

CONTEMPORARY ISSUES IN FOOD AND NUTRITION

FCS 321 (2.0 unit) & 321L (1.0 unit)

In the College of Health and Human Development

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Spring 2011

- Class meetings:** 321 Lecture – Friday, 9-9:50 *and*
321 Lab – Friday, 10-12:30 **SQ 246** (Concurrent enrollment required);
Additional 1 hour/week on-line time (TBA) required
- Office:** SQ 208 A
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- Office Hours:** Friday, 7:30 am to 9:00 am, or by appointment. You may also send questions by email.
- Course Description:** The course will examine contemporary nutrition and food education issues. Analysis, discussion and evaluation of physiological, economic, environmental and cultural factors as they apply to food management plans and healthy nutrition choices for individuals, groups and families. Computers are used to evaluate the nutritional value and economics of various meal plans. Four hours of classroom and lab activity are required per week.
- Prerequisite:** FCS 207 required; 201 recommended
- Required Textbooks:**
Edelstein, S. *Food, Cuisine, and Cultural Competency*. Sudbury, MA: Jones and Bartlett Publishers, 2011.
Strickland, A. *Nutrition 10/11*. 22nd Edition. McGraw-Hill/Dushkin, 2010.
- Recommended Book:**
Publication Manual of the American Psychological Association, 6th ed. Washington, DC. American Psychological Association, 2010.

Grading: (Tentative points assignment)

1. Meal Planning Assignment - Up to 120 points: up to **20 points** for the *Preliminary Plan*; up to **100 points** allocated for the *Final Report*.
 2. Legislative letter – **10 points (plus 5 extra credit points if you receive a full response)**
 3. Nutrient Quiz - **50 points**
 4. Costing Quiz – **50 points**
 5. Table Appointment Quiz - **50 points**
 5. Issues Assignment – **75 points**
 6. Final - **50 points**** (Comprehensive)
* **Final: Tuesday, December 14th, 8:00-10:00 AM – Exam is comprehensive.**
* **There are no early final exams.**
 7. Attendance: (10 points are deducted for **each** absence; -2 points for each late arrival or early leave.)
- Total Points Possible: 405 points**

Grading: The instructor views the course as a "whole" rather than as separate lecture and laboratory components. Therefore, grades for both lecture and lab will be assigned based upon a percentage of total points earned on assignments, quizzes, and participation. A total of **405** points is possible. Plus/minus grading will be used for assigning final grades in the lecture and lab, as follows:

GRADE ASSIGNMENTS:

A = 94-100%; A- = 90-93%
B+ = 87-89%; B = 84-86%; B- = 80-83%
C+ = 78-79%; C = 74-77%; C- = 70-73%
D+ = 68-69%; D = 64-67%; D- = 60-63%
F = < 60%

CLASSROOM POLICIES

- ◆ Assignments are to be turned in at the **beginning** of the class period on the day they are due.
- ◆ The penalty for late assignments is 10% of the total points possible for each 24-hour period that it is late (starting at 9:00 on the day it is due and including weekdays that we do not have class).
- ◆ ***NO ASSIGNMENTS WILL BE ACCEPTED MORE THAN 2 DAYS AFTER THE DUE DATE.***
- ◆ **Put late assignments in my box in the FCS office.** (Have it **dated and signed** by one of the office staff.)
- ◆ **Assignments must be typed** unless otherwise noted.
- ◆ **Class attendance and punctuality** are mandatory. (Attendance will be taken.) (-10 pts/absence; -2 pts. If late)
- ◆ If you miss class, you are still responsible for the assignments that are due on that day.
- ◆ There is information and discussion that take place during class that cannot be captured just by reading the texts. If you miss class you will still be responsible for anything you missed.
- ◆ **No make-up or early exams**
- ◆ **Cell phones** are to be "off" during class and counseling sessions.
- ◆ **Plagiarism and cheating will not be tolerated, and will result in an automatic "fail" in the course. The student may be subject to more severe University discipline. (Refer to the California Code of Regulations, Section 41301, Title 5, as found in the University catalog.)**
- ◆ **Honesty, ethical, and respectful behavior** are expected of each student.
- ◆ Requests for an Incomplete (I) must conform to University policies. Among other requirements, an "I" is possible only for instances in which a student is demonstrating passing work in the class.

Special Needs

- **Requests for accommodation in test taking or other special needs must be made to the instructor by the 2nd class meeting.**

AGREEMENT

I, _____, have read, understood, and agree to the conditions as presented in the FCS 321/L course syllabus.

Signature

Date

Instructor's note: It is a pleasure to have you in this course. Class activities involve group problem solving and independent activity. You are encouraged to take responsibility for your own learning and time management. I look forward to working with you in attaining our goals.

Ever wonder: SO...WHAT IS FAMILY & CONSUMER SCIENCES ANYWAY??

Family and Consumer Sciences is the study of the relationships among people and their environments. The content areas included in FCS are:

Nutrition, Dietetics & Food Science	Apparel Design & Merchandising
Family Studies	Consumer Affairs
Interior Design	Family & Consumer Sciences Education

The **Nutrition, Dietetics, and Food Science** (NDFS) option provides students with a strong background NDFS so that students can apply this knowledge to understanding the physical, biological, and social relationship to on human behavior and development.

So, the FCS Department prepares students to improve individuals' lives, enhance family functioning and build community strengths.

FCS 321/321L: CONTEMPORARY ISSUES IN FOOD AND NUTRITION

COURSE OBJECTIVES

Background: The Contemporary Issues course is a two-unit lecture (1 hour in-class time and 1-hour on-line time/week), one unit laboratory (3 hour/week) class. The class is primarily comprised of dietetics/food science majors. Knowledge of basic foods, nutrition, and management principles is **assumed**. A minimum of Junior class standing is **preferred**.

The lecture/laboratory is designed with a consumer and applied nutrition orientation. Students are involved in activities and projects that require and refine the use of **management** skills and principles.

ADA Student Learning Outcome KR 1.1.a. is addressed in the various assignments in FCS 321/L

KR 1.1.a. Learning Outcome: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

The student will be able to:

1. Present information designed to improve the food and nutrition management practices of individuals/groups, including those with special needs (measured by performance on group ***in-class activities***).
2. Devise in-depth meal/menu plans for households whose members have various nutrient and socioeconomic concerns (measured by performance on the ***Meal Planning Assignment***).

-Students will focus on groups of individuals of **cultural and ethnic backgrounds** that differ from their own. This will include researching the history of the groups and their eating habits, so as to increase student awareness of the varied **cultural environment** in which we live.

3. Discuss nutritional guidelines, updated RDAs, menu planning considering specific nutrient needs, and trends in eating patterns (measured by performance on the ***Meal Planning Assignment and the Unit Pricing/Nutrient Evaluation Quiz***).
4. Experience proficiency in utilizing computers to evaluate nutritive content of meals in relation to various standards (e.g., USDA dietary guidelines) and solve various aspects of meal management problems (measured by participation in ***in-class activities and the Meal Planning Assignment***).
5. Demonstrate how to calculate unit price and cost per serving, and evaluate food expenditures relative to food costing plans (measured by performance on the ***Meal Planning Assignment and the Unit Pricing and Nutrient Evaluation Quiz***).
6. Demonstrate knowledge of proper table appointment settings, techniques, and procedures (measured by ***in-class activities and performance on Table Appointments Quiz***).
7. Research, present, and evaluate issues related to meal management (e.g., food labeling, environmental and ethnic concerns, new food products, and feeding specific population groups) (measured by performance on the ***Contemporary Issues in Food and Nutrition group project***).
8. ***Writing a Wrong***: Write a letter to a legislator regarding an issue pertinent to dietetics; do follow-up to insure response from the legislator.

The course will also deal with MEAL MANAGEMENT

Providing foods for Americans is becoming increasingly complex because of economics, resource shortages, and changing demographics and lifestyles. The multi-faceted marketplace presents challenges to meal managers, home economists, consumer experts, dietitians, and nutritionists. How does the family with incomes below the poverty level feed a family of six? How does the single person manage meals that are satisfying, economical, and nutritious? How does a household with one of its members adhering to a special diet cope with these special demands? What are the roles of convenience and fast foods as well as "engineered" foods in the 21st century? Which nutrition "guidelines" and dictates will propel us through the coming decade?

The management of meals is a relevant area of study for all of us. We challenge you to creatively devise ways to use the concepts of meal management to increase the quality of food consumption for clients, students, patients, etc., that you will be assisting in the near future.

The course is designed for students who have a basic knowledge of nutrition and exposure to food preparation. The student is expected to apply nutrition, food science, and management principles to solving contemporary food-related problems.