Final Exam Policy:
http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/.

STUDENT SUPPORT SERVICES
There are many student support services available to UVM students. You may find the following to be helpful throughout the semester and your time at UVM.

**UVM Counseling and Psychological Services (CAPS) Office:**
[http://www.uvm.edu/~chwb/psych/](http://www.uvm.edu/~chwb/psych/)

**UVM Living Well:** [http://www.uvm.edu/~chwb/psych/?Page=outreach.html](http://www.uvm.edu/~chwb/psych/?Page=outreach.html)

**UVM Center for Health and Wellbeing:** [http://www.uvm.edu/~chwb/](http://www.uvm.edu/~chwb/)

**Student Accessibility Services:**
[https://www.uvm.edu/academicsuccess/student_accessibility_services](https://www.uvm.edu/academicsuccess/student_accessibility_services)

**UVM Tutoring Center:** [https://www.uvm.edu/academicsuccess/tutoring_center](https://www.uvm.edu/academicsuccess/tutoring_center)

**UVM Writing Center:** [http://www.uvm.edu/wid/writingcenter/](http://www.uvm.edu/wid/writingcenter/)

**C.A.R.E.:** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at [https://www.uvm.edu/studentaffairs](https://www.uvm.edu/studentaffairs)

**Alcohol and Cannabis Statement:** As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation
COURSE SCHEDULE

Week 1 – January 17th and January 19th – Introduction to NFS 43

Readings – Course Syllabus

Content Videos – No videos this week

Class Focus - Introductions, Expectations, Technology Testing

Assessments
- Application Question 1 – Due by 4:25PM on Thursday January 19th
- Quiz 1 – Syllabus quiz – Due by 5:00PM on Friday January 20th

Week 2 – January 24th and January 26th – The Science of Nutrition, Nutritious Diet, Weight-Inclusivity

Readings
- Sizer & Whitney Chapter 1
- “Contradictory Media Messages About Nutrition Confuse People: Is Anyone Surprised?” – Mary Bradley
- “Weight-Inclusive Care: Evidence and Best Practices” – Janice Dada

Content Videos
- The One About The Scientific Method
- The One About A Nutritious Diet
- Optional: John Oliver – Scientific Method Issues

Class Focus – The Scientific Method, PubMed, Nutritious Diet Components, Weight Inclusivity/Weight Normativity

Assessments –
- Application Question 2 – Due by 4:25PM on Tuesday January 24th
- Quiz 2 – Due by 5:00PM on Friday January 27th
- Nutrition in Action 2 - Find a Scientific Article – Due by 4:25PM on Tuesday January 31st

Week 3 – January 31st and February 2nd - Nutrition Guidelines

Readings
- Sizer & Whitney Chapter 2
- “New food guide unveiled without food groups or recommended servings” – CBC News
- “Should the Dietary Guidelines Help Fight Systemic Racism?” – Civil Eats
- U.S. Diet Guidelines Sidestep Scientific Advice to Cut Sugar and Alcohol - NYTimes
Content Videos
- The One About Dietary Reference Intakes
- The One About the Dietary Guidelines
- The One About Nutrition Facts Panels
- The One About USDA Nutritional Equivalents

Class Focus – Dietary Reference Intakes, Dietary Guidelines, Nutrition Facts Panels, USDA Nutritional Equivalents, Using the Nutrition Facts Panels and AMDRs to calculate nutrition needs, Math!!

Assessments
- Application Question 3 – Due by 4:25PM on Tuesday January 31st
- Quiz 3 – Due by 5:00PM on Friday February 3rd
- Nutrition in Action 3 – Checking Out Nutrition Facts – Due by 4:25PM on Tuesday February 7th

Week 4 – February 7th and February 9th – Digestion

Readings
- Sizer & Whitney Chapter 3
- “Should We Be Drinking Less?” – Anahad O’Connor

Content Videos
- The One About Cells, Hormones, and The Nervous System
- The One About Digestion
- The One About Alcohol

Class Focus – Cells, Hormones, Nervous System, Digestion, Alcohol

Assessments
- Application Question 4 – Due by 4:25PM on Tuesday February 7th
- Quiz 4 – Due by 5:00PM on Friday February 10th
- Nutrition in Action 4 – Following Your Favorite Food Down Your Digestive Tract – Due by 4:25PM on Tuesday February 14th

Week 5 – February 14th and February 16th – Carbohydrates

Readings
- Sizer & Whitney Chapter 4
- “Is Sugar Addiction Real and Is Sugar Inflammatory?” – Robyn Nohling RDN NP
- “What Are Whole Grains, Anyway?” – Hannah Seo

Content Videos
- The One About Carbohydrate Metabolism
- The One About Carbohydrate Frequently Asked Questions
**Class Focus** – All things carbohydrate! Recommendations, metabolism, frequently asked questions, myth debunking, carbohydrate love fest!

**Assessments**
- Application Question 5 – Due by 4:25PM on Tuesday February 14th
- Quiz 5 – Due by 5:00PM on Friday February 17th
- Nutrition in Action 5 – Asking and Answering Questions about Carbohydrates – Due by 4:25PM on Tuesday February 21st

**Week 6 – February 21st and February 23rd – Lipids**

**Readings**
- Sizer & Whitney Chapter 5
- “Trans Fats Should be Eliminated Worldwide by 2023 W.H.O. Says” – Andrew Jacobs
- “Ask the Doctor: Coconut Oil and Health” – Walter Willet

**Content Videos**
- The One About Types of Fat
- The One About Fat Digestion, Absorption, and Transportation

**Class Focus** – Types of Fat in the Diet, Fat Digestion, Absorption, Transportation

**Assessments**
- Application Question 6 – Due by 4:25PM on Tuesday February 21st
- Quiz 6 – Due by 5:00PM on Friday February 24th
- Nutrition in Action Activity 6 – Debunk a Popular Diet Due by 4:25PM on Tuesday February 28th

**Week 7 – February 28th and March 2nd - Protein & Amino Acids**

**Readings**
- Sizer & Whitney Chapter 6
- “So Will Processed Meat Give You Cancer?” – Anahad O’Connor

**Content Videos**
- The One About Protein Function, Structure, and Digestion
- The One About Protein Recommendations, Sources, and Quality
- Optional: The One About Celiac Disease

**Class Focus** – Protein Function, Structure, and Digestion, Applying Protein Recommendations, Protein Supplements

**Assessments**
- Application Question 7 – Due by 4:25PM on Tuesday February 28th
Week 8 – March 7th and March 9th - Protein & Amino Acids Finale, Macronutrient Wrap-Up
Note that there is NO CLASS on March 7th for the Town Meeting Day Holiday

Readings
- Sizer & Whitney Chapter 6
- “So Will Processed Meat Give You Cancer?” – Anahad O’Connor

Content Videos
- The One About Protein Function, Structure, and Digestion
- The One About Protein Recommendations, Sources, and Quality
- Optional: The One About Celiac Disease

Class Focus – Protein Function, Structure, and Digestion, Applying Protein Recommendations, Protein Supplements

Assessments
- No Application Question this week
- Quiz 7 Due by 5:00PM on Friday March 10th
- Nutrition in Action 7 - Favorite Food Activity 2 Due by 4:25PM on Tuesday March 21st

Week 9 – March 14th and March 16th – Spring Break

Readings
- No Readings this week

Class Focus – No classes this week, Happy Spring Break!

Assessments
- None

Week 10 – March 21st and March 23rd – Water and Major Minerals

Readings
- Sizer & Whitney Chapter 8, p. 270-294 and 307-316 – This page range covers water and all material related to the major minerals including the calcium-related “bonus” sections at the end of the chapter.
- “Magnesium is Essential to Your Health, but Many People Don’t Get Enough of It” – Consumer Reports

Content Videos
- The One About Water
- The One About the Major Minerals

Class Focus – Water, Major Minerals, Looking at Calcium Sources, How Big of a Deal is Sodium Really? Fun Personal Stories About Magnesium!

Assessments
- Application Question 8 – Due by 4:25PM on Tuesday March 21st
- Quiz 8 – Due by 5:00PM on Friday March 24th
Week 11 – March 28th and March 30th – Trace Minerals and Fat-Soluble Vitamins

Readings
- Sizer & Whitney Chapter 8 p. 294-306, Chapter 7 p. 218-236 – These sections in the book cover the trace minerals and the fat-soluble vitamins
- “Why Are So Many People Popping Vitamin D?” – Gina Kolata
- “Is This Vegetable Healthier Raw or Cooked?” Quiz

Content Videos
- The One About Trace Minerals
- The One About Fat-Soluble Vitamins

Class Focus – Trace Minerals, Fat-Soluble Vitamins

Assessments
- Application Question 9 – Due by 4:25PM on Tuesday March 28th
- Quiz 9 – Due by 5:00PM on Friday March 31st
- Nutrition in Action 9 – Favorite Food Breakdown Activity 3 – Vitamins/Minerals - Due by 4:25PM on Tuesday April 4th

Week 12 – April 4th and April 6th – Water-Soluble Vitamins and Vitamin & Mineral Supplements

Readings
- Sizer & Whitney Chapter 7 p. 236-269
- “Which Supplements, if Any, May Be Worth Your Money” – Jane Brody

Content Videos
- The One About Water-Soluble Vitamins
- The One About Vitamin and Mineral Supplements
- John Oliver - Supplements

Class Focus – Hitting the water-soluble vitamin highlights, and a discussion of supplements

Assessments
- Application Question 10 – Due by 4:25PM on Tuesday April 4th
- Quiz 10 – Due by 5:00PM on Friday April 7th
- Nutrition in Action 10 – Investigate A Supplement – Due by 4:25PM on Tuesday April 11th

Week 13 – April 11th and April 13th – Diet Culture and Weight Inclusivity/Weight Normativity

Readings
- Anti Diet – Christy Harrison - Chapter 1
Content Videos
- The One About Diet Culture

Class Focus – Discussing diet culture, how has it impacted you? What are the differences between a weight-normative and a weight-inclusive perspective?

Assessments
- Application Question 11 – Due by 4:25PM on Tuesday April 11th
- Quiz 11 – Due by 5:00PM on Friday April 14th
- Nutrition in Action 11 - Search for Weight Normativity/Weight Inclusivity – Due by 4:25PM on Tuesday April 18th

Week 14 – April 18th and April 20th – Weight Science and Energy Balance

Readings
- Sizer & Whitney Chapter 9
- “Why BMI is Bullshit” – Laura Thomas
- “What We Think We Know About Metabolism May Be Wrong” – Gina Kolata
- “Obesity treatment: Weight loss versus increasing fitness and physical activity for reducing health risks.” – Gaesser & Angadi, 2021
- Optional Podcast: “The Body Mass Index” – Maintenance Phase

Content Videos
- The One About Weight Science
- The One About Energy Balance

Class Focus – Talking about energy balance and weight without moral judgement, critically evaluating the science on connections between weight and health.

Assessments
- Application Question 12 – Due by 4:25PM on Tuesday April 18th
- No Quiz this week
- No Nutrition in Action this week
- Final Projects Due by midnight on Thursday April 20th

Week 15 – April 25th and April 27th – Anti-Fat Bias – Guest Speaker Virgie Tovar on April 27th

Readings
- Virgie Tovar’s TedX Talk: “Lose Hate Not Weight” – Trigger Warning: The comments are highly offensive
- “Weight bias: a call to action” – Alberga et al.
- “Ask a Fat Girl: Eating Disorders Happen at Any Size” – Charlotte Zoller
- What We Don’t Talk About When We Talk About Fat Chapter 1 – Aubrey Gordon

Content Videos
- The One About Fat Bias

Class Focus – Identifying fat bias, the different types of fat bias, and how we can combat fat bias in various parts of our lives.

Assessments
- Application Question 13 – Due by 4:25PM on Tuesday April 25th
- Quiz 12 – Due by 5:00PM on Friday April 21st
- Nutrition in Action 12 – Identifying fat bias – Due by 4:25PM on Tuesday May 2nd

Week 16 – May 2nd and May 4th – Eating Disorders and Building a Healthy Relationship with Food and Your Body – Intuitive Eating

Readings
- Just Eat It Chapter 1 – Laura Thomas
- Excerpt from Intuitive Eating – Evelyn Tribole and Elise Resch
- “6 Myths About Intuitive Eating – And What It Can Actually Do For You” – Christy Harrison
- “Intuitive Eating: Research Update” – Evelyn Tribole
- Sizer & Whitney Chapter 9 – Controversy 9 – “The Perils of Eating Disorders”

Content Videos
- The One About Intuitive Eating
- The One About Eating Disorders

Class Focus – Working through the ten principles of intuitive eating, and discussing the characteristics of several eating disorders.

Assessments
- Application Question 14 – Due by 4:25PM on Tuesday May 2nd
- Quiz 13 Due by 5:00PM on Friday May 5th