Instructor Information
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Phone: 775-853-6980 (home phone so please call between 9 AM- 7 PM)

Course Information
Course title: Principles of Nutrition

Course number, sections and credits: Nutr. 223, I01 & I02, 3 credits

Course dates: August 28, 2010 through December 15, 2010

Location: Internet, WebCampus

Meeting times and dates: Internet based course; the student should check the calendar, class email and the discussion area at least two times per week.

Catalog Description
Application of principles of nutrition. Concepts of nutrients, nutrient requirements, and nutritional changes associated with the aging process, infants to seniors. (From the 2009-2010 GBC Catalog, page 209)

Course Description
In this introductory nutrition course the student will demonstrate the application of nutrition principles to personal dietary and food choices. The student will evaluate current nutrition science and identify how key nutrients (carbohydrates, lipids, proteins, vitamins, water, and minerals) affect health, disease, energy balance, and weight control. The student will enumerate how nutrition needs change from infancy to adulthood and into the later years. And the student will summarize nutrition concerns related to food safety, food technology, and world hunger.

Required Course Materials
You must also be able to access and use http://www.MyPyramid.gov or some other instructor approved diet analysis program.

**Course Objectives**

After completing this introductory nutrition course, the student will be able to:

- Interpret what the scientific facts tell us about nutrition and health;
- Recognize the multitude of factors influencing food choices and consumption;
- Recall USDA established nutrition standards and guidelines;
- Describe the processes of digestion, absorption, and transport;
- Identify the major nutrients and their roles in the body;
- Provide examples of nutrient excesses and deficiencies by completing a thorough diet analysis;
- Recognize the factors influencing energy balance and weight control;
- Generalize the relationship between physical fitness, health, and nutrition;
- Correlate the relationship between diet, health and chronic disease;
- Describe the nutritional needs at various stages of the life cycle;
- State the basic principles of food safety;
- Recognize factors which exacerbate the problem of hunger in the US and around the world.

**Learner Outcomes**

<table>
<thead>
<tr>
<th>Expected Learner Outcomes</th>
<th>Learner Outcome Measurements</th>
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<tbody>
<tr>
<td><strong>Personal Wellness</strong></td>
<td></td>
</tr>
<tr>
<td>The student will identify sources of nutrients, characteristics of excess and deficiency and recite the USDA guidelines</td>
<td>Quizzes Diet and Activity Analysis Project</td>
</tr>
</tbody>
</table>
Personal Wellness
The student will examine food labels to identify the more nutrient dense food choices.

Food Label Assignment
Quiz 1

Communication Skills
The student will reinforce their written communication skills; with emphasis on concise, grammatically appropriate scientific writing.

Diet and Activity Analysis

Personal and Cultural Awareness
The student will identify personal and cultural aspects which influence food choices and behaviors.

Quizzes

Technological Understanding
The student will demonstrate effective use of WebCampus and related technology. This will include posting to the discussion area, taking, saving and submitting exams, sending email and opening attachments.

Quizzes, Food Label Assignment, Diet and Activity Analysis

Method of Instruction
WebCampus courses are different from live lecture classes; this format provides opportunities for many, but also requires a great deal of self-discipline and motivation, and may not always be the best learning format for all students. Please be aware that as a student you must frequently check the discussion area, class email and calendar. I would strongly encourage you to check for new information at least twice a week.

- A general understanding of technology and how to effectively utilize WebCampus is required to be successful in this class. Any and all questions regarding the technology aspect of this class need to be directed to the Technology Help Desk at (775) 753-3511 or techdesk@gbcnv.edu. The tech desk is far more knowledgeable about the technology aspects of WebCampus and will be happy to help anyone with technology concerns.
- If this is your first experience with WebCampus I would strongly encourage you to visit (or contact) the Tech Center for a tutorial on using WebCampus. The more comfortable you are with the technology, the more time you can devote to studying the content of the course, and this will likely prepare you to be more successful in the class.
Explanation of Grading Policies

1. Students are required to turn in assignments, and take exams by the date identified by the instructor, late work or exams will be significantly penalized. All assignments and exams will be open for at least 7 days; and the schedule of assignments and exams will be available at least 3 weeks in advance, I would encourage you to plan appropriately. You need to make a decision about the time you have available to commit to this class. College is more than a simple stepping stone on the way to your career; in addition to the intellectual opportunities college presents, college courses will provide you with a chance to augment your time management and organizational skills. Please be advised that all assignments, exams, and discussion close at NOON. I realize other courses may close at midnight, but for this class the deadline is noon. To encourage students to complete the exams and assignments on time the following scale will apply:

   a. First realize that if this were a live lecture course the exams would be 2, 5, or 7 days following the completion of the assigned chapter; thus 7 days is more than ample time to complete the exam or assignment. All assignments and exams turned in before noon during the 7 days the exam (or assignment) is open will be graded and receive full credit.

   b. All assignments or exams turned in from 12:01 PM (please verify that your clock is the same as GBC’s computer clock) on the due date until 12 midnight (from 1 minute to twelve hours late) will be graded and a 10% late penalty will be applied. Please be aware that if you choose to start an exam at 10:30 or 11:00 AM and do not hit the finish and submit button before noon, you will have a 10% late penalty subtracted from your score.

   c. All assignments or exams turned in from 12 hours to 24 hours late (12:01 AM, just twelve hours and one minute after the assignment was due until noon one day after the original due date) will be graded and a 20% late penalty will be applied.

   d. All assignments or exams turned in from one to two days late will be graded and a 30% late penalty will be applied.

   e. All assignments or exams turned in from two to three days late will be graded and a 40% late penalty will be applied.

   f. All assignments or exams turned in from three to four days late will be graded and a 50% late penalty will be applied.

   g. No assignments will be accepted after the four day late period. If you are unable to participate in the class for over 10 days during the summer session, you will have missed more than 10% of the class. If you are unable to participate for greater than 10% of the class, perhaps you should re-evaluate if this is the best
time for you to be taking a class. (Please review the Attendance Policy below and also available on page 52 of the GBC 2009-10 catalog.)

2. I have made every effort to inform you of the due dates for the assignments and exams; this information should be available on the calendar, the syllabus and weekly pop-up reminders as well as the exam and assignment areas. If you have any additional suggestions for reminding students of due dates, please let me know. Please mark your calendars and plan appropriately. If you have questions about due dates or expectations please ask!

3. Please familiarize yourself with the hours of operation of the tech desk and the campus and computer centers in your area. These centers may have limited evening and weekend hours so please plan your schedule accordingly.

4. If you need assignments opened early please ask and I will do my best to accommodate your request.

5. Occasionally emergencies arise. In an effort to treat everyone fairly, please proceed as outlined below:
   a. First, make every effort to complete assignments (or exams) early.
   b. Secondly, the reasons for an exemption to the time line rules above will be limited to significant illness or hospitalization of self or immediate family member or death of immediate family member. You will need to provide written verification (from a physician or clergy member) documenting the dates of illness/hospitalization or funeral. You will need to copy the note (and keep the copy for yourself) and scan a copy to me (create a PDF file-if you do not know how to do this you will need to visit the tech center in your area). Once I receive the written verification we can discuss any extensions or make-up assignments that may be appropriate.
   c. Sometimes technology does not perform in the manner in which we expect it to respond. I would encourage you to submit assignments and take quizzes during the hours that the technology help desk is open; that way they can quickly address whatever quirk you may be encountering. If you must take the exam in the middle of the night (or on a weekend in the outlying areas) and experience technical issues, please continue. Either write down your answers and email them or save and submit the quiz. I would strongly encourage you to set aside the entire time allotment for the exams, do not walk away from the computer as this seems to be the most common scenario for problems to arise. If you have difficulties, email me immediately following the quiz. Also avoid switching between screens; make hard copies of your notes as problems have occurred when switching back and forth between WebCampus and another format.
6. Extra credit is not available in this class. If you read the chapters, take notes, ask questions, participate in discussions, make vocabulary note cards, quiz yourself frequently, thoroughly study the material and complete all the assignments and quizzes you should earn a passing grade. Additional help may be found through the Academic Success Center and the Adult Re-entry center. Please put the time and energy in up front to learn the class materials. Extra credit is not an accurate assessment of your comprehension of the subject matter. The general recommendation for studying time is three hours for every hour in class per week. This translates to nine to twelve hours per week for a three credit course. Because this is a summer course (with 15 weeks condensed into 5 weeks, the amount of study time may be triple the standard recommendation).

7. If you have questions about an assignment or a concept you must ask before the assignment (or quiz) is due. Please do not wait until 1 hour before the assignment or quiz closes and email me that you have started but are unsure of what is expected. While I make an effort to check the class frequently, there are times when it may be 36 hours before I can read and respond to your questions. Thus you will need to plan appropriately and email me questions regarding assignments and exams at least 36 hours prior to their due date if you wish to receive an answer.

8. If a student wishes to drop the course, they must do so officially prior to the 4th week of the class or receive an F.

Summary of Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>9/10/10</td>
<td>10</td>
</tr>
<tr>
<td>Food Label Assignment</td>
<td>9/09/10</td>
<td>25</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>9/22/10</td>
<td>50</td>
</tr>
<tr>
<td>Diet Analysis Part 1</td>
<td>9/29/10</td>
<td>35</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10/02/10</td>
<td>50</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>11/03/10</td>
<td>50</td>
</tr>
<tr>
<td>Diet Analysis Part 2</td>
<td>11/10/10</td>
<td>35</td>
</tr>
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<td>Quiz 4</td>
<td>11/24/10</td>
<td>50</td>
</tr>
<tr>
<td>Activity Analysis</td>
<td>12/01/10</td>
<td>25</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>12/15/10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
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<td>380</td>
</tr>
</tbody>
</table>

Grading Scale
A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%)
C+ (77-79%), C (73-76%), C- (70-72%)
D+ (67-69%), D (63-66%), D- (60-62%)
F (59% and below)
Final grades within 1/2 percentage point of the next higher grade (i.e. 89.5%) will be boosted to the next letter grade; all others will remain the same.

**Attendance Policy**

You must participate in classes regularly if you intend to obtain the full benefits of instruction. Unexcused hours of absence in excess of the number of course credit hours is excessive. This translates to two hours for a two credit class, three hours of absence for a three credit class, and so on. An instructor may drop a student who has excessive unexcused absences. (From the GBC 2009-2010 catalog, page 52)

The student may be dropped from the class after 14 days of non-participation, as this would translate into greater than 10% of the scheduled class time. The student is responsible for contacting and informing the instructor as to any circumstances which may limit participation in the class for any length of time beyond twelve days.

**ADA Statement**

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must present current verification of disability. The ADA officer, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, 775-753-2271. (From the GBC 2009-10 catalog, page 37)

I will be happy to provide necessary accommodations, I would ask that you promptly inform me of any accommodations you may need.

**Additional Policies**

- The student is expected to prepare for class and participate. Preparation includes reading the assigned chapter, reviewing the chapter notes and completing any assignments. Participation includes answering questions, asking questions, displaying interest in the class, and taking part in class discussions in the discussion area.
The student is responsible for learning the information. If you do not understand, or feel lost, you must let me know. Ask a question! It is imperative that you ask questions prior to assignment due dates and exams. While I make every effort to check for email and discussion posts on a daily basis, there are times where it may be 36 hours or longer before I can respond to a posting. Please plan ahead! If possible, please post questions to the discussion area. Frequently, many people have similar questions, by posting to the discussion area I can provide an in-depth response and an explanation for everyone, while avoiding repetition.

The students are expected to treat each other with respect; do not ridicule another student’s questions or answers. There will be no tolerance for derogatory or hostile language or postings. Discussion and disagreement are part of the intellectual process; personal attack and animosity are not.

- Minor infractions will result in a warning from the instructor;
- Any language that is perceived as threatening will be immediately reported to GBC Administration.

While many of the topics may relate to the student on an individual level, it is imperative that the student understands that this is a classroom and not an opportunity to receive counseling for personal issues. Please be advised that if you contact the instructor regarding a personal issue, the instructor will immediately refer you to the GBC Intervention Team. As an instructor I must remain objective and avoid becoming involved in personal issues. Furthermore I am not a counselor and thus I am not qualified to provide appropriate guidance. Please restrict your questions and comments to the general topics.

Policy of Academic Integrity: GBC subscribes to the traditional policy of academic integrity: students are expected to be honest. Students are expected to do their own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course to dismissal from the institution.

- Plagiarism is presenting someone else’s words, ideas or data as one’s own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references; and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the students will acknowledge the source whenever:
  - Another person’s actual words are quoted;
  - Another person’s idea, opinion or theory is used, even if it is completely paraphrased in the student’s own words;
  - Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.
- GBC Faculty Senate Policy of Academic Integrity Statement
  - All “Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same” (2009-2010 GBC Catalog, p. 31) will be immediately reported to administration.
If the student has questions about what constitutes dishonesty or plagiarism, the student must ask before the assignment or quiz is due. As a college student you should understand what plagiarism is; and should know how to properly cite materials rather than presenting them as your own. The following resource should assist you in understanding plagiarism; both can be accessed through the GBC library site:

- [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
- [http://www.gbcnv.edu/library/resources/plagiarism.pdf](http://www.gbcnv.edu/library/resources/plagiarism.pdf)

- All assignments must be submitted in Microsoft WORD, unless otherwise noted.
- The instructor reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, materials, and test dates. However, no changes will be made without informing the class in a timely manner.

### Study Strategies for Success

To improve your understanding of the class material you may incorporate any or all of the following tips into your studying routine.

1. Read the chapter before logging on to the class. Before you read the chapter, read all of the headers and all of the definitions. Read the summary at the end of the chapter and any questions posed at the end of the chapter. Now go back and read the complete chapter, you should be able to answer the questions. Write down any questions you may have about the chapter and post these questions to the discussion area.
2. Review the chapter outlines and PowerPoint slides. Take notes and add details to this information. Be sure to ask questions!
3. When studying for an exam (a) formulate questions based on the terminology presented in the text and notes, write your own questions and answer in writing; (b) prepare note cards with vocabulary definitions and theories explained on one side and just one word on the other, quiz yourself frequently; (c) start studying early, that way you have more time to ask questions and seek clarification.
4. Please contact me as soon as possible if you have a question.
5. If you find a strategy to be successful please post your ideas to the discussion area to help other students.
6. If you need more information regarding study skills contact the Academic Success Center Critical Skills Lab at 753-2149 in MH 103. Tutoring services are free. You may also contact the Adult Learning Center located at 1020 Elm or Pat Collins in the Re-entry Center at 753-2299.
   a. **Outlying areas**-
      i. Battle Mountain 330 S. 5th Street #10;
      ii. Ely Branch Campus 2115 Bobcat Drive;
iii. Owyhee Community Education Center;
iv. Wells Family Resource Center 261 First Street;
v. Wendover Peppermill/Rainbow and Montego Bay Human Resources Building;
vii. Winnemucca GBC Branch Campus 5490 Kluncy Canyon Road.

**Quizzes and Assignments**

- Five quizzes will be given. The quizzes may include multiple-choice, fill-in-the blank, matching and perhaps a few true false questions.
- All exams and assignments close at noon.
- Because the testing will be done over the Internet and you have access to your textbook, a review sheet will not be provided. The testing is open book and open note.
- I would strongly encourage you to prepare note cards with pertinent terminology for each chapter, so that you may rapidly access any information you may need.
- Each quiz will be worth 50 points and you will be allowed 2 hours; I would encourage you to answer the questions you are sure of, then go back and review those questions which you perceive to be more challenging. Use your time wisely.
- The time allotted (2 hours) will be adequate if you have studied and prepared for the quiz. If you are hoping to skim through the book as you go, you will not have adequate time to complete the exam.
- You will have 2 opportunities to take the quiz. If you are dissatisfied with your quiz score you may elect to take the quiz again. Your final score will be an average of the two quizzes. (Please note it will be an average, not the highest score of the two quizzes.)
  - If you decide to take the quiz a second time the quiz will cover the same material, but may contain different questions.
  - You will be able to review the first quiz and it will note which questions were answered incorrectly, but it will not provide the correct answer.
  - If upon review you still believe you answered the question correctly, please send me an email with the question and why you believe you answered the question correctly.
- Please ask if you have questions or concerns about the expectations.
- A note about cheating
  - Obviously, I cannot be there to supervise you during the exam. However, most of the individuals in this class hope to become nurses. If you choose not to study and instead rely on cheating, when it comes time to take the nursing exam, you will be profoundly disadvantaged. Students are expected to do their own work. While a study group may be a useful learning tool, quizzes are designed to assess
an individual’s comprehension of the material. Any student who is caught cheating will receive an F (fail) in the class and be reported to the administration. If you have questions about what is appropriate, please ask, as ignorance of impropriety will not be an acceptable excuse.

• Detailed instructions and the due dates for each assignment can be found in the Assignment Drop box. I will be happy to review your work in progress so that you may earn the grade you desire.
  o If you wish to have me review your work, please provide at least 36 hours before the due date so that I will have adequate time to comment, return the assignment and you can make corrections.

• If you have any questions about the content, assignments, exams or expectations, please ask!

**Chapters 1 and 2**
**DATE AUGUST 28, 2010**

**Objectives:**

1. Identify factors influencing food choices and behaviors
2. Define nutrition assessment
3. Review the scientific method as it applies to nutrition so that we may better interpret information
4. Demonstrate diet planning principles

**Readings:** Chapters 1 and 2

**Assignments:**

1. The Syllabus Quiz is available through noon September 10, 2010
2. Food Label Assignment *(Learner Outcome Measurement)*
   a. The student will evaluate 10 food labels and determine whether the foods are nutrient dense
   b. The student will discuss the value and importance of interpreting the information on the food labels
   c. Due by noon Thursday September 9, 2010

**Chapter 3**
**DATE SEPTEMBER 4, 2010**
Objectives: Retrace the path of food from the plate through the digestive system

Readings: Chapter 3

Chapter 4

**DATE SEPTEMBER 11, 2010**

Objectives: Identify the function of carbohydrate in the diet and distinguish between the various sources of carbohydrate

Readings: Chapter 4

Assignments:

1. Quiz 1 (*Learner Outcome Measurement*)
   - The multiple choice quiz will require the students to recite how nutrition guidelines are set, recite established dietary guidelines, summarize digestion and recall the characteristics of carbohydrates.
   - Quiz 1, covering chapters 1, 2, 3, and 4 will close at noon Wednesday September 22, 2010.

Chapter 5

**DATE SEPTEMBER 18, 2010**

Objectives: Distinguish between the various fats and identify how structure impacts function.

Readings: Chapter 5

Chapters 6 and 19

**DATE SEPTEMBER 25, 2010**

Objectives:

1. Identify the function of protein and amino acids in the body
2. Identify characteristics of food borne illness and how to prevent them.

Readings: Chapters 6 and 19

Assignments:

1. The Diet Analysis Part One (*Learner Outcome Measurement*)
a. The student will complete a 24 hour diet and activity analysis
b. The student will identify the excesses and deficiencies in their own diet; and
c. enumerate strategies to improve overall nutrient intake
d. Due before noon Wednesday September 29, 2010

Chapter 7
**Date October 2, 2010**

**Objectives:** Describe the process of metabolism for the macronutrients.

**Readings:** Chapter 7

**Assignments:**

1. Quiz 2 *(Learner Outcome Measurement)*
   a. The multiple choice quiz will require the student to generalize the properties of lipids and proteins; summarize macronutrient metabolism and identify the most prominent rules of food safety.
   b. Quiz 2, covering chapters 5, 6, 7 and 19 closes at noon Wednesday October 13, 2010

Chapter 8
**Date October 9, 2010**

**Objectives:**

1. Define factors contributing to positive energy balance and negative energy balance.
2. Identify the characteristics of various eating disorders factors influencing food choices and behaviors.

**Readings:** Chapter 8

Chapter 9
**Date October 16, 2010**

**Objectives:** Review the various approaches to weight control

**Readings:** Chapter 9
Chapters 10 and 11

**Date October 23, 2010**

**Objectives:**

1. Review the function, deficiency, toxicity and source of vitamins
2. Identify how vitamins influence one another factors influencing food choices and behaviors

**Readings:** Chapters 10 and 11

**Assignments:**

1. Quiz 3 *(Learner Outcome Measurement)*
   a. The multiple choice quiz will require students to discriminate between measures of body weight and composition while assessing the pros and cons of each method, identify factors influencing diet and body composition; and recite the function, deficiency, toxicity, and source of vitamins.
   b. Quiz 3; covering chapters 8, 9, 10 and 11 closes at noon Wednesday November 3, 2010.

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Chapter 12

**Date October 30, 2010**

**Objectives:**

1. Identify the function and source of major minerals
2. Describe the interaction of minerals and vitamins factors influencing food choices and behaviors

**Readings:** Chapter 12

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Chapter 13

**Date November 6, 2010**

**Objectives:**

1. Identify the function, source and toxicity of trace minerals
2. Describe the interaction of minerals with other nutrients factors influencing food choices and behaviors
**Readings:** Chapter 13

**Assignments:**

1. Diet Analysis Part Two *Learner Outcome Measurement*
   a. The student will complete a 24 hour diet and activity analysis
   b. The student will identify the excesses and deficiencies in their own diet and enumerate strategies to improve overall nutrient intake
   c. Due before noon Wednesday November 10, 2010.

**Chapters 14 and 20**

*DATE NOVEMBER 13, 2010*

**Objectives:**

3. Define the types of fitness and the benefits conferred by fitness
4. Identify sources contributing to hunger and potential solutions factors influencing food choices and behaviors

**Readings:** Chapters 14 and 20

**Assignments:**

1. Quiz 4 *Learner Outcome Measurement*
   a. The multiple choice quiz will require the student to recognized functions, deficiencies and sources of minerals; describe the relationships and interactions among minerals and other nutrients; define fitness and enumerate the benefits of fitness; and list conditions which influence hunger in the US and worldwide.
   b. Quiz 4; covering chapters 12, 13, 14 and 20 closes at noon Wednesday November 24, 2010.

**Chapter 15**

*DATE NOVEMBER 20, 2010*

**Objectives:** Identify the changes in nutrient requirements during pregnancy and lactation.

**Readings:** Chapter 15

**Assignments:**

1. The Activity Analysis *Learner Outcome Measurement*
a. The student will complete a 24 hour activity analysis
b. The student will compare the results of their activity assessment with the recommendations and list strategies to bring their activity level closer to the recommended guidelines.
c. Due Wednesday December 1, 2010

**Chapters 16 and 17**

**DATE NOVEMBER 27, 2010**

**Objectives:**

1. Identify the changes in nutrient requirements from infancy through adolescence.
2. Identify the changes in nutrient requirements associated with aging.
3. Identify the states of nutrient deficiency and toxicity leading to disease states common throughout the life cycle factors influencing food choices and behaviors

**Readings:** Chapters 16 and 17

**Chapters 18**

**DATE DECEMBER 4, 2010**

**Objectives:** Describe the relationship between nutrition and chronic disease.

**Readings:** Chapter 18

**Assignments:**

2. Quiz 5 (*Learner Outcome Measurement*)
3. The multiple choice quiz will require the student to recall nutrient requirement changes through the lifecycle; and summarize the impact of nutrition on the etiology and progression of chronic disease.
4. Quiz 5; covering chapters 15, 16, 17 and 18 closes at noon Wednesday December 15, 2010.