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**College of Health Sciences: Department of
Kinesiology**

NUT2025: Fundamentals of Nutrition

3 Units

Prerequisites: Chem 103 or 152

[Download Course Syllabus Here](#)

Spring 2025

Fully Online

January 13 - May 9

Meeting Days: Online Asynchronous

Meeting Times: Online Asynchronous

Meeting Location: Online

Final Exam: (Day/Time): Week 16 (Friday)

Instructor: Professor Natasha Godwin

Email: ngodwin@pointloma.edu

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course addresses evidence-based foundations of nutrition science and the scientific use of diet in health and well-being. Course content includes dietary guidelines, macro- and micro-nutrients, and an overview of chronic diseases related to nutrition.

COURSE LEARNING OUTCOMES

1. Explain nutrition's role in disease prevention, health, and well-being. (1.1.1)

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3. Describe the different measures of nutritional requirements/dietary adequacy, e.g., DRIs, RDAs, AIs, TULs of nutrients, and food planning guides. (1.2.1)
 4. Identify the macronutrients and major micronutrients, describing their basic functions and food sources. (1.2.3)
 5. Explain how diet is modified to prevent/treat chronic health conditions. (1.2.4)
 6. Describe the process of human digestion, nutrient absorption, nutrient transport, and metabolism. (2.1.1)
 7. Identify determinants of energy balance and how imbalance can impact long-term health. (2.1.2)
 8. Examine the accuracy and validity of nutrition information sources and claims. (3.1.1)
 9. Complete a dietary recall and analysis of the food intake recorded. (3.1.2)
 10. Describe how cultural and environmental factors could influence food patterns and health beliefs of individuals. (4.1.1)
 11. Display professional behavior: respect and consideration for classmates and instructor. (4.1.2)
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INSTITUTIONAL LEARNING OUTCOMES

1. **Learning, Informed by our Faith in Christ**

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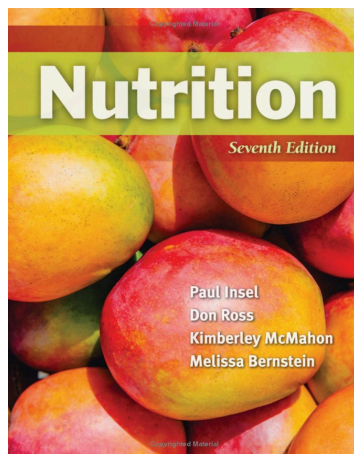
2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES



Insel, P. M. (2023). *Nutrition* (7th edition). Jones & Bartlett Learning.

ISBN: 9781284210958

Note: You are not required to use the online portion of the text. No access code is required.

Note: Students are responsible for having the required course textbooks prior to the first day

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COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assignment Type	Total Time to Complete
Reading & Required Resources	53
Assignments	20
Discussions	23
Quizzes	10
Exams	4
Final Exam	2.5
Total	112.5

ASSESSMENT AND GRADING

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

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	<p>online discussions with classmates, which are related to the week's readings. These discussions replace the interactive dialogue that occurs in the traditional classroom setting.</p>	
Quizzes	<p>Quizzes are required for each chapter. Read the chapter, access the quiz, and answer the questions. You have unlimited time, and two attempts at each quiz, however, your second attempt will be recorded as your final grade.</p>	10%
Assignments	<p>There are several written assignments due in this course. They include changing diets to make healthier choices, teaching a nutrition label, completing a case study on</p>	40%

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	regarding his/her diet change. The final assignment for this course is analyzing a 3-day diet. The purpose of this assignment is to learn more about your dietary intake, as well as your ability to correctly analyze the nutritional value of a diet. These assignments must reflect college-level writing and critical thinking.	
Exams	After each week's instruction, there will be a required exam. The exam will cover the chapters from the previous week. The exams will be timed, and you cannot use your text.	15%
Final Exams	The last day of class will involve taking a final exam. It will cover information you should now know	15%

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	Again, the final exam will be timed, and you cannot use your text.	
	Total	100

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

A B C D F

A 93-100 B+ 87-89 C+ 77-79 D+ 67-69 F Less than 59

A- 90-92 B 83-86 C 73-76 D 63-66

B- 80-82 C- 70-72 D- 60-62

ASSESSMENT OUTCOMES

DEPARTMENT	PROGRAM	COURSE	ASSESSMEN
Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and	1.1 Demonstrate content knowledge of nutrient requirements for growth and development during the lifecycle stages of conception through late maturity.	<p>1.1.1 Explain nutrition's role in disease prevention, health and well-being</p> <p>1.1.2 Discuss nutritional requirements of</p>	<p>Chapter quizzes</p> <p>Design a high fiber diet</p> <p>Discuss the 2015 Dietary</p>

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		<p>teaching/counseling nutrition information to individuals or groups.</p>	<p>1.2.1 Describe the different measures of nutritional requirements/dietary adequacy, e.g., DRIs, RDAs, AIs, TUILs of nutrients, food planning guides</p> <p>1.2.3 Identify the macronutrients and major micronutrients, describing basic functions and food sources of each</p> <p>1.2.4 Explain how diet is modified in the prevention/treatment of chronic health conditions.</p>	<p>label</p> <p>Alter a given diet to lower the saturated fat content</p> <p>Calculate you RDA for protein</p> <p>Plan a one-day menu meeting your protein needs</p> <p>Analyze a 3-day diet</p> <p>Interview family members on following a modified diet</p>
	<p>2. Students will identify appropriate resources to use in an application for problem-solving. (Learning)</p>	<p>2.1 Apply foundations of knowledge in physical and biological sciences, as they relate to human physiology, nutrient sources, and nutrient function.</p>	<p>2.1.1 Describe the process of human digestion, nutrient absorption, nutrient transport, and metabolism;</p> <p>2.1.2 Identify determinants of energy balance and how imbalance can impact long-term health</p>	<p>Chapter quizzes</p> <p>Discuss factors that affect digestion</p> <p>Calculate you BMI and total energy expenditure using standar equations</p> <p>Research fad</p>

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<p>3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.</p>	<p>3.1 Analyze, interpret, and evaluate current evidence-based research related to nutrition topics.</p>	<p>3.1.1 Examine the accuracy and validity of nutrition information sources and claims;</p> <p>3.1.2 Complete a dietary recall and analysis of the food intake recorded;</p>	<p>Chapter quizzes</p> <p>Create a video analysis of a nutrition facts label</p> <p>Record a 3-day diet food and beverage intake</p> <p>Analyze the 3 day diet recor</p> <p>Research fad diets</p> <p>Create the best choice vs worse choice fast food men</p>
<p>4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith. (Growing)</p>	<p>4.1 Examine cultural differences in food-related behaviors when working with people of diverse ethnic, religious, and socio-economic backgrounds.</p> <p>4.2 Evaluate the effects of societal, cultural, and financial dynamics upon diet trends, dietary choices, and food preparation methods among</p>	<p>4.1.1 Describe how cultural and environmental factors could influence food patterns and health beliefs of individuals</p> <p>4.1.2 Display professional behavior: respect and consideration for classmates and instructor</p>	<p>Chapter quizzes</p> <p>Discuss your own food choices, and mindless eating</p> <p>Interview family members on following a modified diet</p> <p>Punctual attendance and</p>

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FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include eating disorders and diet awareness. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of expanding knowledge of nutrition and nutrition counseling and I will support you throughout your learning in this course.

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This contributes to the way you perceive several types of information. In Fundamentals of Nutrition, we will cover a variety of topics, some of which you may find triggering. These topics include eating disorders and diet awareness. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of expanding your intellectual engagement in the area of expanding knowledge of nutrition and nutrition counseling, and I will support you throughout your learning in this course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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in order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of

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PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs

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quality as participation and will not be counted as meeting the attendance requirement.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

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online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar polishing final drafts, and more. For information about how to make in-person or online appointments, see the [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
 - [Website](#)
 - Email: writingcenter@pointloma.edu
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Note: *For courses using materials available through Lomabooks*

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go to [the LomaBooks site](#).

ASSIGNMENTS-AT-A-GLANCE

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Revised 1.13.25