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**Course Syllabus**

**SC115: Principles of Nutrition**

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**Holiday Dates:** This term contains one holiday and a winter break:

**Winter Break:** **December 24, 2010 – January 2, 2011**

*No classes* will be held during this period.  You will begin Unit 3 on December 22nd before Winter Break starts and complete it upon return on January 4th.  (Note: Any extension of Unit 3 assignment deadlines is at the discretion of your instructor and no extension is authorized beyond Friday, January 7th)

**Martin Luther King Jr. Day:** **January 15-17, 2011** [*No seminars* will be held]

**COURSE INFORMATION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

**Term:                                      December 2010: 1005A**

**Dates:**                                     December 8, 2010 – February 22, 2010

**Holidays & Break:** Winter Break, December 24, 2010 – January 2, 2011

                                                Martin Luther King Jr. Day, January 15-17, 2011

**Course Number/Section:**     SC115 – 05

**Course Title:**                         Principles of Nutrition

**Credit Hours:**                        5

**Prerequisites:**                       None

It is strongly recommended that you complete the **Campus Tour**, available on your Student Homepage. This essential tutorial discusses hardware and software requirements as well as presenting an overview of learning with the eCollege platform.



**INSTRUCTOR AND SEMINAR INFORMATION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

**Instructor Name and Credentials:** Stacie Kisver, MPH, RD, CDE, LDN.

**Kaplan Email Address:** skisver@kaplan.edu.

**AIM Instant Messenger Name:** srk1227

**AIM Office Hours:** By Appointment

*Email/AIM me at the above addresses to set-one up.*

**Course Seminar Information and Participation:**

You can participate in seminar through either one of the two options listed on the seminar page for a Unit. Your course will utilize Kaplan’s Flexible Seminar tool for your seminars this term. The flexible seminar tool will provide you with different days and times you can attend seminar. Use the following instructions to enter seminar:

There will be 2seminars offered weekly and you can choose to attend the seminar that best fits your schedule.  My planned seminar day/time will be on Wednesday at 8:00 PM  EST as well as with the following instructors during these days/times: Jill DeJager on Monday at 8:00 PM  EST.

To access your Seminar, log in to your home page and click on the course for which you are attending Seminar. This will open two windows. The narrow window is called the remote control. In the remote control, please click on the “Open Seminar” heading at the bottom of the remote and then click the blue underlined text that says "Enter Open Seminar." After a brief pause, you will be in the Seminar. Your name should appear on the left side of the screen. For more information please read the “flexible seminar student guide” available in the doc share area of this course

**COURSE MATERIALS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

**Textbook Information**

**Title:** Nutrition: An Applied Approach 2nd edition

**Author:** Janice Thompson and Melinda Manore

**ISBN:** 13:978-0-321-51218-5

**Publisher:** Pearson

**Software Requirements**

**AOL Instant Messenger:** If you are not an AIM Member you can download the free service by visiting the following site: <http://www.aim.aol.com/>

**Microsoft Word, Microsoft Powerpoint**

Courses within the School of General Education may also require other software programs such as Microsoft Word, Excel, Powerpoint, Adobe Reader, Java, Flash Player, etc.

**COURSE DESCRIPTION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

This is an introductory-level course in which students investigate the fundamental concepts of nutrition: food sources; nutrient function; digestion; absorption; and metabolism. Special attention is given to learning to apply nutritional principles to food choices in a way that encourages a healthy lifestyle. Students will learn how nutritional needs change from infancy through adulthood, including pregnancy and the senior stages of life.

**COURSE OUTCOMES** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

**Course Outcomes:** By the end of this course, you should be able to:

SC115-1. Describe the role of nutrition in a healthy lifestyle and disease prevention

SC115-2. Explain how nutrients are processed and used in the human body

SC115-3. Apply nutritional principles to food choices.

SC115-4. Evaluate nutritional needs at various stages of the lifecycle

**General Education Outcomes:** In addition, the following General Education outcomes are assessed during this course:

GEL 1.1. Demonstrate college-level communication through the composition of original materials in Standard American English

GEL 3.5 Apply scientific inquiry to support explanations that are empirically based

**COURSE CALENDAR** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

|  |  |  |
| --- | --- | --- |
| **Unit # and Topic** | **Learning Activities** | **Assessments** |
| 1: The Role of Nutrition with Guidelines and Tools | Introduce Yourself  Reading  Discussion  Seminar  Food Intake Record (word version) | Discussion  Seminar  Food Intake Record (word version) |
| 2: Nutrients and Water in Action in the Human Body | Reading  Discussion  Seminar  Mini-project  Food Intake Record (Using Computerized Diet Analysis) | Discussion  Seminar  Mini-project  Food Intake Record (Using Computerized Diet Analysis) |
| 3: Carbohydrates: Macronutrients I | Reading  Discussion  Seminar  Mini-project | Discussion  Seminar  Mini-project  GEL 1.1. Demonstrate college-level communication through the composition of original materials in Standard American English |
| 4: The Lipids: Macronutrients II | Reading  Discussion  Seminar  Final Project Part 2 | Discussion  Seminar  Final Project Part 2  SC115-1. Describe the role of nutrition in a healthy lifestyle and disease prevention  SC115-3. Apply nutritional principles to food choices |
| 5: Proteins and Amino Acids: Macronutrients III | Reading  Discussion  Seminar | Discussion  Seminar |
| 6:Energy Metabolism | Reading  Discussion  Seminar  Mini-project | Discussion  Seminar  Mini-project  GEL 3.5 Apply scientific inquiry to support explanations that are empirically based |
| 7: Vitamins & Minerals | Reading  Discussion  Seminar  Exam | Discussion  Seminar  Exam |
| 8: Nutrition Throughout the Life Cycle I | Reading  Discussion  Seminar  Final Project Part 3 | Discussion  Seminar  Final Project Part 3  SC115-2. Explain how nutrients are processed and used in the human body |
| 9: Nutrition Throughout the Life Cycle II | Reading  Discussion  Seminar  Final Project Recommendations | Discussion  Seminar  Final Project Recommendations  SC115-4. Evaluate nutritional needs at various stages of the lifecycle |
| 10: Food Safety | Discussion |  |

**GRADING CRITERIA/COURSE EVALUATION** [TOP](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments** | **Number** | **Points each** | **Total Points** |
| **Seminars** | **9** | **5** | **45** |
| **Discussions** | **9** | **35** | **315** |
| **Mini Projects** | **3** | **40** | **120** |
| **Food Log** | **1** | **50** | **50** |
| **Computerized food log** | **1** | **10** | **10** |
| **Diet Analysis project Part 2** | **1** | **90** | **90** |
| **Diet Analysis project Part 3** | **1** | **150** | **150** |
| **Exam** | **1** | **120** | **120** |
| **Final Project** | **1** | **100** | **100** |
| **Total Points** |  |  | **1000 Points** |

**KAPLAN UNIVERSITY GRADING SCALE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Points** | **Percentage** | **Grade Point** |
| A | 930 – 1000 | 93-100% | 4.0 |
| A- | 900 – 929 | 90-92% | 3.7 |
| B+ | 870 – 899 | 87-89% | 3.3 |
| B | 830 – 869 | 83-86% | 3.0 |
| B- | 800 – 829 | 80-82% | 2.7 |
| C+ | 770 – 799 | 77-79% | 2.3 |
| C | 730 – 769 | 73-76% | 2.0 |
| C- | 700 – 729 | 70-72% | 1.7 |
| D+ | 670 – 699 | 67-69% | 1.3 |
| D | 600 – 669 | 60-66% | 1.0 |
| F | 0 – 599 | 0-59% | 0.0 |
| W | Withdrawal in first 25% of term | Withdrawal | N/A |
| AU |  | Audit | N/A |
| EC |  | Experiential Credit | N/A |
| I |  | Incomplete | 0.0 |
| P |  | Pass | N/A |
| S |  | Satisfactory | N/A |
| U |  | Unsatisfactory | N/A |
| TC |  | Transfer Credit | N/A |
| R |  | Repeat | N/A |
| No Grade |  |  |  |

**INSTRUCTOR’S GRADING CRITERIA/TIMETABLE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

All assignments submitted on time will be graded within five days of their due date (the Sunday of the following unit). Late work will be graded within five days of the submission date.

**POLICIES** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

Students who wish to review current policies (academic appeals, attendance/tardiness, plagiarism, etc.) should refer to the current [Kaplan University Catalog](http://online.kaplanuniversity.edu/SiteCollectionDocuments/kuonline/Catalog_2010-2011.pdf) and/or [Addendum](http://online.kaplanuniversity.edu/SiteCollectionDocuments/KU_addendum.pdf).

**Late Assignments:**

All unit assignments (projects, quizzes, discussion, seminar, etc.) are due Tuesday by 11:59 pm ET of the unit assigned.  At the discretion of your professor:

         Late assignments may be marked down one letter grade for each unit the assignment is late.  For example, if you turn in your Unit 5 project, a “B” paper with a grade of an 85%, during Unit 6, one letter grade may be deducted from it, giving you a grade of C (75%).  If you turn this project in during Unit 7, two letter grades may be deducted from it, giving you a grade of D (65%).  As you can see, it is to your benefit to submit assignments on time.

         Late discussion posts to classmates may not receive credit as their purpose is to further the discussion and the discussion cannot be furthered after it has ended.

         Assignments submitted more than three units late may not be accepted.

         Late final projects may not be accepted.

**Extenuating Circumstances:**

If you have extenuating circumstances that prevent you from completing projects, quizzes, seminars or participating in the class, **please contact the professor to discuss alternative arrangements.**

         The possibility of alternative arrangements is at the discretion of the professor.  Active communication is the key to overcoming any hurdles you may encounter during the term.  It is your responsibility to inform the professor (ahead of time, whenever possible) of extenuating circumstances that might prevent you from completing work by the assigned deadline.

         Prior notification does not automatically result in a waiver of the late penalties.  Please note that evaluation of extenuating circumstances is at the discretion of the instructor and documentation may be required for verification of the extenuating circumstance.   Examples of extenuating circumstances may include but are not limited to:  personal/family member hospitalization, death in the family, weather/environmental evacuation due to fire/hurricane, or active military assignment where internet connectivity is unavailable for a limited time period.

         General computer-related or internet connectivity issues are **not** considered extenuating circumstances. It is your responsibility to locate a reliable Internet connection and computer. They are available at most public libraries as well as locations such as FedEx Kinkos.

**Incompletes**

Incompletes provide students with limited additional time to complete coursework after the term’s end.  To be considered for an incomplete, you should have completed approximately 75% of the coursework.  Please see the Kaplan University catalog for further information.  Whether or not to grant an incomplete is your instructor’s decision. Requests for an incomplete must be made to the instructor by the Monday of Unit 9.

**TUTORING** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

Tutoring and many other resources are available in both the Kaplan University Writing Center (KUWC) and the Kaplan University Math Center (KUMC).  Both Centers can be accessed on the right-hand side under Academic Support on your KU Campus page.

In the KUWC you can find everything from using commas to conducting research.  You can learn APA citation, review grammar, see sample essays, and this is just scratching the surface!  In addition, you can also chat with a live tutor during live tutoring hours (listed in the Writing Center) who can help you locate material within the Writing Center, understand a particular assignment, and explore the Kaplan library.  Finally, you can submit a paper and receive comments specific to that paper within 48-72 hours.

The KUMC also offers many academic support services.  KUMC tutoring can provide assistance with calculations, interpreting formulas, etc.  Our tutors are dedicated to the success of Kaplan students!  Students may also submit questions to [kumc@kaplan.edu](mailto:kumc@kaplan.edu) 24 hours a day, 7 days a week. Tutors will respond to questions within 24 hours during the week and within 48 hours on the weekend (excluding university holidays).  For a complete list of KUMC services, please visit the Math Center website on the “My Studies” tab of your KU campus.

**PROJECTS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

All projects are due by 11:59 PM ET of Tuesday of the unit for which they are assigned.  For the specifics of which projects are due for each unit consult the [Course Calendar](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#CourseCalendar) and for the specifics of how projects will be graded consult the appropriate [Rubrics](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Rubrics).

**SEMINARS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

A description of all seminars to be held can be found under each of the units in the course.  For the day and time of seminar for this course, refer to the [Instructor Information and Seminar Time](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#InstructorandSeminar) section of this document.

For information on seminar grading, please find the Seminar Rubric in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#RubricSeminar2) to skip to that section.

**DISCUSSION BOARDS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

A description of all discussion questions can be found under each of the units in the course.

**Discussion Question Participation:** Discussions provide a forum for students to ask questions and answer important questions about the course material.  The discussion questions also allow students to receive feedback from the instructor and other students in the class. The professor will interact with students within the discussion board each week. A discussion grade will be posted to the grade sheet for each Unit.

Please find your Discussion Board Rubrics for all discussions in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Rubrics) to skip to that section.

**NETIQUETTE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a Kaplan University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

     Wait to respond to a message that upsets you and be careful of what you say and how you   
say it.

     Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.

     Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.

     Keep messages short and to the point.

     Always practice good grammar, punctuation, and composition. This shows that you’ve taken the time to craft your response and that you respect your classmates' work.

     Keep in mind that threaded discussions are meant to be constructive exchanges.

     Be respectful and treat everyone as you would want to be treated yourself.

     Use spell check!

You should also review and refer to the Electronic Communications Policy contained in the most recent Kaplan University Catalog.

**RUBRICS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/SC115%201005A%202010%20Syllabus.htm#Top)

**Discussion Board Participation Rubric**

|  |  |
| --- | --- |
| **Grade:** | **Grading Criteria** |
| A: 31.5-35 points |          Responses are on topic, original, and contribute to the quality of the discussion.           Responses make frequent, informed references to unit material.           Responses are clearly written.           Responses meet posted length requirements.           Two or more responses per thread to classmates that are thoughtful and advance the discussion. |
| B: 28-31.49 points |          Responses are on topic, largely original, and contribute to the quality of the discussion.           Responses make some informed references to unit material.           Responses are generally clearly written.           Responses meet posted length requirements.           One response to a classmate per thread that is thoughtful and advances the discussion. |
| C: 24.5-27.99 points |          Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion.           Responses make vague or summary references to unit material.           Responses have several mechanical or stylistic errors.           Responses do not meet posted length requirements.           Response(s) to others does not advance the discussion. |
| D: 21-24.49 points |          Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion.           Responses make little or no references to unit material.           Responses have several mechanical or stylistic errors.           Responses do not meet posted length requirements.           No responses to classmates.           If there are two questions, student didn’t respond to one. |
| F: 0 – 20.99 points |          Responses are off topic, lack originality, and lack any contribution to the quality of the discussion.           Responses make little or no references to unit material.           Responses have several mechanical or stylistic errors.           Response is abusive or inappropriate (will result in 0 points automatically).           Response is plagiarized (will result in 0 points automatically).           Responses are missing.           No responses to classmates. |

***NOTE: Students participating actively in the discussion during the first half of the week will earn 1 extra point.***

**Seminar Participation Rubrics**

**Option 1: Attendance at Live Seminar**

|  |  |
| --- | --- |
| **Grade:** | **Grading Criteria** |
| A: 4.5-5 points |          Frequent, excellent interaction on concepts being discussed by students and instructor.           Posts are on topic and contribute to the quality of the seminar.           Student arrives on time and stays the entire seminar. |
| B: 4-4.49 points |          Good interaction on concepts being discussed by students and instructor.           Posts are generally on topic and contribute to the quality of the seminar.           Student may have been tardy or have left early. |
| C: 3.5-3.99 points |          Some interactions on concepts being discussed by students and instructor.           Several posts are off-topic.           Student is tardy or leaves early. |
| D: 3-3.49 points |          Few interactions on concepts being discussed by students and instructor.           Off-topic conversations.           Student attends less than half of the seminar, or is tardy and leaves early. |
| F: 0 points |          Off-topic conversations.           Abusive or inappropriate behavior.           No interactions with students and instructor.           Student attends a fraction of the seminar. |

**Option 2: No Attendance at Live Seminar, Alternate Assignment Completed**

|  |  |
| --- | --- |
| **Grade:** | **Grading Criteria** |
| A: 4.5-5 points |          Response is on topic and original.           Response makes frequent, informed references to unit material.           Response is clearly written.           Response meets posted length requirements. |
| B: 4-4.49 points |          Response is on topic and original.           Response makes some informed references to unit material.           Response is generally clearly written.           Response meets posted length requirements. |
| C: 3.5-3.99 points |          Response is on topic, but lacks originality.           Response makes vague or summary references to unit material.           Response has several mechanical or stylistic errors.           Response does not meet posted length requirements. |
| D: 3-3.49 points |          Response is only partially on topic, and lacks originality.           Response makes little or no references to unit material.           Response has several mechanical or stylistic errors.           Response does not meet posted length requirements. |
| F: 0 points |          Response is off topic, and lacks originality           Response makes little or no references to lesson material.           Response has several mechanical or stylistic errors.           Response is abusive, inappropriate, or plagiarized. |

**Project Rubrics**

**Unit 1 Project**

|  |  |
| --- | --- |
| **Grade:** | **Grading Criteria** |
| A: 50 points |          5 days food log completed on time |
| B: 40 points |          4 days food log completed on time |
| C: 30 points |          3 days food log completed on time |
| D: 20 points |          2 days food log completed on time |
| F: 10 points |          1 day food log completed on time |
| F: 0 points |          No work submitted |

**Unit 2 Mini Project**

|  |  |
| --- | --- |
| **Grade:** | **Grading Criteria** |
| A: 36-40 points |          Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 32-35.99 points |          Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 28-31.99 points |          Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 24-27.99 points |          Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 23.99 points |          Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |

**Unit 2 Computerized Food Log**

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| **Grade:** | **Grading Criteria** |
| A: 10 points |          Food log completed and turned in on time |
| F: 0 points |          Nothing was submitted |

**Unit 3 Mini Project (GEL 1.1)**

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| **Grade:** | **Grading Criteria** |
| A: 36-40 points |          Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           Assignment is in Standard American English and demonstrates superior organization           Communication is highly ordered, logical, and unified.           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 32-35.99 points |          Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           Assignment is in Standard American English and demonstrates clear organization           While content is thorough and well defined there may one or two minor errors of omission           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 28-31.99 points |          Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Assignment is written using Standard American English           Some sentences may be monotonous or confusing           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 24-27.99 points |          Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Assignment is not written using Standard American English           Inappropriate and vague writing interferes with the development and clarity of the main points           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 23.99 points |          Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |

**Unit 4 Project**

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| **Grade:** | **Grading Criteria** |
| A: 90-100% |          Student demonstrates the ability to compare and contrast the relationship of nutrient principles and the application of food choices           Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           Communication is highly ordered, logical, and unified.           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 80-89.99% |          Student demonstrates the ability to analyze and draw conclusions between their diet analysis and the nutrients identified in the analysis           Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           While content is thorough and well defined there may one or two minor errors of omission           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 70-79.99% |          Student demonstrates the ability to see patterns in their diet analysis and examine their food choices based on their diet analysis. The student will be able to evaluate the nutritional adequacy of their diet. They will be able to interpret what specific changes they made in their diets made the most difference           Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Assignment is written using Standard American English           Some sentences may be monotonous or confusing           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 60-69.99% |          Student demonstrates the ability to describe nutrients identified in their project. The student is beginning to distinguish basic nutritional principles and relate these to the food choices they made in the project.           Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Inappropriate and vague writing interferes with the development and clarity of the main points           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 59.99% |          Student may be able to identify the nutrients and food sources but may not be able to explain why they made the food choice           Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |

**Unit 6 Mini Project**

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| **Grade:** | **Grading Criteria** |
| A: 36-40 points |          Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           Communication is highly ordered, logical, and unified.           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 32-35.99 points |          Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           While content is thorough and well defined there may one or two minor errors of omission           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 28-31.99 points |          Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Some sentences may be monotonous or confusing           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 24-27.99 points |          Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Inappropriate and vague writing interferes with the development and clarity of the main points           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 23.99 points |          Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |

**Unit 8 Project**

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| **Grade:** | **Grading Criteria** |
| A: 90-100% |          Student demonstrates the ability to compare and contrast the relationship of nutrient processing and the ability to analyze and draw conclusions between their diet analysis and how nutrients are processed and used in the human body           Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           Communication is highly ordered, logical, and unified.           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 80-89.99% |          Student demonstrates the ability to examine the link between inadequate/excessive intake of nutrients and how they are processed and used by the human body.  The student can relate their diet analysis findings with their role in the human body and examine the findings in relation to how nutrients are used in the human body           Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           While content is thorough and well defined there may one or two minor errors of omission           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 70-79.99% |          Student demonstrates the ability to discuss the nutrients they input into the Diet Analysis software and associate how the nutrients are used in the human body. The student is beginning to connect their diet analysis with the nutrients they consume and their role to physiological processes that occur in the human body. The new menu they analyze demonstrates the student’s ability to interpret the findings with the basic knowledge of how nutrients are used in the human body           Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Some sentences may be monotonous or confusing           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 60-69.99% |          Student demonstrates the ability to describe some nutrients and list how these nutrients are processed. They will discuss how the foods input into the second Diet Analysis may change their nutrient intake but will not be able to explain why these additions or subtractions made the most difference. They will not associate their diet analysis findings to all of the correct sources or foods needed. There are no references to material in the textbook to back up their work           Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Inappropriate and vague writing interferes with the development and clarity of the main points           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 23.99 points |          Student demonstrates the ability to describe some nutrients and list how these nutrients are processed. They will discuss how the foods input into the second Diet Analysis may change their nutrient intake but will not be able to explain why these additions or subtractions made the most difference. They will not associate their diet analysis findings to all of the correct sources or foods needed. There are no references to material in the textbook to back up their work           Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |

**Unit 9 Final Project**

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| **Grade:** | **Grading Criteria** |
| A: 90-100% |          Student demonstrates excellent knowledge of topic.           Shows original thought, synthesizes ideas and incorporates factual support.           Meets posted length requirements.           Formatting guidelines are met, citations follow APA style           No errors in spelling, punctuation or grammar           Student work includes a highly developed viewpoint and purpose           Assignment is in Standard American English and demonstrates superior organization           Communication is highly ordered, logical, and unified.           The assignment displays exceptional content, organization, style, and mechanics. |
| B: 80-89.99% |          Student demonstrates good knowledge of topic, but fails to elaborate           Shows original thought with some synthesis of information, incorporates some factual support.           Information presented in a logical sequence which can be followed.           Somewhat internally organized with adequate transitions for a comprehensive flow           Meets posted length requirements           Formatting guidelines are not met, APA style           Few errors with citations following APA guidelines           Few errors in spelling, punctuation or grammar           Assignment is in Standard American English and demonstrates clear organization           While content is thorough and well defined there may one or two minor errors of omission           The submitted project *meets all* assignment requirements and is written at a level expected of college work |
| C: 70-79.99% |          Student demonstrates a basic knowledge of topic but may not completely address the assigned topic           Shows little original thought, very little synthesis of information with a lack of factual support.           Main points are adequately defined in only some areas of the project; points may be over emphasized or repeated           Overall structure is not effective, difficult for reader to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Assignment is written using Standard American English           Some sentences may be monotonous or confusing           The submitted project *meets most* assignment requirements, but may not be written at a level expected of college work |
| D: 60-69.99% |          Student  demonstrates some knowledge of the topic but does not completely address the assigned topic           Shows no original thought, lack of supporting details           Sequence of information is difficult to follow           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           Assignment is not written using Standard American English           Inappropriate and vague writing interferes with the development and clarity of the main points           The submitted project *meets only some* assignment requirements, may not meet required word minimum, or is not written at a level expected of college work. |
| F: 0 – 59.99% |          Student demonstrates no knowledge of the topic or does not address the assigned topic or is off-topic           Shows no original thought.           The work is of such low quality  that it does not meet minimum standards of achievement           Does not meet posted length requirements           Formatting guidelines are not met, APA style           Many errors with citations following APA guidelines           Many errors in spelling, punctuation or grammar           The project *meets no or few* of the assignment's guidelines |
| F: 0 points |          Nothing was submitted OR           The paper submitted contained plagiarized sections |