Contemporary Issues in Nutrition  
NTDT 10003  
Credit Hours:  3.0  
Fall 2005

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Lyn Dart, PhD, RD, LD  Bass 115, l.dart@tcu.edu, 817.257.6321  
Office Hours:  By appointment  
Final Exam:  As per TCU Final Exam Schedule


Lab Manual  (currently in development with Thomson Wadsworth Publishing)

Course Description:  A study of contemporary issues in nutrition and food science that impact the individual and span the global community. Two hours lecture and one two-hour laboratory period per week is designed for non-science majors.  
Course is offered with eCollege components that support multiple instructional formats including lecture, class discussions, lab interactives, group learning projects and oral presentations, and a community service-learning project.  
Laboratory interactives will include traditional and computer laboratory exercises.

Prerequisites:  none

Purpose of Course:  Contemporary Issues in Nutrition meets partial requirements in the Human Experiences and Endeavors (HE&E) and Heritage, Mission, Vision and Values (HMVV) curriculum.  
Student learning outcomes satisfy Natural Sciences and Global Awareness competencies.

Student Learning Outcomes and Action Steps

| Natural Sciences Competency:  TCU graduates will be literate in the Natural Sciences |
|-----------------------------------|---------------------------------|----------------------------------|
| Student Learning Outcomes | Student Action Steps | Student Application & Examples |
| Students will demonstrate a basic understanding of some of the methods of investigation in the science of nutrition. | Students will explore the investigation methodologies and principles appropriate to the science of nutrition. For each investigation process or principle, students will: determine its purpose, describe it, and compare and contrast it with alternative methodologies. | • Describe the scientific method and its application in nutrition.  
• Compare and contrast types of research and methods used in acquiring nutrition information.  
• Examine and evaluate credible and non-credible nutrition information.  
• Compare and contrast traditional vs. alternative principles / methodology in nutritional sciences. |
| Students will demonstrate a basic understanding of some of the great ideas in the science of nutrition. | Students will examine some of the major ideas appropriate to the field of nutritional sciences, including how such ideas resulted from a scientifically reasoned investigation. | • Describe the science of nutrition and examine the integration of concepts/ideas from other biological sciences.  
• Identify the six classes of nutrients and review scientific evidence supporting the development of each class.  
• Compare and contrast differences in the classes of nutrients and learn how the body utilizes nutrients for physiological functions.  
• Review historical aspects of macro (proteins, carbohydrates, lipids) and micro (vitamins and minerals) nutrient discovery.  
• Compare and contrast differences / similarities in macro and micro nutrient needs.  
• Examine significant physiological findings and clinical criteria for nutrient deficiencies. |

For each concept, principle, or theory in nutritional sciences, students will describe it, review its history, determine its importance, review evidence supporting it, and compare and contrast it with alternative concepts, principles and theories.
**Students will demonstrate a basic understanding of some of the relationships among nutritional sciences, food technology, and society.**

Students will explore the relationships between nutritional sciences, food technology, and society.

AND….

Students will describe the roles that each plays in the others’ development, and identify the benefits and problems associated with each relationship.

• Examine the role of food technology in the evolution of the modern-day diet.
• Identify diet-planning principles and describe the role each principle plays in healthy eating.
• Evaluate and discuss recommendations in *The Dietary Guidelines for Americans* for planning a healthy diet.
• Describe how the body uses food and understand macronutrient metabolism.

• Explore the relationship between diet and incidence of chronic diseases.
• Identify key macro- and micronutrients and their role in health promotion and as risk factors for chronic disease.
• Explore health related benefits and issues with advances in food technology and the impact on society over the last 30 years.

**Global Awareness Competency:** TCU graduates will demonstrate knowledge of trends, issues, and opportunities that impact the global community.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Student Action Steps</th>
<th>Student Application &amp; Examples</th>
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</table>
| Students will demonstrate critical awareness that problem-solving in the global community requires the integration of a variety of perspectives to understand applications in nutritional sciences. | Students will examine and critique nutritional sciences information and arguments related to substantive problems that have a global dimension. AND….
Students will learn how to evaluate sources from a variety of perspectives and use those sources to support (inform) their critique of nutritional sciences problems in the global community. | • Examine and critique social, economic, and political perspectives related to domestic and world hunger.
• Identify food technology advances (genetically modified food) and food safety concerns (microbial, pesticides, chemical contaminants, food bioterrorism); and compare and contrast safety of world food and water supply.

• Explore differences in dietary and lifestyle practices and how they relate to chronic disease risk globally.
• Synthesize and balance information about nutritional sciences in developing evidence-based conclusions about global issues.

| Students will demonstrate the ability to develop informed judgments about global issues related to the science of nutrition. | Students will learn to employ discipline specific skill sets in nutritional sciences in their analyses of global issues.
AND….
Students will synthesize and balance information in developing appropriate evidence based conclusions about global issues in nutritional sciences. | • Analyze nutrient content of diets in other cultures.
• Demonstrate specific skill sets in analyzing nutritional status and body composition.
• Compare evidence based data in assessing standardized criteria for body composition across diverse populations.

• Compare and contrast components of healthy eating around the world.
• Evaluate the nutritional status of other cultures.
• Examine and discuss major concepts in nutritional sciences and how they apply in a contemporary global society.

**Instructional Methods:** *Contemporary Issues in Nutrition* is offered with eCollege components that support multiple instructional formats including: lecture, class discussions, lab interactives, group learning projects and oral presentations with peer evaluation.
Grading Procedures:

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<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
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<tr>
<td>Exam #2</td>
<td>100</td>
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<tr>
<td>Lab Quizzes (10 @ 10 points each)</td>
<td>100</td>
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<tr>
<td>Global Diets &amp; Disease eCollege Threaded Discussion</td>
<td>100</td>
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<tr>
<td>Food Safety Issues eCollege Threaded Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Group PP Presentation</td>
<td>100</td>
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<tr>
<td>Food Sensory Lab Results (&amp; eCollege Threaded Discussion)</td>
<td>100</td>
</tr>
<tr>
<td>Experimental Foods Lab Results (&amp; eCollege Threaded Discussion)</td>
<td>100</td>
</tr>
<tr>
<td>Diet &amp; Physical Activity Analysis &amp; Written Report</td>
<td>100</td>
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<tr>
<td>Tarrant Area Food Bank community service-learning project</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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</tbody>
</table>

**Total Possible Points:** 1100

Course Policies:

**Attendance Policy:** The university attendance policy states that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. Records of class attendance are kept by faculty. When an accumulation of absences reaches the point of endangering a student’s academic status, the faculty member will report this situation to the Campus Life Office.

**Lab Make-up Policy:** Students will be allowed to make-up labs that they miss due to Official University Absences, serious illness, or family-related emergencies verified by Campus Life. Students should notify instructor to reschedule the lab and lab quiz as soon as possible. **No make-up assignments will be allowed for unexcused absences.** Students with an excused absence will complete a make-up assignment on a related topic or issue within two weeks of absence. Student will be responsible for contacting instructor and securing information necessary to complete make-up assignment. All make-up assignments (except final assignment) will consist of a 5-page research paper (word processed) on related food/nutrition topic or issue.

**Statement on Disability Services at TCU:** Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

**Academic Misconduct (Sec. 3.4 from the Student Handbook)** – Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

**Netiquette: Communication Courtesy Code:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If the instructor deems the communication be inappropriate or offensive, the instructor will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course.
TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students: Mary Couts Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 11); the William L. Adams Writing Center (257-7221, Rickel Bldg. 244); Student Development Services (257-7855, Student Center Rm. 220); and University Ministries (257-7830, Student Center Rm. 111).

Email Notification: Only the official TCU student email address will be used for all course notification. It is the student’s responsibility to check your TCU email on a regular basis.

Representative Bibliography:


Representative Webliography:
(By Topic – See Course Outline)

Overview of the Science of Nutrition
- U.S. government health and nutrition information sites: www.healthfinder.gov or www.nutrition.gov
- Basic science research from the National Science Foundation and Research America: www.nsf.gov and www.researchamerica.org
- Dietary Reference Intakes: www.nap.edu
- Healthy People 2010: www.healthypeople.gov
- Food and Nutrition section of the Healthy Living area in Health Canada: www.hc-sc.gc.ca
• National Nutrition Survey: www.cdc.gov/nchs/nhanes.htm
• Food surveys Research Group: www.barc.usda.gov/bhnrc/foodsurvey
• Food and Nutrition Center of the Mayo clinic: www.mayohealth.org
• Reviews and links to nutrition and health websites by Tufts University Nutrition Navigator: www.navigator.tufts.edu

Planning Healthy Diets
• “Diet” and “food labels” at the U.S Government health information site: www.healthfinder.gov
• Dietary Guidelines for Americans: www.health.gov/dietaryguidelines
• Food Guide Pyramid section of the U.S. Department of Agriculture: www.nal.usda.gov/fnic
• Traditional Diet Pyramids for various ethnic groups: www.oldwayspt.org
• “Exchange lists” at the American Diabetes Association: www.diabetes.org
• Food labeling at the Food and Drug Administration: www.cfsan.fda.gov
• “Food labels” at the International Food Information Council: www.ific.org
• Assess your diet at the CNPP Interactive Healthy Eating Index: www.usda.gov/cnpp
• Healthy eating tips from the “5 a day” programs: www.5aday.gov or www.5aday.org
• Dietary guidelines from around the world: www.nal.usda.gov/fnic/dga

Macronutrients (Carbohydrates)
• “lactose intolerance” at the U.S. Government health Information site: www.healthfinder.gov
• “sugars” and “fiber” at the International Food Information Council site: www.ific.org
• More about dental caries from the American Dental Association and the National Institute of Dental and Craniofacial Research: www.ada.org and www.niddcr.nih.gov
• “artificial sweeteners”: at the U.S. Government health information site: www.healthfinder.gov
• “sweeteners” at the International Food Information Council site: www.ific.org

Macronutrients (Lipids)
• “cholesterol” and “dietary fat” at the U.S. www.healthfinder.gov
• American Dietetic Association’s ABC’s of Fats, Oils, and Cholesterol: www.eatright.org/nfs2.html
• “fat” at the International Food Information Council site: www.ific.org
• Dietary strategies to prevent heart disease at the American Heart Association: www.americanheart.org

Macronutrients (Proteins and Amino acids)
• Protein-energy malnutrition and world hunger for the World Health Organization Nutrition Programme: www.who.int/nut
• Sickle-cell anemia from the National Heart, Lung, and Blood Institute or the Sickle Cell Disease Association of America: www.nhlbi.nih.gov or www.sicklecelldisease.org
• “vegetarian” at the Food and Drug Administration’s site: www.fda.gov
• Vegetarian Resource Group: www.vrg.org
• Vegetarian diet pyramid: www.oldwayspt.org

Micronutrients (Vitamins and Minerals)
• “vitamins” at the American Dietetic Association and US Government health information site: www.eatright.org and www.healthfinder.gov
• Dietary Reference Intakes for the fat and water-soluble vitamins: www.nap.edu/readingroom
• “vitamin deficiencies” around the world from the World Health Organization: www.who.int
• Neural tube defects form the Spina Bifida Association of America: www.sbbaa.org
• Dr. Joseph Goldberger’s groundbreaking discovery linking pellagra to diet: www.nih.gov or www.pbs.org
• Fruits and vegetables support a healthy diet rich in vitamins: www.5aday.gov or www.5aday.org
• Office of Dietary Supplements: www.dietary-supplements.info.nih.gov
• Report adverse reactions associated with dietary supplements to FDA’s MedWatch program: www.fda.gov/medwatch
• Search for “supplements” at the American Dietetic Association: www.eatright.org
• Supplements from the FDA Center for Food Safety and Applied Nutrition: www.cfsan.fda.gov/~dms/supplmnt.html
• Consumer information on dietary supplements: www.usp.org
• Federal Trade Commission policies for dietary supplement advertising: www.ftc.gov/bcp/conline/pubs/buspubs/dietsupp.htm
Alcohol and Nutrition
- “alcohol” at the U.S. Government health site: [www.healthfinder.gov](http://www.healthfinder.gov)
- Alcohol and drug abuse from the National Clearinghouse for Alcohol and Drug Information (NCADI): [www.health.org](http://www.health.org)
- Alcoholism and drug dependence from the National Council on Alcoholism and Drug Dependence (NCADD): [www.ncadd.org](http://www.ncadd.org)
- Family alcohol problems from Alateen and Al-Anon Family support groups: [www.al-anon.alateen.org](http://www.al-anon.alateen.org)
- Alcohol or drug problems form Alcoholics Anonymous (AA) or Narcotics Anonymous: [www.aa.org](http://www.aa.org) or [www.wsoinc.com](http://www.wsoinc.com)
- “party” to find tips for hosting a safe party from Mothers Against Drunk Driving (MADD): [www.madd.org](http://www.madd.org)

Global Trends in Energy Balance, Body Composition, and Weight Management
- Food composition data from the USDA Nutrient Data Laboratory: [www.nal.usda.gov/fnic/foodcomp](http://www.nal.usda.gov/fnic/foodcomp)
- 10,000 Steps Program at Shape Up America: [www.shapeup.org](http://www.shapeup.org)
- Interactive applications for Healthy Weight: [www.nhlbi.nih.gov/subsites/index.htm](http://www.nhlbi.nih.gov/subsites/index.htm)
- “obesity” and “weight control” at the U.S. Government health information site: [www.healthfinder.gov](http://www.healthfinder.gov)
- Drugs used for weight loss from the Center for Drug Evaluation and Research: [www.fda.gov/cder](http://www.fda.gov/cder)
- Weight control and the WIN program from the Weight-control Information Network: [www.niddk.nih.gov/health/nutrit/win.htm](http://www.niddk.nih.gov/health/nutrit/win.htm)
- Weight loss support groups: [www.tops.org](http://www.tops.org) and [www.oa.org](http://www.oa.org) and [www.weightwatchers.com](http://www.weightwatchers.com)
- North American Association for the Study of Obesity and the American Society for Bariatric Surgery: [www.naaso.org](http://www.naaso.org) and [www.asbs.org](http://www.asbs.org)
- Achieving and maintaining a healthy weight from the Calorie Control Council: [www.caloriecontrol.org](http://www.caloriecontrol.org)
- Size discrimination and improving the quality of life for overweight people from the National Association to Advance Fat Acceptance: [www.naafa.org](http://www.naafa.org)
- Advise on starting a weight loss program from the Partnership for Healthy Weight Management: [www.consumer.gov/weightloss](http://www.consumer.gov/weightloss)
- “anorexia” “bulimia” and “eating disorders” at the U.S. Government health information site: [www.healthfinder.gov](http://www.healthfinder.gov)
- Anorexia nervosa and related eating disorders from Anorexia Nervosa and Related Eating Disorders: [www.anred.com](http://www.anred.com)
- American Anorexia Bulimia Association: [www.aabainc.org](http://www.aabainc.org)
- Facts about eating disorders from the National Institute of Mental Health: [www.nimh.nih.gov/publicat/eatingdisorder.cfm](http://www.nimh.nih.gov/publicat/eatingdisorder.cfm)

Food Safety Concerns
- Food safety tips from the Government Food Safety Information site or Fight BAC! Campaign of the Partnership for Food Safety Education: [www.foodsafety.gov](http://www.foodsafety.gov) or [www.fightbac.org](http://www.fightbac.org)
- Foodborne illnesses from the National Center for Infectious Diseases at the Centers for Disease Control and Prevention: [www.cdc.gov/ncidod](http://www.cdc.gov/ncidod)
- Learn about the various types of food thermometers and how and when to use them from USDA Thermometer Campaign: [www.fsis.usda.gov/thermy](http://www.fsis.usda.gov/thermy)
- Commonsense health tips for travelers at the Centers for Disease Control and Prevention: [www.cdc.gov/travel](http://www.cdc.gov/travel)
- Food irradiation from the International Consultative Group on Food Irradiation and the International Food Information Council: [www.iaea.org/icgfi](http://www.iaea.org/icgfi) and [www.ific.org](http://www.ific.org)
- Fish advisories from the Environmental Protection Agency: [www.epa.gov/ost/fish](http://www.epa.gov/ost/fish)
- Methods of food buying and preparation that will help minimize pesticide exposure: [www.epa.gov/pesticides/food](http://www.epa.gov/pesticides/food)
- Food safety in the marketplace from the Food Safety and Inspection Service: [www.usda.gov/fsis](http://www.usda.gov/fsis)
- “Pro” biotechnology perspective from the Council for Biotechnology Information: [www.whybiotech.com](http://www.whybiotech.com)
- “Con” biotechnology perspective from the Genetic Engineering section of Greenpeace, USA: [www.greenpeaceusa.org](http://www.greenpeaceusa.org)
Nutrition in the Global Community

- Constructive, community-based solutions to the problems of poverty and hunger within and between the public and private sectors from the National Hunger Clearinghouse: www.worldhungeryear.org/nhc
- USDA FoodStamp Program: www.fns.usda.gov/fsp
- Information on feeding the hungry from the Emergency Food and Shelter Program: www.efsp.unitedway.org
- Center on Hunger and Poverty: www.centeronhunger.org
- Second Harvest: www.secondharvest.org
- World Hunger Program: www.brown.edu/Departments/World_Hunger_Program/hungerweb?WHP/overview.htm
- World Food Program: www.wfp.org
- Food and Agriculture Organization (FAO) of the United Nations: www.fao.org
- USDA Alternative Farming Systems Information Center: www.nal.usda.gov/afsic
- Sustainable Agriculture Research and Education Program at UC Davis and the Leopold Center for Sustainable Agriculture at IA State: www.sarep.ucdavis.edu and www.leopold.iastate.edu
- Discussions on major issues involving the quality of life on planet Earth at the Turning Point Project site: www.turnpoint.org

This syllabus represents current plans and objectives. Plans may change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

TCU Mission Statement
To educate individuals to think and act as ethical leaders and responsible citizens in the global community
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Major Concepts</th>
<th>Reading &amp; Homework Assignment(s):</th>
<th>Lab Exercise</th>
</tr>
</thead>
</table>
| 1    | Course Overview | • Introduction to Course & eCollege component  
• The scientific method of discovery in nutritional sciences |  | Introduction to the lab;  
The Scientific Method |
| 2    | Overview of the Science of Nutrition | • Describe the science of nutrition  
• Identify and discuss nutrient classification | Chapter 1, and pgs. 34-35 | eCollege – Spotlight 1: Nutrition Fact or Nutrition Fiction?  
Lab Quiz #1 |
| 3    | Planning Healthy Diets (U.S. perspective) | • Identify diet planning principles and describe the role each principle plays in healthy eating  
• Evaluate and discuss recommendations in “The Dietary Guidelines for Americans” for planning a healthy diet  
• Describe how the body uses food and understand macronutrient metabolism  
• Examine the role of food technology in the evolution of the modern day diet: fast foods, processed/convenience foods  
• Explore the relationship between diet and incidence of chronic disease |  | Diet and Physical Activity  
Analysis Lab  
Lab Quiz #2 |
| 4    | Planning Healthy Diets (Global perspective) | • Explore health related benefits and issues with advances in food technology and the impact on society over the last 30 years  
• Compare and contrast global issues related to healthy eating  
• Examine and determine nutritional status of other cultures  
• Compare and contrast components of healthy eating around the world | Chapter 2 | Diets and Different Cultures Lab:  
diet planning and nutrient analysis, using nutrition software programs for diverse cultures  
Lab Quiz #3 |
| 5    | Macronutrients (Carbohydrates) | • Describe how the body uses food and understand macronutrient metabolism: carbohydrates  
• Examine the role of food technology in the evolution of the modern-day diet: artificial sweeteners  
• Identify key macro- and micronutrients and their role in health promotion and as risk factors for chronic disease: diabetes  
• Explore differences in dietary and lifestyle practices and how they relate to chronic disease risk globally: diabetes | Chapter 3;  
eCollege-homework  
Spotlight 3: Sweet talk: alternatives to sugar | TAFB Tour/Assignment |
| 6    | Macronutrients (Lipids) Exam #1 | • Describe how the body uses food and understand macronutrient metabolism: lipids  
• Identify key macro- and micronutrients and their role in health promotion and as risk factors for chronic disease: cardiovascular disease and hypertension  
• Explore differences in dietary and lifestyle practices and how they relate to chronic disease risk globally: cardiovascular disease and hypertension | Chapter 4;  
eCollege-homework:  
Global Diets and Disease Threaded Discussion #1:  
investigation of differences in dietary practices and how they relate to chronic risk globally | Experimental Foods Lab  
Lab Quiz #4 |
| 7    | Macronutrients (Lipids cont.) Macronutrients (Proteins and Amino Acids) | • Examine the role of food technology in the evolution of the modern-day diet: fat modifications  
• Describe how the body uses food and understand macronutrient metabolism: proteins | Chapter 4, 5 |  
Food Sensory Lab & Threaded Discussion #2  
Lab Quiz #5 |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Major Concepts</th>
<th>Reading &amp; Homework Assignment(s):</th>
<th>Lab Exercise</th>
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<tr>
<td>8</td>
<td>Macronutrients (Proteins cont.)</td>
<td>• Describe how the body uses food and understand macronutrient metabolism: proteins  • Evaluate and determine nutritional status of other cultures: focus on protein consumption/nutritional status</td>
<td>Chapter 5</td>
<td>High Protein/Low Carbohydrate Diets Lab  Lab Quiz #6</td>
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<tr>
<td>9</td>
<td>Micronutrients (Vitamins and Minerals)</td>
<td>• Review of historical aspects of vitamins and minerals, including their discovery  • Micro Nutrient Deficiencies and Excesses</td>
<td>Chapter 6,7</td>
<td>Group PP Presentation: Investigation of macro-and micro-nutrient deficiencies on a global scale</td>
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<tr>
<td>10</td>
<td>Alcohol and Nutrition Exam #2</td>
<td>• Weighing the pros and cons of alcohol consumption</td>
<td>Chapter 8</td>
<td>eCollege Spotlight 8: Fetal Alcohol Syndrome  Lab Quiz #7</td>
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<tr>
<td>11</td>
<td>Global Trends in Energy Balance, body composition and weight management</td>
<td>• Identify key macro- and micronutrients and their role in health promotion and as risk factors for chronic disease: obesity  • Explore differences in dietary and lifestyle practices and how they relate to chronic disease risk globally: obesity  • Demonstrate specific skill sets in analyzing nutritional status and body composition</td>
<td>Chapter 9</td>
<td>Group PP Presentation: Investigation of macro-and micro-nutrient deficiencies on a global scale  Lab Quiz #8</td>
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<tr>
<td>12</td>
<td>Global Trends in Energy Balance, body composition and weight management (cont.)</td>
<td>• Compare evidence based data in assessing standardized criteria for body composition across diverse populations</td>
<td>Chapter 9</td>
<td>Nutrition Assessment Lab  Lab Quiz #9</td>
</tr>
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<td>13</td>
<td>Food Safety Concerns</td>
<td>• Identify food technology advances (genetically modified foods) and food safety concerns (microbial, pesticides, chemical contaminants, food bioterrorism); and compare and contrast safety of world food and water supply</td>
<td>Chapter 12; eCollege-homework: Food Safety Issues Threaded Discussion #3</td>
<td>Research Lab: Web Site Review of Food Safety Issues</td>
</tr>
<tr>
<td>14</td>
<td>Nutrition in the Global Community</td>
<td>• Examine and discuss major concepts in nutritional sciences and how they apply in a contemporary global society  • Examine and critique social, economic, and political perspectives related to domestic and world hunger  • Synthesize and balance information about nutrition and food science in developing evidence-based conclusions about global issues</td>
<td>Chapter 12</td>
<td>eCollege Spotlight 12: Domestic and World Hunger  Lab Quiz #10</td>
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<td>15</td>
<td>Final Exam as per TCU academic calendar</td>
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