NFS 43
Fundamentals of Nutrition
Spring 2021, 3-credits
4:25-5:40 T/Th on Teams

Instructor: Lizzy Pope, PhD RDN
Office: 254 Carrigan Wing
Email: ef pope@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: Susanna Baxley
Email: Susanna.Baxley@uvm.edu

COURSE STRUCTURE
This course is remote for Spring 2021. This means that we will never meet in person, but we will meet synchronously online together each week. Each Tuesday we will have a short (i.e. 20 minute) class meeting where I will introduce the big questions for the week, as well as the Nutrition in Action activity for the week. The remainder of the class on Tuesday can be used as office hours, so you can pop in and ask me any questions you have and/or you might want to use the time to watch the content videos for the week. Most of the content I would have presented in class lectures, I have made into content videos that you can watch whenever you want to during the week. We will then meet together in Teams every Thursday to discuss the week’s content, do problems together, play games etc. Thursday’s class will be most effective if you have done the readings and watched the content videos before coming to class.

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 guidelines one should follow 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 probably answer some frequently asked questions you’re bound to get when people find out you’re studying nutrition. We’ll talk about energy balance as well as weight inclusivity. 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 optimally 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 how the food we eat supports or detracts from our health goals.
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.
5. Compare the weight inclusive with the weight normative approach to health, and demonstrate the use of weight-inclusive language.

REQUIRED MATERIALS
You are required to have the course textbook – Nutrition: Concepts and Controversies, 15th 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 14th Edition which is VERY similar).

Access to Diet and Wellness Plus – If you want to complete some of the Favorite Food Activities or the final Dietary Assessment Assignment, you will need to purchase an access license to Diet and Wellness Plus, a diet assessment tool created by the publisher of the book for this course. The bookstore has licenses for purchase, or they can be purchased online from Cengage. If you do not plan to complete the Dietary Assessment Assignment, you will not need access to Diet and Wellness Plus.

iClicker – You will need to purchase access to iClicker Reef here: https://www.iclicker.com/pricing.

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.

TECHNICAL SUPPORT FOR STUDENTS
Please read this technology check list 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.

COURSE GUIDELINES AND TIPS FOR SUCCESS
Remote Learning Successfully
Remote learning is a new experience for many of us. I will be open to your feedback throughout the course, so if there’s a particular something I could do or change to help you
learn better, please let me know. For success in this course, I would schedule each week the following way:

1. Complete the course readings for the week
2. Come to Tuesday's class to get oriented to the week, and hear about the Nutrition In Action activity for the week
3. Watch the content videos for the week
4. Attend Thursday's live session for problem-solving, and to make sure you understood the main themes of the week
5. Complete any quizzes or assessments due that week. You could choose to do the quiz directly after doing the reading if that works better for you, or you can wait until after the Thursday live class.
6. Come to office hours during Tuesday’s class, or email a TA if there is something you don’t understand, or want further clarification. You can also come to Tuesday’s office hours just to get to know me or to introduce yourself, I’d love to meet you!

Tips for Doing Well in NFS 43

- The first key for success in NFS 43 is to read the assigned readings and watch the content videos each week!
- Come to the synchronous Teams session to see the week’s material in action, clarify confusing concepts, or just to listen to me talk about what part of the material most excites me.
- You'll want to take notes on the content videos. Watch them like you’d listen to an in-class lecture, take notes, respond to rhetorical questions I pose. Unlike a class lecture you can even rewind and watch again if something doesn't make sense! In the content videos, I highlight the most important parts of the chapter, so you can organize your chapter reading by what the content videos highlight.
- You can quiz yourself using the questions at the end of each book chapter, and go over the answers with a friend. To do well in this class, you will need to put in the time to learn the material.

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.

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 take time to map out which assignments from each category you’d like to complete, and which 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 making a course map will help you to stay on track and not miss opportunities for earning points.

There are three main categories of assignments, Quizzes/Participation, Nutrition in Action Activities, 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/Participation – Need to Earn at Least 180 Quiz Points (6 Quizzes)**

**Weekly Quiz** – Each week there will be a quiz posted on blackboard worth 30 points that will cover the readings and content videos for the week. This quiz will be based on the textbook and any additional readings assigned for the week, as well as information in the content videos.

1. You only get one chance on the quiz to earn points, you cannot retake these quizzes.
2. You must get at least a 50% on these quizzes to receive any points. If you get fewer than half the questions right it’s likely that you were just guessing, so no points.
3. You can complete the quizzes over multiple sittings, so you can go check out the questions, do the readings, watch the videos, come to class, and then go back in and finalize your answers before submitting.
4. You will be able to see the correct answers to each quiz after the quiz due date.
5. Quizzes will be released every Saturday morning at 9AM and then . . .

**QUIZZES ARE DUE EACH FRIDAY BY MIDNIGHT**

**Participation** – You will receive 10 points for each week that you sign-in to our synchronous remote class time on Thursdays at 4:25, and register your attendance by completing the iClicker questions. You do not have to attend any classes, but they are an easy way to get points and solidify your understanding of the material. **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 without getting participation points, and the sessions will be recorded and posted. The points are like a bonus for coming and being part of the NFS 43 community. It will be easiest for you to participate well if you have done the week’s readings and watched the content videos before class on Thursday.

**Nutrition In Action Activities**

You need to earn at least 180 points from the Nutrition in Action assignment category, and each activity is worth 30 points (so you have to complete at least 6 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. These are short (500 words or less) activities that you can choose to complete to illustrate your achievement of course objectives. The specific directions for each Activity can be found on Blackboard.

ALL NUTRITION IN ACTION ACTIVITIES ARE DUE BY MIDNIGHT ON SUNDAY 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, 30 points/quiz = 390 points
   b. Nutrition in Action Activities: 12 Activities, 30 points/activity = 360 points
   c. Synchronous Meeting Participation: At least 12 meetings, 10 points/meeting =
      120 points minimum
   d. Final Activity: 200 Points
      Total Points Available = 1070 points
2. You must have accumulated the minimum number of points required in each
category
   a. Quizzes – 180 Points
   b. Nutrition in Action Activities – 180 Points
   c. Complete a Final Project
3. Grade Cut-Offs
   The following represent the point cut-offs for each letter grade. There will be no
negotiating on these cut-offs

   500 Points = D-
   540 Points = D
   580 Points = D+
   620 Points = C-
   660 Points = C
   700 Points = C+
   740 Points = B-
   780 Points = B
   820 Points = B+
   860 Points = A-
   900 Points = A
   Grades of A+ will be awarded at the instructor’s discretion for outstanding
   engagement and performance in the course.

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 – 1070, than the number you
need to get an A – 900. 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.
The following is an example of how you could earn 900 points:

1. You come to all the synchronous Teams meetings and contribute, so that’s 120 points
2. You do the final project which is 200 points, so you’re up to 320 points and you need 580 more.
3. To meet the Nutrition in Action points minimum, you have to do at least 6 Activities for 180 points, so you’re up to 500 points
4. To meet the quiz minimum points you need to do at least 6 quizzes for 180 points. So, you’re then up to 680 points.
5. You now need 220 points to get an A. Both the quizzes and Nutrition in Action activities are worth 30 points. 220 divided by 30 is 7.33 which means you need to do at least 8 more quizzes or Nutrition in Action activities to get an A. So, you could do 4 more quizzes, and 4 more activities, or 7 more quizzes and 1 more activity. You can do any combination of quizzes and Nutrition in Action activities that equal 8.
6. Keep in mind that you probably won’t get full points on every activity/quiz you do, so instead of doing 8 quizzes or activities to get to the number of points needed for an A, you might need to do 9 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 10 of the 13 quizzes because you did some Nutrition in Action Activities. Conversely, you could take all of the quizzes, and only do the minimum number of 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 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.

LATE POLICY, EXCUSED ABSENCES, and DISPUTING GRADES
This is going to be a crazy semester. 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 sign-in to our weekly Teams sessions, you are not penalized. If you do sign-in and engage, you can earn 10 points per session, but there are other ways to earn points if you miss the Teams sessions, and therefore there is no excused absence policy for the Teams sessions.

RECORDING CLASS SESSIONS
Our class sessions may/will be audiovisually recorded for students in the class to refer back to, and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

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 nine undergraduate TAs for this course. You are assigned a particular TA, but can contact any of the TAs for course issues.

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<thead>
<tr>
<th>Our Teaching Assistants</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Susanna Baxley – Graduate TA</td>
<td><a href="mailto:sbaxley@uvm.edu">sbaxley@uvm.edu</a></td>
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<tr>
<td>Johanna Earle</td>
<td><a href="mailto:jlearle@uvm.edu">jlearle@uvm.edu</a></td>
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<tr>
<td>Johannah Gaitings Harrod</td>
<td><a href="mailto:jgaiting@uvm.edu">jgaiting@uvm.edu</a></td>
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<tr>
<td>Elizabeth Huckins</td>
<td><a href="mailto:aehuckin@uvm.edu">aehuckin@uvm.edu</a></td>
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<tr>
<td>Nora Kelly</td>
<td><a href="mailto:nekelly@uvm.edu">nekelly@uvm.edu</a></td>
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<td>Ryer Leveille</td>
<td><a href="mailto:rleveill@uvm.edu">rleveill@uvm.edu</a></td>
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<td>Olivia Roder</td>
<td><a href="mailto:oroder@uvm.edu">oroder@uvm.edu</a></td>
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<tr>
<td>Giovanna Rodriguez</td>
<td><a href="mailto:gfrodrig@uvm.edu">gfrodrig@uvm.edu</a></td>
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<tr>
<td>Nora Scully</td>
<td><a href="mailto:nscully@uvm.edu">nscully@uvm.edu</a></td>
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<tr>
<td>Emily Riley</td>
<td><a href="mailto:eeriley@uvm.edu">eeriley@uvm.edu</a></td>
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**RESEARCH**
Dr. Pope is taking part in a UVM Center for Teaching and Learning initiative on the Scholarship of Teaching and Learning. She is working with several other professors and CTL personnel to investigate engagement in remote and mixed modality courses. To do this, we’ll be asking you for feedback throughout the course in the form of short electronic surveys. We’ll also be reviewing overall class performance on assignments and comparing it to previous years. There is nothing extra you need to do to participate in this research. Your name will never be mentioned and your work will always remain anonymous. We’re assessing how elements of the course help or hinder student learning, not the performance of individual students. If you do not feel comfortable participating, please let me know, and
we will not include your work in the project. Please feel free to talk with me about any questions you have.

**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](http://www.uvm.edu/policies/student/acadintegrity.pdf).

**RELIigious 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/](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/](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

UVM Writing Center: 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

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

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.
COURSE SCHEDULE

Week 1 – February 2nd and February 4th – Introduction to NFS 43

Readings – Course Syllabus

Content Videos – Introduction Video

Thursday Class - Introductions, Expectations, Technology Testing

Assessments
- Quiz 1 – Syllabus quiz – Due by Midnight on Friday February 5th
- Nutrition in Action 1 – Who Are You, and What Do You Know? – Due by Midnight on Sunday February 7th

Week 2 – February 9th and February 11th – 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
- Optional: Podcast – Food Psych by Christy Harrison Episode 238: Appetite and CoVID-19, Plus How Diet Culture Influences the Nutrition and Dietetics Field with Taylor Chan

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

Thursday Class.- PubMed and more on Weight Inclusivity/Weight Normativity

Assessments –
- Quiz 2 – Due by Midnight on Friday February 12th
- Nutrition in Action 2 - Find a Scientific Article – Due by Midnight on Sunday February 14th

Week 3 – February 16th and February 18th - 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

**Thursday Class** – Using the Nutrition Facts Panels and AMDRs to calculate nutrition needs, Math!!

**Assessments**
- Quiz 3 – Due by Midnight on Friday February 19th
- Nutrition in Action 3 – Checking Out Nutrition Facts – Due Sunday February 21st at midnight

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**Week 4 – February 23rd and February 25th – 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

**Thursday Class** – What happens when you eat a slice of pizza? Alcohol clarity.

**Assessments**
- Quiz 4 – Due by Midnight on Friday February 26th
- Nutrition in Action 4 – Following Your Favorite Food Down Your Digestive Tract – Due by Midnight on Sunday February 28th

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**Week 5 – March 2nd (No TUESDAY Class) and March 4th - Carbohydrates**

**Readings**
- Sizer & Whitney Chapter 4
- “We Need to Talk About Refined Sugar Free” – Laura Thomas

**Content Videos**
- The One About Carbohydrate Metabolism
- The One About Carbohydrate Frequently Asked Questions

**Thursday Class** – Lactose intolerance, math problems with carbohydrates!

**Assessments**
- Quiz 5 – Due by Midnight on Friday March 5th
- Nutrition in Action 5 – Asking and Answering Questions about Carbohydrates – Due by midnight on Sunday March 7th

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**Week 6 – March 9th and March 11th – 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

**Thursday Class** – Types of fat in the diet, overview of lipoproteins

**Assessments**
- Quiz 6 – Due by Midnight on Friday March 12th
- Nutrition in Action Activity 6 - Debunk a Popular Diet Activity Due by Midnight on Sunday March 14th

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**Week 7 – March 16th and March 18th – Protein and 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

**Thursday Class** – Applying protein recommendations, talking about protein supplements, and our lack of protein storage

**Assessments**
Week 8 – March 23rd and March 25th – 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

Thursday Class – Looking at calcium sources, how big of a deal is sodium really? Fun personal stories about magnesium!

Assessments
- Quiz 8 – Due by midnight on Friday March 26th
- Nutrition in Action 8 – Hydration Check – Due Sunday March 28th at midnight

Week 9 – March 30th and April 1st – 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 Roasting a Healthy Way to Cook Vegetables?” – Roni Caryn Rabin

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

Thursday Class – Iron highlight, will Vitamin D cure all your ailments?

Assessments
- Reading Quiz 9 – Due Friday April 2nd at midnight
- Nutrition in Action 9 – Favorite Food Breakdown Activity 3 – Vitamins/Minerals - Due Sunday April 4th at midnight
Week 10 – April 6th and April 8th – 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

Thursday Class – Hitting the vitamin highlights, and a discussion of supplements

Assessments
- Reading Quiz 10 – Due Friday April 9th at midnight
- Nutrition in Action 10 – Investigate A Supplement – Due Sunday April 11th at midnight

Week 11 – April 13th and April 15th – Catch-Up/Look Ahead Week

Readings
- No Readings this week

Content Videos
- No content videos this week

Thursday Class – No Thursday Class!

Assessments
- Perhaps think about your final project which will be due on Sunday May 2nd

Week 12 – April 20th and April 22nd – Energy Balance and Theories About Weight

Readings
- Sizer & Whitney Chapter 9
- “Losing It In the Anti-Dieting Age” – Taffy Brodesser-Akner
- “Weight bias: a call to action” – Alberga et al.
- “Ask a Fat Girl: Eating Disorders Happen at Any Size” – Charlotte Zoller

Content Videos
- The One About Energy Balance
- The One About Weight Inclusivity/Weight Normativity
- The One About Eating Disorders
**Thursday Class** – Talking about energy balance and weight without moral judgement, working towards a place of body respect, and away from fat phobia and weight bias.

**Assessments**
- Reading Quiz 11 – Due at midnight on Friday April 23rd
- Nutrition in Action 11 – Identifying fat phobia and weight bias – Due Sunday April 25th at midnight

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**Week 13 – April 27th and April 29th – Diet Culture and Health At Every Size**

**Readings**
- *Anti Diet* – Christy Harrison - Chapter 1
- “Weight Science: Evaluating the Evidence for a Paradigm Shift” – Linda Bacon and Lucy Aphramor
- “Smash the Wellness Industry” – Jessica Knoll
- “Relax, You Don’t Need to ‘Eat Clean’” – Aaron E. Carroll
- “Why Aren’t Fat People Allowed to Be Trendy?” – Amanda Richards
- “Montpelier Endurance Athlete and Advocate Mirna Valerio is Taking Up Space” – Chelsea Edgar

**Content Videos**
- The One About Diet Culture
- The One About Health At Every Size

**Thursday Class** – Discussing diet culture, how has it impacted you? Does health at every size make sense to you?

**Assessments**
- Reading Quiz 12 – Due at midnight on Friday April 30th
- Final Projects Due by Sunday May 2nd at Midnight

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**Week 14 – May 4th and May 6th - 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

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

**Thursday Class** – Working through the ten principles of intuitive eating, class evaluation

**Assessments**
- Quiz 13 Due by midnight on Friday May 7th
- Nutrition in Action 12 – Search for Weight Normativity/Weight Inclusivity – Due Sunday May 9th at midnight

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**Week 15 – May 11th – Wrap Up**

No materials for this week

Tuesday’s class will be an open session for any final questions