



## NUTR\*1010 Introduction to Nutrition

Winter 2024

Section: DE01

Department of Family Relations and Applied Nutrition

Credit Weight: 0.50

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### Course Details

#### Calendar Description

This course is an introduction to human nutrition, with a major emphasis on nutrients and their dietary sources, functions, and relationships to health. Topics will include energy-containing nutrients, selected vitamins and minerals and weight management. We will also explore current popular topics and emerging diet-disease relationships.

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Restriction(s):** This is a Priority Access Course for B.A.Sc. and FCS minor and some restrictions may apply during some time periods.

**Method of Delivery:** Distance Education (asynchronous online)

#### Final Exam

There is no final exam in this course.

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# Instructional Support

## Instructor

**Brian Lo, PhD, MPH, RD**

**Email:** [blo02@uoguelph.ca](mailto:blo02@uoguelph.ca)

**Phone:** 519-824-4120 x 52419

**Office:** MINS215

Dr. Lo is an assistant professor in the Department of Family Relations & Applied Nutrition at the University of Guelph. He completed a bachelor of applied science degree in nutrition and food at Toronto Metropolitan University (2011) and a master of public health degree in community nutrition at the University of Toronto (2013). After serving as an independent research consultant for Toronto Public Health, Dr. Lo completed a PhD in community nutrition at Cornell University (2019) in Ithaca, New York, and a postdoctoral training program at Boston College School of Social Work (2022) in Boston, Massachusetts.

Dr. Lo's research focuses on improving the health of underserved populations, including rural residents, fathers, immigrants and postdoctoral fellows. He is particularly interested in exploring determinants of weight-related behaviours (e.g., nutrition, physical activity, mental and psychological health and sleep) in different social, cultural and environmental contexts. He uses various methods (e.g. surveys, longitudinal cohort studies, interventions, scoping reviews, interviews and focus groups) to plan, manage and evaluate relevant health-enhancing strategies, and he employs community engagement and capacity-building approaches to conduct his research.

**Office Hours** will be held via **Zoom**, by appointment. Please email Dr. Lo with your availability, to arrange a Zoom appointment time. See also **Communicating with Your Instructor**.

## Teaching Assistant(s)

**Name:** TBD

**Email:** TBD

**Name:** TBD

**Email:** TBD

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## Learning Resources

### Required Textbook

**Title:** Nutrition: Science and Applications

**Author(s):** Lori A. Smolin, Mary B. Grosvenor, Debbie Gurfinkel

**Edition / Year:** Third Canadian Edition/2020

**Publisher:** John Wiley & Sons Canada, Ltd.

**ISBN** (printed text with WileyPLUS): 9781119599241

**ISBN** (150-day eBook): 9781119577522

**ISBN** (eBook with WileyPLUS): 9781119599227

**Note:** WileyPLUS contains additional optional learning resources but it is not required for this course. If you choose to use WileyPLUS, the course section ID is **B44428**. You will need this code to find this course on the [WileyPLUS website](#).

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://bookstore.coop>

<http://www.bookstore.uoguelph.ca/>

### Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

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## Learning Outcomes

### Course Learning Outcomes

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

1. Interpret and apply the Dietary Reference Intakes (DRI), Canada's Food Guide, and nutrition labelling guidelines, and what these mean for everyday nutrition;
2. Use critical analysis skills to discriminate between sound nutrition information and nutrition misinformation;

3. Identify and explain dietary sources, relationships to human health, and consequences of consuming too little or too much, of various nutrients (carbohydrate, protein, fat and selected vitamins and minerals);
  4. Explain what happens to food after we eat it (i.e., digestion and absorption); and
  5. Describe the basics of healthy eating, vegetarianism, weight management, and sports nutrition.
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## Teaching and Learning Activities

### Method of Learning

This course, NUTR\*1010 Introduction to Nutrition, is an introduction to human nutrition, with a major emphasis on nutrients and their dietary sources, functions, and relationships to health. Topics will include digestion and absorption; energy-containing nutrients; selected vitamins and minerals; weight management; and nutrition and physical activity.

Like other first-year introductory courses, NUTR\*1010 covers basic concepts and basic systems; it includes a lot of information. You might feel like you have to memorize everything! The role of the instructor is to help you focus on what is most important — whether it is a concept, system, or set of facts. Your role is to keep up with the material each week; do the readings, activities, and practice quizzes; and be an active participant in the online discussions. The Content and Activities provided in CourseLink are intended to complement, not replace, your readings from the textbook. The purpose is to get you thinking about and engaging with the readings and present some of the information in an interactive way. The Content and Activities are designed to be the next step in your learning after you have read the relevant chapter in the textbook. To be successful in a DE (distance education) course, you have to keep on top of things. Don't procrastinate!

### Course Structure

This course has 12 units, one for each week of the semester. Except for Chapter 2, one chapter of the textbook is covered each week, starting with Chapter 1. For Chapter 2, you will be provided with the required supplemental material to reflect the changes in Canada's Food Guide and Food Labels. We proceed in order through the text; the basic concepts build and are repeated throughout the later chapters.

The following topics will be covered in the units:

- Unit 01: Nutrition: Food for Health
- Unit 02: Nutrition Guidelines: Applying the Science of Nutrition
- Unit 03: Digestion, Absorption, and Metabolism
- Unit 04: Carbohydrates: Sugars, Starches, and Fibre
- Unit 05: Lipids

- Unit 06: Proteins and Amino Acids
- Unit 07: Energy Balance and Weight Management
- Unit 08: The Water-Soluble Vitamins
- Unit 09: The Fat-Soluble Vitamins
- Unit 10: Water and Electrolytes
- Unit 11: Minerals
- Unit 12: Nutrition and Physical Activity

## What to Expect for Each Unit

Each unit includes the following:

- **Introduction and Learning Outcomes:** These are the learning goals for the unit.
- **Readings:** The text chapter associated with the unit. For some units, readings may include all sections in a chapter; for other units, the readings may include selected sections only.  
**Note:** Quiz and test questions cover these readings.
- **Applying the Science:** This section is meant to complement, not replace, chapter readings. This section contains important information taken from readings and/or additional information designed to help you in your learning.  
**Note:** Quiz and test questions cover this section.
- **Activities:** Activities are found in the *Applying the Science* section on CourseLink. These include learning activities associated with the unit, links to interesting websites, videos, tools to quiz yourself on the information you read in the textbook, etc. Are they mandatory? No. Are they recommended? Absolutely! They are designed to help you learn and apply the material.
- **Practice Quizzes:** While quizzes do not count towards your final grade, they are there to help guide your studying. The learning activities, like the quizzes, are there to help you apply your learning and guide your studying. The websites are for your own information; their content is not testable.

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

## Unit 01: Nutrition: Food for Health

### Week 1 – Monday, January 8 to Sunday, January 14

#### Readings

- Textbook: Chapter 1 – sections 1.1 to 1.6

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for the following items:

- Case study p. 1 and 40
- Your Choice p. 3
- Figures 1.3, 1.13, 1.15
- Critical Thinking p. 28
- Science Applied p. 31
- Label Literacy p. 38
- Tables 1.6, 1.7

#### Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates
- Get to know your classmates by introducing yourself in the **Introductions Discussion**
- Go through each section page of Unit 01; this will guide you in your learning
- Complete the Unit 01 practice quiz

#### Assessments

- Start working on **Assignment 1** (Find a nutrition website to use for Assignment 1 by Monday, January 15 at 11:59 pm ET)

## Unit 02: Nutrition Guidelines: Applying the Science of Nutrition

### Week 2 - Monday, January 15 to Sunday, January 21

#### Readings

- Holligan, S. (2019). Canada's New Food Guide [PDF, in CourseLink Unit 02]
- Textbook: Chapter 2 – sections 2.1 to 2.6

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for the following items:

- Case study p. 43 and 86
- Your Choice p. 63
- Critical Thinking p. 59
- Science Applied p. 78
- Label Literacy p. 65
- Figures 2.2, 2.8, 2.20, 2.21, 2.24
- Tables 2.3, 2.4, 2.5A, 2.5B, 2.6, 2.7, 2.8, 2.9

### **Activities**

- Go through each section page of Unit 02
- Complete the Unit 02 practice quiz

### **Assessments**

- Post your nutrition website choice (name of website and its link) for **Assignment 1** on CourseLink for approval by Monday, January 15 at 11:59 pm ET

## **Unit 03: Digestion, Absorption, and Metabolism**

### **Week 3 – Monday, January 22 to Sunday, January 28**

#### **Readings**

- Textbook: Chapter 3 – sections 3.1 to 3.7

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for the following items:

- Case study p. 91 and 127
- Table 3.1 Organ systems and their functions
- Figure 3.4 The cells of the immune system
- Figure 3.5 Swallowing
- Figure 3.10 Segmentation
- Figure 3.11 Hormonal control of secretions into the small intestine
- Label Literacy p. 107

- Science Applied p. 114
- Figure 3.17 People who are not able to eat enough...; as well as the accompanying text on Alternate Feeding Methods
- Critical Thinking p. 117
- Figure 3.21 Animal cell structure
- Figure 3.22 Structure of ATP
- Figure 3.24 Cellular respiration
- Figure 3.26 Kidney and nephron structure

### Activities

- Go through each section page of Unit 03
- Complete the Unit 03 practice quiz

### Assessments

- Post your original post (**Part 1 of Assignment #1**) by Monday, January 22 at 11:59 pm ET; you will lose points for not posting your Original Post by this deadline.
- Respond to three classmates' posts (**Part 2 of Assignment #1**) by Friday, January 26 at 11:59 pm ET (The discussion board will be locked at this time.)
- Submit **Assignment 1** to **Dropbox**  
Due: Friday, January 26 at 11:59 pm ET

## Unit 04: Carbohydrates: Sugars, Starches, and Fibre

### Week 4 – Monday, January 29 to Sunday, February 4

#### Readings

- Textbook: Chapter 4 – sections 4.1 to 4.3 and 4.5 to 4.7

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for section 4.4 (including any tables or figures) and the following items:

- Case study p. 131, 177
- Your Choice section on p. 134
- Figure 4.6 Photosynthesis
- Figure 4.7 Structures of common disaccharides



- Figure 4.8 Hydrolysis and condensation reactions
- Figure 4.10 picture of cassava
- Figure 4.11 picture of starch granules
- Science Applied section p. 144
- Figure 4.27 The glycemic index of various foods
- Critical Thinking sections on p. 161, 170, 174
- Figure 4.32 Development of colon cancer
- Label Literacy p. 171
- Table 4.4 Sugar and fibre on food labels
- Figure 4.35 Sugar alcohols on food labels

### Activities

- Go through each section page of Unit 04
- Complete the Unit 04 practice quiz

### Assessments

- Complete **Online Test 1** (covers Units 01 through 03)  
Opens: Monday, January 29 at 12:01 am ET  
Closes: Friday, February 2 at 11:59 pm ET

## Unit 05: Lipids

### Week 5 – Monday, February 5 to Sunday, February 11

#### Readings

- Textbook: Chapter 5 – sections 5.1 to 5.7

Note that Figure 5.14 is quite detailed. What on this figure are you responsible for? The big picture, that is, the flow of fat from the intestine to the liver and body cells and back to the liver; as well as the intermediates (chylomicrons, LDL, VLDL and HDL).

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for the following items:

- Case Study p. 191, 233
- Your Choice p. 194
- Critical Thinking p. 218, 220

- Figure 5.13 Lipoprotein structure
- Science Applied section on p. 216
- Figure 5.17 Beta-oxidation
- Figure 5.18 Triglyceride metabolism
- Figure 5.20 Storing and retrieving energy in fat
- Figure 5.21 Integration of carbohydrate and fat metabolism
- Figure 5.27 The importance of replacement nutrients
- Label Literacy p. 226
- Table 5.6 Making Choices that Lower Saturated Fat Intake

### Activities

- Go through each section page of Unit 05
- Complete the Unit 05 practice quiz

### Assessments

- There are no graded assessments due this week.

## Unit 06: Proteins and Amino Acids

### Week 6 – Monday, February 12 to Friday, February 16

**Note:** This is a shortened learning week because of the Winter Break. Please note any due dates carefully.

### Readings

- Textbook: Chapter 6 – sections 6.1 through 6.7

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for the following:

- Case Study p. 250, 287
- Your Choice p. 252
- Figure 6.9, Amino acid pool
- Figure 6.10, Transcription and translation
- Science Applied: Discovering how to Manipulate Genes p.261
- Figure 6.11, Limiting amino acids

- Figure 6.12, Amino acid metabolism
- Figure 6.13, Urea synthesis
- Label Literacy p. 270
- Figure 6.18, Phenylketonuria
- Figure 6.19, Diet soft drinks sweetened with aspartame
- Critical Thinking p. 275, 285, 286
- Table 6.3, Measures of Protein Quality
- Table 6.4, Determining the Digestible Indispensable Amino Acid Score for a Food Protein
- Table 6.5, Protein Labelling Claims
- Table 6.6, Comparing the protein rating of white bread and whole eggs

### Activities

- Go through each section page of Unit 06
- Complete the Unit 06 practice quiz

### Assessments

- Start working on **Assignment #2**  
Due: Friday, March 8 at 11:59 pm ET

**Winter Break – Saturday, February 17 to Sunday, February 25**

## Unit 07: Energy Balance and Weight Management

**Week 7 – Monday, February 26 to Sunday, March 3**

### Readings

- Textbook: Chapter 7 – sections 7.1 through 7.10

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

- Case Study p. 291, 341
- Label Literacy p. 296
- Figure 7.5, Producing ATP from glucose, fatty acids, and amino acids
- Table 7.2, Sources of Stored Energy in the Body
- Table 7.3, Categorizing Activities

- Critical Thinking p. 312, 323, 333
- Table 7.8, Waist Circumference Cutoffs Based on Ethnic Origin
- Science Applied p. 317
- Figure 7.25, Approaches to the management of the overweight or obese adult
- Table 7.11 Effects of Various Commercial Weight-Loss Programs on Percentage of Body Weight Loss: Summary of a Systematic Review
- Table 7.12, Ingredients Most Commonly Found in Weight-Loss Natural Health Products Available in Canada
- Your Choice p. 338

### Activities

- Go through each section page of Unit 07
- Complete the Unit 07 practice quiz

### Assessments

- Complete **Online Test 2** (covers units 04 through 06)  
Opens: Monday, February 26 at 12:01 am ET  
Closes: Friday, March 1 at 11:59 pm ET
- Continue working on **Assignment #2**

## Unit 08: The Water-Soluble Vitamins

### Week 8 – Monday, March 4 to Sunday, March 10

#### Readings

- Textbook: Chapter 8 – sections 8.1 to 8.4; 8.7 to 8.10

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

- Sections 8.5 (Biotin), 8.6 (Pantothenic acid), or 8.11 (Choline) and any tables or figures accompanying these sections
- The DRIs of any of the vitamins. This includes the Recommended Dietary Allowance and the Upper Level.
- Case Study p. 358, 406
- Your Choice p. 360
- Critical Thinking p. 361, 389, 391, 404

- Figure 8.6, B vitamins and energy metabolism
- Figure 8.8, Thiamin content of foods recommended by Canada's Food Guide
- Table 8.2, A Summary of the Water-Soluble Vitamins and Choline
- Table 8.3, Benefits and Risks of Water-Soluble-Vitamin Supplements
- Figure 8.10, Riboflavin content of foods recommended by Canada's Food Guide
- Science Applied p. 373
- Figure 8.12, Niacin content of foods recommended by Canada's Food Guide
- Figure 8.17, Pantothenic acid content of foods recommended by Canada's Food Guide
- Figure 8.18, Vitamin B6 content of foods recommended by Canada's Food Guide
- Figure 8.19, Functions of vitamin B6
- Figure 8.23, Structure of folate
- Figure 8.24, Folate content of foods recommended by Canada's Food Guide
- Figure 8.25, DNA methylation
- Figure 8.29, Vitamin B12 content of foods recommended by Canada's Food Guide
- Figure 8.32, Vitamin C content of foods recommended by Canada's Food Guide
- Label Literacy p. 400

### Activities

- Go through each section page of Unit 08
- Complete the Unit 08 practice quiz

### Assessments

- Submit **Assignment #2** to **Dropbox**  
Due: Friday, March 8 at 11:59 pm ET

## Unit 09: The Fat-Soluble Vitamins

### Week 9 – Monday, March 11 to Sunday, March 17

#### Readings

- Textbook: Chapter 9 – sections 9.1 to 9.5

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

- Case Study p. 411, 439
- Figure 9.2, Vitamin A content of foods recommended by Canada's Food Guide
- Figure 9.3, Forms of Vitamin A
- Your Choice p. 414
- Figure 9.5, Vitamin A and gene expression
- Table 9.2, Converting Vitamin A units
- Critical Thinking p. 421, 422
- Table 9.3, Benefits and Risks of Fat-Soluble Vitamin Supplements
- Figure 9.8, Vitamin D content of foods recommended by Canada's Food Guide
- Figure 9.9, Vitamin D synthesis
- Science Applied p. 428, 438
- Table 9.4, Converting Vitamin E Units
- Figure 9.13, Vitamin E content of foods recommended by Canada's Food Guide
- Label Literacy p. 435
- Figure 9.15, Vitamin K content of foods recommended by Canada's Food Guide

### **Activities**

- Go through each section page of Unit 09
- Complete the Unit 09 practice quiz

### **Assessments**

- There are no graded assessments due this week.

## **Unit 10: Water and Electrolytes**

### **Week 10 – Monday, March 18 to Sunday, March 24**

#### **Readings**

- Textbook: Chapter 10 – sections 10.1 to 10.3

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

- Case Study p. 450, 479
- Figure 10.3, Hydrolysis and condensation reactions
- Figure 10.4, pH values of common fluids
- Figure 10.5, Forces that determine the distribution of body water
- Your Choice p. 457
- Critical Thinking p. 462, 473
- Figure 10.13, Sodium-potassium-ATPase
- Figure 10.14, the role of sodium and potassium in nerve conduction
- Science Applied p. 471
- Label Literacy p. 474

### Activities

- Go through each section page of Unit 10
- Complete the Unit 10 practice quiz

### Assessments

- Complete **Online Test 3** (covers units 07 through 09)  
Opens: Monday, March 18 at 12:01 am ET  
Closes: Friday, March 22 at 11:59 pm ET

## Unit 11: Minerals

### Week 11 – Monday, March 25 to Sunday, March 31

#### Readings

- Textbook: Chapter 11 (sections 11.1 to 11.3 only) and Chapter 12 (sections 12.1 and 12.2 only)

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

Chapter 11:

- Case Study p. 483, 512
- Sections 11.5 (Magnesium) and 11.6 (Sulfur), including accompanying tables and figures
- Figure 11.1, Major and trace minerals in the periodic table
- Critical Thinking p. 487, 492, 502

- Figure 11.4, Minerals as cofactors
- Your Choice p. 490
- Science Applied p. 501
- Label Literacy p. 505

#### Chapter 12:

- Case Study p. 530, 567
- Sections 12.3 to 12.11, including accompanying tables and figures
- Critical thinking p. 531, 539
- Table 12.1, A Summary of the Trace Elements
- Table 12.2, Dietary Reference Intake Values for Iron
- Table 12.3, Benefits and Risks of Trace Element Supplements

#### Activities

- Go through each section page of Unit 11
- Complete the Unit 11 practice quiz

#### Assessments

- There are no graded assessments due this week.

### Unit 12: Nutrition and Physical Activity

#### Week 12 – Monday, April 1 to Monday, April 8

#### Readings

- Chapter 13 – sections 13.1 to 13.5

Although the following tables and figures may help understand the concepts presented in this unit, you are **not responsible** for:

- Section 13.6, Food and Drink to Maximize Performance. This includes any accompanying figures and tables.
- Section 13.7, Ergogenic Aids: Do Supplements Enhance Athletic Performance? This includes any accompanying figures and tables.
- Case Study p. 582, 624
- Figure 13.11, The aerobic zone
- Critical Thinking p. 593, 601



- Science Applied p. 586
- Figure 13.15, Anaerobic versus aerobic metabolism
- Figure 13.17, Effect of exercise training on the heart
- Table 13.2, Kcalorie Needs for Various Activities
- Figure 13.19, Effect of activity level on energy expenditure
- Your Choice p. 594
- Figure 13.23, Humidex and the risk of heat-related illness
- Label Literacy p. 614

### Activities

- Go through each section page of Unit 12
- Complete the Unit 12 practice quiz

### Assessments

- Complete **Online Test 4** (covers units 10 through 12)  
 Opens: Monday, April 1 at 12:01 am ET  
 Closes: Friday, April 5 at 11:59 pm ET

## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

Assessment Item	Weight	Learning Outcomes
Assignment #1	10%	1, 2
Assignment #2	20%	1, 2, 3
Online Test 1	10%	1, 2, 3, 4
Online Test 2	20%	1, 3, 4, 5

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Online Test 3	20%	3, 5
Online Test 4	20%	1, 3, 4, 5
<b>Total</b>	<b>100%</b>	

**N.B.** There is no Final Exam for the W24 session.

## **Assessment Descriptions**

### **Assignment #1**

Assignment #1 is designed to help you develop your critical analysis skills to discriminate between sound nutrition information and nutrition misinformation and to engage in dialogue with classmates about the same. There are 2 parts to this assignment. The first part of the assignment is completed using the **Discussions** tool (located in the Tools dropdown list in the navbar). The second part of the assignment is submitted through the Dropbox tool (located in the Tools dropdown list in the navbar).

### **Assignment #2**

Assignment #2 is designed to help you develop a thorough understanding of the nutrition facts table with emphasis on five key nutrients and the daily value percentages. There is an **In-Store component** to this Assignment. In this assignment, you will be asked to review the labels for five nutrients and then respond to a series of questions about food labels. The questions are located in the Template link in the assignment instruction document. This assignment is submitted through the **Dropbox** tool (located in the Tools dropdown list in the navbar).

### **Online Tests**

There will be four (4) multiple-choice online tests in this course. The online tests will focus on the content of the unit readings.

- Online Test 1 covers Units 01 to 03;
- Online Test 2 covers Units 04 to 06;
- Online Test 3 covers Units 07 to 09;
- Online Test 4 covers Units 10 to 12.

Each test will consist of 25 questions, and you will have 30 minutes to complete it. You can access the online tests through the **Quizzes** tool (located in the Tools dropdown list in the navbar).

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# Course Technology Requirements and Technical Support

## CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

## Zoom Requirements

This course uses **Zoom** as a video communication tool. A Webcam, and headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

## Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

## CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

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## Course Specific Standard Statements

### Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

### Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Students are expected to check the Announcements daily for updates from the instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the responses. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours. **Do not use email for questions about course content or the assessments.**
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the

availability of you and the instructor, and are booked on a first come first served basis.

## **Netiquette Expectations**

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor, TAs, or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student, TA, or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## **Submission of Assignments to Dropbox**

Assignments #1 and #2 should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has been successfully uploaded. You must verify that your submission is complete. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files were uploaded successfully. The system will also email you a receipt. **Save this email receipt as proof of submission.**

### Important note:

**All the assignment submissions will be processed by Turnitin to generate a Similarity Report. Turnitin will only process submissions in either Word or PDF formats with a file size less than 100MB. MAC formats (e.g., Pages) will not be processed by Turnitin. Assignments without a Turnitin report won't be graded. If you have any technical difficulty submitting your assignments and generating Similarity Reports, please contact the instructor as soon as possible. Technical difficulty is not an excuse not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work.**

Be sure to keep a backup copy of all of your assignments in the event that they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs), or send them to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

### Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by **5% per day** after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor **as soon as possible and well before the due date**. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed for fairness to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help return marked materials to you in the shortest possible time.

### Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool on the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools**

dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## **Rights and Responsibilities When Learning Online**

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

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## **University Standard Statements**

### **University of Guelph: Undergraduate Policies**

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

### **Email Communication**

As per university regulations, all **students are required to check their uoguelph.ca e-mail account regularly**: e-mail is the official route of communication between the University and its students.

## **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Copies of Assignments**

Keep paper and/or other reliable backup copies of all assignments: you may be asked to resubmit work at any time.

## **Accessibility**

### **University of Guelph Degree Students**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability



is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

**Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer).** Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

<mailto:accessibility@uoguelph.ca>

<https://wellness.uoguelph.ca/accessibility/>

### **Open Learning Program Students:**

If you are an Open Learning program student who requires academic accommodation, please [contact the Open Learning program Counsellor](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Open Learning program Counsellor](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

<mailto:counsellor@OpenEd.uoguelph.ca>

### **Academic Misconduct**

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

## Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

## Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work.

For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

## For Students in Applied Human Nutrition (AHN) ONLY

For those students enrolled in the Area of Emphasis in Dietetics, the following table describes how various [Integrated Competencies for Dietetic Education and Practice \(2020\)](#) are covered and assessed in NUTR\*1010 (Introduction to Nutrition).

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
<b>Nutrition and Food Expertise</b>			
1.01 Apply understanding of food composition and food science	f. Identify sources of micronutrients and macronutrients in food	Knows	<p><u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: Unit 4 – Carbohydrates, Unit 5 – Lipids, Unit 6 – Proteins &amp; Amino Acids, Unit 8 – Water-soluble vitamins, Unit 9 – Fat-soluble vitamins, Unit 10 – Water &amp; electrolytes, Unit 11 – Minerals.</p> <p><u>Assessment:</u> Online tests 1, 2, 3, &amp; 4</p> <p>Assignment 2: Nutrition Labelling</p>
1.03 Apply understanding of human nutrition and metabolism	a. Demonstrate understanding of the role of nutrients and other food components	Knows how	<p><u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: Unit 4 – Carbohydrates, Unit 5 – Lipids, Unit 6 – Proteins &amp; Amino Acids, Unit 8 – Water-soluble vitamins, Unit 9 – Fat-soluble vitamins, Unit 10 – Water &amp; electrolytes, Unit 11 – Minerals.</p> <p><u>Assessment:</u> Online tests 1, 2, 3, &amp; 4</p>

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
			Assignment 2: Nutrition Labelling
	b. Demonstrate understanding of the process of ingestion, digestion, absorption and excretion	Knows	<p><u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: Unit 3: Digestion, Absorption, and Metabolism.</p> <p>Nutrient-specific digestion, absorption and metabolism: Unit 4 – Carbohydrates, Unit 5 – Lipids, Unit 6 – Proteins &amp; Amino Acids, Unit 8 – Water-soluble vitamins, Unit 9 – Fat-soluble vitamins, Unit 10 – Water &amp; electrolytes, Unit 11 – Minerals.</p> <p><u>Assessment:</u> Online tests 1, 2, 3, &amp; 4</p>
	c. Demonstrate understanding of metabolism	Knows	<p><u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: Unit 3: Digestion, Absorption, and Metabolism.</p> <p>Nutrient-specific digestion, absorption and metabolism: Unit 4 – Carbohydrates, Unit 5 – Lipids, Unit 6 – Proteins &amp; Amino Acids, Unit 8 – Water-soluble vitamins, Unit 9 – Fat-soluble vitamins, Unit 10 – Water &amp; electrolytes, Unit 11 – Minerals.</p>

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
			<u>Assessment:</u> Online tests 1, 2, 3, & 4
1.04 Apply understanding of dietary requirements and guidelines	a. Demonstrate understanding of dietary requirements across the lifespan, in health and disease	Knows	<u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4
	b. Demonstrate understanding of factors affecting energy balance in determining dietary requirements	Knows	<u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4
	c. Demonstrate understanding of current nutrition recommendations and dietary guidelines	Knows	<u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4
	d. Demonstrate understanding of how deficiencies and toxicities of nutrients affect health	Knows how	<u>Content:</u> Assigned textbook readings and CourseLink “Applying the Science” activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
			Assignment 2: Nutrition Labelling
	e. Demonstrate understanding of the role of dietary supplements	Knows how	<u>Content:</u> Assigned textbook readings and CourseLink "Applying the Science" activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4  Assignment 2: Nutrition Labelling
1.05 Apply understanding of dietary practices	g. Demonstrate knowledge of trends in food consumption	Knows	<u>Content:</u> Assigned textbook readings and CourseLink "Applying the Science" activities: weekly units throughout  <u>Assessment:</u> Online tests 1, 2, 3, & 4
<b>Professionalism and Ethics</b>			
2.08 Manage time and workload	b. Meet deadlines	Shows how	<u>Content:</u> Students are required to complete 2 assignments & 4 online tests on time.  <u>Assessment:</u> Online tests 1, 2, 3, & 4  Assignments 1 & 2
2.12 Maintain comprehensive and current knowledge relevant to practice	a. Use relevant terminology	Shows how	<u>Content:</u> Students are required to use appropriate terms and knowledge to complete Assignment 1 (Critical Evaluation of a Nutrition Website) & 2 (Nutrition Labelling).

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
			<u>Assessment:</u> Assignments 1 & 2
	b. Identify relevant sources of information	Shows how	<u>Content:</u> Students are required to use relevant information learned in this course and additional information through their research to support their responses in Assignments 1 (Critical Evaluation of a Nutrition Website) & 2 (Nutrition Labelling).  <u>Assessment:</u> Assignments 1 & 2
	c. Critically appraise information relevant to practice	Shows how	<u>Content:</u> In Assignment 1 (Critical Evaluation of a Nutrition Website), students are required to identify a nutrition website and critically appraise the scientific-quality of the nutrition information presented, and engage in a dialogue with peer classmates through commenting on peer classmates' nutrition website analyses.  In Assignment 2 (Nutrition Labelling), students are asked to analyze and interpret information presented in nutrition labels.  <u>Assessment:</u> Assignments 1 & 2



Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
<b>Communication &amp; Collaboration</b>			
3.02 Use effective written communication skills	a. Write in a manner responsive to audience	Shows how	<p><u>Content:</u> In Part 1 of Assignment 1 (Critical Evaluation of a Nutrition Website), students are asked to critically evaluate the scientific quality of a nutrition website and draft their responses as a discussion forum post where they post their responses on the discussion board on CourseLink. In Part 2 of Assignment 1, students are asked to comment on their peers' posts.</p> <p><u>Assessment:</u> Assignment 1</p>
	b. Write clearly and in an organized fashion	Shows how	<p><u>Content:</u> Students are required to complete two written assignments in a clear and organized manner: Assignment 1 (Critical Evaluation of a Nutrition Website) &amp; 2 (Nutrition Labelling).</p> <p><u>Assessment:</u> Assignments 1 &amp; 2</p>
<b>Management &amp; Leadership</b>			
4.08 Foster development of food skills in others	f. Critically appraise food messaging and marketing	Shows how	<p><u>Contents:</u> In Assignment 1 (Critical Evaluation of a Nutrition Website), students are required to identify a nutrition website and critically appraise the scientific-quality of the nutrition information</p>

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*1010 DE
			<p>presented, and engage in a dialogue with peer classmates through commenting on peer classmates' nutrition website analyses.</p> <p><u>Assessment:</u> Assignment 1</p>
	g. Interpret food label	Shows how	<p><u>Contents:</u> In Assignment 2 (Nutrition Labelling), students are asked to analyze and interpret information presented in nutrition labels.</p> <p><u>Assessment:</u> Assignment 2</p>