I. COURSE DESCRIPTION
This course is an introduction to the physiological, anatomical, and psychological aspects of nutrition in relation to human performance and optimal health. Special emphasis is placed on sport and fitness enhancement and achievement of peak training levels, through proper nutrient ingestion.

II. RATIONALE
Nutrition for Human Performance is an introductory/survey course designed to provide the student with a basic knowledge of dietary conditions which effect overall health, wellbeing and fitness/athletic performance and their implications for participation in physical activity and/or the professional work environment. Methods for effectively applying dietary changes will be emphasized. Classroom and practical experience opportunities will be provided to increase the student’s awareness about the relationship between nutrition and lifestyle as well as to facilitate the application of knowledge to real life situations.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES
Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.
Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.

Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.

Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

V. COURSE OBJECTIVES AND OUTCOMES

At the conclusion of this course, the student will be able to:

A. Define the terms: nutrition, nutrient, health, kinesiology.
B. Identify and discuss the six essential nutrients and their roles in basic health and sport performance.
C. Identify and discuss nutritional factors related to common chronic pathologies of health and fitness.
D. Demonstrate an ability to design a nutritional plan for athletes in varied sports.
E. Identify and discuss ergogenic aids and supplements, and their role in sport performance.
F. Demonstrate a basic knowledge of current laws/regulations regarding the use of ergogenic aids/supplements.
G. Identify and discuss physiological and psychological factors involved in weight gain and weight loss, and the potential ramifications to athletic performance.
H. Demonstrate the ability to analyze nutrient content of individual foods, food groups, and meal plans.

VI. COURSE TOPICS

The major topics to be considered are:

- eating well
- food labels/dietary guidelines
- carbohydrates
- lipids
- protein
- water
- vitamins/minerals
- nutrient metabolism
- energy balance
- obesity
- eating disorders
- diabetes
- sleep/sleep disorders
- nutrition and exercise
VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations and presentations; guided discovery; lab exercise)

VIII. EVALUATION AND GRADE ASSIGNMENT

A. Methods and Percentage of Final Course Grade Each Assessment constitutes
   Evaluation will be based on successful completion of the following activities:
   1. Unit exams = 500
   2. Final = 100
   3. Quizzes/Applied Assignments = 100

   TOTAL POINTS = 700

Tests: Unit tests will be given over specific topics. A comprehensive final will be given over all lectures and assignments. Information concerning these exams will be given as early as possible.

Quizzes: Quizzes will be given to ensure the lecture materials were understood and the students are keeping up with the textbook reading.

Applied Assignments: Assignments will be given to ensure theoretical lectures become applied knowledge.

B. Grading Scale:
   90-100% = A
   80-89% = B
   70-79% = C
   60-69% = D
   Below 60% = F

IX. Course Schedule and Policies

   Week 1 Intro/ eating well
   Week 2 food labels/dietary guidelines
   Week 3 carbohydrates
   Week 4 lipids
   Week 5 protein
   Week 6 water
   Week 7 vitamins/minerals
Week 8 nutrient metabolism
Week 9 nutrient metabolism
Week 10 energy balance
Week 11 energy balance
Week 12 obesity
Week 13 eating disorders
Week 14 diabetes
Week 15 sleep/sleep disorders
Week 16 nutrition and exercise
Week 17 finals

**Mutual Respect**
It is an expectation of this course that all individuals involved (e.g. professor, students, guest speakers) treat each other in a respectful fashion. I set the bar extremely high for myself and ask you to do the same, not only in this course, but also in all of your educational pursuits at this university. For example, I will not argue with a student about a response on a test but do invite them to question a response in a professional manner whereby we may discuss it. If you have a more personal or salient problem, please make an appointment so we may discuss the issue in a private and professional manner outside of class. Also, I will never talk to someone while a student is speaking (e.g. presentation, making a point) and expect all students to extend that courtesy to all individuals in this class. Additionally, when I attend class I will leave my cell phone in the office, turn it off, or put it on “vibrate” prior to coming into the room. Finally, for those who have laptops or are using a computer in this class, it is expected that the use of this technology will be for professional support and not personal. Students who do not adhere to this will lose the privilege of using a computer in class.

**Assignments**
A. All homework or papers must be typed.
B. All homework that is over one page in length must be stapled or held together with a paper clip.
C. All homework must be turned in at the beginning of the class (5:30p). Any paper turned in after that time is considered late and subject to the identified penalty.
D. Tardy students may turn in their paper, but will incur the late penalty.
E. Unless specified by the instructor, all assignments should be done individually and not with the aid of another student. To do so constitutes plagiarism and students who engage in such activities would be subject to the penalties identified in the “Academic Honesty” section.
F. It is suggested that students turn in homework assignments via “attachment” on an e-mail. This saves you time, reduces printing issues or problems with discs, the availability of computer labs and other problems.
G. A student will lose 20% of the points awarded for the assignment if the paper is turned in after the deadline regardless of the excuse.
H. If the assignment is not received the following day by 8:00 am it will not be accepted and the student will receive a zero.
I. It is expected that all papers be “spell checked” and proof read.
J. Papers with edits after printing (e.g. write-ins, strike-throughs, liquid paper) will not be accepted.
K. All written assignments are due at the beginning of the class period of the deadline date.
L. Points will be deducted from papers that are not professionally completed.
M. The paper will not be accepted if the minimum criteria are not met.
N. Grading of papers/assignments - your grade on an assignment/paper is assessed by the following criterion:
   1. Minimum requirements met – grade starts at 50%
   2. Quality/thoroughness of the content – 30%
   3. Professionally prepared – 20% (A paper is professionally prepared if it meets the requirements above, is neat, and organized in a consistent and logical pattern or as identified by the professor).

**Attendance**
Attendance is required and expected. No points will be deducted for the actual absence, but students will only be allowed to make up class product (e.g. test, and quizzes) if the absence is due to a religious holiday, or the student is on approved university business (e.g. athletic travel, student research conferences). However, in such cases if the professor is not notified ahead of time students will not be allowed to make up missed work.

Regardless if the absence is excused or not the student is responsible for the material covered (e.g. assignments, homework, and group work). Students should contact their fellow classmates find out what they missed.

If a situation arises for a student beyond what is identified above that causes them to miss class product they must contact the professor and he will decide if the situation warrants a make-up. However, as a matter of practice only tests and major assignments may be made up.

**Tardy**
Please come to class on time. However, if you do arrive late please enter in a professional and polite manner. Please be advised that quizzes may be given at any time during class. Therefore, in an effort to not take away from the class time of those people who made it on time, tardy students will not be allowed to take the quiz. In addition, if a student is tardy for a major test they may start the test but the time frame for the test will not be extended.

**Quizzes**
Quizzes are unannounced and may be given daily. Material on a quiz will come only from the lecture, activity, guest speaker and/or homework from the previous class or that day’s work. All students are responsible for the quiz material regardless if they attended the previous class or not. Quizzes are directly related to each major test.

**Tests**
If a student has notified the professor prior to missing a test they must make arrangements with the professor to make it up within five class days. Typically, this should be the next day.

**Cell Phones, Musical Technology, and other Non-class Related Equipment**
(See Mutual Respect) Beyond the comments in that section if a student disregards the directions about electronics during class, in particular cell phones (e.g. texting), they will be asked to leave and may not return to class until that have come to my office to visit about their refusal to abide by class policy. The student will only be allowed back in the classroom when the professor is confident the student understands the rule and is willing to abide by it. If a student misses information, quizzes, assignments, tests or any other class product while absent due to the cell phone violation they will receive a zero for that product. **The intent of this policy is not to be punitive, but rather to reinforce, in a powerful manner, the importance of professionalism in the classroom and beyond.**
X. TEXTBOOK

XI. Bibliography

XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

ACADEMIC HONESTY
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).
XIII. DISABILITIES ACCOMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.